



Q1. 4 mark question

“**How** does Interpretation A *differ* from Interpretation B?” Explain your answer **based on what it says** in A and B

Level 1: 1-2 marks

- Simple analysis of interpretations to identify differences based on **content**.

Level 2: 3-4 marks

- Developed analysis of interpretations to explain differences based on **content**.

Q2. 4 mark question

“**Why** might the authors of Interpretation A and Interpretation B have different point of view?”

Level 1: 1-2 marks

- Simple answer that analyses **provenance** to identify reasons for difference.

Level 2: 3-4 marks

- Developed answer that analyses **provenance** to explain the differences.
(TAPTAP)
- **Develops 2 reasons**

Q3. 8 mark question

Which interpretation do you find most **convincing** about...? Explain your answer based on your **contextual knowledge** and what it says in A and B.

Level 1: 1-2 marks

- Basic analysis of interpretation(s) (some relevant comments)

Level 2: 3-4 marks

- Explains **why one** is convincing.
- **Some** contextual knowledge.

Level 3: 5-6 marks

- Explains **why both** are convincing.
- **Good** contextual knowledge.
- **Judgement** of one as more / less convincing (top of L3).

Level 4: 7-8 marks

- Complex evaluation of **both** interpretations.
- **Sustained judgement** about the most convincing.
- **Precise** contextual knowledge.
- Possibly considers the relationship between the two interpretations.

Q4. 4 mark question

“**Describe** two problems”

Level 1: 1-2 marks

- **Basic** knowledge and understanding of the events (identifies 2 or describes one).

Level 2: 3-4 marks

- Description of **simple** sequence of events/problems, supported by **good** contextual knowledge.

Q5. 8 mark question

“In what ways were... **affected by**?”

Level 1: 1-2 marks

- Identifies change(s).

Level 2: 3-4 marks

- **Simple** explanation of **one or more** change.
- **Some** contextual knowledge.

Level 3: 5-6 marks

- **Developed** explanation of **2** consequences.
- **Good** contextual knowledge.

Level 4: 7-8 marks

- **Complex** explanation of **2 or more** consequences.
- **Precise** contextual knowledge.

Q6. 12 mark question

“Which of the following was the **more important** reason for ...?”

Level 1: 1-3 marks

- **Basic** explanation of at least 1 factor with some knowledge.

Level 2: 4-6 marks

- **Developed** explanation of one bullet (multiple reasons) **OR simple** explanation of 2 bullet point.
- **Some** contextual knowledge.

Level 3: 7-9 marks

- **Developed** explanation of both bullet points (multiple examples)
- **Clear** judgement about main factor.
- **Good** contextual knowledge.

Level 4: 10-12 marks

- **Complex** explanation of both bullet points (multiple reasons).
- **Clear and sustained** judgement about main factor, but also considers links between them.
- **Precise** contextual knowledge.



Paper 1A: USA

Q1. 4 mark question

“**How** does Interpretation A differ from Interpretation B?”

State the main difference and **support using quotes** from A and B.

AND EITHER

For each, use a sentence to explain what it shows **OR** state a second difference and support

Q2. 4 mark question

“**Why** might the authors of Interpretation A and Interpretation B have different point of view?”

Use TAPTAP / NOP / W questions to identify **2 reasons WHY** the authors say different things.

State each reason for difference and **explain how it impacts what the author says in A AND in B.**

Q3. 8 mark question

Which interpretation do you find most **convincing**?

2 x PEELS

Pick on **one part** of each interpretation that **IS accurate** and **explain why** by using **contextual knowledge**.

Conclude about which is more convincing and explain why.

For L4:

Choose a further accurate part of one interpretation **OR** something that isn't convincing and explain why, using CK.

Q4. 4-mark question

“**Describe** two problems”

Identify two problems relevant to the question.

Describe each problem and identify consequences.

Connectives

Without ... Due to ...
As well as ... Consequently ...
Finally ... However ...
On the contrary ... Although ...
More importantly ... Alternatively ...

Q5. 8 mark question

“In what ways were... **affected by**?”

2 x PEELS

Identify multiple changes (2-3) that happened due to the topic given the question.

Explain the impact that the changes had on the U.S people or specific group.

Consider affect **type (PERMS), duration (ST/LT) and extent (major/minor)** for L3/4.

Specific and factual contextual knowledge is essential.

You can include both positive and negative changes.

Golden words

This meant that ...
This led to ...
As a result ...
Consequently ...
Significantly ...
In the short term ...
The immediate impacts were...
In the long term ...
This triggered...

Q6. 12 mark question

“Which of the following was the **more important** reason for ...?”

2 x PEELS (multiple reasons per paragraph)+ Conc

Identify and describe your ideas for each bullet points.

Explain how/why each is important (consider complex explanation for L3/4)

Evaluate which is more important in your conclusion.

3 paragraphs; one for each bullet point and a conclusion.

Give yourself a pat on the back...