



**Paper 1B:  
WWI**

**Q1. 4 mark question**

“Source **A supports/is critical of** [an event]. How do you know?”

**Level 1: 1-2 marks**

- **Simple** analysis of source based on content and / or provenance
- Identifies relevant features in the source and supports with **some** contextual knowledge and understanding.

**Level 2: 3-4 marks**

- **Developed** analysis of source based on content **and/or** provenance.
- Supported by **precise** contextual knowledge and understanding related to features of the source.

**Q2. 12 mark question**

“**How useful** are sources **B and C** to a historian studying...”

**Level 1: 1-3 marks**

- **Simple** analysis of part of source(s)
- Makes a **statement / assertion** about usefulness (upper)

**Level 2: 4-6 marks**

- **Simple** evaluation of one **or** both sources
- Considers content **and / or** provenance
- Analyses one source in a developed way **or** simple aspects of both
- **Some** contextual knowledge

**Level 3: 7-9 marks**

- **Developed** evaluation of both sources
- Considers content **and / or** provenance throughout both (incomplete)
- **Good** contextual knowledge

**Level 4: 10-12 marks**

- **Sustained judgement** about **both** sources
- Evaluates content **and** provenance on both
- May consider the relationship between the sources
- **Precise** contextual knowledge



**Q3. 8 mark question**

“Write an **account** of ...”

**Level 1: 1-2 marks**

- **Basic** account
- **Simple** knowledge

**Level 2: 3-4 marks**

- **Simple** explanation of cause/consequence
- structured account, mostly in chronological order
- **Some** contextual knowledge

**Level 3: 5-6 marks**

- **Developed** explanation of cause/consequence
- well-ordered narrative which is in chronological order
- **Good** contextual knowledge

**Level 4: 7-8 marks**

- **Complex** explanation of cause/consequence
- Well-structured account which is in chronological order
- **Precise** contextual knowledge

**Q4. 16 mark question**

“Statement”

**How far** do you agree with the statement?”

**Level 1: 1-4 marks**

- **Basic** explanation of 1 factor
- **Some contextual** knowledge

**Level 2: 5-8 marks**

- **Simple** explanation of **1 or more factors**
- **Some** contextual knowledge.

**Level 3: 9-12 marks**

- **Developed** explanation of **stated factor and 1 or more others**
- Clear judgement about main factor
- **Good** contextual knowledge.

**Level 4: 13-16 marks**

- **Complex** explanation of **stated factor and 2 others**
- **Clear sustained judgement** about main factor, but also considers **links** between them
- **Precise** contextual knowledge.

**SPAG marks**

- 1 mark:** reasonably accurate with limited key words
- 2-3 marks:** mostly accurate with good use of grammar and key words
- 4 marks:** consistently accurate with effective use of a range of key words



## Paper 1B: WWI

### Q1. 4 mark question

“Source A **supports/contradicts** [an event]. How do you know?”

**Identify** relevant content from the source.

**Explain** how it supports/contradicts the view given in the question using the relevant details.

**Support** your answer with your own knowledge.

### Q2. 12 mark question

“**How useful** are sources **B** and **C** to a historian studying...”

Comment on 2 **features** of each source.

Use your own contextual knowledge (**CK**) to explain the source content and the situation the source is referring to

Use the **content (what is in it)** and **provenance (TAPTAP / NOP / W questions)** of both sources to discuss how useful they are.

Conclude using both sources together to **evaluate** how useful they are, recognising their differences (“*Overall, both sources are using, but for different reasons...*”)

### Q3. 8 mark question

“Write an **account** of ...”  
2-3 x PEELS

Try to make your account **chronological** when explaining what happened as a result of the events.

You need to explain how **A (a cause)** led to **B (an event)** which created **C (consequences)**.

#### For L4:

Consider consequence **type (PERMS), duration (ST/LT) and extent (major/minor)**

Use the wording of the questions so your reader understands what the **account is about**.

### Connectives

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

### Q4. 16 mark question

“**How far** do you agree with the statement?”

**Intro + 3 x PEELS + Conclusion**

Identify and describe factor in statement and those in other paragraphs

Fully **explain** each by linking your answer back to the topic of the question.

Explain **2-3 factors** in your answer fully.

Use detailed contextual knowledge.

Write consistently and clearly throughout your answer; must be **well-structured, ideally using PEEL**.

Top answers will **explain the relationship** between factors, linking them together.

### Golden words

This meant that ...

This led to ...

As a result ...

Consequently ...

Significantly ...

In the short term ...

In the long term ...

This triggered...

