

# History Progress Guide - Moving from GCSE to GCE

## Introduction and content

This guide has been designed for centres who are delivering Edexcel's GCSE courses (Specification A or Specification B History) and progressing students to Edexcel's GCE 2008 qualification. It is organised into the following sections:

1. Practical considerations
2. Content linkages
3. Implications for teaching and learning
  - 3.1 Assessment objectives and learning outcomes
  - 3.2 Enquiry skills
  - 3.3 Question focus: language, terminology and concepts
  - 3.4 Examination demands
4. Useful resources

The guide outlines the progression in transition from GCSE to GCE. It outlines some of the linkages between GCE and GCSE and also some of the key differences that can inform the planning of teaching of learning.

## 1. Practical considerations

### Enquiry

Historical enquiry is a required part of the Controlled Assessment (internal assessment) at GCSE (Unit 4 in both Spec A and Spec B). There is a choice of enquiry tasks. At GCE there is coursework, and enquiry is required part of Unit 4.

Centres should consider:

- The timing of enquiry during the course
- Whether topics chosen at GCSE for enquiry should be similar, or different, from those chosen at GCE. GCSE has a choice of 12 topics (13 for specification B, which has a History Around Us element); GCE a choice of 48 Edexcel-designed programmes, plus the opportunity for Centres to design their own
- What school library and other locally available resources can be gathered to support students enquiries beyond the use of standard text books
- How skills of enquiry can be introduced prior to GCSE, developed at GCSE and enhanced during the GCE course.

### GCE without GCSE?

The GCE specification was written with awareness that in many centres an increasing number of students were requesting GCE History without having studied the subject at GCSE level. In many centres GCSE blocking means the subject is 'dropped', but students later decide they would like to study History at AS level.

This is an issue wholly for centre policy. However, many candidates will have touched on many GCE topics at KS3 History. In addition their quality of written communication skills will have been developed in other humanities subjects. Many centres find non-GCSE candidates are successful at GCE level. Candidates requesting GCE without GCSE are often well motivated. Some centres have a 'trial-period' policy of 3 weeks at the start of the GCE course.

The most common barrier to success for such candidates is the 'language of History'. ( see section 3.3 below). This might be addressed by the careful compilation of glossaries and / or students completion of some GCSE exam questions at the beginning of their GCE course to

'refresh' their historical vocabulary and begin to develop their approach to historical sources from KS3.

## 2. Content mapping

Both the GCSE and GCE History courses contain a range of optional content within their 4 Units. There is no compulsory core content and no compulsory combination of content. Some prohibited combinations exist within ( but not between) the GCSE and GCE courses to prevent duplication of content and meet the QCDA subject criteria. These are clearly indicated in the specifications. The GCSE and GCE criteria also require that students study at least 25% British history.

Figure 1: Options and units

	Unit 1	Unit 2	Unit 3	Unit 4
GCSE Spec A	Outline Study (3 of 6 sections are studied)	Depth study: one of 3 papers is studied	Source enquiry: one of 3 papers is studied	Controlled assessment: Choice of topic - one from 12
GCSE Spec B	Outline Study: one of 3 papers is studied	Depth study: one of 3 papers is studied	Source enquiry: one of 4 papers is studied	Controlled Assessment: Choice of topic - one from 13
GCE	Outlines Studies: Two topics from a paper are studied. There are 35 topics in all - examined in 6 papers	Depth study: one of 10 options is studied	Depth study and Associated Historical Controversies: One of 10 options is studied	Coursework: One of 45 Edexcel-designed programmes. Centre-designed programmes can be studied instead

This means there is considerable flexibility in topic choice at both GCSE and GCE and centres are at liberty to devise a **four year course** that meets their own requirements. There are some key decisions to be made:

- GCSE content could be avoided at GCE i.e. to minimise repetition
- The GCE course could be designed to build on GCSE by revisiting some topics covered at GCSE, albeit in a different way and at greater depth.
- A mixed approach could be taken, reinforcing some GCSE topics whilst avoiding others to reduce repetition.

Each of the above approaches is equally acceptable. Some students feel more secure when they are covering familiar ground; others may be happier with entirely new content, priding this is linked to familiar concepts: for example, the factors which bring about change, the roles of individuals, the causes and impact of revolution etc. The tables below map the two GCSE courses against the GCE course to highlight areas where there is significant linkage.

Figure 2: the GCE Specification in Brief

GCE AS and A2	
Unit 1 Historical Themes in Breadth (AS) (Students study two topics from one of the options, papers A-F)	Unit 2 British History Depth studies (AS) (Students study one topic from one of the option, papers A-E)
Unit 3 Depth study and Associated Historical Controversies (A2) (Students study one topic from one of the option, papers A-E)	Unit 4 Historical Enquiry (A2) (ONE of 45 Edexcel-designed programmes, or centres may design their own)

The GCE specification is shown above for reference (Figure 2).

GCSE Specifications were designed to feed into the GCE 2008 specification and provide a four year History course for centres and candidates. The approach to assessment and to unit design links the two qualifications and allows GCSE to provide a firm foundation for progression to GCE.

Figure 3: GCSE Spec A to GCE linkages

<b>GCSE Spec A</b>	<p><b>Linkages to GCE AS and A2*</b></p> <p><b>*opportunities to revisit directly a substantial element of the same content are shown in bold; some examples of linked content are also given. These examples of linked content may extend the GCSE chronology or link with it by chronology and historical issue.</b></p>
<b>Unit 1 Peace and War: International relations 1900-91</b>	
<ul style="list-style-type: none"> <li>• Section 1: Why did war break out? International rivalry 1900-14</li> <li>• Section 2: The peace settlement 1918-28</li> <li>• Section 3: Why did war break out? International relations 1929-39</li> <li>• Section 4: Why did the Cold War develop? 1943-56</li> <li>• Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia c1957-69</li> <li>• Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991).</li> </ul>	<p><b>Unit 3 E1 The World in Crisis, 1879-1941</b> Unit 2 C1 The experience of Warfare in Britain: Crimea, Boer and First World War, 1854-1930 Unit 4 CW 15: Defending Greta Power Status: British Foreign Policy, 1814-1914</p> <p><b>Unit 4 CW 40 20<sup>th</sup> Century International Relations, 1879-1980</b> Unit 1 D 3 Russia in Revolution, 1881-1924 Unit 1 D 4 Stalin's Russia, 1924-53 Unit 1 E /F The collapse of the Liberal State and the Triumph of Fascism in Italy, 1896-1943 Unit 1 F7 From Second Reich to Third Reich: Germany, 1918-45 Unit 3 D1 From Kaiser to Führer: Germany, 1900-45 Unit 3 D2 Britain and the Challenge of Fascism: Saving Europe at a Cost? C 1925-60</p> <p><b>Unit 3 E2 A World Divided: Superpower Relations, 1944-90</b> Unit 1 E5 Germany Divided and Reunited, 1945-91 Unit 1 D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73 Unit 4 CW41: Germany United and Divided, 1890-1991</p>
<b>Unit 2 Depth studies ONE of:</b>	
<ul style="list-style-type: none"> <li>• Option 2A Germany 1918-39</li> <li>• Option 2B Russia 1917-39</li> <li>• Option 2C The USA 1919-41</li> </ul>	<p><b>Unit 1 F7 From Second Reich to Third Reich: Germany, 1918-45</b> <b>Unit 3 D1 From Kaiser to Führer: Germany, 1900-45</b> Unit 4 CW41: Germany United and Divided, 1890-1991 <b>Unit 1 D3 Russia in Revolution, 1881-1924</b> <b>Unit 1 D4 Stalin's Russia, 1924-53</b> Unit 4 CW 38: The Making of Modern Russia, 1856-1964 <b>Unit 3 C2 The Unites States, 1917-54: Boom, Bust and Recovery</b></p>

	Unit 4 CW39: The USA: From Reconstruction to Civil Rights, c 1877-1981
<b>Unit 3 Modern World Source Enquiry One of:</b>	
<ul style="list-style-type: none"> <li>Option 3A War and the transformation of British society c1903-28</li> <li>Option 3B War and the transformation of British society c1931-51</li> <li>Option 3C A divided union? The USA 1945-70</li> </ul>	Unit 2 C1 The Experience of Warfare in Britain: Crimea, Boer and First World War, 1854-1930 Unit 2 C2 Britain, c1860-1930: The Changing Position of Women and the Suffrage Question Unit 4 CW 22: The Changing Role of Women, c 1850-c1950 Unit 3 D2 Britain and the Challenge of Fascism: Saving Europe at a Cost? C 1925-60 Unit 1 D5 Pursuing Life and Liberty: equality in the USA, 1945-68 Unit 4 CW 39: The USA: From Reconstruction to Civil Rights, c 1877-1981
<b>Unit 4 Controlled Assessment: Representations of History and historical enquiry One of:</b>	
CA1 Germany 1918-39 CA2 Russia 1917-39 CA3 USA 1919-41 CA4 China 1945-76 CA5 Vietnam 1960-75 CA6 Government and protest in the USA 1945-70 CA7 The Indian subcontinent: The road to independence 1918-47 CA8 Crime, policing and punishment in England c1880-c1990 CA9 Northern Ireland: c1968-99 CA10 The impact of war on Britain c1914-50, or CA10L: The impact of war on a locality in Britain c1914-50 CA11 Change in British society 1955-75 CA12 Power and political transformation in Britain 1970-90	<p>One of 45 options, with the opportunity to design your own programme in addition to these. This allows you to revisit, link or contrast with GCSE content as you choose. These programmes may directly revisit any of the GCSE Unit 4 enquiries if the centre chooses. They could also link with GCSE by building on the enquiry skills, while exploring new areas of historical content, or content related to other GCSE units.</p> <p>CW1-5 Ancient and Medieval history programmes                      CW6-10 early Modern British and European history programmes                      CW 11-29 Modern British history Programmes                      CW 30- 45 Modern European and World History Programmes</p> <p>The unit 4 programmes have been designed to investigate issues relating to the long and short term causes of and consequences of change in the chosen theme. Students could, for example, revisit international relations in the twentieth century, or in contrast explore the forces for conflict, conciliation and change in the C16th or C17th centuries. They could revisit the causes and impact of revolution in Russia or the creation of the Third Reich in Germany - or in contrast explore the forces which developed a nation state in England in the C16, or created revolution in England in C17th. They could revisit dictatorship in Russia in C20th or contrast this with dictatorships in an earlier period of European or British history.</p>

With Spec A at GCSE it is easy, based on option choices and enquiry choices, to devise a centre specific course which either links strongly to GCE in terms of topics covered, or is very different from GCE in terms of topics. A middle ground is also possible.

Figure 4: GCSE Spec B to GCE linkages

<p>GCSE Spec B</p>	<p>Linkages to GCE AS and A2*</p> <p>*opportunities to revisit directly an element of the same content are shown in bold; some examples of linked content are also given. These examples of linked content may extend the GCSE chronology or revisit some part of it or link by historical issue or concept.</p>
<p><b>Unit 1 Schools History Project Development Study - one of</b></p>	
<ul style="list-style-type: none"> <li>• 1A medicine and treatment</li> <li>• 1B Crime and Punishment</li> <li>• 1C The changing nature of warfare</li> </ul> <p>(These three papers have a core of content from the late Middle Ages to the present day, with an optional extension beginning in Roman Britain)</p>	<p>Unit 4 CW Roman Britain, c 43-c400</p> <p>Unit 4 CW 13: The impact of Industrialisation in Britain c1780-1914</p> <p><b>Unit 4 CW 24 Medicine in Britain, c 1870-c1990</b></p> <p>Unit 4 CW 28: The State and the Poor: Public Health, Welfare and the Relief of Poverty, c1800-1990</p> <p><b>Unit 4 CW 20: Crime and Punishment in Britain, c 1830-1965</b></p> <p>Unit 4 CW 37: The changing nature of warfare, c1845-1991</p> <p>Unit 2 B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75</p> <p><b>Unit 2 C 1 The Experience of Warfare in Britain: Crimea, Boer and First World War, 1854-1930</b></p>
<p><b>Unit 2 Schools History project Depth Studies - one of:</b></p>	
<ul style="list-style-type: none"> <li>• 2A The transformation of British Society c 1815-c1851</li> <li>• 2B The American West c 1840-1895</li> <li>• 2C Life in Germany c 1919-c1945</li> </ul>	<p>Unit 2 B1 Britain, 1830-85: representation and Reform</p> <p>Unit 2 B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75</p> <p>Unit 3 B2: Challenging Authority: Protest reform and response in Britain c 1780-1830</p> <p>Unit 4 CW 18: The State and the Poor: Public Health, Welfare and the Relief of Poverty, c1800-1990</p> <p>Unit 4 CW 19 Representation and democracy in Britain, c 1830-1931</p> <p><b>Unit 3 C1 The United States, 1820-77: A disunited nation?</b></p> <p><b>Unit 4 CW 36 The USA: The Making of a Nation, 1815-1917</b></p> <p><b>Unit 1 F7 From Second Reich to Third Reich: Germany, 1918-45</b></p> <p><b>Unit 3 D1 From Kaiser to Führer: Germany, 1900-45</b></p> <p>Unit 4 CW41: Germany United and Divided, 1890-1991</p>
<p><b>Unit 3 Schools History Project Source Enquiry - one of:</b></p>	

<ul style="list-style-type: none"> <li>• 3A the transformation of surgery c 1845-c1918</li> <li>• 3B Protest, Law and order in the twentieth century ( case studies: The Suffragette Protests; The General Strike; The Miners Strike; The Poll Tax protests)</li> <li>• 3C The impact of War on Britain c 1914-c1950</li> <li>• 3 D The Work of the Historian</li> </ul>	<p>Unit 4 CW 24 Medicine in Britain, c 1870-c1990  <b>Unit 4 CW 25 protest Challenge and reform in Britain, 1880-1992</b></p> <p>Unit 2 E1 British Political History, 1945-90: Consensus and Conflict                  Unit 4 CW 19 Representation and democracy in Britain, c 1830-1931</p> <p>Unit 2 C 1 The Experience of Warfare in Britain: Crimea, Boer and First World War, 1854-1930</p> <p>The work of the historian course at GCSE develops skills of enquiry and discrimination in the use of evidence. It is not defined by specified historical content. Hence, teachers could plan to make links with the content of any proposed AS or A2 unit of British History if they wished.</p>
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**Unit 4 Controlled Assessment: Representations of History and historical enquiry - one of:**

<p>CA1 Germany 1918-39                  CA2 Russia 1917-39                  CA3 USA 1919-41                  CA4 China 1945-76                  CA5 Vietnam 1960-75                  CA6 Government and protest in the USA 1945-70                  CA7 The Indian subcontinent: The road to independence 1918-47                  CA8 Crime, policing and punishment in England c1880-c1990                  CA9 Northern Ireland: c1968-99                  CA10 The impact of war on Britain c1914-50, or                  CA10L: The impact of war on a locality in Britain c1914-50                  CA11 Change in British society 1955-75                  CA12 Power and political transformation in Britain 1970-90                  CA13 History Around Us - A local community</p>	<p><b>One of 45 options, with the opportunity to design your own programme in addition to these. This allows you to revisit, link or contrast with GCSE content as you choose.</b> These programmes may directly revisit any of the GCSE Unit 4 enquiries if the centre chooses. They could also link with GCSE by building on the enquiry skills, while exploring new areas of historical content, or content related to other GCSE units.</p> <p>CW1-5 Ancient and Medieval history programmes                  CW6-10 early Modern British and European history programmes                  CW 11-29 Modern British history Programmes                  CW 30- 45 Modern European and World History Programmes.</p> <p><b>The unit 4 programmes have been designed to investigate issues relating to the long and short term causes of and consequences of change in the chosen theme.</b> Students can apply their understanding of the factors for change, developed in GCSE unit 1, to any period of history and any of the themes in GCE Unit 4; they could, for example, explore changes in international relations in the twentieth century, or explore the forces for conflict, conciliation and change in the C16th or C17th centuries. Building on their more in depth studies in units 2, They could revisit the causes and impact of the creation of the Third Reich in Germany, or the building of a nation in the USA - or in contrast explore the forces which developed a nation state in England in the C16. or created revolution in England in C17th. They could revisit dictatorship in Germany in C20th or contrast this with dictatorships in an earlier period of European or British history.</p>
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With Spec B at GCSE it is easy, based on option choices and enquiry choices, to devise a centre specific course which either links strongly to GCE in terms of topics covered, or is very different to GCE in terms of topics. A 'middle ground' is also possible.

### 3. Implications for teaching and learning

Figure 5 shows the Assessment Objectives for GCSE and GCE side by side for comparison purposes. In effect GCE objective AO1 a and b, combines GCSE Assessment Objectives Ao1 and AO2. These AOs, linked to the historical unit of the unit, can inform the learning targets for students and constitute a basis for planning progression. All the key elements of the GCE Assessment criteria are introduced, albeit at a more simple level, in the GCSE specification. At GCE there is more emphasis on the ability to deploy knowledge and to arrive at substantiated judgments in AO1. In AO2 at GCE the stress is on the discriminating use of source material and the analysis and evaluation of interpretations and representations of history in relation to the historical context. Analysis and evaluation of interpretations and representations is assessed via the controlled assessment at GCSE whereas at GCE it is assessed via the examination in Unit 2 and the controversy element of Unit 3.

Figure 5: AOs and weightings

GCSE (A and B)	GCE
<b>AO1:</b> Recall, select and communicate their knowledge of History. ( 31%)	<b>AO1a :</b> Recall, select and <b>deploy</b> historical knowledge appropriately and communicate knowledge and understanding of history in a clear and effective manner. ( 31%)  <b>AO1b:</b> Demonstrate their understanding of the past through explanation, analysis and <b>arriving at substantiated judgments</b> of: <ul style="list-style-type: none"> <li>• key concepts such as causation, consequence, continuity, change and significance within a historical context</li> <li>• the relationships between key features and characteristics of the periods studied ( 70%)</li> </ul>
<b>AO2:</b> Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>• key concepts: causation, consequence, continuity, change and significance within a historical context</li> <li>• key features and characteristics of the periods studied and the relationships between them. (A 31%: B 29%)</li> </ul>	
<b>AO3:</b> Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of a historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as <b>part of an historical enquiry</b>. (A 38%: B 40%)</li> </ul>	<b>AO2a :</b> as part of a historical enquiry, analyse and evaluate a range of appropriate source material <b>with discrimination</b>  <b>AO2b</b> analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways. (30%)

#### The A\* and Stretch and Challenge

The A\* for GCE will be awarded first in summer 2010. To achieve an A\* a candidate is required to:

Achieve a grade A overall for the A level. (This can also be described as achieving 80% of the total uniform marks) AND achieve 90% of the combined uniform mark total for the A2 units.

In order to achieve 90% of the combined uniform marks for A2, candidates are likely to need to achieve the top level of the mark schemes in Unit 3 and Unit 4. This means they must directly address the specific focus of the question, ensuring their answers meet requirements in terms of range, balance, use of examples, discrimination in the use of evidence, and

quality of written communication and so on. The Level 5 mark bands for AO1 and AO2 in Unit 3 are shown in Figures 6 and 7:

**Figure 6: An example of A2 Level 5 band AO1**

Level	Mark	Descriptor
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p>

Notice the demands on the candidate in terms of:

- Focus on the question
- Understanding of the historical issues raised by the question
- Evaluation i.e. the ability to weigh up different arguments and form a supported view
- Support i.e. effective deployment of relevant information
- Structure i.e. a logically organised, coherent answer.

**Figure 7: An example of A2 Level 5 band AO2**

**AO2 b (24 marks)**

Level	Mark	Descriptor
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the authors' arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions</p>

Notice the demands of the candidate in terms of:

- Appreciation of the demands of the question
- Ability to interpret sources and use them with discrimination
- Discussion of the evidence
- Evaluation i.e. the ability to weigh up different arguments and form a supported view
- Substantiation i.e. use of evidence and argument in support of conclusions

### 3.2 Enquiry skills

Enquiry is expected of students in unit 4 at GCSE and GCE. Perhaps the most significant step up from GCSE to GCE is the expectation that students will undertake their own research and engage in independent learning. In A2 Unit 4, students will have more choice of topic and the teacher (s), while having some teaching input, will have more of a facilitating role. For many candidates research skills and independent learning skills need to be taught. Areas for progression include:



- Finding and selecting materials: exploring departmental and resource centre / library resources, to recognise that books, journals, magazines, videos, DVDS etc could all be used as part of research. Recognising the limitations of some resources in terms of their, relevance, objectivity and accuracy. Getting the best out of the internet; finding useful sites, recognising sites which are of little value or show heavy bias
- Reading for meaning; recognising bias, discerning views, and identifying issues
- Note taking; especially condensing material into a digestible and appropriately structured form for essay writing or revision purposes
- Cross-referencing between sources and integrating material from them
- Posing new questions and/or identifying new issues as reading progresses
- Referencing

Each of these skills can be introduced simply at GCSE as a basis for further development at A2. For example, it is expected that GCSE candidates submit a bibliography which records their sources of information and that their work show evidence of having made use of them. GCE candidates will engage in more complex enquiries and utilise more complex sources and wider reading, but the skills and habits of enquiry remain fundamentally the same.

### 3.3 Question focus: language, terminology and concepts

Command words and key concepts

Many of the examination questions in history expect analysis, explanation and judgment and hence form a secure basis for progression to GCE. The key difference is GCSE candidates are provided with some support in the formulation of responses. The 12 mark ( Specification B) and 16 ( specifications A and B) mark questions on the GCSE papers contain some scaffolding in the form of stimulus material to support the structure of an extended answer. Figure 8 shows how questions with an apparently similar formulation progress from GCSE, to AS then A2. It is well worth spending time in class from GCSE onwards on command word interpretation. It is also important that students identify the focus of questions - analysis of causation, of consequence, change etc. The planning demands of an essay which requires the application of criteria (how successful; how much change; etc) are very different from the approach to a question requiring the analysis of caution. Many potentially good GCE students struggle with shaping their material to the demands of the question. Past papers, sample assessment materials and examiners reports are all sources of examples of command word use and can be used to give students practice in identifying the question target. All are available at [www.edexcel.com](http://www.edexcel.com).

#### Key concepts

The following lists commonly used words in history questioning:

- Causes
- Motives
- Consequences
- Changes
- Roles
- Factors
- Significance
- Responsibility
- Progress

It is worth spending time to build student understanding of these key word and concepts. As figures 5 and 8 shows, extended writing in History requires not only a sound knowledge of the period studied, but the ability to shape and focus that knowledge.

### 3.4 Progression in Examination demands

Moving from GCSE to GCE involves a change to the length of exams and to the response time for exam questions. These changes are summarised in Figure 7:

Figure 7: GCE and GCSE exams compared

	Unit 1	Unit 2	Unit 3	Unit 4
GCSE A	1 hour 15 minutes 9 tasks, 3 requiring extended answers worth 12 marks	1 hour 15 minutes 6 tasks 4 of which require extended answers worth 8-16 marks. QWC assessed in 16 mark question	1 hour 15 minutes 5 tasks based on source material, 4 of which require extended answers worth 8-16 marks.	Controlled Assessment 2 hours 30 minutes (may be split into different sessions) One assignment: Part A 20 marks; part B(i) 10 marks Part B(ii) 20 marks QWC assessed in part A and B(ii)
GCSE B	1 hour 15 minutes 5 tasks 4 of which require extended answers worth 9-16 marks. QWC assessed in 16 mark question	1 hour 15 minutes 5 tasks 4 of which require extended answers worth 9-16 marks. QWC assessed in 16 mark question	1 hour 15 minutes 5 tasks based on source material, 4 of which require extended answers worth 8-16 marks.	Controlled Assessment 2 hours 30 minutes (may be split into different sessions) One assignment: Part A 20 marks; part B(i) 10 marks Part B(ii) 20 marks QWC assessed in part A and B(ii)
GCE	1 hour 20 minutes 2 30 mark essays QWC assessed in both tasks	1 hour 20 minutes 2 tasks, using source material (a) 20; (b) 40 QWC assessed in (b)	2 hours 2 tasks Section A 30 mark essay Section B 40 mark task requiring use of provided sources and own knowledge to explore a historical controversy QWC assessed in both tasks	Coursework (maximum 4,000 words) One assignment: Part A 25 marks; part B 25 marks QWC assessed in both parts

The longer exam papers and the reduction in the number of tasks indicates the expectation that candidates will produce longer and more complex responses at GCE than at GCSE - in some cases to questions which are formulated in remarkably similar ways ( see fig 8). GCE

examiners reports (which contain examples of ‘real’ students’ responses) are very useful to indicate increasing the level of expectation as students progress from GCSE to AS and AS to A2.

GCE examiners reports can be found here:

<http://www.edexcel.com/quals/gce/gce08/history/Pages/default.aspx>

**Figure 8**  
**Question progression in History**

GCSE	AS	A2
<b>Example task</b>		
<p>How successful was Hitler in dealing with the problems created in Germany by the Great Depression? Explain your answer. (16)</p> <p>You may use the following in your answer and any other information of your own. ( points of stimulus added)</p>	<p>How far was the economic slump in Germany responsible for the remarkable rise in support for the Nazi party in the years 1928 -30? (30 marks)</p>	<p>Disarmament policies and diplomatic co-operation by the major powers in the 1920s and early 1930s reflected a temporary absence of international tensions rather than a long term commitment to peace.’ How far do you agree with this view? (30 marks)</p>
<ul style="list-style-type: none"> <li>• Requires analysis of key features (problems)</li> <li>• Selection and application of criteria (to evaluate success)</li> <li>• Analysis of effect/ consequence (of Hitler’s policies)</li> <li>• Judgment</li> <li>• Organisation of response in c 25 minutes writing time ( stimulus provides prompts)</li> </ul>	<ul style="list-style-type: none"> <li>• Requires analysis of causation (of rise in support)</li> <li>• Analysis of key features (of Germany’s economic slump)as contribute factor</li> <li>• Judgment based on analysis of interaction of economic conditions and other contributory factors</li> <li>• Organisation of response in c 40 minutes writing time</li> </ul>	<ul style="list-style-type: none"> <li>• Requires analysis of key features ( disarmament polices; diplomatic cooperation; international relations in 1920s and 1930s)</li> <li>• Analysis of aims and motives of the major powers</li> <li>• Analysis of causation (factors accounting for co-operation)</li> <li>• Judgment based on analysis of interaction of factors - how far the stated factors account for disarmament policies and co-operation.</li> <li>• Organisation of response in c 50 minutes writing time.</li> </ul>

In this example, the A2 question has greater complexity - four issues are introduced in the question itself - but in essence these extended writing tasks make similar though progressive demands - to understand the conceptual focus of the question ( causation, consequence etc); to recall and deploy historical knowledge in relation to that focus; and to reach a judgment based on knowledge, analysis and increasingly complex argument.

In essence progression through history learning from GCSE involves an increasing level of expectation rather than the introduction of demands or skills which are entirely new.

Students may encounter new areas of history content, or revisit familiar areas. One period of history is not, of itself, 'harder' to study than another. The specifications have been designed so that GCSE can provide a secure foundation for further study. Teaching and learning at GCSE can be designed to allow students to progress into GCE with the ability to

- focus their history knowledge on the conceptual demands of the question
- apply the skills of source analysis, cross-referencing, evaluation, hypothesis testing
- engage in historical enquiry
- analyse and evaluate representations and interpretations of history.

#### 4. Useful resources

##### GCSE

Each of the topics in the GCSE examined units (except specification B 3D) is supported by student books published by Edexcel .

The full list for GCSE A can be found at:

<http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/resources.aspx>

and for GCSE B at:

<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/resources.aspx> for history B

The range of resources published by Edexcel to support GCSE and GCE includes textbooks, teachers' guides and digital resources.

GCSE endorsed textbooks and other resources are published for Spec A and B also by Hodder Education

<http://www.hoddereducation.co.uk/Schools/History.aspx>

##### GCE

Bibliographies for each option are provided on the GCE subject web page

<http://www.edexcel.com/quals/gce/gce08/history/Pages/default.aspx>

At GCE level a number of endorsed textbooks and other resources are published by Edexcel.

<http://www.edexcel.com/quals/gce/gce08/history/Pages/Resources.aspx>

<http://community.edexcel.com/files/folders/history/entry1488.aspx>

The specification is also well supported by other publishers

Hodder Education has an extensive range. The access to history Series and the Advanced history series provide support for topics in depth

<http://community.edexcel.com/files/folders/history/entry1454.aspx>

Collins Flagship series covers longer chronologies and is particularly useful for unit 4,

<http://www.collinseducation.com/Secondary/History/Pages/Default.aspx>