

# AS/A LEVEL HISTORY 2015: Getting Ready to Teach



**Our Getting Ready To Teach training looks at how the new AS and A level History specifications can be delivered in the classroom.**

This is the presentation used in our events and there are embedded notes that will talk you through the specification content and assessment and will tell you what other documents you will need to access along the way. The presentation will go through:

- The structure, content and assessment of the new AS and A level qualifications
- The support available to guide you through the changes
- Possible teaching and delivery strategies, including co-teaching AS and A level
- Paper 1, Paper 2 and Paper 3, and the coursework

Before we get started, you'll want the following documents to hand as you work through the presentation:

- Getting started guide
- Delegate booklet
- Course planner

You'll find these on the same page of the website as this presentation.

The Delegate booklet contains the extracts from the specification and sample assessment materials that are referred to in the presentation, but it is recommended that you also have in front of you the specification content and sample assessments for the options you are planning to deliver, so that you can see how the general principles and examples apply to your options.



## Objectives

- Build confidence in designing and teaching your course
- Understand the structure of the Edexcel AS and A level History qualifications
- Understand the assessment objectives and explore the sample assessment materials
- Consider possibilities for coursework design and teaching

These are the objectives for the Getting Ready to Teach event.



## Edexcel AS/A level History 2015

- Clear structure, with all subject content requirements covered in the examined components
- Free choice of coursework topic, which can relate to one of the examined topics
- Distinction of breadth and depth in both content and assessment
- Clear assessment structure and mark schemes
- Structure and assessment designed to enable co-teaching of AS and A level
- A wealth of free topic-specific support for planning and delivery

### **To start with, here's an overview of the new Edexcel AS/A level History specifications.**

- The specifications have a clear structure which ensures that all of the DFE's subject content requirements (more than one country, British history, a range of at least 200 years, change over 100 years) are met in the examined components.
- This means that you have a free choice of topic for the coursework; the coursework can relate to one of your examined topics or be on something different – we'll come back to this in the section on coursework later on.
- The design principles ensure that there is a clear distinction between breadth and depth in both the content and assessment. Our teacher research told us it was important that breadth genuinely is breadth.
- The assessments have been designed to be as clear as possible – this presentation will take you through the structure of these.
- The structure of the AS and A level specifications and assessments enable you to co-teach the AS and A level courses, as we know many schools and colleges wish to do. This is explored in more detail in this presentation.
- Finally, there is a wealth of free support available to help you with planning and delivering the new AS and A level specifications. Further details on these are given at the end of the presentation, along with information about published resources.

More information on the strengths of the Edexcel specification and the rationale for the design of the content and assessment can be found by accessing the Launch event presentation:

[http://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/support/AS\\_A\\_level\\_launch\\_events\\_Autumn\\_2014.pdf](http://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/support/AS_A_level_launch_events_Autumn_2014.pdf)



# Edexcel 2015 AS and A level: Overview

A level			
AS			
<b>Paper 1</b> (30%) Exam Breadth study  Essays + interpretations	<b>Paper 2</b> (20%) Exam Depth study  Essays + sources	<b>Paper 3</b> (30%) Exam Aspects of breadth (100 years) and depth  Essays + sources	<b>Coursework</b> (20%) Historical enquiry  Historical interpretations

## Course overview

This slide provides a visual representation of the new specifications. We'll look at each of these components in detail during the presentation.

Firstly, note the two purple bars across the top of the table: the A level comprises Paper 1, Paper 2, Paper 3 and the coursework. The AS comprises Paper 1 and Paper 2.

Paper 1 is a breadth study, with breadth essays and a question on historical interpretations. Paper 2 is a depth study, with a depth essay and a source question. The content of Paper 1 and Paper 2 is the same for AS and A level, and the exam papers follow the same structure; we'll look in detail at how the assessment of AS and A level is differentiated later on.

Paper 3 is an A level paper. It combines aspects of breadth (at least 100 years) and aspects of depth. The assessment includes a breadth essay, depth essay and source question.

Finally there's the coursework, which is 20% of the A level and focuses on historical interpretations.

For later reference, note that pages 1-4 of the A level specification provide a more detailed 'Qualification at a glance' overview.



## Assessment objectives: AS and A level

<b>AO1</b>	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance	50-60%
<b>AO2</b>	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20-30%
<b>AO3</b>	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	20-30%

### Assessment objectives

These are the three Assessment objectives for the new AS and A level specifications. Familiarise yourself with them now, as we'll return to them throughout the presentation.

In AO1, note the second-order concepts: cause, consequence, continuity, change similarity, difference and significance.

Note the difference between AO2 and AO3 – not previously split out in this way.  
AO2: analysis and evaluation of sources primary/contemporary to the period.  
AO3: analysis and evaluation of historical interpretations.

For future reference, you'll also find these on p129 of the A level specification and on p4 of the Getting Started guide.

# PAPERS 1 AND 2



So let's move on to Papers 1 and 2.



## Paper 1 and Paper 2 routes

Route	Title
A	Conquest, control and resistance in the medieval world
B	Religion and the state in early modern Europe
C	Revolutions in early modern and modern Europe
D	Challenges to the authority of the state in the late eighteenth and nineteenth centuries
E	Communist states in the twentieth century
F	Searching for rights and freedoms in the twentieth century
G	Nationalism, dictatorship and democracy in twentieth-century Europe
H	Democracies in change: Britain and the USA in the twentieth century

The AS and A level Paper 1 and Paper 2 are structured into routes, with a thematic connection which provides coherence, context and breadth.

The route titles are shown on the slide here. You'll find the full routes – and permitted A level Paper 3 combinations – on pages 6-13 of the A level specification.



## AS and A level qualifications

- Both AS and A level will be linear, with all assessment at the end of the course for each.
- There will be no January assessment window.
- AS students will sit Papers 1 and 2 at the end of the AS course – normally at the end of Year 12.
- A level students will sit Papers 1, 2 and 3 and submit coursework at the end of the A level course – normally at the end of Year 13.

This slide provides a reminder of some key points about the new AS and A level qualifications:

- The AS and A level are separate qualifications, and both are linear – both AS exams, and the three A level exams and coursework all at the end of the course, in the summer exam series.
- AS is normally a one-year course, so AS students will take Paper 1 and Paper 2 exams at the end of Year 12.
- The A level is normally a two-year course, so A level students will take the Paper 1, Paper 2 and Paper 3 exams and submit coursework at the end of Year 13.

Remember that AS cannot count towards the A level. So if a student takes the AS at the end of Year 12 and goes on to the A level, they will have to sit Paper 1 and Paper 2 at A level standard – as well as Paper 3 and the coursework – in Year 13.



## Delivery options: co-teaching?

1. Offer A level only
2. Offer both AS and A level but teach them separately
3. Offer both AS and A level: teach both sets of students in the same class, but *only* enter for the AS exams those students not going on to A level (the A level students don't sit AS)
4. Offer both AS and A level: teach both sets of students in the same class, and enter *all* students for the AS exams (including those continuing to A level)

There are four main options for delivering the new AS and/or A level. This slide provides an overview of them, and we'll return to them after looking at the assessment when your consideration of the options will be informed by a detailed understanding of the differentiation in assessment.

You'll also find more detail on these delivery options in the Course Planner document.

# PAPER 1: Structure and Assessment



We'll begin with Paper 1.

Please note that the section on Paper 1 is longer than for the other papers, as it sets up the basic principles for mark schemes and differentiation of AS and A level. You'll need to devote more time to working through Paper 1, therefore, but you'll then find that you understand how Paper 2 and Paper 3 work much more quickly.



## Paper 1: Content structure

Five sections to the content of Paper 1 options:

- Four Themes – covering the same broad date range
- Historical interpretations – often, but not always, situated at the end of the period covered by the option.

*Delegate booklet pp2–5*

First we'll look at how the specification is structured for Paper 1. You'll need the **Delegate booklet** here – remember that you can download that where you found this presentation. Note that the Delegate booklet contains extracts from the specification and sample assessment materials, as well as activity pages. We've left in the original page numbers on extracts from other documents at the bottom of the page, so that if you want to find them in the full specification or sample assessment materials later on, it will be easy for you to do so. For this presentation, we'll be referring to the small page numbers at the top, centre.

On pages 2–5 of the Delegate booklet, you'll find the specification content for option 1B and option 1G. As the slide explains, each Paper 1 option is in five sections: four Themes and a Historical interpretations section.

- If you look at option 1B on pages 2–3 of the Delegate booklet, you'll see that all four themes cover the period 1509–88, and the Historical interpretations section is 'Was there a general crisis of government in the last years of Elizabeth I's reign, 1589–1603?' – so this follows the Themes chronologically and sits at the end of the period covered by the option.
- If you now look at option 1G on pages 4–5 of the Delegate booklet, you'll see that all four themes cover the full date range of the option, 1918–89, and the Historical interpretations section is on 'How far was Hitler's foreign policy responsible for the Second World War?' – so it's parallel to the four themes, but does not duplicate their content.

These are the two approaches in Paper 1 – Historical interpretations either at the end of the period of the option or parallel to (and distinct from) the Themes. If you're not planning to teach Route B or Route G, you may wish to look at the Paper 1 content for your route now and see how it's structured.



## Paper 1: Thematic approach

- This approach is designed to reinforce that this is a 'breadth study'.
- Thematic teaching allows for reinforcement of chronology through re-visiting the whole period four times.
- Content doesn't have to be taught thematically, but all content must be covered.
- The Historical interpretations section also requires teaching of content to prepare for the examination.

As you've seen, the content for Paper 1 is laid out thematically. We felt this was the most appropriate approach for a breadth study, and we wanted to have a clear distinction between the breadth and depth content in the specification.

You don't have to teach the content thematically, if you would prefer not to – but obviously, you must make sure that all the content is covered. Note that the free schemes of work for Paper 1 illustrate a thematic approach and a chronological approach, so you can choose the approach that works for you.



# Paper 1: Assessment overview

	AS	A level
	60 marks (60%) 2 hours 15	60 marks (30%) 2 hours 15
<b>Section A</b>	<ul style="list-style-type: none"><li>1 essay from choice of 2</li><li>AO1 20 marks: analysis and evaluation of <b>causation or consequence only</b></li><li>Covers normally at least a decade</li></ul>	As for AS, but targeting <b>any</b> AO1 concept
<b>Section B</b>	<ul style="list-style-type: none"><li>1 essay from choice of 2</li><li>AO1 20 marks: analysis and evaluation – any concept focus, but <b>not solely cause or consequence</b></li><li>Covers normally at least a third of the chronology</li></ul>	As for AS <b>except that questions may target cause and consequence solely</b>
<b>Section C</b>	<ul style="list-style-type: none"><li>1 compulsory question</li><li>AO3 20 marks: analysis and evaluation of 2 secondary extracts containing different views</li></ul>	As for AS

This slide provides an overview of the assessment for Paper 1 – for AS and for A level. The red text draws out key differences between AS and A level.

You'll see that the weightings are proportional – 60% of AS and 30% of A level (which has an additional two components). The total number of marks is the same for AS and A level: 60 marks. And the exam time is the same: 2 hours 15.

For both AS and A level, the question papers are in three sections: A, B and C.

- Section A and Section B both have breadth essay questions, targeting AO1, for 20 marks. Students get a choice of questions (1 from 2) in each of Section A and Section B. In Section A, questions will cover at least a decade, whereas in Section B they cover at least a third of the chronology of the Themes.
- At AS, Section A questions will target causation or consequence only, while in Section B any of the second-order concepts could be targeted – but questions won't target *only* causation or *only* consequence.
- At A level, in both Section A and Section B, any second-order concept could be targeted.
- In Section C, for both AS and A level, there is one compulsory AO3 question for 20 marks, requiring analysis and evaluation of two extracts containing different views.

So you'll see that there are a lot of similarities in the structure and focus of Paper 1 for AS and A level. It was designed this way in order to enable co-teaching of AS and A level.



## Essays target AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

We're going to look at essays first. Essay questions target AO1 – and here you have AO1 again as a reminder.



## Paper 1: Essays in breadth

- Section A questions cover at least a decade. They may cover a longer period.
- Section B questions cover a third of the chronology (or longer).
- Questions do not target a single year or single event.
- If they refer to a single event, it would be to examine the longer-term implications.
  - Example: 'Were economic problems the main consequence of the Versailles treaty for the Weimar Republic in the years 1919–33?'

This slide provides more detail on the principles for breadth essays – and should reassure you that breadth essays will be breadth.

As the overview slide showed, Section A questions cover at least a decade and Section B questions at least a third of the chronology of the Themes – and in each case could cover a longer period. You may have noticed on the overview slide that it said 'normally at least a decade'. Occasionally a marginally shorter period might be the focus (eight or nine years rather than a decade in Section A; a few years short of a third of the chronology in Section B) where history and period do not conveniently fit into an arbitrary rule.

The key point is that questions do not target a single year or single event. A question may refer to a single event, but examine the longer-term implications, as the example on the slide illustrates.



## Activity 1: Spot the difference

Essay questions:

Within the similar structure of AS and A level, progression is embodied in the question approaches.

- Compare Section A and B essay questions in Option 1E in AS and A level SAMs.
- Identify three ways in which A level essays appear more demanding than the AS.

*Delegate booklet, p6.*

Here we come to our first activity. To do this, you'll need the **Delegate booklet** in front of you – and turn to page 6 (number at the top of the page).

The instructions are given on the slide here and on page 6 of the Delegate booklet. Give yourself 3 or 4 minutes to do this, then look at the next slide and compare what you noted down.



## Paper 1: Essay question differentiation and progression

Progression is embodied in:

- a wider range of concepts targeted in Section A (and hence to be recognised by students as the focus in the question)
- a wider range of question stems used in Sections A and B at A level
- a requirement for more nuanced/complex judgements at A level.

Pages 23–25 of Getting Started (GS) summarise the implications of the differences in formulation.

This slide summarises the main ways in which AS and A level essays questions are differentiated – the ‘answers’ to Activity 1. These are explained more fully in the Getting Started guide, pages 23–25.



## A01 second-order concepts

In the suite of papers (though not in every Paper 1 option) are examples of the following A01 concept targets for analysis and evaluation:

change, continuity, cause, consequence,  
similarity, difference, significance

- Students could be encouraged to identify, from the SAMs, the conceptual targets of the questions in other options in addition to their own. (See GS pp24–25 for examples.)
- Failure to recognise the conceptual target will inevitably result in poorly-focused responses.

This slide stresses the importance of students being able to identify the conceptual target of the question. When reviewing the sample assessment materials, it is recommended that you look across options – not just the option you're intending to teach – to see examples of questions with different conceptual targets. As suggested on the slide, a useful exercise for students is to identify the conceptual focus of a range of questions.



## AO1 mark scheme progression

Progression is traced in the level descriptors in four elements (see GS, pp26–27):

- Analysis of key features of the period in relation to the conceptual focus of the question (cause, change, etc.)
- Selection and deployment of knowledge
- Substantiated evaluation and judgement
- Organisation and communication of argument

We're now going to look at the AO1 mark scheme. All essays questions in Papers 1, 2 and 3 use the same AO1 levels-based mark scheme.

The levels-based mark schemes for both AS and A level identify progression in four separate elements or traits. These are given on the slide here and colour-coded.

You'll now need to turn to the **Getting Started** guide, pages 26–27. You'll find a table that shows the AO1 mark scheme for AS (see left-hand column) and A level (see right-hand column). In the central column, you'll see the four traits within each level, colour-coded as on this slide. Take a moment now to look at the progression in each trait in the five levels, then read the points on the next slide.



## AO1 mark scheme: differentiation and progression to A level

- Levels 1–4 are described in the same way in both mark schemes, but the mark ranges differ.
- A level mark schemes have a fifth level.
- A stronger performance is therefore required from A level students to achieve the marks.
- Defining progression in terms of an extended ladder:
  - Allows for co-teaching
  - Enables students to see their own targets for progression

Still looking at pages 26–27 of **Getting Started**, you'll see on the left-hand side that AS has four levels, while A level – on the right-hand side – has an additional Level 5.

As the slide explains, Levels 1–4 are described in the same way, but the mark ranges differ: an answer at the top of Level 3 for AS, for example, gets 16 marks, while an answer at the top of Level 3 for A level gets 12 marks. So a stronger performance is needed at A level to achieve the marks.

This is summarised on page 25 of Getting Started under the heading 'Mark schemes for Sections A and B'.

This approach has been designed to enable co-teaching of AS and A level, and to help students understand how to progress.



## AO1 mark scheme: Making judgements

Strand 3 traces progression in the making of judgements. At higher levels, criteria for judgement are established, applied and evaluated:

How far do you agree that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34?

(1D, A level, Question 2)

- Answers could advance other factors which played a part in the breakdown.
- Valid judgement would depend on the use of criteria to weigh their relative significance.

*Delegate booklet, p7*

Keep **Getting Started** in front of you at pages 26–27 and look at strand 3 – the green one. This strand relates to the making of judgements and requires that criteria for judgement to be established, applied and evaluated.

On the slide is an A level question from option 1D. Students are expected to reach a judgement on the suggestion that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34.

Now go back to your **Delegate booklet** and turn to page 7 to find the indicative content for this question. You'll see that it indicates the significance of the stated factor and then others. A good student has to have a basis for arbitrating between them to give them weight – applying criteria for judgement. For example, the slow build-up of strains on the system is indicated by the first set of points – but what tips the balance into the authorities envisaging such a wholesale reform of the system? These strains plus the particular circumstances of the post Napoleonic Wars, perhaps? The criterion advanced would be the strain of particular circumstances making the weaknesses of a creaking system more visible or immediate. Or perhaps the onset of industrialisation with slumps showed the problem of an industrialising economy putting sudden and undue strains on a system designed essentially for a rural economy and hence unable to cope. But the argument could still be that the growth of towns undermining the very foundations of the parish system was the key factor – and then that would be the criterion: the fundamental undermining of the parish system of relief.

It may help students initially to use everyday examples of criteria for judgement.



## AO1 mark scheme: Indicative content

- The mark scheme for every essay question is identical in the level descriptors.
- All questions require substantiated judgements.
- Point-led indicative content is grouped into material which supports and that which counters or modifies.
  - For example, in the case of A level 1D Question 2, the material is grouped into points supporting the stated factor and other factors which could be considered.
- Not all the material in the indicative content is expected; other material will be credited.

*Delegate booklet, p7*

You've just looked at the indicative content for one question; this slide draws out some key points about indicative content.

As noted earlier, the AO1 mark scheme is the same for all essay questions – in Paper 1, Paper 2 and Paper 3. All questions require substantiated judgements, and you've seen that green strand in the levels in Getting Started. As you've just seen the indicative content is grouped into points supporting and points countering/modifying the proposition.

Note too the last point on this slide – it is *indicative* content and other relevant material will be credited.



## Interpretations of history: A03

- Section C of Paper 1 explores a nominated area of debate. For example:
  - 1E: What explains the fall of the USSR, c1985–91?
  - 1G: How far was Hitler’s foreign policy responsible for the Second World War?
- The Section C area of content is not examined in Sections A and B.
- The debate is defined in terms of four key issues.
- Questions may cross these strands.

So now we move on to Section C of Paper 1 and interpretations of history – A03.

As you saw when you looked at the specification content for Paper 1 earlier, every Paper 1 option has four Themes and a Historical interpretations section – a nominated area of debate. Two examples are given on the slide here, from Route E and Route G.

Section C questions target that Historical interpretations content – while Sections A and B target the Themes.

Within the Historical interpretations section for each option, there are four bullet points – four key issues. Here you may want to turn back to pages 2–5 of the Delegate booklet or look up your own option in the specification to see these four issues. Note that questions may cross the strands.



## Activity 2: Differentiation of AS and A level

- Study Question 5 of Option 1E in both the AS and A level SAMs, along with the indicative content in the mark schemes. (Delegate booklet, pp8–13)
- Identify the ways in which the A level question approach differs from the AS and represents a higher level of demand.
- See GS p28 for a summary of the key elements of progression.
  - Note that reference to the works of named historians, other than the material provided, is not expected, but students may choose to deploy knowledge of historians' views as evidence when framing their argument.

Here we have a second activity. To do this you'll need the **Delegate booklet** pages 8–13.

The instructions are given on the slide and on page 8 of the Delegate booklet. Give yourself about 10 minutes for this activity, then turn to Getting Started page 28 for a summary.

Note the point at the bottom of this slide: this is not an exercise in rehearsal of the work of named historians – but such knowledge can be deployed as part of framing an effective answer. Acquiring such knowledge as part of the teaching course assists in the understanding of the issues of interpretation and debate. However, like the use of any information in an essay, it's the quality of the deployment which counts.



## Mark scheme progression A03

Progression is traced in the level descriptors in three elements (see GS, p29):

- Interpretation and analysis of the extracts
- Deployment of knowledge of issues related to the debate
- Evaluation of and judgement about the interpretations

Levels 1–4 are common to AS and A level. Only the mark ranges differ. A level mark schemes identify a Level 5 performance.

For A03, progression in the levels descriptors is traced in three elements – shown on the slide.

As with A01, Levels 1–4 are common to AS and A level, and A level has an additional Level 5.

Turn to page 29 in **Getting Started** for the A03 mark scheme for AS and A level. Note also the useful information on page 28 of Getting Started.

# PAPER 2: Structure and Assessment



So now we move on to Paper 2.



## Paper 2: Content structure

- Choose from one of two options in the Route.
- Each option is designed to add to (and benefit from) the historical context of Paper 1.
- This context might be thematic, geographical, ideological or chronological.
- Organised into four Key topics – mostly given a chronological order that makes sense for that option. (Delegate booklet, pp14–17)
- This is a *depth* paper – students require more in-depth knowledge than for Paper 1.

As with Paper 1, we'll look first at how the content is structured.

In the **Delegate booklet** pages 14–17 you'll find the content for options 2F.1 India and USA: Conformity and Challenge. If you have the specification in front of you, you may wish instead to find the Paper 2 option you'll be studying.

You'll see that in Paper 2, the content is laid out in four Key topics. These are mostly (but not entirely) chronological, reinforcing that this is a depth paper.



## Paper 2: Assessment overview

	AS	A level
	40 marks (40%) 1 hour 30	40 marks (20%) 1 hour 30
<b>Section A</b>	<ul style="list-style-type: none"><li>• AO2 20 marks</li><li>• 1 compulsory question in 2 parts, each evaluating 1 source which is primary/contemporary to the period</li><li>• Any Key topic may be targeted</li></ul>	<ul style="list-style-type: none"><li>• AO2 20 marks</li><li>• 1 compulsory question evaluating 2 sources</li></ul>
<b>Section B</b>	<ul style="list-style-type: none"><li>• 1 essay from a choice of 3 on any Key topic</li><li>• AO1 20 marks: analysis and evaluation – may target any AO1 concept</li><li>• Questions may relate to a single year/event or to longer periods</li></ul>	As for AS except that the choice is 1 essay from a choice of 2.

Here we have an overview of the assessment for Paper 2, for AS and for A level.

As with Paper 1, the weightings are proportional – 40% of AS and 20% of A level – and the total marks (40) and exam time (1h 30) are the same for AS and A level.

Both AS and A level are in two sections, A and B.

- Section A has a 20-mark AO2 question. At AS, this is a question in two parts, each evaluating one source. At A level, it is a single question evaluating two sources.
- Section B is a 20-mark AO1 depth essay. At AS students have slightly more choice – 1 from 3, as opposed to 1 from 2 at A level.

As with Paper 1, the similarities between AS and A level are designed to enable co-teaching.



## Paper 2: AO1 assessment

- Essays target the same range of AO1 second-order concepts as Paper 1. Other options in the SAMs will show those concepts not exemplified in your own paper.
- The same level descriptors have been used in the mark schemes as for Paper 1.
- Paper 2 is a depth study. A greater depth of knowledge will be expected to meet the criteria of 'sufficient' knowledge, 'full' response and 'substantiated' judgements.

We'll start with Section B and the depth essays, as you're already familiar with AO1 from Paper 1.

This slide summarises some key similarities and differences between Paper 1 AO1 essay questions which are breadth and Paper 2 AO1 essay questions which are depth.



## Activity 3: Paper 2 essays

- Compare questions in A level Paper 2C.2 Section B with those in A level 1E Section A.
- How far do Paper 2 essay questions differ from Paper 1 questions at A level?

*Delegate booklet, p18*

This is a quick activity to compare essay questions from Paper 1 with those from Paper 2.

To complete the activity, turn to page 18 of the **Delegate booklet**, where you'll find the questions for comparison. Once you've completed it, read the notes below.

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You should have spotted that Paper 2 may also have questions spanning a period of time – similar to the shorter question in Paper 1 – but crucially Paper 2 can also fasten on a very short timescale. It is legitimate in Paper 2 2C.2 to fasten on the event within 1917, for example, but not in Paper 1E.



## Activity 4: Paper 2 AS and A level essay questions

With a partner, use the Section B questions in the AS and A level SAMs for Option 2C.2.

- 'Convert' the AS questions into A level style questions.
- 'Convert' the A level questions into AS style questions.
  - Try to amend the question stem (but not the concept target).
  - Make the question more challenging/more straightforward.

*Delegate booklet, p19*

This activity will take a bit longer – give yourself about 10 minutes. Here you're converting AS questions to A level and vice versa.

The instructions and questions are on page 19 of the **Delegate booklet**.



## Assessment of sources

### 2008 Specification

- Students reached a judgement on how far a short set of sources supported a precise claim
- Used source material in combination with secondary extracts and historical knowledge to test a view or interpretation

### 2015 Specification

- Uses fewer, longer sources and requires their evaluation for use in an enquiry
- Separates out the testing of interpretations from the use of primary/contemporary source material – in different papers
- Requires more extensive deployment of knowledge of historical context

We'll now move on to the assessment of sources – AO2.

This slide summarises some of the key differences between the previous 2008 specification and the new 2015 specification.

Remember that AO2 is about sources that are primary and/or contemporary to the period, while AO3 is about later interpretations – and these are assessed in different papers.

Interpretations are in Paper 1 and the coursework; primary/contemporary sources are in Paper 2 and Paper 3.



## Paper 2, Section A: Sources

- Sources are written and are primary or contemporary to the period studied.
  - For example, medieval chroniclers who provide contemporary account of events in which they were not participants.
- Questions may focus on any Key topic and will relate to central matters specified.
- Knowledge of the topics should be applied to the analysis and evaluation of the material.
- It is not expected that candidates will recognise every figure/event named in the source. The caption provides detail where it is necessary.

So in Paper 2 Section A, questions target AO2 – sources contemporary to the period studied.

Note that whereas in Paper 1, Section C relates to a specific section of the specification content, in Paper 2 Section A can focus on any Key topic from the content.

Analysis and evaluation of the source material will require knowledge of the historical context. It can be seen from the sample assessment materials that the sources relate to a central named figure, group, event or major feature, issue, development specified in the content. It is not expected, however, that students will have prior knowledge of all the individuals or events to which the source material relates. Where the author is not a named figure in the specification content or where references in the sources need to be understood, additional details are provided in the provenance or in a gloss beneath the source.



## Paper 2, Section A: AS question (a)

For example, Option 2C.2:

(a) Why is Source 3 valuable ... ? (AO2 8 marks)

- The question requires evaluation of what the source **can contribute** to the enquiry specified.
- There is no requirement to consider limitations.
- Students are asked to consider what aspects of the source content, and its nature and origin, make it valuable: what inferences can be drawn and what information gained in the light of what is known about its context and its authorship nature and/or purpose?

We'll look first at the two AS sub-questions, (a) and (b). This slide provides an overview of the (a) question, which is worth 8 marks.

In (a) the focus is on what the sources can contribute. Full marks can be gained if no discussion of limitations is included – attempts to discuss limitations will be a distraction in (a).



## Paper 2, Section A: AS question (b)

For example, Option 2C.2:

(b) How much weight do you give the evidence of Source 4 for...? (AO2 12 marks)

- The question requires consideration of the strengths and weaknesses of the evidence to reach a judgement on what reliance may be placed upon it.
- Contextual knowledge can be used to confirm or challenge the content of the source, or consider the weight of the evidence in the light of what is known about the purpose or position of its author.

*Delegate booklet, pp20–23*

Next, the AS (b) question, which is worth 12 marks.

In (b) the emphasis on 'weight' focuses on how much reliance can be placed on the material, so requires consideration of strengths and weaknesses.

High attainment will be shown in the application of valid criteria, informed by knowledge of context, when considering the weight that can be attached to differing aspects of the source material – for example, information, claim or opinion. It will not be the case that information can be accepted at face value and opinion is automatically dubious. Knowledge of context may indicate that information is actually being used selectively or that a claim or opinion is actually authoritative or valid.

On pages 20–23 of the **Delegate booklet**, you'll find an example of an (a) and (b) question from Option 2C.2. Both questions are on page 20, the two sources on page 21, then the indicative content on pages 22 and 23. Have a look at these – or find your own option in the AS sample assessment materials if you'd prefer.



## Paper 2, Section A: A level question

For example, Option 2C.2:

How far could the historian make use of Sources 3 and 4 together to investigate the...? (AO2 20 marks)

- The question combines both elements of the AS task into a single question.
- It requires consideration of the strengths and weaknesses of the evidence of two sources used together and interpreted in context.

*Delegate booklet, pp24–27*

See Getting Started pp31–32 on the requirements of the AS and A level tasks.

Now we move on to the A level Section A question.

You'll find the question, sources and indicative content for option 2C.2 on pages 24–27 of the **Delegate booklet** – or find your own option in the A level sample assessment materials.

The **Getting Started** guide, pages 31–32 provide additional guidance on these questions.



## AO2 mark schemes

Progression is traced in the level descriptors in three elements (see GS, pp32–37):

- Interpretation and analysis of the source material
- Deployment of knowledge of historical context in relation to the sources
- Evaluation of source material

As with AO1 and AO3, progression in AO2 is traced in elements – the three shown on the slide here.

For AO2, there is a slightly different version of the levels-based mark scheme for the two AS sub-questions and the A level question – explained on the next slide.



## A02 mark schemes, Paper 2

- AS question (a) performance is described in three levels.
- These three levels are replicated with minor amendment in question (b) to reflect the reliability focus and requirement for judgement. A fourth level is added (see GS, pp33–34).
- The A level mark scheme replicates the AS (b) mark scheme, adding a Level 5. The mark ranges differ to reflect the question weighting and its demand to evaluate two sources together (see GS, pp35–37).

Turn to pages 33–34 of the **Getting Started** guide and you'll find the mark scheme for the two AS sub-questions side by side. You'll see that the (a) question is in three levels and the (b) question in four levels. There are some minor wording differences to reflect the differences in the tasks – these are highlighted in colour.

Then on pages 35–37 of Getting Started, you'll find the AS (b) mark scheme alongside the A level mark scheme. The A level mark scheme has an additional fifth level, and there are small differences in wording to reflect the fact that at A level students are evaluating two sources.

Note that the additional Level 5 for A level refers to 'secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn'. We will come back to that when we look at Paper 3.

# DELIVERY OPTIONS



Earlier you saw an overview of four delivery options. Having now looked at the assessments for Papers 1 and 2, and having seen how the differentiation of AS and A level works, we'll return to those and consider the pros and cons of each.

Note that there is no one recommended approach – centres will want to do different things as their circumstances are different. What we're providing here is to enable you to think through the implications of the different approaches to help you work out what's right for your department. It may, of course, be that this is a school/college-wide decision and not a departmental one.



## Option 1: Teach A level only

### Pros

- Greater flexibility within the course – can teach the papers in any order
- More time within the course – can do exams at the end

### Cons

- Less flexible for students; AS History can't be taken as a fourth option for breadth
- No option for a student to gain a qualification after one year and not continue to A level

Some centres have decided not to offer AS at all and to offer A level only. This slide summarises the pros and cons of that approach.



## Option 2: Teach AS and A level separately

### Pros

- Greater flexibility in terms of ordering A level topics
- Teaching can focus on AS demands only or on A level demands only

### Cons

- May need greater timetabling and staffing flexibility, and more resources to run separate courses
- May be more difficult for students to transfer from AS to A level, or vice versa

Some centres will offer both AS and A level but teach them as separate classes. This is likely to be possible only in large centres.



## Option 3: Co-teach AS and A level; A level students don't sit AS exams

### Pros

- Not running two separate AS/A level courses may be easier for timetabling
- Know from the start which students will go on to A level

### Cons

- Need to prepare students in one class for different assessments

Many centres want to offer both AS and A level and will have students taking both qualifications in the same class. In this option, only those not continuing to A level sit the AS exam at the end of the first year. Knowing from the start which students will go on to A level means you can start introducing A level style questions for them during the first year – in formative and summative assessments, you can differentiate what you give AS students and what you give A level students.



## Option 4: Co-teach AS and A level; all students sit AS exams

### Pros

- More flexible for students – can confirm or change after AS
- This might be popular in 2015/16 as other subjects will still have nested AS

### Cons

- Less teaching time in Year 1
- Less flexibility when structuring the course
- Uncertainty over A level numbers
- A level students have to be examined twice on Paper 1/2 content

As with Option 3, here AS and A level students are in the same class, but with this option all students sit the AS exams, including those intending to continue to A level.

# **PAPER 3: Structure and Assessment**



We'll now move on to Paper 3.



## Paper 3: Key features

- This is only available as an A level unit – the third examined component of an A level.
- It is likely that most centres will teach this Paper in Year 13 – but it is not compulsory.
- If A level is not being co-taught with AS, there is no reason why Paper 3 should not be taught first.
- Paper 3 covers the requirement to study change over 100 years.

This slide is a reminder that Paper 3 is A level only. From our conversations with teachers, we think most will teach Paper 3 in Year 13, but you could teach it in Year 12 if you wanted to. For example, a centre teaching Route B and Paper 3 option 30 Lancastrians, Yorkists and Henry VII might want to start with Paper 3 and then move on to Paper 1 England, 1509–1603.



## Paper 3: Content structure

- The Paper is organised into 'Aspects in Breadth' and 'Aspects in Depth'.  
*Delegate booklet, pp28–29*
- These are assessed in different sections of the question paper.
- There are two possible approaches to teaching:
  1. Themes first to give an overview of the period
  2. Depth first to secure knowledge

We'll now have a look at the specification content. In the **Delegate booklet**, pages 28–29, you'll find the content for option 39.1 Civil rights and race relations in the USA, 1850–2009 – or find your own option in the specification.

You'll see that for every Paper 3 option, there are two main sections: Aspects in breadth, which have two themes, and Aspects in depth, which have five Key topics.

The slide summarises two approaches to teaching Paper 3. Again, there is no recommended approach and what works best may vary by option.



## Paper 3: Options

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- The Golden Age of Spain, 1474-1598
- The witch craze in Britain, Europe and North America, c1580-1750
- Industrialisation & social change in Britain, c1759-1928: forging a new society
- Poverty, public health and the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare, c1790-1918
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- Ireland and the Union, c1774-1923
- The changing nature of warfare, 1859-1991: perception and reality
- Germany 1871-1990: united, divided and reunited
- The making of modern Russia, 1855-1991
- The making of modern China, 1860-1997
- Civil rights and race relations in the USA, c1850-2009
- Mass media and social change in Britain, 1882-2004

This is just a quick reminder of the topics available in Paper 3. The colour coding separates out the main groups – blue for medieval/early modern, orange for British options spanning the late 18th to early 20th centuries, and purple for more recent and mostly non-British options.



## Paper 3: Content

- Choose **one** topic from a choice of 16.
- Topics have been grouped in pairs for administrative purposes (except for medieval and early modern topics).
- There are a number of prohibited combinations which are clearly laid out in the specification with entry codes.
- The permitted combinations with Papers 1 and 2 ensure that across Papers 1, 2 and 3 the British history and 200-year rules are met.

There are 16 topics in Paper 3. However, not all topics can be studied in combination with every Paper 1 and Paper 2 route – as they wouldn't meet all of the subject content requirements. Check on pages 6–13 of the A level specification that your chosen option is permitted with your Paper 1/2 route.



## Paper 3: Assessment overview

	A level only
	60 marks (30%) 2 hours 15
<b>Section A</b>	<ul style="list-style-type: none"><li>• AO2 20 marks</li><li>• 1 compulsory question evaluating 1 source (primary/contemporary to the period studied) for its value for 2 linked enquiries on an Aspect in Depth</li></ul>
<b>Section B</b>	<ul style="list-style-type: none"><li>• 1 essay from a choice of 2 on the Aspects in Depth</li><li>• AO1 20 marks: analysis and evaluation – questions may target any AO1 concept</li><li>• Questions may relate to a single year/event or to longer periods</li></ul>
<b>Section C</b>	<ul style="list-style-type: none"><li>• 1 essay from a choice of 2 on Themes</li><li>• AO1 20 marks: analysis and evaluation – questions may target any AO1 concept and will require coverage of at least 100 years</li></ul>

Here we have an overview of the Paper 3 assessment – just two columns now, as there's no Paper 3 in AS.

Paper 3 has three sections, A, B and C.

- Section A is a 20-mark AO2 source question and will relate to Aspects in depth.
- Section B is a 20-mark AO1 depth essay question and will relate to Aspects in depth.
- Section C is a 20-mark AO1 breadth essay question covering at least 100 years, and will relate to the Themes.



## Paper 3, Section A: AO2

- Paper 3 Section A requires the same skills and concepts of evidence as Paper 2 Section A, but in Paper 3 students analyse and evaluate a **single source** for **two enquiries**.
- The same mark scheme progression is used, with minor amendments which relate to the requirement to analyse and evaluate a single substantial source.
- The level descriptors recognise that at Level 4 'treatment of the two enquiries may be uneven', but both must be soundly considered for the highest band.

We'll start with Section A – the AO2 source question.

In Paper 2, you saw that for A level students analyse and evaluate *two* sources for *one* enquiry. In Paper 3, they analyse and evaluate *one* source for *two* enquiries. The Paper 3 Section A task requires students to develop an understanding that the use historians can make of source material depends crucially on the question being asked of it.

The slide summarises the small differences in the mark scheme from A level Paper 2.



## Paper 3, Section A: Questions

- A review of the Paper 3 questions reveals a wide range of enquiries which can be applied to a source.
- Examples are given in Getting Started (p40) and other enquiries are possible.
- Students should be prepared to explore the value of the evidence in relation to any enquiry put to it – and appreciate that the value of a single source may well vary for the two different enquiries.

Another reminder here that it is useful to look at questions in the sample assessment materials across the options, not just the option you will be teaching.

Turn to page 40 of **Getting Started** now and you'll see a list of enquiries from the sample assessment materials – but note that it is not an exhaustive list.



## Activity 5: AO2 sources in context

- The highest levels require students to show that they interpret sources 'in the context of the values and concerns of the society' from which they are drawn.
- Suggest ways this quality might be evident in answers dealing with Question 1 in Option 39.1 and taking account of the 'values and concerns' of the author of the source.
- The indicative content bullet points give some examples.

*Delegate booklet, pp30–34*

We noted when looking at the A level Paper 2 Section A mark scheme that in Level 5 for AO2, the second strand is:

"Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn."

Note that here 'concerns of the society' means not 'worries of the society' but 'that which concerned people at the time' i.e. priorities rather than simply grievances. Their concerns will give rise to emphasis, judgements etc.

This activity explores that point with reference to the question in option 39.1. You'll need pages 30–34 of the **Delegate booklet** – instructions, question, source and mark scheme. Give yourself about 10 minutes for this activity, then read the notes below.

-----

The attitudes and values of this young black radical prisoner can be taken into account when evaluating what he says about Martin Luther King. The indicative content of the mark scheme notes that the source provides evidence that King's approach aroused real respect, even among opponents. It's also strongly evident that the radical views and aims of the author colour the judgements on King and on US society.



## Paper 3: AO1 assessment

- **Section B** essays target the same range of AO1 second-order concepts as Papers 1 and 2.
- **Section C** targets the process of change over time.
- The same AO1 level descriptors are used as for the Papers 1 and 2 mark schemes.
- Depth of knowledge will be expected to meet the demands of Section B questions.
- Full coverage of the chronological range of the question will be needed in order to meet Section C question demands.

We're now back with AO1 for Section B and Section C. By now this should be familiar.

Section B is a depth essay and similar to Section B of Paper 2.

Section C is where we meet the requirement to target change over at least 100 years – we'll look at this in more detail on subsequent slides.

For both Section B and Section C of Paper 3, it's the same AO1 mark scheme as you saw earlier for Papers 1 and 2. Note that the expectations reflected in the level descriptions relate to the type of question asked. In Section C, an ostensibly high-level discussion of one decade in the 100-year chronology will not meet the full demands of the question.



## Paper 3, Section C: Thematic questions

- Questions may cross themes, or two questions may focus on just one theme.
- Questions focus on the process of change over a period of not less than 100 years.
- Process of change:
  - The causes of change: the **means by which** change was brought about, for example by factors, forces, individuals
  - The nature of change: the **ways in which** something changed

As you've seen, Section C relates to the Themes in the content – the Aspects in breadth.

Note both that questions may cross themes and that two questions in a paper may focus on one of the themes only – so students must be prepared to answer on both the themes.

Questions will cover at least 100 years and may cover the full date range of the option. Again, do look at options other than your own to see the range.

**Getting Started** pages 40–42 provide more information about the process of change and these Section C questions.



## Paper 3, Section C: Questions about the nature of change

These questions may take a variety of forms:

- Comparisons over the period and judgements about the extent of change, e.g. how far there was change or continuity in an aspect of the themes over the period
- Judgements about which changes were more significant or about patterns of change, e.g. which points in the chronology saw continuities, changes of the most significance or saw more rapid changes
- Judgements about turning points

See GS pp41–42 for further guidance and an analysis of question targets.

Refer to **Getting Started** pages 40–42 for more information about Section C questions.

# **COURSEWORK: Structure and Assessment**



Now we'll move on to the coursework.



## Coursework overview

- **Free choice of topic:** It can derive from, or relate to, the content of Paper 1\*, Paper 2 or Paper 3, *or* it can be on a different topic.
- Students complete an assignment of 3,000–4,000 words on a **question set by the centre**. It is teacher-marked and externally moderated.
- Both AO3 and AO1 are assessed.
- Focus is on understanding the **nature** and **purpose** of the work of the historian. Students will be required to **analyse, explain and evaluate** the interpretations of three historians.
- The main driver when deciding on topic/questions should be historical interpretations.

\*though it must not duplicate the interpretations section of Paper 1

This slide provides an overview of the coursework component.

As all of the content requirements have been met through the examined components, you have a free choice of topic for the coursework. It can stem from one of the topics studied in Paper 1, Paper 2 or Paper 3, or it can be on something different. Note, however, that it must **not** duplicate coverage of the interpretations section of the chosen Paper 1 option – but you could use a debate from one of the other Paper 1 options.

The focus is on AO3, but there are some marks for AO1 to acknowledge the organisation and communication in an extended piece of writing.



## Question framework

Historians have disagreed about [*the chosen question, problem or issue*].

What is your view about [*the chosen question, problem or issue*]?

With reference to three chosen works:

- analyse the ways in which interpretations of the question, problem or issue differ
- explain the differences you have identified
- evaluate the arguments, indicating which you found most persuasive and explain your judgements.

This is the question framework that must be used. It is also on p115 of the specification.

Adapt the section in square brackets. For example:

Historians have disagreed about the nature of the Chartist movement.

What is your view about the nature of the Chartist movement?

With reference to three chosen works:

- analyse the ways in which interpretations of the question, problem or issue differ
- explain the differences you have identified
- evaluate the arguments, indicating which you found most persuasive and explain your judgements.



## Options for organising students

- Students choose from a given selection of topics.
- Students do the same topic but different titles.
- Students do the same title
  
- Students must select their own works.

There is flexibility in how you organise students for the coursework. This slide outlines the options. The way you decide to approach the coursework will depend on a number of factors such as the size of your cohort.

Note that whichever approach you take, students must select their own works.



## Coursework topics

These may be:

- derived from an examined unit (but not duplicating the student's Paper 1 Section C)
- based on a new topic area
- unique to an individual student
- followed by a whole teaching group, provided that the enquiries themselves are made by the students as individuals.

See GS pp43–44 for more information.

The coursework provides opportunities to broaden/deepen topics from Papers 1 and 2 or to take an element of Paper 3 study.

There is more information on pages 43–44 of Getting Started.



## Choosing the coursework content or topic

- There is no list of topics in the specification to choose from, but some examples are given in Getting Started.
- Current Unit 3 controversies could be used.
- The question, problem or issue could include debates on change, continuity, causation, consequence, similarity, difference, significance or the key features of societies and periods.
- The chosen topic needs to have sufficient different interpretations to work with.
- There will be a free assignment guidance service.

In the 2008 specification, there was a list of coursework programmes in the specification and centres also had the option of creating their own. For this specification, there is no list of topics provided in the specification – though Getting Started provides some examples.

You might consider a current Unit 3 controversy – particularly if it's a topic you have existing resources on. Other Paper 1 historical interpretations debates from the 2015 specification may also provide inspiration, and the topic booklets for those other options include resources.

Note the importance of ensuring sufficient different interpretations.

A free, optional, assignment guidance service is being set up. Any queries prior to the launch of this service should be directed to [teachinghistory@pearson.com](mailto:teachinghistory@pearson.com).



## Examples of titles

### Different elements of conceptual understanding

Historians have disagreed about:

... the extent to which the post-war Labour government transformed British society (**change and continuity**)

... how far Oliver Cromwell was responsible for the failings of the Protectorate (**cause and consequence**)

... the nature of the Chartist movement (**similarity and difference/key features**)

... the significance of the Peninsula War to Napoleon's ultimate defeat (**significance**)

This slide provides a few example titles to show different conceptual foci. This should help students to understand that historians regularly deal with these concepts as part of their work and link them to the rest of their history studies.



## Coursework: Example 1

- Route E
- Paper 1 Russia, 1917–91
- Paper 2 Mao’s China, 1949–76
- Paper 3 British experience of warfare
- Coursework could be about:
  - debates on Stalin discrediting Lenin
  - the British conduct of war on the Western Front
  - something entirely different

This slide and the next provide two examples of how the coursework might build on or differ from the rest of a student’s course.

Note that in the first coursework suggestion here, it links to the Paper 1 option studied. The coursework must not duplicate the Historical interpretations of the Paper 1 option studied, but can relate to the Themes. The second suggestion links to Paper 1. Or the coursework could be on something unrelated to the examined options studied.



## Coursework: Example 2

- Route C
- Paper 1 Britain, 1625–1701
- Paper 2 France in revolution, 1774–99
- Paper 3 Civil rights and race relations in the USA, 1850–2009
- Coursework could be about:
  - debates on the rule/success of Napoleon
  - the significance of the NAACP in Civil Rights
  - something else entirely

This example provides a suggestion that builds on the Paper 2 option studied, one that stems from Paper 3 – or, again, something different.



## Works and supplementary reading

Students must analyse and evaluate three 'works':

- They should be substantial enough to support the assignment.
- It is recommended they are of at least article or chapter length.
- They can be hard copy, electronic or AV but must be created by historians.
- Each work must be by a different historian.
- They should contain a range of views or emphasis.
- They may differ in focus, methodology or perspective.

Students **must** undertake supplementary reading of at least two further works to assist them in forming a view.

Students are required to analyse and evaluate three 'works' as well as undertaking supplementary reading of at least two further works.

The slide summarises what constitutes a 'work'.



## Coursework: The place of interpretations in sixth-form study

Thinking about historical interpretations can enable students to:

- appreciate multiple perspectives and representations
- reflect on how history works as an intellectual process and discipline
- understand that studying history is an education in a discipline as well as subject matter
- be more prepared for negotiating plural narratives, arguments and perspectives at university.

The next few slides look at ways of getting students to think about historical interpretations at A level.

This draws on the work of Dr Arthur Chapman at the Institute of Education who has researched and written about students' work with interpretations at A level.



## Coursework: Evidence about teaching historical interpretations

Research into students' thinking about interpretations has shown that sixth-form (and younger) students are more than capable of developing sophisticated thinking about historical interpretations.

Ideas for teaching include:

- focusing on the method that historians use
- focusing on the different questions historians use
- moving away from trying to construct a single narrative
- moving away from simplistic explanation of bias.

Ideas about the method historians use, different questions historians use etc can be linked to what students have done in other papers.



## Coursework: Questions for talking about historical interpretations (1)

- Are the historians asking the same questions, or are they in fact answering different questions about the past?  
(It is possible to set out with different aims: to set out to describe something in the past, to explain it, to evaluate it, and so on.)
- Do the historians examine the same source materials as they pursue their questions about the past?
- Do the historians ask the same questions of their source materials?



## Coursework: Questions for talking about historical interpretations (2)

- Where different conclusions are drawn from similar facts or sources, it may be because the historians disagree about what these things *mean*.
- Do they have differing understandings of the *context* (the period, the background situation and so on)?
- Are they defining *concepts* in different ways (if we disagree about whether a 'revolution' has occurred, for example, it may be because we are using different criteria to define 'revolution')?

(Chapman, *International Journal of Historical Learning, Teaching and Research*, Vol. 11.1, 2012)



## Role of the teacher

### Teachers **must:**

- check that the works students choose will provide sufficient evidence for them to make a satisfactory response to the question before students begin the writing phase
- supervise the students to ensure that research is being undertaken independently and that students remain focused.

### Teachers **may:**

- help students to understand rubrics and assessment criteria.

This summarises the teacher's role in relation to the coursework. The next slide provides more information about checking the title.



## Titles and proposals

The teacher must check the proposal for suitability and manageability. The proposal must:

- give the assignment title and selection of three chosen works
- identify two other works for supplementary reading
- show that the chosen works contain differences of view.

See GS p47 for a checklist.

- Suitable proposals give scope for debate
- Articles or chapters from longer works are manageable
- The works must be authored by historians.

You may wish to read the guidance on pages 44–45 and page 47 of **Getting Started** alongside this slide.



## Supervision and the resource record

- Students must complete a resource record which is regularly checked by the teacher.
- This will provide evidence to support teacher judgements about the quality of the work and provide evidence for moderators that students have exercised choice when selecting resources.
- Students should make comments on the form explaining why they have chosen specific resources for use in their assignment.

The resource record form is on page 149 of the specification – page 46 of the **Delegate booklet**.

The specification permits students to follow the same task but, except through coincidence of student choice, not the same selection of chosen works. So this should not be common. The research record must document the student research process and will be evidence of student choice. Note that a 'work' can be an appropriate chapter of a long work and different chapters count as two students having used different works.



## Coursework: Assessment overview

### A level only

40 marks (20%)

AO1 5%; AO3 15%

3,000–4,000 words

We'll now move on to the assessment of the coursework.



## Mark scheme progression

The mark scheme traces progression in five traits (see Specification, pp121–123):

- Identification of, selection from, and deployment of material relevant to an aspect of historical debate
- Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context
- Analysis and explanation of differences in historians' views
- Evaluation of, and judgement on, historians' arguments
- Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument

Unlike the mark schemes for Papers 1, 2 and 3, the coursework mark scheme combines two assessment objectives, AO1 and AO3 – the marks for each of these were given in the table on the previous slide.

The mark scheme traces progression in five traits, shown on the slide. It is very similar to the AO3 progression seen in Paper 1, but strands 1 and 2 also takes account of the enquiry / reading element, and strands 3 and 4 reflect the requirement to analyse and evaluate chosen works rather than those provided in an examination. Strand 5 relates to AO1 knowledge and understanding.

The coursework mark scheme is on pages 121–124 of the specification – pages 43–45 of the **Delegate booklet**.



## Marking coursework

- The specification (p119) gives advice on assignment marking.
- Where answers display the characteristics of more than one level, 'best fit' determines the award of level and influences the placement within it.
- The mark scheme indicates the criteria for placing within a level, including whether or not the work is concise.
- Students exceeding the word count are less likely to satisfy the 'concise' requirement.

The principle of 'best fit' applies to marking the coursework and advice is given in the specification – see page 41 of the **Delegate booklet**.

The recommended word count is 3,000 to 4,000 words. The reference to 'concise' in the Low/Mid/High ranges of the mark scheme levels links to page 118 of the specification (Delegate booklet page 40): 'Students should be advised that if they exceed the word count, it is less likely that they will be able to satisfy the requirement of production of a concise response.'



## Moderation

- Internal standardisation is required to align the marking of teachers within a centre.
- A sample will be selected for external moderation.
- The assignment, including a bibliography and the resource record, should be submitted.
- Marks will be aligned to reflect national standards if necessary.

This slide summarises the specification information on moderation.

# Planning your course

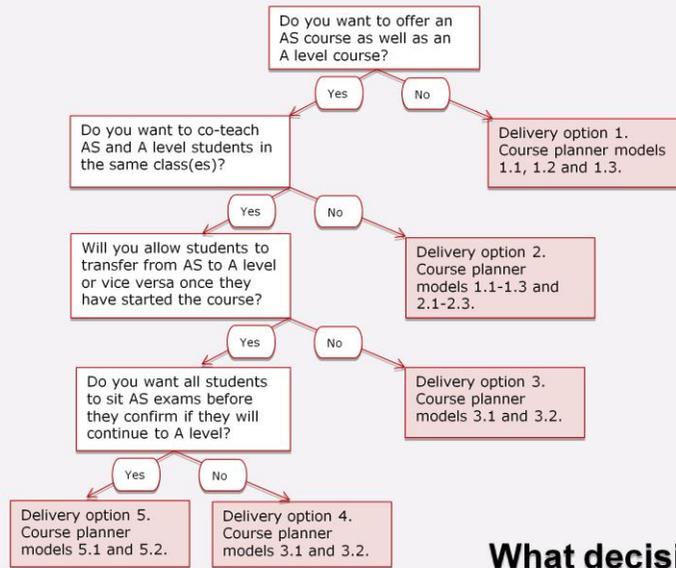




## Using the Course planner

- A useful guide to formatting, designing and organising your course
- Offers delivery options to fit into your department/centres needs
- Can be used alongside the Getting Started guide

The **Course Planner** was mentioned earlier – and can be downloaded from the page where you found this presentation. It goes into more detail about the delivery options explored earlier.



**What decisions do you need to make?**

This diagram is taken from the full Course planner where there is more information.



## Co-teachability: Your thoughts?

Has looking at the assessment of each of the Papers changed your ideas from this morning?

You may wish to pause here and consider whether your thoughts on co-teaching the specification have changed now that you've looked in detail at the assessment.

# Support and Resources



Finally, we'll look at the support and resources available to help you deliver our new specification.



## Planning and delivery materials

- Getting Started guide
- Topic booklets for every topic – overview, content guidance, resources list, mapping to the current specification and a student timeline
- Editable schemes of work for each topic

Visit:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.coursematerials.html>

and click on 'Teaching and learning materials'.

The Getting Started guide you will now be familiar with, as you've referred to it a number of times during this presentation. Do read it in full, as it contains a lot of useful information.

In addition the topic booklets and schemes of work will help you prepare to teach the new course.

The link on the slide will take you to the page of the website from where the materials can be downloaded.



## Assessment support materials

- Additional specimen papers for A level
- Exemplar answers with commentary
- Coursework marking training – 2016/17
- Mock marking training – 2016/17

We are also providing you with an additional set of specimen papers for A level and exemplar answers with commentary.

There will be coursework marking training and mock marking training (using the additional specimen papers) in due course. Sign up to our emails to get more information about these when available.



## Subject advisor support

Helps keep you up to date about:

- training events and support materials
  - news and government announcements affecting our qualifications
  - key dates and entry deadlines
  - new qualifications and resources.
- Email: [teachinghistory@pearson.com](mailto:teachinghistory@pearson.com)
  - Telephone : **0844 576 0034**
  - Subject page link:  
<http://qualifications.pearson.com/en/subjects/history.html>

The Subject Advisor for History is Mark Battye. His contact details are on the slide, so do get in touch if you have any questions about teaching the specification.

If you want to receive Mark's updates, email him at the address on the slide and you'll be added to his list. He'll let you know about events, support materials and so on.



## Endorsed resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.

We wanted the new specification to be well supported with published resources – we know from our research with teachers that this is important – so we've been working with a number of publishers to produce resources for the new specification.



## Endorsed resources\*

- *Hodder*: a textbook for Papers 1/2 Routes B, E, G and H, and updated Access to History editions for 2B.1, 2C.1, 2C.2, 2D.1, 2D.2, 2E.1, 2F.1, 2G.1, 30, 32, 35.2, 36.1, 36.2, 37.1, 38.1, 38.2, 39.1
- *Pearson*: a textbook for every Paper 1/2 Route and for every Paper 3 topic
- *ZigZag Education*: Teaching packs and Research Grids for 1B, 1C, 1D, 1E, 1G, 1H, 2B.1, 2C.1, 2D.1, 2E.1, 2G.1, 2H.1, 2H.2.

*\*These resources have not yet been endorsed. This information is correct as of 5 March 2015, but may be subject to change.*

This slide provides information about the resources for the new specification available from publishers.

You can find out more on the following links.

Hodder: [www.hoddereducation.co.uk/ALevelHistory/Edexcel](http://www.hoddereducation.co.uk/ALevelHistory/Edexcel)

Pearson:

[www.pearsonschoolsandfecolleges.co.uk/Secondary/History/16plus/EdexcelALEvelHistory2015/EdexcelGCEHistory2015.aspx](http://www.pearsonschoolsandfecolleges.co.uk/Secondary/History/16plus/EdexcelALEvelHistory2015/EdexcelGCEHistory2015.aspx)

ZigZag:

[zigzageducation.co.uk/order.asp?userid=History&SubjectSplit=A\\*space\\*Level\\*space\\*History\\*space\\*2015&level=Edexcel](http://zigzageducation.co.uk/order.asp?userid=History&SubjectSplit=A*space*Level*space*History*space*2015&level=Edexcel)



## GCSE History 2016

GCSE History specifications changing for first teaching September 2016 (first exams 2018).

To find out more:

- visit:  
<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>
- email: [teachinghistory@pearson.com](mailto:teachinghistory@pearson.com)

This slide is a reminder that GCSE History is also being reformed – for first teaching in 2016 for two-year courses (2015 for three-year courses) and first assessment in 2018. If you teach in a school you'll no doubt be aware of this already; if you teach in a college, you may want to familiarise yourself with the sorts of changes that are happening, as the new requirements for GCSE are significantly different and students who've studied the new GCSE will start A levels from 2018.

The slide provides a link to the GCSE History 2016 page, and do email Mark if you have any queries.



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## Pearson is recruiting for GCSE and GCE History

We have exciting opportunities to become an examiner for History and:

- Get closer to the qualification you are teaching
- Gain insight on National Standards
- Grow your career.

To find out more please visit:  
[www.edexcel.com/aa-recruitment](http://www.edexcel.com/aa-recruitment)

Information email: [aaresourcing@pearson.com](mailto:aaresourcing@pearson.com)

ALWAYS LEARNING

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There are opportunities every year to be an examiner. This slide provides details of where to find further information.

# THANK YOU



Thank you for following this presentation. We hope it has been useful.

If you like what you see and want to know more, please register your interest. This will help us to keep you informed about future events and other support available to you. Register your interest here:  
<http://qualifications.pearson.com/en/forms/ito-history-2015.html>

Please get in touch with Mark and his team if you need any further help or support. Mark and our online History community will ensure you receive help and guidance from us as well as sharing ideas and information with each other. You can sign up to receive e-newsletters from Mark to keep up-to-date with qualification updates, and product and service news.

Email: [teachinghistory@pearson.com](mailto:teachinghistory@pearson.com)

Telephone : **0844 576 0034**