

AS and A Level History



Getting Started Guide

Pearson Edexcel Level 3 Advanced GCE in History (9HI0)

Pearson Edexcel Level 3 Advanced Subsidiary GCE in History (8HI0)

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1. Introduction

Research and key principles

The specification has been developed in consultation with the teaching community, higher education, learned societies and subject associations. Teachers from a range of schools and colleges – in focus groups, phone interviews and face-to-face conversations – have provided feedback at each stage and have helped us to shape the specification. History academics in UK universities have helped us understand how to build on the strengths of the 2008 A level specification and advised on how progression to undergraduate study could be improved.

Drawing on feedback from all parts of the History education community, the 2015 specification has been built on the following key principles:

- **A balance of coherence and choice.** With the move from modular to linear qualifications, there is a greater focus on coherence within courses. The new specification combines Paper 1 breadth studies into routes with Paper 2 depth studies that are linked thematically, providing context and helping students to make connections. A greater choice is available in Paper 3 – allowing centres to select a topic within the same period as their Paper 1/2 route (provided there is an overall range of at least 200 years and British history is studied), or to select a different period.
- **Depth in context.** Acknowledging stakeholder concerns about fragmented courses and about de-contextualised depth studies, the specification structure ensures more context is given to depth topics. This has been done through linking breadth and depth studies in thematic routes in Paper 1 and Paper 2, through placing historical interpretations within the breadth studies in Paper 1, and through placing aspects of depth alongside breadth themes in Paper 3, so that they are studied within a broader context.
- **Appropriate range and variety.** Options are available from medieval, early modern and modern history, and from Britain, Europe and the wider world. In addition, more social and cultural history has been incorporated into topics so that there is a better balance with political history.
- **Centre choice of content for coursework.** The structure of the specification – with routes through Paper 1 and Paper 2, and prohibited combinations with Paper 3 – ensures that all subject content requirements are met through the examined components. This gives centres the freedom to choose – or allow students to choose, with guidance – the content focus of the coursework.
- **Clearly distinguished breadth and depth.** Breadth is now met in a single topic in Paper 1 rather than across two topics (as in the 2008 specification) and principles for breadth and depth have been applied to both the content and the assessment across components to ensure that each is targeted appropriately.
- **Improved approaches to assessing sources and interpretations.** Contemporary sources and interpretations are assessed separately to help students see the distinction between them. Sources and interpretations extracts are slightly longer, but there are fewer of them. Questions require students to use the contents of the source(s), the information about the nature and origin of the source(s), and their own knowledge of the historical context, to encourage a better understanding of the nature of historical knowledge, historical evidence and historical methodology.
- **Clear mark schemes.** The new mark schemes have strands that run through each level and are worded to reflect how teachers and examiners describe the qualities of student work, so that the expectations are clear for markers and for teachers.

Support for the new specification

This Getting Started guide provides an overview of the new AS and A level specifications, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We will be providing a package of support to help you plan and implement the new specification.

- Planning: In addition to the Planning section in this guide, we will be providing a course planner outlining different delivery approaches, plus a scheme of work for every topic that you can adapt to suit your department.
- Topic booklets: For each topic, an overview with contextual background, a student timeline, a list of useful resources for teachers and students and mapping to the 2008 specification (where relevant).
- Example student work for each component with examiner commentaries.
- Extra assessment materials for A level to use as a resource for mocks and practice.

These support documents will be made available on the AS and A level 2015 History pages of the Edexcel website.

Subject Advisor support

- Email: teachinghistory@pearson.com
- Telephone: 0844 576 0034
- Twitter: [@Pearson_History](https://twitter.com/Pearson_History)
- Subject page: www.edexcel.com/history

2. What's changed?

2.1 How have AS and A level changed?

Changes to the AS and A level qualifications

From September 2015, A level History will be a linear qualification. This means that all A level examinations must be sat – and coursework submitted – at the end of the two-year course. More information about the implications of the move to linear assessment is given on page 22.

From September 2015, AS History will be a stand-alone qualification. This means that it cannot be used to contribute towards an A level History grade. More information about the relationship between AS and A level is given on page 19.

Changes to History subject criteria

The subject content requirements for AS and A level History were revised for specifications for first teaching 2015. All awarding organisations' specifications for AS and A level History from 2015 must meet these criteria. The full subject content document can be found on the website of the Department for Education, but the boxes below highlight the key requirements.

The following requirements apply to both AS and A level History specifications:

Both AS and A level specifications must require students to study:

- the history of more than one country or state, including at least one outside of the British Isles
- aspects of the past in breadth (through period and/or theme) and in depth
- significant individuals, societies, events, developments and issues within a broad historical context
- developments affecting different groups within the societies studied
- a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.

In addition, the following requirements also apply to A level specifications:

A level History specifications must require students to study:

- topics from a chronological range of at least 200 years
- a substantial (a minimum of 20 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales
- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (normally at least 100 years) and short term.

A level History specifications must also require students:

- to develop an understanding of the nature and purpose of history as a discipline and how historians work
- to carry out a historical enquiry that is independently researched.

The main change in these revised criteria is the removal of the former requirement for students to study the history of more than one country/state *or* more than one period, and the addition instead of two new requirements: that all AS and A level students must study the history of more than one country or state, and that all A level students must study topics from a chronological range of 200 years.

Changes to Assessment Objectives

The AS and A level History Assessment Objectives have also been revised. There are now three objectives, with the former AO2a and AO2b split out into separate objectives. AO2 and AO3 both include 'historical context'. Whereas in the past it was necessary to use AO1 to reward contextual knowledge used in analysing and evaluating sources and interpretations, contextual knowledge that is relevant and linked to analysis of source material will now be rewarded as part of AO2 and AO3. The weighting of AO1 has been reduced, and the weightings of AO2 and AO3 increased to reflect this change. The same Assessment Objectives and weighting ranges apply to both AS and A level: all three Assessment Objectives must be assessed in the AS qualification and the A level qualification.

AO1 50–60%	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
AO2 20–30%	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
AO3 20–30%	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

2. What's changed?

2.2 Changes to the Pearson Edexcel History specifications

Specification overview

The diagram below provides a structural overview of the AS and A level specifications.

A level: Paper 1, Paper 2, Paper 3, Coursework			
AS: Paper 1 and Paper 2			
Paper 1	Paper 2	Paper 3	Coursework
30% A level 60% AS	20% A level 40% AS	30% A level	20% A level
External examination	External examination	External examination	Internal assessment
Breadth study with interpretations	Depth study	Themes in breadth with aspects in depth	Independently researched enquiry
Assessment Objectives 1 and 3	Assessment Objectives 1 and 2	Assessment Objectives 1 and 2	Assessment Objectives 1 and 3

Key changes to note in the overall structure are as follows:

- In the 2008 specification, in Unit 1 Historical Themes in Breadth, students studied two topics within an option. In the 2015 specification, breadth is now met – in Paper 1 – through a single breadth topic.
- In the 2008 specification, the requirement for study of change and/or development over at least 100 years was met in the coursework unit. In the 2015 specification, this requirement is met in an examined component, Paper 3. This places fewer restrictions on the coursework and allows it to focus better on historical enquiry.

Summary of changes to assessment

The table below provides an overview of the assessment in the previous 2008 specification and the assessment in the 2015 specification.

2008 specification	2015 specification
Unit 1 Historical Themes in Breadth AO1 Two topics Two essays – one on each topic	Paper 1 Breadth study with interpretations AO1 and AO3 One topic Two breadth essays and an interpretations question
Unit 2 British History Depth Studies AO1 and AO2a/b One topic Two source-based questions	Paper 2 Depth study AO1 and AO2 One topic One source-based question and one depth essay
Unit 3 Depth Studies and Associated Historical Controversies AO1 and AO2b	Paper 3 Themes in breadth with aspects in depth AO1 and AO2
Unit 4 Historical Enquiry AO1 and AO2a	Coursework AO1 and AO3

AO1 is assessed in every examined paper: through breadth essays in Paper 1 (AS and A level), depth essays in Paper 2 (AS and A level), and depth and breadth essays in Paper 3 (A level). It is also assessed in the coursework.

Source questions (AO2) appear in Paper 2 (AS and A level) and Paper 3 (A level). These target analysis and evaluation of primary/contemporary sources.

Interpretations (AO3) are assessed in both the AS and the A level, as all three Assessment Objectives must be met in both qualifications. Paper 1 has an interpretations question for both AS and A level, and the A level coursework also targets AO3.

Coursework forms 20% of the A level. It is designed to develop students' skills in analysis and evaluation of interpretations of history.

Assessment of sources and interpretations

The approach to the assessment of sources and interpretations has been reviewed and amended following feedback from teachers and higher education and drawing on academic research.

Research with teachers and higher education highlighted the following concerns:

- Students do not always understand the distinction between primary source material and later interpretations, and tend not to engage with secondary sources as arguments.
- Short source extracts are less likely to encourage sophisticated response than longer sources and extracts.

2. What's changed?

The research put forward the following desired learning outcomes:

- Students demonstrate understanding of the nature and status of historical knowledge.
- Students demonstrate understanding of the nature of historical evidence and its relationship both with the past and with historical knowledge.
- Students demonstrate understanding of historical methodology: in particular, they are aware of the importance of careful consideration of the following when drawing inferences from sources: classifying the type(s) of source and interpreting meaning; the provenance; comparisons with other sources; the context in which sources were produced.
- Students show awareness of how historical claims can be tested and that some can be made with greater certainty than others because of both the nature of the evidence and the nature of the claim (e.g. descriptive or explanatory).

The research recommended that questions and mark schemes be developed to provide opportunity for all aspects of historical method above, in order to ensure that students gain a clear understanding of the nature of historical knowledge and its relationship with evidence. It was recommended that there should be a clear distinction between primary historical sources and historical interpretations so that students understand that historians use primary sources differently from interpretations.

As a result:

- This new specification separates out the assessment of interpretations from the use of primary/contemporary source material. Interpretations are in Paper 1 for both AS and A level and additionally in the coursework for A level. Sources are in Paper 2 for AS and A level and additionally in Paper 3 for A level.
- Longer sources and extracts are used – and fewer of them.
- The nature of the source questions in Paper 2 and Paper 3 has changed to reflect the research above. More detail is provided in Section 5.3 on Paper 2 (page 30)

A level assessment overview

Paper 1 Study in breadth with historical interpretations Total marks: 60 Weighting: 30% Questions to answer: 3 Exam time: 2hrs 15	Section A: One essay from choice of two. AO1 – all concepts in scope (cause, consequence, change, continuity, similarity, difference, significance). Questions target analysis and evaluation. Questions normally cover at least a decade. Section B: One essay from choice of two. AO1 – all concepts in scope (as above). Questions target analysis and evaluation. Questions normally cover at least a third of chronology. Section C: One compulsory question, based on two extracts. AO3 Students analyse and evaluate historical interpretations, using two secondary extracts containing differing views.
Paper 2 Study in depth Total marks: 40 Weighting: 40% Questions to answer: 2 Exam time: 1hr 30	Section A: One compulsory question, based on two sources. AO2 Students analyse and evaluate the two sources for how far they can be used to answer a specified enquiry. Section B: One essay from choice of two. AO1 only – all concepts in scope (as above). Questions target analysis and evaluation. Questions can relate to a single year/event or to longer periods within the study.
Paper 3 Themes in breadth with aspects in depth <i>Aspects in breadth cover at least 100 years with shorter aspects in depth nested within the topic dates.</i> Total marks: 60 Weighting: 30% Questions to answer: 3 Exam time: 2hrs 15	Section A: One compulsory question, based on a source. AO2 Questions target content from the <i>aspects in depth</i> in the specification. Students analyse and evaluate the source in terms of its value for two enquiries into related aspects of a topic. Section B: One essay from choice of two. AO1 – all concepts in scope (as above) Questions target analysis and evaluation. Questions target content from the <i>aspects in depth</i> in the specification (but different topics from those in Section A). Section C: One essay from choice of two. AO1 – targeting long-term change (at least 100 years). Questions target analysis and evaluation. Questions relate to <i>aspects in breadth</i> in the topic.
Coursework Total marks: 40 Weighting: 20%	AO1 and AO3 Students carry out an independently-researched enquiry to analyse and evaluate interpretations, and organise and communicate their findings.

AS assessment overview

Paper 1 Study in breadth with historical interpretations Total marks: 60 Weighting: 60% Questions to answer: 3 Exam time: 2hrs 15	Section A: One essay from choice of two. AO1 – questions relate to consequence or causation. Questions target analysis and evaluation. Questions normally cover at least a decade. Section B: One essay from choice of two. AO1 – all concepts in scope (cause, consequence, change, continuity, similarity, difference, significance), but no questions targeting <i>solely</i> causation or consequence. Questions target analysis and evaluation. Questions normally cover at least a third of chronology. Section C: One compulsory question, based on two extracts. AO3 Students analyse and evaluate historical interpretations, using two secondary extracts containing differing views.
Paper 2 Study in depth Total marks: 40 Weighting: 40% Questions to answer: 2 Exam time: 1hr 30	Section A: One compulsory question in two parts, (a) and (b). Each part based on one source that is primary and/or contemporary to the period. AO2 Part (a) Analysis and evaluation of source for its value to historian for a specified enquiry. Part (b) Analysis and evaluation of source for how much weight can be placed on evidence for a specified enquiry. Section B: One essay from choice of three. Questions target analysis and evaluation. AO1 – all concepts in scope (as above). Questions can relate to a single year/event or to longer periods within the study.

More detail on the assessment for each component is given in section 5 of this guide (page 22).

3 Content guidance

Clarification of content

Clarification of content is provided in the separate topic booklets.

3.1 Structure

The A level course

The Paper 1 and Paper 2 content has been structured into eight routes, A to H, of which you choose one. Within each route, there is one compulsory Paper 1 topic and a choice of two Paper 2 topics, of which students study one. These routes ensure that students study two different countries linked by theme – and in most cases by period – in a coherent course. Students study both breadth and depth, with each topic helping to give context to or provide conceptual links to the other.

There are prohibited Paper 3 combinations for most routes, in order to ensure that the A level subject content requirements for geographical and chronological range are met: each pathway through Papers 1, 2 and 3 covers at least 200 years, covers at least two countries or states, and includes a substantial and coherent element of British history. This means that all of the subject content breadth and depth requirements are met through the examined papers, providing centres with a freer choice of content for the coursework.

It should be noted that, although most of the Paper 3 options have been grouped in pairs, students only study one of the two Paper 3 options within each pairing. Each pair of topics will appear in a question paper together. This simplifies entry codes and allows for policing of forbidden combinations.

The AS course

The AS course consists of Paper 1 and Paper 2 content. As for the A level, you choose one of the eight routes, A to H.

The routes and permitted combinations are laid out clearly with entry codes in the specification. Note that where a combination does not meet the subject criteria requirements, there is no entry: it is not possible to enter a student for a course that does not meet these rules.

Meeting the new 200-year requirement

The A level specification has been designed to allow courses to meet the new requirement for a 200-year range in different ways:

- A wholly modern course
- A wholly early modern course
- A wholly medieval course
- A course combining modern and early modern topics
- A course combining modern and medieval topics
- A course combining medieval and early modern topics.

The table on the next two pages outlines how Paper 1/2 routes and Paper 3 topics could be combined to sit within a single period or across periods.

	Paper 1	Paper 2	Paper 3
Modern		Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries	<ul style="list-style-type: none"> • The changing nature of warfare, 1859–1991 • 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, 1850–2009 • Mass media and social change in Britain, 1882–2004
		Route E: Communist states in the twentieth century Route F: Searching for rights and freedoms in the twentieth century Route G: Nationalism, dictatorship and democracy in twentieth-century Europe Route H: Democracies in change: Britain and the USA in the twentieth century	<ul style="list-style-type: none"> • Industrialisation and social change in Britain, 1759–1928 • 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
Early modern		Route B: Religion and the state in early modern Europe	<ul style="list-style-type: none"> • The witch craze in Britain, Europe and North America, c1580–c1750
Medieval		Route A: Conquest, control and resistance in the medieval world	<ul style="list-style-type: none"> • Lancastrians, Yorkists and Henry VII, 1399–1509
Early modern and modern		Route B: Religion and the state in early modern Europe	<ul style="list-style-type: none"> • Industrialisation and social change in Britain, 1759–1928 • 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 • 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, 1850–2009 • Mass media and social change in Britain, 1882–2004

<p>Route C: Revolutions in early modern and modern Europe</p> <p>Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries</p> <p>Route E: Communist states in the twentieth century</p> <p>Route F: Searching for rights and freedoms in the twentieth century</p> <p>Route G: Nationalism, dictatorship and democracy in twentieth-century Europe</p> <p>Route H: Democracies in change: Britain and the USA in the twentieth century</p>	<ul style="list-style-type: none"> • 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–c1750 • Industrialisation and social change in Britain, 1759–1928 • 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 • Germany, 1871–1990: united, divided and reunited • Civil rights and race relations in the USA, 1850–2009 • Mass media and social change in Britain, 1882–2004
	<ul style="list-style-type: none"> • 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–c1750
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	<ul style="list-style-type: none"> • 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–c1750
<p>Medieval and early modern</p>	<p>Route A: Conquest, control and resistance in the medieval world</p> <p>Route B: Religion and the state in early modern Europe</p>

3.2 Constructing a course

Below are some examples of courses that could be constructed in the new specification.

Example course 1 – modern

This course sits within the modern period, spanning the years 1790 to 1991. The Paper 1 and 2 topics are linked by the theme of communism – in Russia and China. Paper 3 gives students the opportunity to explore the ways in which major overseas conflicts impacted on the participants and on those back home, and on how such conflicts brought about change to the role of government in preparing the nation for war. Across this selection of topics, there is a focus on the nature and role of the state. The coursework stems from students' study of Russia in Paper 1, focusing on interpretations about the extent to which Stalin destroyed Lenin's legacy.

Paper 1	Paper 2	Paper 3	Coursework
1E Russia, 1917–91: from Lenin to Yeltsin	2E.1 Mao's China, 1949–76	35.2 The British experience of warfare, c1790–1918	E.g. Extent to which Stalin destroyed Lenin's legacy

Example course 2 – modern

This course sits within the modern period, spanning the years c1790 to 1989. The Paper 3 topic runs from the French Wars to the First World War. The options in Paper 1/2 Route G are linked by themes of nationalism, dictatorship and democracy in the twentieth century. The coursework provides the opportunity for students to explore different interpretations of the causes of the First World War in detail.

Paper 1	Paper 2	Paper 3	Coursework
1G: Germany and West Germany, 1918–89	2G.1: The rise and fall of fascism in Italy, c1911–46	35.2 The British experience of warfare, c1790–1918	E.g. Causes of the First World War

Example course 3 – modern

The Paper 1/2 Route F explores rights and freedoms in the twentieth century – in the USA and in India. In Paper 3, students explore the development of the British empire, including a depth focus on the British in India, 1829–58. The coursework looks at interpretations on the American Civil War.

Paper 1	Paper 2	Paper 3	Coursework
1F: In search of the American Dream: the USA, c1917–96	2F.1: India, c1914–48: the road to independence	35.1: Britain: losing and gaining an empire, 1763–1914	E.g. American Civil War

Example course 4 – early modern and modern

This course follows the Revolutions theme in Route C for Paper 1 and 2, combining a study of Britain 1625–1701 with a study of France 1774–99. In Paper 3, students explore the changing nature of warfare up to 1991. The coursework looks at differing interpretations of Napoleon.

Paper 1	Paper 2	Paper 3	Coursework
1C: Britain, 1625–1701: conflict, revolution and settlement	2C.1: France in revolution, 1774–99	37.1: The changing nature of warfare, 1859–1991: perception and reality	E.g. Napoleon

Example course 5 – modern

The Paper 1 and Paper 2 options in Route D are linked by the theme of challenges to the authority of the state. The Paper 3 topic gives students the opportunity to explore the troubled relationship between Ireland and Britain from the last decades of the eighteenth century to partition in 1923. The coursework derives from the Paper 2 topic, focusing on differing interpretations related to Bismarck.

Paper 1	Paper 2	Paper 3	Coursework
1D: Britain, c1785–c1870: democracy, protest and reform	2D.2: The unification of Germany, c1840–71	36.2: Ireland and the Union, c1774–1923	E.g. Bismarck

Example course 6 – early modern

This course focuses on the early modern era. The Paper 1 and Paper 2 topics look at religion and the state in early modern Europe, while Paper 3 provides the opportunity to explore the changing attitudes to magic and sorcery, and the broad intellectual changes that ushered in what is often called the Age of Reason. In the coursework, students look at interpretations related to Spain.

Paper 1	Paper 2	Paper 3	Coursework
1B England, 1509–1603: authority, nation and religion	2B.2: The Dutch Revolt, c1563–1609	33: The witch craze in Britain, Europe and North America, c1580–c1750	E.g. Golden age of Spain or Philip II

Example course 7 – late medieval/early modern

This course focuses on the late medieval and early modern eras. The Paper 1 and Paper 2 topics look at religion and the state in early modern Europe. Paper 3 covers the period 1399 to 1509 so – with the Paper 1 topic starting in 1509 – Paper 3 could be taught first to keep the chronological order.

Paper 1	Paper 2	Paper 3	Coursework
1B England, 1509–1603: authority, nation and religion	2B.1 Luther and the German Reformation, c1515–1555	30 Lancastrians, Yorkists and Henry VII, 1399–1509	E.g. English reformation

2. What's changed?

Example course 8 – modern and early modern

Across this course, each paper deals with the struggles for, and over, change. Students could consider the way in which different political systems in different historical periods have dealt with pressure for change. The Paper 1 and Paper 2 topics are linked by searches for rights and freedoms in the twentieth century. Paper 3 and the coursework sit within the early modern period.

Paper 1	Paper 2	Paper 3	Coursework
1F In search of the American Dream: the USA, c1917–96	2F.1 India, c1914–48: the road to independence	31 Rebellion and disorder under the Tudors, 1485–1603	E.g. England, 1629–67

Example course 9 – medieval, early modern and modern

In this course, the topics are linked by moments of crisis and their aftermath. Paper 3 considers the crises of 1399–1405, as well as the renewed crises of 1449–61; Paper 1 and Paper 2 consider revolutionary crises; and in the coursework, students examine interpretations relating to Britain's response to the crises caused by the growth of fascism. There is also scope for comparative analysis of the causes of these crises, the ways in which ruling groups tackled these challenges and how the periodic crises affected Britain and Russia in the longer term.

Paper 1	Paper 2	Paper 3	Coursework
1C Britain 1625–1701: conflict, revolution and settlement	2C.2 Russia in Revolution, 1894–1924	30 Lancastrians, Yorkists and Henry VII, 1399–1509	E.g. Britain & fascism/ appeasement

Example course 10 – medieval and modern

In this course, students can consider patterns of rule and contrast the different priorities of medieval and modern rulers. Equally, they can compare the differences between the causes of and nature of international conflict across the two periods.

Paper 1	Paper 2	Paper 3	Coursework
1A The crusades, c1095–1204	2A.2: England and the Angevin Empire in the reign of Henry II, 1154–89	34.2 Poverty, public health and the state in Britain, c1780–1939	Superpower relations, 1944–90

4. Planning

4.1 Planning and delivering linear AS and A level courses

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

Students may be entered for both the AS and the A level – for example, sitting AS exams at the end of Year 12 and A level at the end of Year 13 – but they will have to sit the A level Paper 1, Paper 2 and Paper 3 exams and submit the coursework at the end of the A level course: the Paper 1 and Paper 2 results from the AS will not count towards the A level, as the qualifications are now separate.

For AS, therefore, centres can decide whether to teach Paper 1 and Paper 2 alongside another or teach one and then the other, based on their timetabling and staffing situation.

For A level, centres will need to decide whether they are delivering the A level on its own or co-teaching AS and A level students together, as this will affect the order in which papers are taught and the approach to teaching in the first year. See sections 4.2 (page 17) and 4.3 (page 19) below for further guidance on this.

With a linear A level, it is important that sufficient time is left for revision in the second year, particularly for students to revisit topics studied in the first year. For example, centres may choose to start the coursework in the summer term of the first year so that this can be completed earlier in the second year and leave more time for revision.

One of the first decisions centres will need to make is whether they wish to offer both the AS and the A level, or A level only, and – if the aim is to offer both AS and A level – whether the two courses will be co-taught or taught separately.

The benefits of a linear A level course that is not co-taught with AS include more flexibility in structuring the course, more time for teaching and learning in the first year, greater student maturity when completing all assessments and more opportunity for students to make links between different elements of the course. On the other hand, it means that all students must embark on the two-year A level course; any student who leaves an A level course after one year, for whatever reason, would leave with no qualification.

Centres who wish to offer the AS and the A level could co-teach AS and A level students in the same class, or run separate AS and A level classes. The specification content and approach to progression in assessment has been designed with co-teachability in mind, as this is likely to be the most practical option for many centres. Centres who run separate classes will avoid the complications of co-teaching students who will complete different assessments at the end of their courses, and be able to focus teaching on one qualification only, but are likely to face greater complications in terms of staffing and timetabling.

Centres may wish to allow students to decide to transfer from AS to A level or from A level to AS part-way into the course. One option would be to require students to confirm by the AS entry date; those intending not to continue to A level could then be entered for the AS exams, while those opting to do the full A level might sit internal exams. Another option would be to put all students in for the AS exams and decide on the basis of their AS results whether they will continue to the full A level or not. Those who do go on to the full A level would still have to be examined on all the A level content at the end of the second year, including Paper 1 and Paper 2.

3. Planning

Centres co-teaching the AS will deliver Paper 1 and Paper 2 in the first year. The two papers could be taught side by side or one taught after the other, depending on what is most appropriate for staffing and timetabling within each centre. Centres not co-teaching AS and A level may also choose to start with Papers 1 and 2 in the first year, but could alternatively decide to start with Paper 3, for example if this was chronologically earlier. Different approaches to structuring the course are given in the separate Course Planner document.

Implications for funding

It is not expected that the changes to the AS and A level qualifications will have any funding impact. The information provided here is in response to questions from teachers attending early launch events.

Funding currently works on the number of hours planned for a student each year in their study programme, both for qualifications and for activity that does not relate to qualifications, such as enrichment activity, tutorials and work experience. Institutions will want to check that they are recording sufficient planned hours for students to count as full time, particularly in Year 2.

Q: Can a student start out planning to do the A level but then decide to switch to the AS?

A: If a student planning to do the A level decides not to continue after the first year, this does not affect the funding as long as the student is retained in the first year and as long as the institution either does not record them as starting the A level in the second year or withdraws the student from the A level before the qualifying period has been completed. Centres will want to check that they are recording sufficient planned hours for students to count as full time if a student does not continue with the full A level.

Q: Can a student start out planning to do the AS but then decide to switch to A level?

A: Study programmes are planned annually, so if a student completes the AS course in the first year and wishes to transfer to do the A level in their second year, that will not affect the funding in the second year: the centre can be funded for that learning in the next year, depending on the hours taken according to the funding bands.

Q: Can we use the AS as a mock – i.e. put all students in for AS (including those we know will do A level)?

A: Yes, sitting the AS as a mock will not affect funding – but you will need to pay the registration fee for both qualifications.

Q: Can students defer their decision about whether they want to do AS or A level until part way into the course date?

A: A student's study programme will be planned at the outset, so they will set out on either an AS course or an A level course, but they can transfer from an AS to A level or vice versa, as above.

Q: If an A level student encounters problems in the second year of the course (for example, they don't complete the coursework), could they decide to sit the AS exam at the end of the second year instead of the A level so that they do get an AS qualification?

A: Yes – this doesn't affect funding. The decision would, of course, need to be made before the entry date.

4.2 Delivery models

The table below outlines five possible options for delivery. Additional guidance on each is given in the separate Course Planner.

	Option 1	Option 2	Option 3	Option 4	Option 5
<i>Enrolment</i>	Only an A level course is offered: no AS course available.	Students enrol on either an AS course or an A level course, with no option to switch later on.		Students enrol on either an AS course or an A level course, but can switch later on.	
<i>Teaching</i>	Only A level is taught.	AS and A level students taught separately.	AS and A level students taught in the same class.	AS and A level students co-taught in the same class.	
<i>End of year 1</i>	Internal exam on year 1 topics, using A-level-style question stems/ formulations.	AS students sit AS exams. A level students sit an internal exam on year 1 topics, using A-level-style question stems/ formulations.	Teaching finishes in time for revision for AS exams. All students sit AS exam. Students decide whether to continue to A level once they have their AS results.	Students confirm by the AS entry deadline whether they want to continue to A level. Only those not continuing sit the AS exam. All other students sit an internal exam and then start coursework and/or Paper 3 – or continue Papers 1/2 but focusing on A level additional demands.	

For Options 3, 4 and 5, the AS and A level are being co-taught.

- Option 3: AS and A level students are co-taught but have decided at the start of the course whether they are completing the AS course or the A level course, and there is no intention to switch from one to the other. As the teacher will know from the outset which are the AS students and which the A level students, differentiation can take place through formative and summative tasks set. It may be that all students are given AS-style tasks to start and then A level students move on to the A level question formulations, or that A level students work with A level questions from the start: this would be the centre's decision.
- Option 4: Where the desire is to enter all students for the AS and confirm after seeing their results whether they will continue to A level, there are two possibilities – either return to Paper 1 and Paper 2 in year 2 to cover the additional A level demands, or teach to the A level in year 1. See section 4.3.
- Option 5: Where students confirm part-way through the course either that they are continuing to A level or that they are only taking the AS, all students could practise AS-style questions until that point, and then either continue to practise AS questions in preparation for the AS exam, or move on to A-level-style questions. This would only be possible, however, if Paper 1 and Paper 2 were taught in parallel, otherwise the approach for option 4 would need to be taken for at least one paper.

4.3 Co-teaching AS and A level

AS History consists of two papers, Paper 1 and Paper 2. The specified content of these is the same as Paper 1 and Paper 2 of the A level: the differentiation is in the approach to assessment and in the expectation of greater specificity and depth of knowledge and understanding at A level.

Differentiation of essay questions

Differentiation in essay questions (breadth essays in Paper 1 and depth essays in Paper 2) is achieved through the following:

- The requirement to respond to a wider range of possible question stems and concepts within each section at A level than at AS.
- More question choice in Paper 2 at AS (one out of three questions instead of two).
- Less complexity in questions at AS, requiring less nuanced judgements and/or making lower demands in terms of content.
- Differentiated mark schemes.

Differentiation of interpretations questions

In Paper 1, the AS and A level interpretations questions are differentiated through:

- slightly shorter and less complex extracts at AS
- a less complex question
- differentiated mark schemes.

Differentiation of source questions

In Paper 2, AS and A level source questions are differentiated through:

- slightly shorter and less complex sources at AS
- a two-part source question at AS
- differentiated mark schemes.

Teaching approaches in co-teaching AS and A level

The approach each centre takes to tackling the differentiation will depend on how they decide to structure their teaching – whether AS and A level students will be taught in the same class, at what point in the course students are required to confirm whether they will continue to the full A level, and whether the centre wants to enter for the AS exam those students continuing to A level. More detail on these different approaches is given in the separate Course Planner document.

Centres who wish to co-teach the AS and A level will need to teach Paper 1 and Paper 2 in year 1, and Paper 3 and coursework in year 2. Where it is known from the start which students will complete the full A level and which will take AS, formative and summative assessment tasks can be differentiated for students throughout Year 12.

If centres wish to give students the flexibility to defer confirming their decision about continuing to A level until the AS entry date or until after AS results day (delivery options 4 and 5 above), they will need to consider whether they would prefer to focus year 1 teaching on the AS demands and leave sufficient time in year 2 to return to Papers 1 and 2 with those who do go on to A level; or to teach to the A level standard in year 1, so that students who continue to A level are prepared for the A level assessment.

The table below considers the ways in which the A level is more demanding than the AS and how this would affect teaching approaches. The delivery options relate to those in section 4.2 above (page 17).

Wider range of essay question stems (Paper 1 and Paper 2)	<p>For delivery options 4 and 5, in order to ensure students are adequately prepared for the A level exam, it would be advisable to give all students practice in answering a range of question stems, rather than focusing only on the AS question stems during the main teaching period for Paper 1 and Paper 2. This would mean teaching AS students beyond the requirements of the AS exam, but should not disadvantage students in tackling the AS papers – the skills required are the same, but more developed at A level.</p> <p>Additionally, Paper 3 has the same range of possible question stems as the A level Paper 1 and Paper 2: practising Paper 3 essays will therefore also help students continuing to A level to prepare for the final exams in Paper 1 and Paper 2.</p>
Wider range of concepts targeted in essay questions (Paper 1)	<p>AS and A level students will need to be prepared to answer questions on all AO1 concepts, as all concepts are in scope across the two AS questions in Paper 1 and in the AS Paper 2 essay question. The restriction on the question wording and concepts targeted in AS Paper 1 Section A should not therefore affect teaching approaches, but will need to be incorporated into revision and exam technique for students taking the AS exam.</p>
Less choice of essay questions (Paper 2)	<p>This should not affect teaching approaches. A level students' revision will need to ensure they have this greater mastery of the content.</p>
Greater complexity of essay question wording and formulation (Paper 1 and Paper 2)	<p>This should not affect teaching approaches: it would be expected that the additional year's study – including coursework where students engage in independent research – would further develop students' maturity, literacy and sophistication of response.</p>
Longer and more complex interpretations extracts (Paper 1) and sources (Paper 2)	<p>This should not affect teaching approaches. A level students – through an additional year's study, including independent research on interpretations for coursework – should be better able to deal with the more complex extracts in the A level paper.</p>
One single source question, using two sources (Paper 2)	<p>For delivery options 4 and 5, it may be advisable to give any students who may progress to A level practice in answering the A-level-style question during the course of teaching Paper 2. Students could start with the two AS-style question formulation and then move on to the A-level-style task.</p> <p>(As the Paper 3 source question has a single, longer document, practice for Paper 3 will continue to develop students' source skills, but not give further practice in working with more than one source for a single question.)</p>
Mark schemes (Paper 1 and Paper 2)	<p>In the level descriptions for each Assessment Objective, an additional fifth level is provided at A level, representing a requirement to demonstrate a higher order of understanding and competence for AO1, AO2 and AO3 in order to gain the highest marks.</p>

3. Planning

If centres wish to give students the flexibility to defer confirming their decision about continuing to A level until the AS entry date or until after AS results day (delivery options 4 and 5 above) the following approach could be taken:

- For Paper 1 and Paper 2 **essay questions** (breadth and depth), students should be prepared to answer a range of question stems on all AO1 concepts and not be restricted to practising only the AS question stems during year 1. In the second year, practising the depth essay for Paper 3 – and the range of possible stems for that question – will help to ensure that students are able to cope with a wider range of question types. The thematic essay in Paper 3 will also help students develop their ability to tackle themes and change over time, which will aid them in Paper 1.
- In order to ensure that students are equipped to tackle the **interpretations** question in A level Paper 1 and the **source** question in A level Paper 2, students should be given the opportunity to practise both the AS- and the A-level-style questions in year 1. Students could be given the AS formulations initially and then move on to the A level formulations – using the AS questions as a stepping stone to A level.
- Students will want to focus in their AS revision on practising the AS question stems/formulations, but will need to be sure when they revise for the final A level exams that they practise and are prepared to answer a range of essay question stems and the A level source and interpretations question formulations.

4.4 Teaching breadth and themes

The Paper 1 content is set out in four themes, plus the historical interpretation. Centres may wish to teach the content predominantly by theme, or may prefer to take a more chronological approach to the teaching first to give students a framework, and then revisit to cover the themes. The separate topic-specific schemes of work provide examples of both approaches.

In Paper 3, the content is in two sections: aspects of breadth that run across the whole period and topics focusing on specific aspects of depth. Here centres might choose to start with the themes to give students a sense of the whole period, then return to the aspects of depth. Or the teaching could start with the aspects of depth – so that students are familiar with some key points across the period – and then look at the themes. Again, the topic-specific schemes of work provide examples of both approaches.

5. Assessment guidance

5.1 Implications of linear assessment

For the AS qualification, both exams (Paper 1 and Paper 2) must be sat at the end of the course – normally one year.

For the A level qualification, the three exams must be sat, and the coursework submitted, at the end of the course.

There will be no January assessment window, and it will not be possible to take exams for the same qualification in different exam series: all assessments must be completed together at the end of the course.

It will not be possible for students to re-sit individual components. Students may re-take the whole AS or A level qualification. At the time of writing, it was yet to be confirmed whether students would be able to transfer coursework.

5.2 Paper 1 assessment

	AS	A level
Total marks	60 marks	60 marks
Weighting	60%	30%
Exam time	2 hours 15	2 hours 15

In Paper 1, students undertake a study in breadth with associated historical interpretations. The assessment, for both AS and A level, is in three sections: A, B and C.

AS	A level
<p>Section A: One essay from choice of two. AO1 – questions relate to consequence or causation.</p> <p>Questions target analysis and evaluation. Questions normally cover at least a decade.</p>	<p>Section A: One essay from choice of two. AO1 – all concepts in scope (cause, consequence, change, continuity, similarity, difference, significance).</p> <p>Questions target analysis and evaluation. Questions normally cover at least a decade.</p>
<p>Section B: One essay from choice of two. AO1 – all concepts in scope (cause, consequence, change, continuity, similarity, difference, significance), but no questions targeting <i>solely</i> causation or consequence.</p> <p>Questions target analysis and evaluation. Questions normally cover at least a third of chronology.</p>	<p>Section B: One essay from choice of two. AO1 – all concepts in scope (as above).</p> <p>Questions target analysis and evaluation. Questions normally cover at least a third of chronology.</p>
<p>Section C: One compulsory question, based on two extracts. AO3</p> <p>Students analyse and evaluate historical interpretations, using two secondary extracts containing differing views.</p>	<p>Section C: One compulsory question, based on two extracts. AO3</p> <p>Students analyse and evaluate historical interpretations, using two secondary extracts containing differing views.</p>

5. Assessment guidance

Paper 1 Essay questions: Sections A and B

Breadth essays

- Students are required to answer two breadth essays. Splitting these into two sections, with a choice of two questions in each allows for greater coverage of specification content.
- As a rule of thumb, a decade will be the shortest period of coverage in Section A and a third of the chronology of the paper the shortest period in Section B. 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.
- Section A questions may also target longer periods than a decade and Section B questions may target the whole chronology of the thematic study.
- Questions will not focus on a single event or year in Section A or on a short period of time in Section B. There may be questions which make reference to a specific event, but they will do so in order to consider its impact over an extended period. For example, AS Paper 1 Option G asks not for a discussion of the Treaty of Versailles in 1919, but 'Were economic problems the main consequence of the Versailles Treaty for the Weimar Republic in the years 1919–33?'

Paper 1 AS/A level differentiation

Differentiation is primarily by outcome and by expectation in the mark schemes of higher performance at A level (see below page 25), but there is also differentiation in the question approaches. The ways in which A level essay questions are more demanding than AS questions are summarised above page 19. Exemplification of the wider range of question types and greater complexity is given in the charts below.

Question stems and targets in Sections A and B

All questions will require students to reach a judgement. AS students as well as A level students are expected to be able to demonstrate understanding of all the AO1 concepts of cause, consequence, change, continuity, similarity, difference and significance.

In AS Section A, however, a restricted range of question stems will be used and in Section A only the concepts of causation and consequence will be targeted. The chart below shows this:

Stem	AO1 concept
Was xxx the main reason for...?	Causation
Was xxx the main motive for...?	
Was xxx the main cause of...?	
Was xxx the main consequence of...?	Consequence
Was xxx the main effect of...?	
Was xxx the main result of...?	
Did xxx succeed in...?	
Did xxx fail to...?	

In Section B AS, the following three stems are used:

- How far.../significant.../important was...?
- To what extent did/was...?
- How accurate is it to say that...?

Any of the three can be used to target any of the concepts. Here the student must recognise whether the statement which follows requires a judgement about change, causation, consequence, significance or the extent of similarity/difference.

Example	Concept targeted
How far do you agree that rising living standards were responsible for political stability in the Federal Republic in the years 1949–89?	Causation and consequence
How far did educational opportunities widen in the years 1918–45?	Change/continuity
How far was the provision of poor relief in the first decade after the 1834 Poor Law Amendment Act different from provision in the years 1785–1833?	Similarity and difference

In the early years of the specification, while few past papers exist, a useful exercise for students will be to identify the targets of questions in a range of other options in the sample assessment material.

A level Sections A and B

The stems '*How far...*', '*To what extent did/was...*', '*How accurate is it to say that...*' will be used in Sections A and B. The initial stem used at AS can be followed by a range of concept targets, and at A level a wider range of stem variants will be used.

Additionally, more nuanced or complex judgements are required at A level, as the chart below shows. AS will generally use more straightforward terms, such as '*change*', '*reason*', '*result*'. So whereas an AS question might ask how far conditions '*changed*', an A level question might ask whether it could be called a '*transformation*'.

AS questions are less likely to use adjectival/adverbial qualifiers: they are more likely to ask about '*features*' of an era (rather than '*fundamental features*') and are less likely to require two aspects of content to be related together. So AS questions are more likely to ask how far a policy '*failed*' (rather than ask if it '*failed to meet its aims*'); and how far a country '*benefited*' from a course of action (rather than how far the '*benefits outweighed the drawbacks*').

Stem	AO1 concept	Example
How far do you agree...	Change/continuity	How far do you agree that the British economy was transformed in the years 1625–85?
How far do you agree...	Similarity/difference	How far do you agree that new model unionism in the years 1850–70 was more effectively organised than trade unionism in the years 1815–34?
How far/To what extent did xxx improve/result in ... was xxx responsible for...	Consequence	How far was growing Muslim unity during the twelfth century responsible for the outcomes of the Second and Third Crusades?

5. Assessment guidance

How far/To what extent did/was xxx responsible for/does xxx explain.../account for...	Causation	To what extent does the emergence of an industrial middle class explain the increasing demand for parliamentary reform in the years 1785–1832?
How far/To what extent did...	Continuity/change and similarity/difference	How far did the fundamental features of Lenin's government of the USSR remain in place under Stalin?
How similar were the approaches/systems/features/xxx of... How similar/different from was xxx to/from yyy How far do you agree that xxx was similar/different...	Similarity/difference Similarity/difference	How far do you agree that the aims and methods of black American civil rights activists in the years 1955–68 were radically different from those of activists in the years 1917–55? How far do you agree that the nature of the government of the Federal Republic in the years 1949–69 was completely different from that of the Nazi regime?
How significant was...	Significance	How significant was royal and noble patronage in cultural change in the years 1509–88?

Mark schemes for Sections A and B

The questions in Sections A and B questions target AO1 and the mark schemes identify progression in four separate elements or traits:

- Analysis and exploration of key features and characteristics of period in relation to the second-order conceptual demands of the question.
- Selection and deployment of knowledge.
- Substantiated evaluation and judgement.
- Organisation and communication of argument.

Levels 1–4 are defined in the same way in the AS and A level mark schemes, but A level students gain fewer marks for performance at lower levels and an additional level of performance is required for the highest mark band at A level, as the table below indicates. It is expected that A level students will demonstrate stronger performance – drawing on a greater range of content, demonstrating a deeper understanding of historical concepts, and producing responses that are more analytical and judgements that are more effectively substantiated.

Defining progression in terms of an extended ladder allows for co-teaching and enables students to see clearly their own targets for progression within the study of history.

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.

AS		A level		
L1	1–4	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer and the answer overall lacks coherence and precision. 	L1	1–3
L2	5–10	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. 	L2	4–7
L3	11–16	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. 	L3	8–12

AS		A level		
L4	17–20	<ul style="list-style-type: none"> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands. Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. 	L4	13–16
		<ul style="list-style-type: none"> Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. 	L5	17–20

Paper 1 Section C Historical interpretations

The debate is expressed in the specification content in terms of four key issues. Questions may relate to one strand or to more (including all four). Differentiation between AS and A level is discussed above (page 19); although A level is more demanding than AS, the structure of the task in the two qualifications is similar in order to aid co-teaching and to facilitate progression. At both levels, students are expected to reach a judgement in relation to a given view.

The examples below relate to differing interpretations linked to the specified broad question in Paper 1 Option E: What explains the fall of the USSR, c1985–91?

AS	A level
<p>Historians have different views about the reasons for the fall of the Soviet Union. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.</p> <p>How far do you agree with the view that the collapse of the Soviet Union came about because of the failure of Gorbachev's reform programme?</p>	<p>In the light of differing interpretations, how convincing do you find the view that the Soviet Union fell because of Gorbachev's misjudgement of the seriousness of the 'national question'?</p> <p>To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.</p>

In the AS paper, the extracts total about 300 words and may be amended for accessibility, if necessary. One of the extracts may be from an A level textbook. The first extract contains a clear expression of an interpretation which can be evaluated by students in the light of their own knowledge of differing views. The second extract adds a contrasting view which the answer should acknowledge. The summarised counter-view in the second extract provides support for students in constructing their argument.

The extracts provided for A level are longer (about 350 words) and more complex. Extracts from textbooks will not be used in the A level paper. The task requires students to reach a judgement about the extent to which a view expressed in one is convincing in the light of their own knowledge of differing views and of the differences which they should analyse in the presented extracts. The highest level requires students to display an understanding of the basis of the differing arguments (for example, what criteria are being used on which to base a claim or judgement). It also requires students to take account of the differences when coming to a judgement.

Reference to the works of named historians is not expected, but students may consider historians' viewpoints in framing their argument.

Mark schemes for Section C

Section C questions target AO3 and the mark schemes identify progression in three separate elements or traits:

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

As is the case for the AO1 level descriptions discussed above, Levels 1–4 for AO3 are defined in the same way in the AS and A level mark schemes, but A level students gain fewer marks for performance at lower levels and an additional level of performance is required for the highest mark band. It is expected that A level students will have developed a more secure grasp of the nature of history as a discipline and will explore and make judgements about historical interpretations with greater depth of understanding and confidence.

5. Assessment guidance

The table below indicates the differences.

	AS			A level
L1	1–4	<ul style="list-style-type: none"> Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. Some relevant contextual knowledge is included, with limited linkage to the extracts. Judgement on the view is assertive, with little or no supporting evidence. 	L1	1–3
L2	5–10	<ul style="list-style-type: none"> Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included. A judgement is given, but with limited support and related to the extracts overall, rather than specific issues. 	L2	4–7
L3	11–16	<ul style="list-style-type: none"> Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. 	L3	8–12
L4	17–20	<ul style="list-style-type: none"> Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them. Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth. Discusses evidence in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation. 	L4	13–16
		<ul style="list-style-type: none"> Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate. 	L5	17–20

5.3 Paper 2 assessment

	AS	A level
Total marks	40 marks	40 marks
Weighting	40%	20%
Exam time	1 hour 30	1 hour 30

Paper 2 assessment model

AS	A level
<p>Section A: One compulsory question in two parts, (a) and (b). Each part based on a one source that is primary and/or contemporary to the period.</p> <p>AO2</p> <p>Part (a) Analysis and evaluation of source for its value to historian for a specified enquiry.</p> <p>Part (b) Analysis and evaluation of source for how much weight can be placed on evidence for a specified enquiry.</p>	<p>Section A: One compulsory question, based on two sources.</p> <p>AO2</p> <p>Students analyse and evaluate the two sources for how far they can be used to answer a specified enquiry.</p>
<p>Section B: One essay from choice of three.</p> <p>Questions target analysis and evaluation.</p> <p>AO1 – all concepts in scope.</p> <p>Questions can relate to a single year/event or to longer periods within the study.</p>	<p>Section B: One essay from choice of two.</p> <p>AO1 only – all concepts in scope.</p> <p>Questions target analysis and evaluation.</p> <p>Questions can relate to a single year/event or to longer periods within the study.</p>

Paper 2 Section A

In both AS and A level, Section A is assessment of AO2: questions using source material.

Changes from the 2008 specification

These questions have changed significantly from the 2008 specification.

- The 2008 specification requires students to reach a judgement on how far a set of short sources supports a precise claim. This new specification uses fewer, longer sources and requires their evaluation for use in an enquiry.
- The 2008 specification uses source material in combination with secondary extracts and historical knowledge to test a view or interpretation. This new specification separates out the testing of interpretations from the use of primary/contemporary source material. The new specification requires more extensive deployment of knowledge of historical context as part of the analysis, explanation and evaluation of source material.

These changes were made in response to feedback from teachers and higher education on the approach in the 2008 specification, and drawing on academic research (see page 6).

5. Assessment guidance

Question approaches

Questions are based on written sources that are primary or contemporary to the period of study, for example from medieval chroniclers who provide us with contemporary accounts of events in which they were not participants.

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.

AS Paper 2 questions

Question (a) is phrased as:

Why is Source 1 valuable to the historian for an enquiry into XXX?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

Students are asked to identify, and explain their judgements about, the contribution the source can make to the specified enquiry. The indicative content for each question suggests some relevant points which could be made about the value of inferences that can be drawn and information that can be gained, taking account of what the student knows about the context in which the source was produced and its authorship, nature or purpose. This is not primarily an exercise in discerning limitations; instead students are asked to consider what aspects of the source make it valuable. They may wish to acknowledge some limitations, but the focus of their response must be on what the material can contribute, and an answer with no discussion of limitations will receive full marks if it meets the criteria for high Level 3 in the descriptor. The key to high attainment is the ability to deploy knowledge of the context to explain the meaning of key points relevant to the question, make and support valid inferences, and apply valid criteria when evaluating the source material.

Question (b) is phrased as:

How much weight do you give the evidence of Source 2 for an enquiry into XXX?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

The (b) question differs from the (a) question in two key ways which account for its higher mark. Students are asked to reach and explain a judgement; they are asked to consider the limitations as well as the value of the evidence in order to establish what reliance can be placed on it. In (b), knowledge of context may be used to challenge judgements or opinions or information given in a source in the light of what is known about the situation in the question or about the author's intentions or position. Knowledge of context may, of course, also be used to confirm the extent to which the material can be relied upon and its significance. 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.

A level Paper 2 questions

A level question 1 combines the AS question parts (a) and (b) into a single task. The question is phrased as:

How far could the historian make use of Sources 1 and 2 together to investigate XXX?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

As with AS question (b), in A level question 1, students are asked to reach a judgement, but the A level task is more demanding in its requirement to consider the use in combination of two sources with differing qualities.

Accurate comprehension and analysis of the two sources is needed in order to draw inferences from them singly and together. Inferences should be supported by reasoning, not simply by reference to phrases, words or ideas in a source. The sources should be used in combination. Responses should go beyond simple matching of surface features in the two sources; they should consider, as appropriate, whether stronger inferences can be made from the sources if comparisons are made and they are taken together.

Knowledge of the historical context should be used to explain the meaning or implications of source contents and/or discuss the limitations of what can be gained from the content of the source material. The highest level in the mark scheme expects 'secure understanding of the need to interpret source material in the context'. This will involve considering the implications of the authors' attitudes priorities or intentions. Students will be expected to show 'awareness of the values and concerns of the society from which the material is drawn', as the level descriptors indicate at the highest level.

As with question (b) at AS, the task involves giving weight to evidence by taking into account the implications of the nature and purpose of a source and its context in order to consider how much it can contribute to the stated enquiry. Attention should be paid quite explicitly to 'how far' the material can be used. The qualities in the highest level descriptor expect that: 'Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.'

Mark schemes for Paper 2 Section A

For both AS and A level, the questions in Section A target AO2 and the mark schemes identify progression in three separate elements or traits:

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

AS Paper 2 questions (a) and (b)

The progression in the level descriptors is similar for both sub-questions (a) and (b) – as can be seen in the chart below – but there are some differences, marked in bold in the level descriptions below. The emphasis in (a) is on the contribution the evidence can make; (b) adds in the consideration of reliability and the requirement for a judgement. In (b) students are required to be more discriminating when interrogating the evidence than in (a) and take a greater range of considerations into account when coming to a judgement. An additional level is provided, reflecting the more demanding nature of the 12-mark question (b), compared with the 8-mark question (a).

5. Assessment guidance

	AS Question (a)	AS Question (b)	
L1 1–2	<ul style="list-style-type: none"> Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. Some relevant contextual knowledge is included, with limited linkage to the source material. Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements. 	<ul style="list-style-type: none"> Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. Some relevant contextual knowledge is included, with limited linkage to the source material. Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements. 	L1 1–2
L2 3–5	<ul style="list-style-type: none"> Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. Contextual knowledge is added to information from the source material to expand or confirm matters of detail. Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions. 	<ul style="list-style-type: none"> Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. 	L2 3–5
L3 6–8	<ul style="list-style-type: none"> Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is 	<ul style="list-style-type: none"> Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account 	L3 6–9

AS Question (a)	AS Question (b)	
<p>not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</p>	<p>relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</p>	
	<ul style="list-style-type: none"> Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. 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 some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. 	<p>L4 10–12</p>

5. Assessment guidance

A Level Paper 2 question 1

Similar principles with regard to progression from AS to A level can be seen in the level descriptions as with the AO1 level descriptions in Paper 1 (page 25). There is an additional Level 5 at A level and a longer 'ladder', but in this case the AS students gain fewer marks for similar performance in Levels 1–4, because they are required to deal only with a single source in demonstrating these qualities.

AS (b)				A level	
L1	1–2	<ul style="list-style-type: none"> Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. Some relevant contextual knowledge is included, with limited linkage to the source material. Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements. 	<ul style="list-style-type: none"> Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. Some relevant contextual knowledge is included, with limited linkage to the source material. Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements. 	L1	1–3
L2	3–5	<ul style="list-style-type: none"> Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. 	<ul style="list-style-type: none"> Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. 	L2	4–7

AS (b)				A level	
L3	6–9	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification. 	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification. 	L3	8–12
L4	10–12	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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 some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. 	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • 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 some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. 	L4	13–16

AS (b)			A level
		<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • 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. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims. 	L5 17–20

Paper 2 Section B essays in depth

Unlike in Paper 1, essays in Section B of Paper 2 require depth of knowledge as well as breadth. Questions may focus on a single year or event, or cover the whole chronology of the depth study. The essays target AO1 and the same range of stems for AS are used as in Section B of Paper 1 (above, page 23). For A level, the same range of stems is used as above and additionally students may be given a statement to assess. This may relate to any of the second-order concepts.

When students are asked to what extent they agree with a statement, they should clarify what the statement is about. For example: Does it relate to the significance of an event? Does it relate to causes consequences or changes? Does it offer a comparison for students to assess? For example, the question *“In the years 1789–91, Louis XVI’s authority was only seriously undermined after his flight to Varennes.” How far do you agree with this statement?* asks for an analysis of the significance of Varennes in the process of change and an assessment of change and continuity in the authority of the King.

Paper 2 Section B AS/ A level differentiation

The same principles are used as for Paper 1 Section B (page 23). The questions at A level have less prompting and tend to make more complex demands in their phrasing. The mark schemes have a greater expectation of performance at A level.

Paper 2 Section B mark schemes

The same AO1 level descriptions are used for Paper 2 as for Paper 1 (see page 25). A greater depth of knowledge is expected in Paper 2 to fulfil the criteria for sufficient depth and supporting evidence in the level descriptors, and this is reflected in the more developed points provided in the indicative content, but the essential hierarchy of attainment in terms of analysis and evaluation applies in both papers.

5.4 Paper 3 assessment

A level	
Total marks	60 marks
Weighting	30%
Exam time	2 hours 15

Section A: One compulsory question, based on a source.

AO2

Questions target content from the *aspects in depth* in the specification.

Students analyse and evaluate the source in terms of its value for two enquiries into related aspects of a topic.

Section B: One essay from choice of two.

AO1 – all concepts in scope (as above)

Questions target analysis and evaluation.

Questions target content from the *aspects in depth* in the specification (but different aspects from those in Section A).

Section C: One essay from choice of two.

AO1 – targeting long-term change (at least 100 years).

Questions target analysis and evaluation.

Questions relate to *aspects in breadth* in the topic.

Paper 3 Section A

This compulsory question targets AO2 and requires the same skills and concepts of evidence as Paper 2 Section A (see page 30). The same mark scheme progression is used to assess students' work, with only minor amendments which take account of the differences in task: students are required to analyse and evaluate a single substantial source and consider its usefulness for **two** linked but different enquiries. For example, Paper 3 9.1:

Assess the value of the source for revealing the approaches of Martin Luther King to civil rights and the nature of the relationship of white Americans with black Americans in the 1960s.

This 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 (see section on changes to assessment of sources, page 6). It is important that students note the need to deal explicitly with each enquiry. The level descriptions recognise that at Level 4 'treatment of the two enquiries may be uneven', but both must be soundly considered for the highest band.

The question is phrased as:

Assess the value of the source for revealing XXX and YYY.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

The sample assessment materials contain the following examples of enquiries into what the sources reveal:

- approaches to...
- attitudes to...
- character of...
- nature of...
- importance of...
problems of...
- methods used...
- tensions in...
- organisation of...
- part played by...
- reasons for...
- response of...
- relationship of...
- success in...
- extent of support for...

This list is not comprehensive – other enquiries could be included – but it serves to indicate that students must be prepared to interrogate the provided material for a range of enquiries.

Paper 3 Section A mark scheme

The AO2 mark scheme progression is described in Paper 2 above (page 35). Minor amendments in Paper 3 reflect the requirement to evaluate one source for two enquiries rather than two sources for one enquiry.

Paper 3 Section B Depth essay questions

The guidance above for Section B of Paper 2 (page 37) and for the role of question stems and the targeting of second-order concepts in Paper 1 (page 23) is equally applicable here.

Paper 3 Section C Thematic essay questions

Questions in Section C will focus on the process of change over the period. Questions may target the whole period of the option, or a period of not less than 100 years within the chronology. Students have a choice of question, but should not assume there will always be a question on each theme: they must be aware that both questions available to them may be directed at just one of the themes. Questions may also cross the themes.

The Section C questions require understanding of the **process** of change over time. This involves the following:

- Understanding the causes of change – the **means by which** change was brought about. These questions explore the role of factors (forces, individuals movements, etc.) in bringing about change.
- Understanding the nature of change – the **ways in which** something changed. This can give rise to a variety of question approaches. Questions relating to the nature of change may require:
 - comparisons over the period and judgements about the extent of change – questions may ask students to consider how far there was change or continuity in an aspect of the themes over the period

5. Assessment guidance

- judgements about which changes were more significant
- judgements about patterns of change – which points in the chronology saw continuities, changes of the most significance or saw more rapid changes.

In thinking about patterns of change which can be seen over the period, many questions refer to the concept of turning points. A ‘turning point’ is characterised by a significant change in the state of affairs that existed before and after the event.

The clarification of content in the separate topic booklets will identify some key events which should be explored as potential turning points. Judgements about the extent to which a particular event, episode or period is a ‘turning point’ primarily involve looking at its impact, effects or consequences. Students need to be able to show the extent to which the event made a difference. This will require them also to show knowledge and understanding of the situation before the turning point referred to. Essentially the task is one of comparison in order to establish the nature and extent of the impact of the given event. Note, however, that the questions will relate to key turning points within a whole period, and answers should consider the pattern of change across the chronology stated in the question when coming to a judgement.

The chart below gives examples of some questions used in the sample assessment materials, the second-order concepts targeted by them, and their relationship to the concept of the process of long-term change.

Question	Second-order concepts	Process of change concept
How far do you agree that throughout the period 1861–1991, successive US governments were largely successful in gaining and keeping widespread public support for armed conflict when the nation was at war?	Continuity Similarity/ difference	Extent of change/continuity
Government intervention in the economy was the crucial factor in maintaining German prosperity in the years 1871–1990. How far do you agree with this statement?	Causation	Causes of continuity
How accurate is it to say that the key factor in improving public health provision in the period 1832–1939 was better understanding of the cause of disease?	Causation	Factors in change
How far do you agree that the key turning point in the relationship between church and state in the sixteenth century was the Act of Supremacy of 1534?	Change Significance Impact	Patterns of change/turning points
How accurate is it to say that there was continuous extension of Spanish power and influence in the period 1474–1598?	Continuity/ change	Patterns of change
‘Belief in magic and the supernatural declined steadily as genuine understanding of the natural world increased.’ How far do you agree with this statement about changing beliefs and ideas in Britain in the years c1580–c1750?	Change	Patterns of change

Question	Second-order concepts	Process of change concept
How far do you agree that the reform of parliamentary representation was driven by pressure, in the years 1815–1928, from those excluded from the franchise?	Causation	Factors in change
To what extent were developments in technology responsible for changing leisure activities in the years 1882–2004?	Causation	Factors in change

Paper 3 Section C mark scheme

The target of the questions in Section C is AO1. The same set of level descriptions is used as for Paper 3 Section B. In Paper 3 Section C, the references to meeting the 'demands' of the question should be interpreted as needing to construct responses which range over the chronology as well as address the second-order concepts which are the focus of the question.

5. Assessment guidance

5.5 Coursework

Overview

The coursework is worth 20% of the A level. It is internally marked and externally moderated.

Students carry out an independently researched historical enquiry.

There are major changes in the requirements compared with the 2008 specification, in response to feedback from higher education:

- An enquiry in depth rather than breadth.
- A focus on interpretations of history, not change over a period of 100 years. The requirement for 100 years change over time is now met in Paper 3.
- No requirement to evaluate and integrate primary sources.
- No division into a Part A and a Part B.

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue, and to organise and communicate their findings, as part of an independently researched assignment.

The main focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view on the question, problem or issue which is based on relevant reading. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

Choosing a topic and title

The assessment focus is analysis and evaluation of interpretations and the choice of topic should be issue-based. It is permissible for coursework to cover interpretations of a question, problem or issue related to content covered in the examined components (Paper 1, Paper 2 or Paper 3). **However, coursework must not duplicate coverage of the *historical interpretations* section studied by students for Paper 1.**

It is also permissible for coursework to cover a new topic area. This could reflect the interest of individual students or the teaching expertise and resourcing within centres. For example, the topic areas of the Origins of the First World War and the Origins of the Cold War lends themselves well to exploration of interpretations and are not currently offered as examination topics.

Coursework topic foci may be:

- derived from an examined component
- 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.

If all students are following an enquiry into the same topic area, then different titles or the same title may be used for them all, provided their work is individual. The same titles may be used by students in subsequent years.

Devising coursework titles

The specification (page 115) sets out the requirements for focusing the question, problem or issue and for assignment reuse.

The title should follow the formulation set out in the specification and not be varied except to insert the specific focus of the enquiry chosen. In the example below, the black font should not be amended:

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

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

For example:

Historians have disagreed about **the significance of German imperial ambitions in the origins of the First World War**.

What is your view about **the significance of German imperial ambitions in the origins of the First World War**?

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 explaining your judgements.

The problems or issues debated by historians are varied and this will be reflected in the question formulation. Some examples are given below, but any formulation which reflects the nature of the debate is permitted.

Historians have disagreed about:

- the consequences of ...
- the nature of...
- the extent of change in ...
- the extent to which ... improved ...
- how far ... succeeded
- how far ... was responsible for ...
- whether ... can be seen as a turning point in ...

Note that students are required both to present their own considered view *and* to analyse three relevant works. The assignment may be divided into sections or be completed as a continuous essay. Students may find it helpful to complete the assignment in two sections (or indeed four), devoting the first part to the presentation of their view and the second part (or the following three parts relating to each of the bullet points) to the analysis, explanation and evaluation of the differing interpretations in their three chosen works. In reaching a judgement on the view, students must refer to their three chosen works and should make use of supplementary reading. The recommended length of the assignment is 3,000–4,000 words. If the assignment is divided into sections, it would seem appropriate for approximately one-third of the words used be devoted to the first section.

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The 'chosen works'

The specification gives guidance on page 116 on the criteria for choosing works for analysis and evaluation. It is recommended that the works are of article or chapter length. The key for choice is that they together do contain sufficient differences of view for students to make valid comparisons. It is a requirement that teachers check that the works chosen afford the student sufficient scope for analysis and discussion before students begin the writing phase.

It is permissible for all students within a teaching group to follow the same title (or for them to use different enquiries within the same topic area, or indeed enquire into different topic areas altogether). Where all students are following the same topic area, they should *not* all be evaluating the same three chapters, articles, etc. Students must exercise their own judgement in selecting which resources to use and deciding how to use them. If teacher-review of student proposals indicates that the three works do not provide sufficient scope, it is up to the students to identify a collection which does. The precise works should not be selected by the teacher, although teachers may offer advice on relevant reading. Additionally, it is required that students undertake supplementary reading (at least two further works) to assist in their forming of a view about the interpretation under discussion. These supplementary works may be common to all students following the same question, but their use of them should not be identical.

What works are permitted?

They may be in hard copy, electronic or audiovisual form, but the specification indicates that they must be created by historians. For example, an interpretation created for television by a historian recognised in the relevant field and with the historian given in the writing credits may be used. An article by a historian for a sixth-form publication may be used, as well as one published in scholarly journal, but a school textbook, distilling the views of historians, may not.

May I produce a resource booklet for my students?

Because students must use at least three substantial works of article or chapter length from three different historians, it is understandable that a school may not be able to provide equal access to enough books for a whole cohort to use. In such cases, it is acceptable for teachers to produce a bank of resources for students to select from. However, teachers should be aware that the History subject criteria require students to carry out a historical enquiry that is independently researched. Any bank of resources provided by the teacher must therefore contain a sufficiently wide range of resources in order to ensure that students are able to exercise individual judgement over their choice of works and historians. The purpose of such a resource bank must therefore be to make a sufficient number of resources available to all students in a cohort, rather than to do the research for the students. Teachers must use their professional judgement to decide what constitutes a sufficiently wide range to ensure an appropriately diverse selection of works which will enable students to carry out independent research and exercise independent judgement when choosing historians' works. It is not acceptable for all students in the same cohort to use the same three works. It may be that individual students within a cohort end up choosing the same three works; however, we would expect to see evidence in the student's resource record sheet that a range of resources has been consulted and that the students have independently selected the historians' works.

Example titles

The examples below are given to illustrate a small range of the types of titles that could be chosen. They are provided as suggestions only.

Historians have disagreed about:

- the extent to which the post-war Labour government transformed British society
- the consequences of Neville Chamberlain's policy of appeasement
- the impact of suffragette militancy on the cause of women's suffrage
- whether the 1832 parliamentary reform act is aptly termed 'Great'
- the impact of the industrial revolution on the living standards of the working classes in Britain in the early nineteenth century
- the nature of the Chartist movement
- how far Oliver Cromwell was responsible for the failings of the Protectorate
- the character of the English Reformation
- the impact of the Black Death on society in England
- the extent of change brought about by Norman conquest
- the reasons for the ending of the Cold War
- the extent to which Stalin destroyed Lenin's legacy
- the effectiveness of Roosevelt's New Deal policies in the USA
- the nature of Hitler's dictatorship
- the role of German fear of encirclement in causing the First World War
- how far economic factors account for the defeat of the South in the American Civil War
- the significance of the Peninsular War to Napoleon's ultimate defeat
- how far Louis XVI was responsible for the failure of constitutional monarchy in France
- how far Catherine the Great can be seen as an Enlightened Despot
- the extent to which the domestic reforms of Peter the Great were successful in Russia
- why the witch craze flourished in Europe in the seventeenth century.

Supporting students

The specification gives guidance and also instructions on the role of the teacher.

This relates to:

- the taught course (specification page 114)
- checking the proposal (page 116)
- supervising the research (page 117).

The taught course

A short skills-based course should be devised to help students to develop the required enquiry skills and to develop their understanding of the nature of the discipline of history, including the ability to recognise differences in interpretation and the reasons for them. It is anticipated that students will be building on the work they have already completed for Paper 1 and will be familiar with the process of analysis of passages of writing by historians. If this is not the case, the teacher may include examples of how to tease an interpretation from a narrative or analytic text, but students may not then use these passages for analysis in their assignment. Another topic area from Paper 1, 2 or 3 could be used by the teacher for this purpose so as not to constrain students' choice of work for the assignment.

5. Assessment guidance

Checking the proposal

The teacher's role in checking the proposal is to ensure the suitability and manageability of what the student proposes to do. In the Comments column of the resource record, students should provide evidence of why they have selected their three chosen works, including a short summary of the main differences between them. The resource record should also include at least two other relevant publications used for supplementary reading. The student's list of chosen works and summary of differences of view should be validated.

Suitability

Teachers will choose whether this approval process is through face-to-face discussion with the student or approval of a written submission. Whether the review is of a submission or by discussion, it must include inspection, not only of the summary, but also of the precise chosen works, to check that the proposal does give sufficient scope for analysis and evaluation of different views.

Manageability

It's important to ensure the task is manageable. For example, if a student proposed to analyse three full works, each of 250+ pages, in order to explore differences of view on the origins of the First World War, the task would be too big. The student should be encouraged to isolate sections or chapters of the works and to refine the issue, perhaps to explore the differing views on the significance of one factor.

A checklist for teachers

Approving an appropriate enquiry focus	Yes	No
Is there a suitable range of published/other resources for the topic?		
Has the student identified at least five works in total?		
Does the question follow the question framework in the specification?		
Does the question require analysis and evaluation of an issue about which there are differences of interpretation?		
Approving an appropriate proposal	Yes	No
Has the student listed three relevant published resources for detailed analysis?		
Are three historians named?		
Are differences of view identified? Does the summary suggest that the proposal is focused on issues which give sufficient scope for discussion of interpretations?		
Does the task appear manageable within 3,000–4,000 words? Has the student identified appropriate sections, chapters or articles?		

Supervising the research

A research record is provided for the purpose of documenting and validating the enquiry process (specification page 149). Each entry should be initialled and dated by the teacher. In this way the record forms part of a mentoring process but also fulfils its function in validating the assignment as the student's own work. In the comments column of the resource record, students should provide evidence of why

they have selected their three chosen works, including a short summary of the main differences between them.

If the moderator is in doubt about whether students have independently selected or used resources, they will require the resource records and/or all of the work for the whole cohort to be sent.

Marking the coursework

The specification gives guidance on assignment marking, including understanding the mark scheme and how to award marks (page 119). The mark scheme is on pages 121-123 of the specification.

Moderation process

Page 120 of the specification refers to the process of internal standardisation within a centre and the moderation process which is designed to align a centre's marking with the national standard.