

2015 AS/A level History Launch event





Overview

1. The changes
2. Our new specification
3. Assessment
4. Coursework
5. Support

The changes





Background to change

- Government: 'primary purpose of A levels is to prepare students for degree-level study ... Current A levels do not always provide the solid foundation that students need to prepare them for degree study'
- HE review of subject content requirements
- Concerns about modular mean move to linear assessment for both AS and A level



AS and A level qualifications

For History from 2015:

- AS will be a separate, linear qualification
- An AS grade will not contribute to an overall A level grade
- There is no longer an 'A2'
- A student can sit AS and then go on to do A level, but will have to be assessed on all content at A level.

	2014	2015	2016	2017
<i>Current specification</i>	Summer series as normal	Summer series as normal	Final AS and A2 examinations	
<i>New specification</i>	Specifications in centres	First teaching September	First AS level examinations	First A level examinations



Current A level History criteria

- AS and A level: the history of more than one country/state **or** more than one period
- A level: minimum 25% British history
- A level: change over at least 100 years
- 15-20% coursework

HE view:

- ✘ Allows courses that are too narrow
- ✓ Coursework important for skills development



Changes to AS and A level History criteria from 2015

- **AS and A level: history of more than one country or state**
- **A level: topics from a chronological range of 200 years**
- A level: minimum 20% British history
- A level: 100 years change over time
- AS and A level 'broad and coherent' course
- AS 100% examination
- A level 20% coursework – independently researched historical enquiry



Current Edexcel GCE History specification

AS		A2	
Unit 1 (25%) Examined: essays Historical themes (2 topics) 2 from 35 topics	Unit 2 (25%) Examined: source enquiry British depth studies 1 from 10 topics	Unit 3 (30%) Examined: Essay + interpretations Depth + controversies 1 from 10 topics	Unit 4 (20%) Coursework: historical enquiry 100 years change 1 from 45 topics or centre-designed
<i>Wars of Roses 1455-85 + Henry VII 1485-1509</i>	<i>Henry VIII 1509-40</i>	<i>Protest, Crisis & Rebellion 1536-88</i>	<i>Golden Age of Spain 1474-1598</i>
<i>Stalin's Russia 1924-53 + Mao's China 1949-76</i>	<i>Experience of warfare in Britain 1854-1929</i>	<i>Kaiser to Führer: Germany 1900-45</i>	<i>Equality in the USA c1877-1981</i>

New specification





Teacher research – content

- 200-year rule: allow modern courses and early modern courses, as well as mixed periods
- British: allow to be met in year 1 or year 2 (not compulsory in AS)
- 100 years: better in second year of course
- Breadth needs to be genuine breadth – current AS Unit 1 too much depth
- Needs to be support for all topics – support in current specification too uneven
- AS and A level need to be co-teachable



HE and other stakeholders

- ✓ Good range of topics in the current specification
- ✓ Generally good preparation for HE, *but...*
- ✗ Topics too narrow and courses too fragmented – de-contextualised depth studies
- ✗ Too much repetition of GCSE topics
- ✗ An 'over-focus' on Nazi Germany, Stalin's Russia & Henry VIII
- ✗ Too political – insufficient social & cultural history
- ✗ Coursework better focused on historical debate



General design principles

- All subject content requirements met through examined components (more than one country, British, change over 100 years, 200-year rule)
- A free choice of coursework topic – not restricted by criteria content rules
- Flexibility in how the British requirement is met – not restricted to one component only
- More coherence and more context for depth
- Enabling AS and A level content to be co-taught



General content principles

- Options from medieval, early modern and modern history
- More social and cultural history incorporated in order to achieve a balanced diet of history
- A conscious effort to differentiate between A level and GCSE content
- Clearly distinguished breadth and depth topics
- Flexibility in meeting the new 200-year chronology rule by:
 - Enabling modern routes which span the 19th and 20th centuries
 - Creating discrete medieval and early modern routes which meet the 200 year rule
 - Allowing centres to mix modern, early modern and medieval options in a less fragmented way



New Edexcel 2015 AS and A Level – overview

A level			
AS			
Paper 1 (30%) Exam Breadth study	Paper 2 (20%) Exam Depth study	Paper 3 (30%) Exam Breadth (100 years) & Depth	Coursework (20%) Historical enquiry
Essays + interpretations	Essays + sources	Essays + sources	Historical interpretations
Thematic connection e.g. <i>Communism</i>		e.g. <i>The British Experience of Warfare c1790-1918</i>	Free choice of topic e.g. <i>Origins of WW1</i> or <i>Origins of Cold War</i>
Country 1 e.g. <i>Russia 1917-91</i>	Country 2 e.g. <i>China 1949-76</i>		



Papers 1 and 2: key features

- The standalone AS qualification consists of Papers 1 and 2
- Paper 1 and 2 content also comprises half of the full A level course.
- Paper 1 and 2 content must cover the history of two different countries or states – not necessarily British history – and include breadth and depth
- Paper 1 and 2 topics have been grouped into routes with a thematic connection, providing context, coherence and breadth.



Papers 1 and 2: co-teachability

- Specified content of Paper 1 and Paper 2 is identical for AS and A level.
- The AS examination follows the same structure as A level, but at a lower level of demand.
- Differentiation is achieved through the level of demand of questions and by outcome (mark schemes).
- We expect most teachers will teach Papers 1 and 2 in Year 12.
- Students have the option to sit the AS exam at the end of Year 12 and achieve a qualification if they do not want to continue with the full A level.



Paper 1 and Paper 2: content

- There are eight routes, A to H. Within each route:
 - the Paper 1 topic is compulsory
 - Teachers choose one Paper 2 topic from a choice of two

Route A: Conquest, control and resistance in the medieval world

Paper 1	Paper 2
1A: The crusades c1095-1204	2A.1: Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106
	2A.2: England and the Angevin Empire in the reign of Henry II, 1154-89



Route B: Religion and the state in early modern Europe

Paper 1	Paper 2
1B: England, 1509-1603: authority, nation and religion	2B.1: Luther and the German Reformation, c1515-1555
	2B.2: The Dutch Revolt, c1563-1609

Route C: Revolutions in early modern and modern Europe

Paper 1	Paper 2
1C: Britain 1625-1701: conflict, revolution and settlement	2C.1: France in revolution, 1774-99
	2C.2: Russia in Revolution, 1894-1924



Route D: Challenges to the authority of the state in the late eighteenth and nineteenth centuries

Paper 1	Paper 2
1D: Britain, c1785-1870: democracy, protest and reform	2D.1: The unification of Italy, c1830-70
	2D.2: The unification of Germany, c1840-71

Route E: Communist states in the twentieth century

Paper 1	Paper 2
1E: Russia, 1917-91: from Lenin to Yeltsin	2E.1: Mao's China, 1949-76
	2E.2: The German Democratic Republic, 1949-90



Route F: Searching for rights and freedoms in the twentieth century

Paper 1	Paper 2
1F: In search of the American Dream: the USA, c1917-92	2F.1: India, c1914-48: the road to independence
	2F.2: South Africa, 1948-94: from apartheid state to 'rainbow nation'

Route G: Nationalism, dictatorship and democracy in twentieth-century Europe

Paper 1	Paper 2
1G: Germany and West Germany, 1918-89	2G.1: The rise and fall of fascism in Italy, c1911-46
	2G.2: Spain 1930-78: republicanism, Francoism and the re-establishment of democracy



Route H: Democracies in change: Britain and the USA in the twentieth century

Paper 1	Paper 2
1H: Britain transformed, 1918-97	2H.1: The USA, c1920-55: boom, bust and recovery
	2H.2: The USA, 1955-92: conformity and challenge

- These routes A to H represent eight separate coherent courses that can be studied as a standalone AS course, examined at the end of Year 12.
- They also represent the first year of study for an A level student who would then continue into Year 13 to study Paper 3 and the coursework.



Why routes in Papers 1 and 2?

- Criteria require 'broad and coherent' courses. Coherence also more important in linear courses – not a pick-and-mix modular approach
- Depth topic in Paper 2 is studied alongside a linked breadth study – more context for the depth
- Encourages students to make links between their topics and see a broader picture
- AS students have a course that is attractive, coherent and worthwhile in its own right
- Ensures that – combined with Paper 3 – all requirements are met in a clear and simple way
- Allows courses that sit within one period *or* courses that mix periods in a less fragmented way



Paper 3: key features

- Paper 3 is the third examined component of the A level
- Likely that teachers will leave Paper 3 to Year 13 but Paper 3 can be taught first e.g. if chronologically earlier than Paper 1 and 2 topics
- Paper 3 covers the requirement to study change over at least 100 years



Paper 3: content

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



Paper 3 topics

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- The Golden Age of Spain 1474-1598
- The witchcraze in Britain, Europe and north America, c1590-1736
- Industrialisation & social change in Britain, c1760-1928: forging a new society
- Poverty, public health and the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- Race relations and civil rights in the USA c1850-2008
- Mass media and social change in Britain, 1882-c2006
- The changing nature of warfare, c1859-1991: perception and reality
- Germany 1871-1990: united, divided and reunited
- Making of modern Russia, 1855-c1991
- Making of modern China, 1856-1997



Route A		Paper 3
Paper 1	Paper 2	
<p>The crusades c1095-1204</p> <p>Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106</p> <p>OR</p> <p>England and the Angevin Empire in the reign of Henry II, 1154-89</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 witchcraze in Britain, Europe and north America, c1590-1736
		<ul style="list-style-type: none"> • Industrialisation & social change in Britain, c1760-1928 • Poverty, public health & the state in Britain, c1780-1939
		<ul style="list-style-type: none"> • Britain: losing and gaining an empire, 1763-1914 • The British experience of warfare: c1790-1918
		<ul style="list-style-type: none"> • Ireland and the Union, c1774-1923 • Protest, agitation and parliamentary reform in Britain, c1780-1928
		<ul style="list-style-type: none"> • Race relations and civil rights in the USA c1850-2008 • Mass media and social change in Britain, 1882-c2006
		<ul style="list-style-type: none"> • The changing nature of warfare, c1859-1991 • Germany 1871-1990: united, divided and reunited
		<ul style="list-style-type: none"> • Making of modern Russia, 1855-c1991 • Making of modern China, 1856-1997



Route B

Paper 1

Paper 2

Paper 3

England, 1509–1603: authority, nation and religion

Luther and the German Reformation, c1515–55

OR

The Dutch Revolt, c1563–1609

- Lancastrians, Yorkists and Henry VII, 1399-1509
- ~~Rebellion and disorder under the Tudors 1485–1603~~
- ~~The Golden Age of Spain 1474–1598~~
- The witchcraze in Britain, Europe and north America, c1590-1736
- Industrialisation & social change in Britain, c1760-1928
- Poverty, public health & the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- Race relations and civil rights in the USA c1850-2008
- Mass media and social change in Britain, 1882-c2006
- The changing nature of warfare, c1859-1991
- Germany 1871-1990: united, divided and reunited
- Making of modern Russia, 1855-c1991
- Making of modern China, 1856-1997



Route C

Paper 1

Paper 2

Paper 3

Britain,
1625–
1701:
conflict,
revolution
and
settlement

France in
revolution,
1774–99

OR

Russia in
revolution,
1894–1924

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- The Golden Age of Spain 1474-1598
- The witchcraze in Britain, Europe and north America, c1590-1736
- Industrialisation & social change in Britain, c1760-1928
- Poverty, public health & the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- Race relations and civil rights in the USA c1850-2008
- Mass media and social change in Britain, 1882-c2006
- The changing nature of warfare, c1859-1991
- Germany 1871-1990: united, divided and reunited
- ~~Making of modern Russia, 1855-c1991~~
- ~~Making of modern China, 1856-1997~~



Route D		Paper 3	
Paper 1	Paper 2		
Britain, c1785–c1870: democracy, protest and reform	The unification of Italy, c1830–70	• Lancastrians, Yorkists and Henry VII, 1399-1509	
		• Rebellion and disorder under the Tudors, 1485-1603	
		• The Golden Age of Spain 1474-1598	
		• The witchcraze in Britain, Europe and north America, c1590-1736	
	OR	The unification of Germany, c1840–71	• 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
			• Ireland and the Union, c1774–1923
			• Protest, agitation and parliamentary reform in Britain, c1780–1928
		• Race relations and civil rights in the USA c1850-2008	
		• Mass media and social change in Britain, 1882-c2006	
		• The changing nature of warfare, c1859-1991	
		• Germany 1871-1990: united, divided and reunited	
		• Making of modern Russia, 1855-c1991	
		• Making of modern China, 1856-1997	



Route E

Paper 1

Paper 2

Paper 3

Russia,
1917–91:
from Lenin
to Yeltsin

Mao's China
1949–76

OR

The German
Democratic
Republic,
1949–90

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- ~~The Golden Age of Spain 1474-1598~~
- ~~The witcheraze in Britain, Europe and north America, c1590-1736~~
- Industrialisation & social change in Britain, c1760-1928
- Poverty, public health & the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- ~~Race relations and civil rights in the USA c1850-2008~~
- ~~Mass media and social change in Britain, 1882-c2006~~
- ~~The changing nature of warfare, c1859-1991~~
- ~~Germany 1871-1990: united, divided and reunited~~
- ~~Making of modern Russia, 1855-c1991~~
- ~~Making of modern China, 1856-1997~~



Route F

Paper 1

Paper 2

Paper 3

In search of the American Dream: the USA, c1917–96

India c1914–48: the road to independence

OR

South Africa, 1948–94: from apartheid state to 'rainbow nation'

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- ~~The Golden Age of Spain 1474-1598~~
- ~~The witchcraze in Britain, Europe and north America, c1590-1736~~
- Industrialisation & social change in Britain, c1760-1928
- Poverty, public health & the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- ~~Race relations and civil rights in the USA c1850-2008~~
- ~~Mass media and social change in Britain, 1882-c2006~~
- ~~The changing nature of warfare, c1859-1991~~
- ~~Germany 1871-1990: united, divided and reunited~~
- ~~Making of modern Russia, 1855-c1991~~
- ~~Making of modern China, 1856-1997~~



Route G

Paper 1

Paper 2

Paper 3

Germany and West Germany, 1918–89

The rise and fall of fascism in Italy, c1911–46

OR

Spain 1930–78: republicanism, Francoism and re-establishment of democracy

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- ~~The Golden Age of Spain 1474-1598~~
- ~~The witchcraze in Britain, Europe and north America, c1590-1736~~
- Industrialisation & social change in Britain, c1760-1928
- Poverty, public health & the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- ~~Race relations and civil rights in the USA c1850-2008~~
- ~~Mass media and social change in Britain, 1882-c2006~~
- ~~The changing nature of warfare, c1859-1991~~
- ~~Germany 1871-1990: united, divided and reunited~~
- ~~Making of modern Russia, 1855-c1991~~
- ~~Making of modern China, 1856-1997~~



Route H

Paper 1

Paper 2

Paper 3

Britain transformed, 1918–97

The USA, c1920–55: boom, bust and recovery

OR

The USA, 1955–92: conformity and challenge

- Lancastrians, Yorkists and Henry VII, 1399-1509
- Rebellion and disorder under the Tudors, 1485-1603
- The Golden Age of Spain 1474-1598
- The witchcraze in Britain, Europe and north America, c1590-1736
- Industrialisation & social change in Britain, c1760-1928
- Poverty, public health & the state in Britain, c1780-1939
- Britain: losing and gaining an empire, 1763-1914
- The British experience of warfare: c1790-1918
- Ireland and the Union, c1774-1923
- Protest, agitation and parliamentary reform in Britain, c1780-1928
- ~~• Race relations and civil rights in the USA c1850-2008~~
- ~~• Mass media and social change in Britain, 1882-c2006~~
- ~~• The changing nature of warfare, c1859-1991~~
- ~~• Germany 1871-1990: united, divided and reunited~~
- ~~• Making of modern Russia, 1855-c1991~~
- ~~• Making of modern China, 1856-1997~~



Specification content - examples

In the delegate booklet, you'll find specification extracts to illustrate the following.

- Paper 1 & 2 routes introduced with an overview of theme
- Each topic (all three examined papers) is introduced with an overview
- Specification content is now more detailed – not just brief bullet points
- Paper 1 content has been divided into themes, plus interpretations
- Paper 2 content has been divided into key topics
- Paper 3 content has been divided into *aspects in breadth* and *aspects in depth*



Planning

Option 1		
Term 1	Paper 1	Paper 2
Term 2		
Term 3		
Term 4	Paper 3	Coursework
Term 5	Revision	
Term 6	Exams	

Option 2		
Term 1	Paper 3	
Term 2		
Term 3	Paper 1	
Term 4	Paper 2	Coursework
Term 5	Revision	
Term 6	Exams	



Funding implications

- It is not expected that the changes to the AS and A level qualifications will have any funding impact.
- Study programmes are planned annually. Students will set out either on an AS course or the first year of A level, but can transfer.
- If a student completes the AS course in the first year, they can transfer to the A level in their second year, without affecting the funding in the second year
- If an A level student 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 either is not recorded as starting the A level in the second year or is withdrawn from A level before the qualifying period.
- Centres will want to check that they are recording sufficient planned hours for students to count as full time, particularly in Year 2.
- Using AS as a mock for A level students does not affect funding.

Assessment





Assessment: research

- Breadth questions need genuinely to target breadth, not depth
- Source questions should always require use of contextual knowledge and should discourage mechanical, formulaic approaches
- Primary/contemporary sources need to be distinguished from interpretations in assessment
- Very short source extracts should be avoided
- Mark schemes need to be as clear as possible



Assessment: principles

- A clear distinction between breadth and depth
- Separation of primary/contemporary sources (Paper 2 and Paper 3) and historians' interpretations (Paper 1 and coursework)
- Fewer, longer sources/extracts
- New-style source questions designed to develop a better understanding of the nature of historical evidence
- Tasks encourage students to gain an understanding of the way in which knowledge is constructed from sources.



Assessment objectives – AS and A level

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



Paper 1 assessment overview

Study in breadth with historical interpretations	
AS 60%	A level 30%
2 hrs 15 mins; 60 marks total	
AS questions less complex in wording, requiring less nuanced judgements than A level	
Section A: 1 essay (from 2) AO1 – consequence or causation <i>Normally at least a decade</i>	Section A: 1 essay (from 2) AO1 – all AO1 concepts in scope <i>Normally at least a decade</i>
Section B: 1 essay (from 2) AO1 – all AO1 concepts in scope <i>Normally at least a third of the chronology</i>	Section B: 1 essay (from 2) AO1 – all AO1 concepts in scope <i>Normally at least a third of the chronology</i>
Section C: 1 question (no choice) AO3 – analyse and evaluate two historical interpretations	Section C: 1 question (no choice) AO3 – analyse and evaluate two historical interpretations



Paper 2 assessment overview

Study in depth	
AS 40%	A level 20%
1hr 30 mins; 40 marks total	
Section A: 1 two-part question (no choice) AO2 (a) Value of a source to historian for a specified enquiry. (b) How much weight can be placed on evidence of a source for a specified enquiry.	Section A: 1 question (no choice) AO2 Analysis and evaluation of two sources for how far they can be used to answer a specified enquiry.
Section B: 1 essay (from 3) AO1 – all concepts in scope	Section B: 1 essay (from 2) AO1 – all concepts in scope
AS questions less complex in wording, requiring less nuanced judgements than A level	



Paper 3 assessment overview

A level 30%

Aspects in breadth with aspects in depth

2hrs 15 mins; 60 marks

Section A: 1 question (no choice)

AO2

Aspects in depth

Analysis and evaluation of one source in terms of value to a two-part enquiry

Section B: 1 depth essay (from 2)

AO1 – all AO1 concepts in scope

Aspects in depth

Section C: 1 breadth essay (from 2)

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

Aspects in breadth



Coursework overview

- **Free choice of topic:** can derive from, or relate to, the content of Paper 1*, Paper 2 or Paper 3, *or* it can be on a different topic.
- Students complete an assignment on a **question set by the centre**. It is teacher-marked and externally moderated.
- **AO3 and AO1:** carry out a historical enquiry, analysing and evaluating historical interpretations, and organising and communicating the findings.
- Students:
 - form a critical view based on relevant reading on the question, problem or issue
 - analyse, explain and evaluate the interpretations of three historians.
- Topic chosen must allow for sufficient scope for different interpretations.
- The same assignment title could be submitted for all students in the cohort as long as students have the opportunity to *choose* interpretations relevant to the chosen question.



Coursework question

Question framework

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

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

With reference to three chosen works:

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

3,000-4,000 words. Students can divide their assignment into sections or complete it as a continuous essay.



Example titles

- For example:

Historians have disagreed about the consequences of Neville Chamberlain's policy of appeasement.

Historians have disagreed about the nature of Hitler's dictatorship.

Historians have disagreed about the reasons for the ending of the Cold War.

Historians have disagreed about how far Catherine the Great can be seen as an Enlightened Despot.

- There will be an optional free assignment guidance service.



Chosen works

- The 'works' should be substantial enough to support the assignment; it is recommended that they are of article or chapter length.
- Teachers must check that the works students choose will provide sufficient evidence for them to make a satisfactory response to the question before students begin the writing phase.
- Students are required to exercise individual judgement over the choice of works.
- Students must undertake supplementary reading (at least two further works) to assist in their forming of a view about the interpretation under discussion and their choosing of works to focus on for detailed analysis and evaluation.



Mark schemes

- Only one levels mark scheme per question
- Levels of response mark schemes have clear strands running through each level
- Wording is more reflective of the way markers and senior examiners describe answers when talking about them
- The approach to levels builds on trialling with examiners, with positive qualitative feedback
- Indicative content for each question more clearly laid out.

Support





Planning and delivery

We will provide you with:

- A Getting Started guide, with detailed guidance on the specification and assessment
- A course planner, outlining different delivery approaches
- Editable schemes of work for each topic to save you time
- Topic booklets for every topic, with a topic overview, clarification of content, resources list, mapping to the current specification and a student timeline



Understanding the standard

We will provide you with information and support to help you understand the standard:

- Exemplar student work and examiner commentaries derived from working with centres
- Standardisation events for coursework



Tracking progress

- Extra assessment materials for all A level papers for use in formative assessments and mocks
- ResultsPlus



Training from Pearson

Events in a timely manner to help you prepare to teach the new specification:

- Getting ready to teach events from early 2015.
- Professional development events with a focus on developing expertise to support good teaching and learning.

www.edexcel.com/training



Subject advisor support

Helps keep you up to date about:

- training events and support materials
 - news and government announcements affecting our qualifications
 - key dates and entry deadlines
 - new qualifications and resources.
-
- Email: teachinghistory@pearson.com
 - Telephone : **0844 576 0034**
 - Subject page link: www.edexcel.com/history



Endorsed resources

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

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

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

A list of all endorsed resources will be available on [edexcel.com](https://www.edexcel.com)



Endorsed resources

We are working with a range of publishers who are looking towards getting their resources endorsed:

- CUP
- Hodder
- Pearson
- ZigZag Education



Endorsed resources*

- Cambridge University Press: details pending
- Hodder: a textbook for Paper 1/2 routes B, E, G and H, plus 19 updated Access to History editions covering 11 Paper 3 topics
- Pearson: a textbook for *every* Paper 1/2 route and *every* Paper 3 topic
- ZigZag Education – plans to develop topic-based Course Companions and Exam Skills resources.

**These resources have not yet been endorsed. This information is correct as of 24 September 2014, but may be subject to change.*

QUESTIONS?

