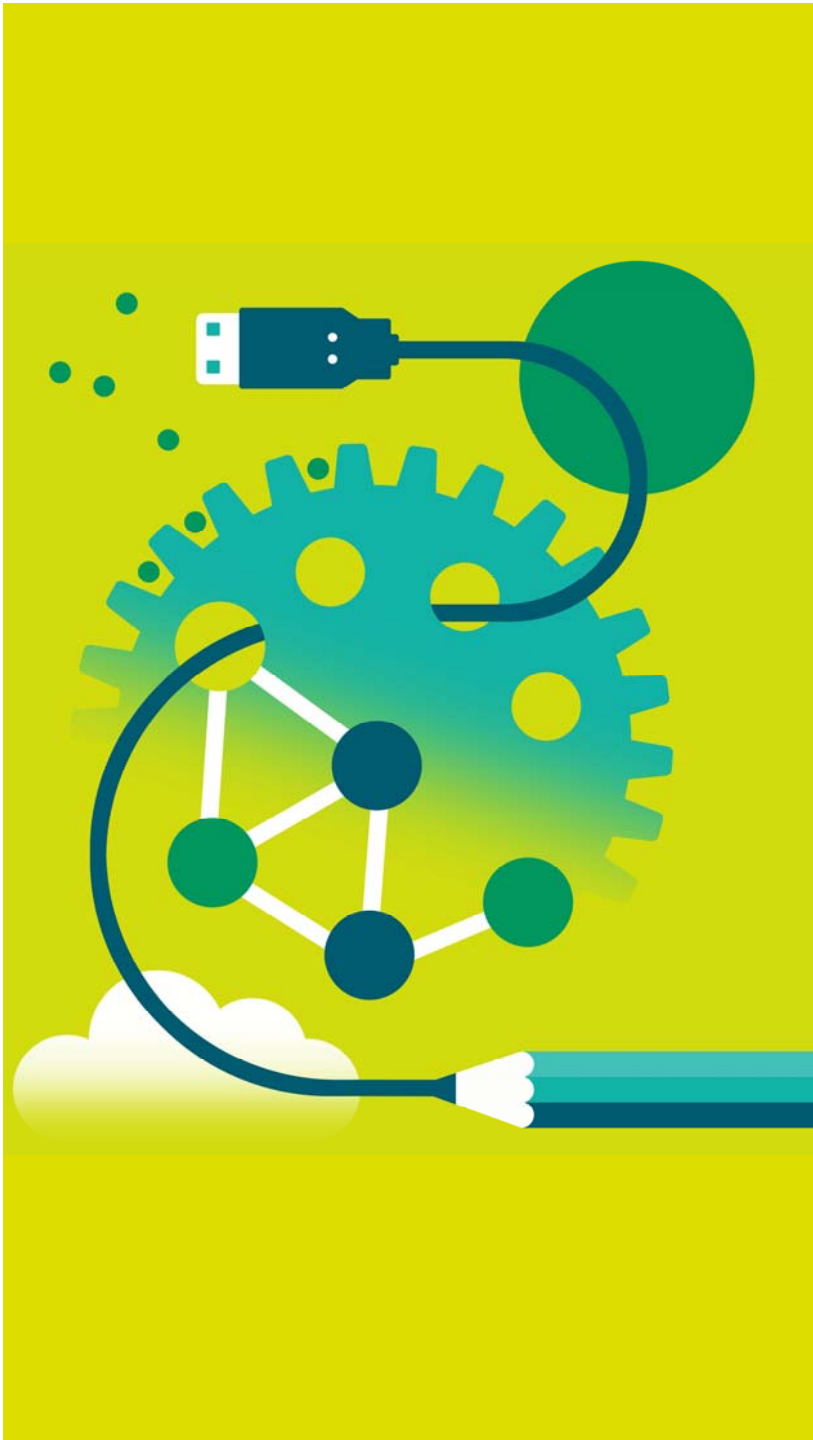


# **AS History (2015)**

## **Feedback on June 2016 Paper 1**

### **Live Online Event**

Course Code: 16OAH02



## Your Online Environment

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**XX** Technical Difficulties & Support

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**XX** Recording

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**XX** Communication in an online environment

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**XX** Asking Questions

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**XX** Using Polls

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**XX** Downloading Documents



## Aims and Objectives

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Delegates will:

- Receive feedback on the national performance of candidates on Paper 1 of the June 2016 examination series
- Consider the variation of candidates' performance on different questions and possible reasons why
- Discuss the Examiner's Report
- Address common issues and FAQs.

# Session Agenda

<b>Time</b>	<b>Item</b>
<b>16.10-16.20</b>	<b>Introduction to the qualification</b>
<b>16.20-17.05</b>	<b>How the candidates tackled Section A and Section B questions this year + activity</b>
<b>17.05 – 17.10</b>	<b>Comfort break</b>
<b>17.10 – 17.50</b>	<b>How the candidates tackled the Section C question this year + activity</b>
<b>17.50 – 18.00</b>	<b>Discussion – common issues, delivery strategies and best practice</b>
<b>18.00</b>	<b>Finish</b>

## Introduction to the Assessment

### Content

8 Options from Routes A-H  
covering a range of different  
historical periods and countries

### Assessment Objectives / Skills Tested

#### Section A

Breadth Question (AO1)  
20 marks

#### Section B

Breadth Question (AO1)  
20 marks

#### Section C

Historical Interpretation Question  
(AO3) 20 marks

### Structure of Assessment

60 marks (40%)  
2 hours 15 minutes

Section A – one question from a  
choice of two

Section B – one question from a  
choice of two

Section C – one compulsory  
question

# The principles of marking using bullet points

- Responses are marked using the bullet points in the generic mark scheme
- The bullet points show progression in knowledge and skills as they move up the levels
- The starting point for marking is to consider the bullet points in the highest level
- Marks are adjusted according to which bullet point has been met in a level.

# Section A Questions

# Principles of the Section A mark scheme

Progression is traced in the level descriptors in four elements:

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



# Principles of the Section A mark scheme

Stem	AO1 concept
Was xxx the main reason for...? Was xxx the main motive for...? Was xxx the main cause of...?	Causation
Was xxx the main consequence of...? Was xxx the main effect of...? Was xxx the main result of...?	Consequence

# Principles of the Section A mark scheme

## AO1: Making judgements and applying criteria

- For AO1 the requirement for applying valid criteria is found in the mark scheme element that is related to substantiated evaluation and judgement (bullet point 3).
- The mark scheme progression moves from the lack of or implicit use of criteria through to the selection and application of valid criteria that will enable an evaluated judgement to be made in the response. At AS the progression leads to Level 4.
- For example, a 'main consequence' question would probably require criteria that determine the relative importance of effects

# Student Response 1

## Section A – Causation Question

Question: Option 8HI0 1G Question 1

Document ID: 0408000229463

Was popular support for Hitler the main reason for the lack of effective opposition to the Nazi regime in the years 1933–45?

### Key features of the response

- Key issues relevant to the question are analysed
- Sufficient knowledge is deployed to meet the demands/focus of the question
- Valid criteria are used to make a judgement
- The answer is well organised

**Level 4 – 20 marks**

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# Student Response 2

## Section A – Causation Question

Question: Option 8HI0 1E Question 1

Document ID: 0408000181780

Was state propaganda the main reason for the Soviet regime's control over its people in the years 1917-53?

### Key features of the response

- There is some analysis of key features relevant to the question
- Mostly accurate and relevant knowledge is included
- Attempts are made to establish criteria for judgement
- The answer shows some organisation

**Level 3 – 15 marks**

# Student Response 3

## Section A – Consequence Question

Question: Option 8HI0 1G Question 2

Document ID: 0408000228498

Were improved living standards the main consequence of German economic policies in the years 1933–45?

### Key features of the response

- Limited analysis of some key features relevant to the question
- Mostly accurate and relevant knowledge is included but only implicitly linked to demands/focus of the question
- Judgement with limited substantiation
- Some attempt made to organise the response

**Level 2 – 9 marks**

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# Delegate Activity Section A – Consequence Question

Question: Option 8HI0 1G Question 2

Document ID: 0408000228498

**Read the last response to 8HI0 1G Question 2 and try to come up with THREE ways to improve the answer**

**Use the generic mark scheme for Section A and/or the specific indicative content for 1G Q.2 to clarify your thinking**

**Put your suggestions on text chat**

## Section B Questions

# Principles of the Section B mark scheme

Progression is traced in the level descriptors in four elements:

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



# Principles of the Section B mark scheme

<b>In Section B the following three stems are used:</b>	<b>AO1 concept</b>
<ul style="list-style-type: none"><li>• How far.../significant.../important was...?</li><li>• To what extent did/was...?</li><li>• How accurate is it to say that...?</li></ul>	change, causation, consequence, significance or the extent of similarity/difference

# Principles of the Section B mark scheme

## AO1: Making judgements and applying criteria

- For AO1 the requirement for applying valid criteria is found in the mark scheme element that is related to substantiated evaluation and judgement (bullet point 3).
- The mark scheme progression moves from the lack of or implicit use of criteria through to the selection and application of valid criteria that will enable an evaluated judgement to be made in the response. At AS the progression leads to Level 4.
- For example, a 'significance' question would require a discussion of criteria related to impact.

# Student Response 4

## Section B – Change-Continuity Question

Question: Option 8HI0 1F Question 3

Document ID: 0408000134865

How far did the position of American women change in the years 1917–80?

### Key features of the response

- Key issues relevant to the question are analysed
- Sufficient knowledge is deployed to meet the demands/focus of the question
- Valid criteria are used to make a judgement
- The answer is well organised

**Level 4 – 19 marks**

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# Student Response 5

## Section B – Significance Question

Question: Option 8HI0 1C Question 4

Document ID: 0408000131644

How significant was imperial expansion in the development of the British economy in the years 1625-88?

### Key features of the response

- Key issues relevant to the question are analysed
- Sufficient knowledge is deployed to meet the demands/focus of the question
- Valid criteria are used to make a judgement
- The answer is well organised

**Level 4 – 20 marks**

# Student Response 6

## Section B – Similarity-Difference Question

Question: Option 8HI0 1F Question 4

Document ID: 0408000129943

How far was the response to fears of communist influence in the period after the First World War different from the response in the period after the Second World War?

### Key features of the response

- There is some analysis of key features relevant to the question
- Mostly accurate and relevant knowledge is included
- Attempts are made to establish criteria for judgement
- The answer shows some organisation

**Level 3 – 15 marks**

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## **Section C: historical interpretations**

# Principles of the Section C mark scheme

Progression is traced in the level descriptors in three elements:

- Analysis of the different views offered by the two given extracts, towards the precise demands of the question
- Selection and deployment of knowledge to examine these views
- Substantiated evaluation and judgement, related to these views

# Candidates who did well (Section C): analysing the interpretations

Student X

Question: How far do you agree with the view that the Soviet union collapsed because of Gorbachev's failure to deal with the challenge of nationalism?

Document ID: Option 1E, Doc ID: 0408000131292 (response to Q5)

Document name: XXXXXXXXXXXXX

[Inset online: Student's response to appear here]



# Candidates who did well (Section C): use of contextual knowledge

Student X

Question: How far do you agree with the view that, in the years 1589–1603, war undermined the stability of England?

Document ID: Option 1B, Doc ID: 0408000230254 (response to Q5)

Document name: XXXXXXXXXXXX

[Inset online: Student's response to appear here]

# Candidates who did well (Section C): reaching judgements

Student X

Question: How far do you agree with the view that, in the years 1589–1603, war undermined the stability of England?

Document ID: Option 1B, Doc ID: 0408000230254 (response to Q5)

Document name: XXXXXXXXXXXX

[Inset online: Student's response to appear here]

# Candidates who didn't do so well

## (Section C): use of contextual knowledge

Student X

Question: How far do you agree with the view that, in the years 1589–1603, war undermined the stability of England?

Document ID: Option 1B, Doc ID: 0408000230170 (response to Q5)

Document name: XXXXXXXXXXXX

[Inset online: Student's response to appear here]

# Candidates who didn't do so well

## (Section C): reaching a judgement

Student X

Question: How far do you agree with the view that, in the years 1589–1603, war undermined the stability of England?

Document ID: Option 1B, Doc ID: 0408000230170 (response to Q5)

Document name: XXXXXXXXXXXX

[Inset online: Student's response to appear here]

# Summary: Why candidates who did well, did well

1. Focused analysis of the given interpretations/views in the extracts, through discussion of the evidence they give, comparing these views (to the view in the question, to the view in the other extract)
2. Development of issues arising from the given extracts using selected contextual knowledge – focused on the examining the views
3. Reasoned judgements, developed from and related to analysis of the given extracts

Learning &  
teaching  
strategies?

Resources?

## Considering Delivery Strategies and sharing best practice

1. Analysing sources
2. Integrating contextual knowledge.
3. Reaching judgements

Technology?

# Follow-up Activity

For each option, there is a complete script, along with a summary explaining the marks it received.

**If time does not permit, this will be a follow-up activity downloadable from the site.**

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# Support

**Mark Battye**

History



UK: 020 7010 2186

Intl: +44 (0)20 7010 2186



TeachingHistory@pearson.com



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- Understand how your students' performance compares with Edexcel national averages.

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*Please fill in the evaluation form that you'll  
receive via e-mail in a few minutes.*

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