

A level History

Event 19BHN02: Feedback
on June 2019 series





Assessment Objectives

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

AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context

AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted



Key features of external assessment

| AO1 | AO2 | AO3 |
|---|--|--|
| <p>5 essays in the examinations; each worth 20 marks and marked to a common generic mark scheme. Choice of one question from two in each section</p> <p>Paper 1 2 essays on themes in breadth</p> <p>Paper 2 1 essay on a topic in depth</p> <p>Paper 3 1 essay on a topic in depth 1 essay on a theme in breadth</p> | <p>2 compulsory questions in the examinations, each worth 20 marks and based on unseen source material</p> <p>Paper 2 Evaluating the usefulness of two sources for a single enquiry</p> <p>Paper 3 Evaluating the usefulness of one source for two enquiries</p> | <p>1 compulsory question in the external examinations, worth 20 marks and based on unseen extracts.</p> <p>Paper 1 section C Evaluating a view relating to a nominated controversy, using extracts containing differences of view.</p> |

June 2019

AO1

Papers 1, 2, 3





Principles of the AO1 essay generic mark scheme

- If you refer to the generic mark scheme (delegate booklet p.2), you will see that there are four strands, indicated by four separate bullet points.
 - Bullet point 1 relates to the analysis and exploration of the key features and characteristics of the period in relation to the focus of the question.
 - Bullet point 2 relates to the selection and deployment of knowledge in relation to the question and the conceptual demands of the question.
 - Bullet point 3 relates to evaluation and judgement.
 - Bullet point 4 deals with the way in which the argument is organised and communicated.



Responses that did well

- Were targeted on analysis that was linked to the focus of the question.
- Deployed sufficient knowledge to demonstrate an understanding of the conceptual focus of the question.
- Dealt securely with breadth in the breadth questions.
- Made reasoned judgements based on clear criteria, explaining and justifying the decisions reached.
- Were clearly organised, often evidenced by planning, and effectively communicated their arguments.
- Were often tackled convincingly.



Responses that did less well

- Did not always securely grasp the precise focus of the question.
- Tended to be generalised and, at best, offered a fairly limited analysis, often with fairly extensive descriptive passages.
- Supporting knowledge might be insecure in places or its relevance not entirely clear.
- Were sometimes hindered by a lack of knowledge of key dates, so supporting evidence was not always within the timeframe of the question.
- Attempts to establish criteria were limited.



Breadth questions

- Are set on both Paper 1 and Paper 3.
- On Paper 3 they will be set to cover a chronological range of at least 100 years.
- Breadth is considered as part of the assessment in bullet point 2 of the mark scheme.
- To achieve level 5, candidates must meet the demands of the question ‘fully’.
- To achieve level 4, candidates must meet ‘most’ of the demands of the question.
- The expectations for breadth in Paper 3 are made explicit in the Principal Examiner reports that are available on the GCE History page of the Edexcel Pearson website.



Applying criteria

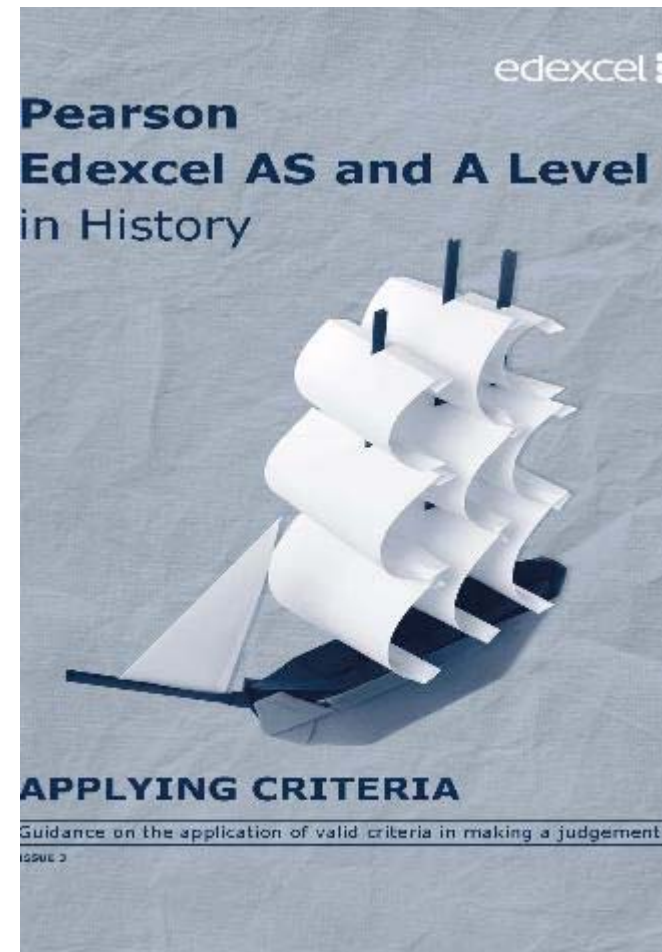
- 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.
- Candidates are not rewarded for using any of the wording of the mark schemes in their responses, but for applying the principles that these represent.
- Centres are strongly advised to refer to the guidance on the use of criteria, which can be found on the GCE History page of the Pearson Edexcel website



Guidance

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/GCE-History-guidance-to-application-of-valid-criteria.pdf>

This booklet gives guidance and exemplification for teachers. It is relevant to AO1 essays, AO2 source evaluation and AO3 coursework evaluation of interpretations.





AO1 responses

- The first answer is from Paper 2, Section B, Option 2E.1, qu.4 (Answer 1, delegate booklet pp.3–8).
- This is a level 3 response – consider the ways in which it could have been improved
- The second answer is from Paper 3, Section C, Option 34.2, qu.10 (Answer 2, delegate booklet pp.9–18).
- This is a level 5 response. Consider the qualities that it demonstrates that secure it in this level.
- Now focus specifically on bullet point 3 in relation to the Option 34.2 question. Discuss how you might implement your teaching approaches to enable your candidates to approach this bullet point effectively.

AO2
Papers 2, 3
Section A





Principles of the AO2 generic mark scheme

- If you refer to the generic mark scheme (delegate booklet p.19), you will see that there are three strands, indicated by three separate bullet points.
 - Bullet point 1 relates to the interpretation and analysis of the sources.
 - Bullet point 2 relates to the use of contextual knowledge to illuminate and/or to discuss the limitations of what is in the sources.
 - Bullet point 3 relates to the evaluation of the source to indicate its value in terms of both its content and its provenance.



Responses that did well

- Demonstrated an ability to draw out reasoned inferences from both sources (paper 2) or for both enquiries (paper 3) developed from the source(s).
- Used relevant knowledge of the historical context effectively to explain the inferences and to expand on details.
- Evaluated the source(s) thoroughly in relation to the demands of the question on the basis of contextual knowledge and/or the nature, origin and purpose of the source.
- Clearly used the sources together (paper 2).



Responses that did less well

- Engaged in some paraphrasing of content or lacked support and development of any of the inferences cited.
- Presented contextual knowledge as stand-alone points, rather than integrating it with material derived from the source(s).
- Evaluated the source(s) in stereotypical ways without directly applying it to what was in the source(s).
- Often displayed an insecure engagement with the specific focus of the question.
- Commented on what was missing from the source(s) when the source(s) could not reasonably be expected to provide that information.



AO2 responses

- The first answer is from Paper 2, Section A, Option 2H.2, qu.2 (Answer 3, delegate booklet pp.20–27).
- This is what is called a ‘best fit’ answer. It is performing in different ways for different bullet points. Can you determine what level it achieves for each bullet point?
- The second answer is from Paper 3, Section A, Option 31, qu.1 (Answer 4, delegate booklet pp.28–35).
- This is a level 5 response. Consider the qualities that it demonstrates that secure it in this level.
- In the light of these responses to AO2 questions, discuss what strategies you could use in the future to develop your candidates’ approach to this Assessment Objective.

AO3

Paper 1

Section C





Principles of the AO3 generic mark scheme

- If you refer to the generic mark scheme (delegate booklet p.36), you will see that there are three strands, indicated by three separate bullet points, which show how an answer progresses through the levels.
 - Bullet point 1 relates to the interpretation and analysis of the provided extracts.
 - Bullet point 2 relates to the deployment of knowledge of issues related to the debate.
 - Bullet point 3 relates to the evaluation of, and judgement about, the interpretations provided in the extracts.





Responses that did well in Section C

- Demonstrated a clear focus on the need to engage with the different arguments given within the two extracts, recognising that these are historical interpretations.
- Provided a comparative analysis of the different interpretations offered in relation to the view presented in the question.
- Explored the validity of the arguments offered by the two historians in light of the evidence, both from within the extracts, and supported by reference to the candidates' own contextual knowledge.
- Reached a judgement about the view provided in the question, taking account of the views of both extracts in the process.



Responses that did less well

- Often attempted to evaluate the extracts in relation to the quantity of factual evidence provided.
- Evaluated the historians using AO2 skills, rather than evaluating the views held.
- Presented a generalised discussion of the view with little reference to the extracts themselves.
- Provided a very limited conclusion or merely summed up the views in the two extracts. This meant there was only a limited judgement as to 'how convincing' the candidate found the stated view.



AO3 response

- This response is from Paper 1, Section C, Option 1E, qu.5 (Answer 5, delegate booklet pp.37–45).
- It is a secure level 5 response.
- Look for examples of the qualities that make it secure in this level.
- In the light of this response to an AO3 question, discuss what strategies you could use in the future to develop your candidates' approach to this Assessment Objective.



Results Plus data

- <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Edexcel Online login)
- Use with Access to Scripts to evaluate student performance and refine teaching plans
- GCE History summer 2019 RP data available on the Teaching and Learning materials tab

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|----|-----------------|--------------|-----|-------|-----------|---------|-------------------|-------|-------|-------|-------|-------|-------|
| 2 | | | | | | | Edexcel averages: | | | | | | |
| 3 | Question | Skill tested | AO | Score | Max score | Percent | A* | A | B | C | D | E | U |
| 4 | 1A THE CRUSADES | | | | | | | | | | | | |
| 5 | Q01 | | AO1 | 12.72 | 20 | 63.6% | 17.29 | 15.77 | 13.66 | 12.13 | 9.96 | 7.94 | 9.29 |
| 6 | Q02 | | AO1 | 13.06 | 20 | 65.3% | 16.56 | 15.58 | 14.32 | 11.36 | 10.45 | 7.00 | - |
| 8 | Q03 | | AO1 | 13.40 | 20 | 67.0% | 18.26 | 16.48 | 14.58 | 12.39 | 8.68 | 8.56 | 7.67 |
| 9 | Q04 | | AO1 | 10.21 | 20 | 51.1% | 17.86 | 14.69 | 12.35 | 9.13 | 6.46 | 4.86 | 1.67 |
| 11 | Q05 | | AO3 | 12.89 | 20 | 64.5% | 17.04 | 15.83 | 13.96 | 12.13 | 10.48 | 8.19 | 5.75 |
| 12 | Total (est) | | | 37.59 | 60 | 62.6% | 52.03 | 47.09 | 41.42 | 34.64 | 28.26 | 22.37 | 19.71 |



A level History events

- New to Edexcel
 - online – 4 November 2019
- Coursework marking training
 - online – 7 November 2019 and 20 January 2020
- Pre-recorded feedback events
 - three events, one for each A level paper
 - access on Edexcel website from December 2019
- Book a place for an online event, or access the pre-recorded feedback, on our Training webpage:
 - <https://qualifications.pearson.com/en/support/training-from-pearson-uk.html>
- All events are free!



Further support

- History subject advisor
– Mark Battye
 - 0333 016 4084
 - TeachingHistory@pearson.com
 - [@PearsonHistory](#)
 - Sign up to Mark's regular email updates:
<https://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-and-tutors.html>





Feedback

www.surveymonkey.co.uk/r/edexcel



- Thank you for attending today's network session. We very hope it met your expectations.
- To ensure that we continue to offer as relevant and informative sessions in the future, please do take just 5 minutes of your time to fill in this form on your mobile phone.

Thank you for
attending

