

Approaches to co-teaching AS and A level students in the same class

AS and A level History

first teaching from 2015

Includes extracts from
**AS Sample Assessment
Materials**



Approaches to co-teaching Edexcel AS and A level History

This guide sets out ways in which you can co-teach AS students and A level students in the same class.

It also includes extracts from our AS Sample Assessment Materials, set alongside the equivalent A level Sample Assessment Materials, to demonstrate how the level of demand and structure of the question papers compares between these qualifications.

Why offer AS?

Many of you have told us that you want to continue to offer AS History and A level History as part of your 6th Form curriculum, recognising that AS level no longer contributes to a full A level grade. You have told us that:

- ✳ **breadth is important to students:** some students may wish to supplement a three A level programme of study with an additional AS in History due to their interest in the subject, even though they might not wish to take it further. They may well know this at the outset of their course.
- ✳ **some students may postpone decision-making:** some students may start a four A level programme knowing that they are likely to 'drop down' to three A levels at the start of their second year. They may wish to postpone making this decision until after they have taken one or more AS qualifications.
- ✳ **AS gives additional focus to Year 12 and allows you to track student progress:** some students may decide from the beginning that they want to follow a full A level course. AS may provide a useful way of tracking progress at the end of the first year.
- ✳ **AS gives universities visibility of a student's progress in a subject.**



Teaching separate AS and A level classes

The benefits of a separate, linear A level course include:

- ✳ greater flexibility in structuring an A level course. For example, teaching a Paper 3 topic that is chronologically earlier than topics from Paper 1 and 2 topics or following the specification sequentially and using AS papers as an assessment of progress at the end of Year 12
- ✳ more opportunity for students to make links between different elements of the course to support synoptic learning
- ✳ more time for teaching and learning in the first year without the need to prepare for AS examinations.

| | Year 12 Autumn | Year 12 Spring | Year 12 Summer | Year 13 Autumn | Year 13 Spring | Year 13 Summer |
|------------------------|----------------|----------------|------------------|-----------------------------|-----------------------------------------|-------------------|
| Separate AS class | Paper 1 | Paper 2 | Sit AS exams | | | |
| Separate A level class | Paper 1 | Paper 2 | Begin coursework | Coursework Begin Paper 3 | Paper 3 Revision (Papers 1, 2, 3) | Sit A level exams |

Co-teaching AS and A level

Timetabling separate AS and A level classes may not be a viable option. It may also limit students' options to switch between AS and A level at the end of Year 12.

Co-teaching AS and A level may provide additional options for your students. Centres co-teaching AS will need to deliver Paper 1 and Paper 2 in the first year. The breadth and depth topics may be taught in parallel or sequentially to best meet your staffing and timetabling requirements.

| | Year 12 Autumn | Year 12 Spring | Year 12 Summer | Year 13 Autumn | Year 13 Spring | Year 13 Summer |
|------------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------|-------------------|
| AS | Paper 1 | Paper 2 | Sit AS exams | | | |
| A level option 1 | Paper 1 | Paper 2 | Sit AS exams or sit internal exams for Papers 1 and 2 Students continuing to A level start coursework. | Coursework Start Paper 3 | Paper 3 Revision (Papers 1, 2, 3) | Sit A level exams |
| A level option 2 | Paper 1 | Paper 2 | Sit AS exams | Coursework | Paper 3 Revision (Papers 1, 2, 3) | Sit A level exams |

A level Section C question:

SECTION C

Study Extracts 1 and 2 in the Extracts Booklet before you answer this question.

5 In the light of differing interpretations, how convincing do you find the view that Hitler always intended to destroy the state of Poland?

To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.

A level questions are slightly more complex.

Extracts for use with Section C.

Extract 1: From Mary Fulbrook, *A History of Germany 1918–2008*, published 2009.

On the foreign policy front, desires for the revision of the Treaty of Versailles were widespread among the Germans. Already in the closing years of the Weimar Republic, after the death of Stresemann, more forceful tones had been evident in German foreign policy. These revisionist tendencies were unleashed with vigour by Hitler.

In 1939, Hitler turned his attention to Poland and the Baltic states. Lithuania handed over the port of Memel to Germany, but the Poles stood firm on Danzig. At this point, the British took a stronger stand, issuing a guarantee of Polish independence. Hitler chose not to take too much notice of this. In a surprise move Hitler concluded a pact with his ideological arch-enemy, the communist leader Joseph Stalin. In a further agreement in September, Hitler and Stalin carved up the Polish and Baltic states to achieve strategic aims. On 1 September 1939, German troops used the pretext of incited border incidents for a well-organised invasion of Poland.

Extract 2: From William Carr, *A History of Germany 1815–1985*, 3rd edition published 1987.

Hitler intended in the case of Poland to eliminate what he regarded as a potential threat in Germany's rear. War [with Poland] was not at first in his mind. Strenuous efforts were made in the winter of 1938–39 to win the Poles over as junior partners by dangling before them the prospect of territorial gains in the Ukraine. Though attracted by the offer, the Polish Foreign Minister dared not contemplate a pact with Germany for fear of Russia. By the end of March Hitler was already moving round to the view that Poland must be crushed by force.

On 22 August, while the negotiations were still proceeding, he told his senior army commanders that the chances of British and French intervention were now slight and in any case they could not help Poland if they did intervene. Whatever happened, the moment had arrived for Germany to strike while her chances of success were greater than they would be in two or three years' time. On 29 August, Hitler offered to negotiate with the Poles but this was not a serious proposal. In fact the Poles refused the offer and began to mobilise. In the early hours of 1 September 1939, the attack on Poland began.

Acknowledgements
Extract 1 is from Mary Fulbrook, *A History of Germany 1918–2008: The Divided Nation*, Wiley-Blackwell, 2008. © 2009 Wiley-Blackwell; Extract 2 is from William Carr, *A History of Germany 1815–1990 (3rd Edition)*, Hodder Arnold 1987.

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Co-teaching Paper 2: Depth of study

For both AS and A level Paper 2 has two sections. Section A is a source question and Section B is a depth essay question.

As with Paper 1, the AS and A level Paper 2 assessments target the same skills and share the same overall structure to enable co-teaching, but the papers will be at different standards.

The table below gives an overview of the structure of the assessments in Paper 2 at AS and A level.

| A level (20%) | AS (40%) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1h 30; 40 marks total | 1h 30; 40 marks total |
| Section A: 1 source question (no choice) AO2 Analysis and evaluation of two sources for how far they can be used to answer a specified enquiry | Section A: 1 two-part source question (no choice) AO2 (a) Value of a source to a historian for a specified enquiry (b) How much weight can be placed on the evidence on of a source for a specified enquiry |
| Section B: 1 depth essay (from a choice of two) AO1 – all AO1 concepts in scope | Section B: 1 depth essay (from a choice of three) AO1 – all AO1 concepts in scope |

Differentiation between AS and A level is achieved through:

- * a two-part source question at AS, each part looking at one source only
- * AS essay questions that are more explicit and less complex, requiring less nuanced judgements, as for Paper 1.
- * differentiated mark schemes.



Section A

AS Section A question

The examples below are from option 2G.1: The rise and fall of fascism in Italy, c1911–46

SECTION A

Choose EITHER Option 2G.1 (Question 1) OR Option 2G.2 (Question 2), for which you have been prepared.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5*.

1 (a) **Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the nature of fascist support in Italy in 1922?

Explain your answer using the source, the information given about it and your own knowledge of the historical context. (8)

AND

(b) **Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give the evidence of Source 2 for an enquiry into support for the Italian fascist regime in the 1930s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context. (12)

(Total for Question 1 = 20 marks)

Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Source for use with Question 1a.

Source 1: From Benito Mussolini's article *Fascism and the countryside*, which was published in *Gerarchia* (a fascist journal) in May 1922. Here, Mussolini considers rural support for the Italian fascist movement.

Economic motives have drawn masses of rural populations to Fascism in impressive numbers. But this alone is not enough to explain the 'liking' of the new rural lower middle class for Fascism. Psychological factors also played a role. It is certain that most political secretaries of the small rural Fasci are military veterans or officers used to exercising command. It is therefore undeniable that rural Fascism gains much of its moral strength from the war and from victory. At the same time Fascism keeps alive this moral force. Now Fascism is transforming rural inactivity into active participation for the nation. 5

Source for use with Question 1b.

Source 2: From a lecture given in Moscow in 1935 by Palmiro Togliatti, the Italian Communist Party leader. Togliatti, a prominent opponent of Mussolini's regime, lived in exile in the Soviet Union for most of the 1930s. Here, he recognises the appeal of the *Dopolavoro* to Italian workers.

What do the local *Dopolavoro*s do? They carry on a whole series of activities. The benefits the workers have are many. They get special terms, reductions for theatre and movie tickets, discounts on food and clothing bought in certain department stores, and on outings. Then they also have some form of welfare. In some cases, the *Dopolavoro* tends to take on a mutual aid role and assists, for example, needy families of disabled workers, etc. 10

It's time to stop thinking the workers shouldn't engage in sports. Even the smallest advantages are not scorned by the workers. The worker also looks for the smallest thing he can find in order to improve his lot. Just being able to sit in a room and listen to the radio in the evening is something that brings pleasure. We cannot be critical of the worker who agrees to enter this room for the mere fact that the Fascist symbol is on the door. 15

We must remember that the *Dopolavoro* is fascism's broadest organisation. 20

A level Section A question

SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

1 How far could the historian make use of Sources 1 and 2 together to investigate church-state relations in fascist Italy in the years 1929–39?

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

(Total for Question 1 = 20 marks)

At A level, students answer a single question looking at both sources together.

Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

Sources for use with Question 1.

Source 1: From the 1939 revised edition of Benito Mussolini's memoirs entitled *My Autobiography*. Here, Mussolini reflects on the regime's 1929 Concordat with the papacy.

The so-called Roman Question embittered the souls of many Italians since the foundation of the Kingdom of Italy. People found it difficult to love one's country and pray to God with a clear conscience because it was the King of Italy who had treaty with the Pope of his territories in 1870. Mussolini ended all that. He signed a rest forever. There was great rejoicing.

Mussolini came to power. A new conception of the State, a new rigid conception of the duties of citizens and of the education of youth faced the Vatican's resistance. Where the lack of principles of Liberals had not succeeded, the clear-cut, uncompromising views of Mussolini made an agreement easier.

Peace of heart for the Italian people was the result of this agreement. An old problem was settled forever. Sons, educated to the love of new, forceful, active traditions of the past. One could finally be both a good Italian, which is the same as being a Fascist, and a good Catholic. The Vatican itself found new dignity and new strength. The Lateran Treaty was, doubtlessly, one of the greatest achievements of the wise, realistic policies of Benito Mussolini. 5

Source 2: From an encyclical (a letter from the Pope to all Catholic bishops) written in June 1931 by Pope Pius XI. Mussolini refused to allow it to be published in the Catholic Italian fascist regime.

We have seen, in fact, a species of religion which rebels against the directions of these directions. A conception of the state which makes the rising generations belong to it entirely, without any exception, from the earliest years up to adult life, cannot be reconciled by a Catholic. It cannot be reconciled either with Catholic doctrine or with the natural rights of the family. It is not possible for a Catholic to accept the claim that the Church and the Pope must limit themselves to the external practices of religion and that all the rest of education belongs to the state. 10

The Church has a universal and divine obligation to educate children. It must stop the regime's effort to monopolise the young for the sole and exclusive benefit of a party and of a regime based on an ideology that calls for the truly pagan worship of the state. 15

Section B

AS Section B question

Option 2G.1: The rise and fall of fascism in Italy, c1911–46

3 How far was Italy's economic weakness responsible for her poor performance in the First World War?

(Total for Question 3 = 20 marks)

A level Section B question

4 How significant were Italy's wartime economic problems in bringing about the collapse of Mussolini's fascist regime in 1943?

(Total for Question 4 = 20 marks)

As with Paper 1, at A level the essay questions are more complex. At AS there is a choice of three questions, rather than two.

Further considerations for co-teaching AS and A level students

The table below considers some of the key ways in which the assessment at A level for Paper 1 and Paper 2 is more demanding than AS and how this might affect teaching approaches if you are teaching AS and A level students in the same group.

| | |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wider range of essay question stems in Paper 1 and Paper 2 at A level | In order to ensure students are prepared adequately for the A level exam, it might be advisable to give all students practice in answering a range of question stems during the main teaching period for Paper 1 and Paper 2, rather than focusing only on the AS question stems. 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. |
| Greater complexity of essay question wording and formulation in Paper 1 and Paper 2 at A level | 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. |
| Longer and more complex sources and interpretations extracts at A level | 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. |
| One single source question, using two sources, at A level | You may wish to give students, who are progressing to A level, practice in answering A level-style questions during the course of teaching paper 2. Students could start with the two AS-style questions formulation and then progress to the A level-style task. |

For more detailed information about the different delivery options and the implications for co-teaching AS and A level, see the Getting Started guide and the Course planner document available on the A level History website.

Mark schemes

It is expected that A level students will demonstrate stronger performance than AS students – 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. This is reflected in the mark schemes which define progression in terms of an extended ladder across AS and A level. This approach is designed to allow for co-teaching and enables students to see clearly their own targets for progression within the study of history.

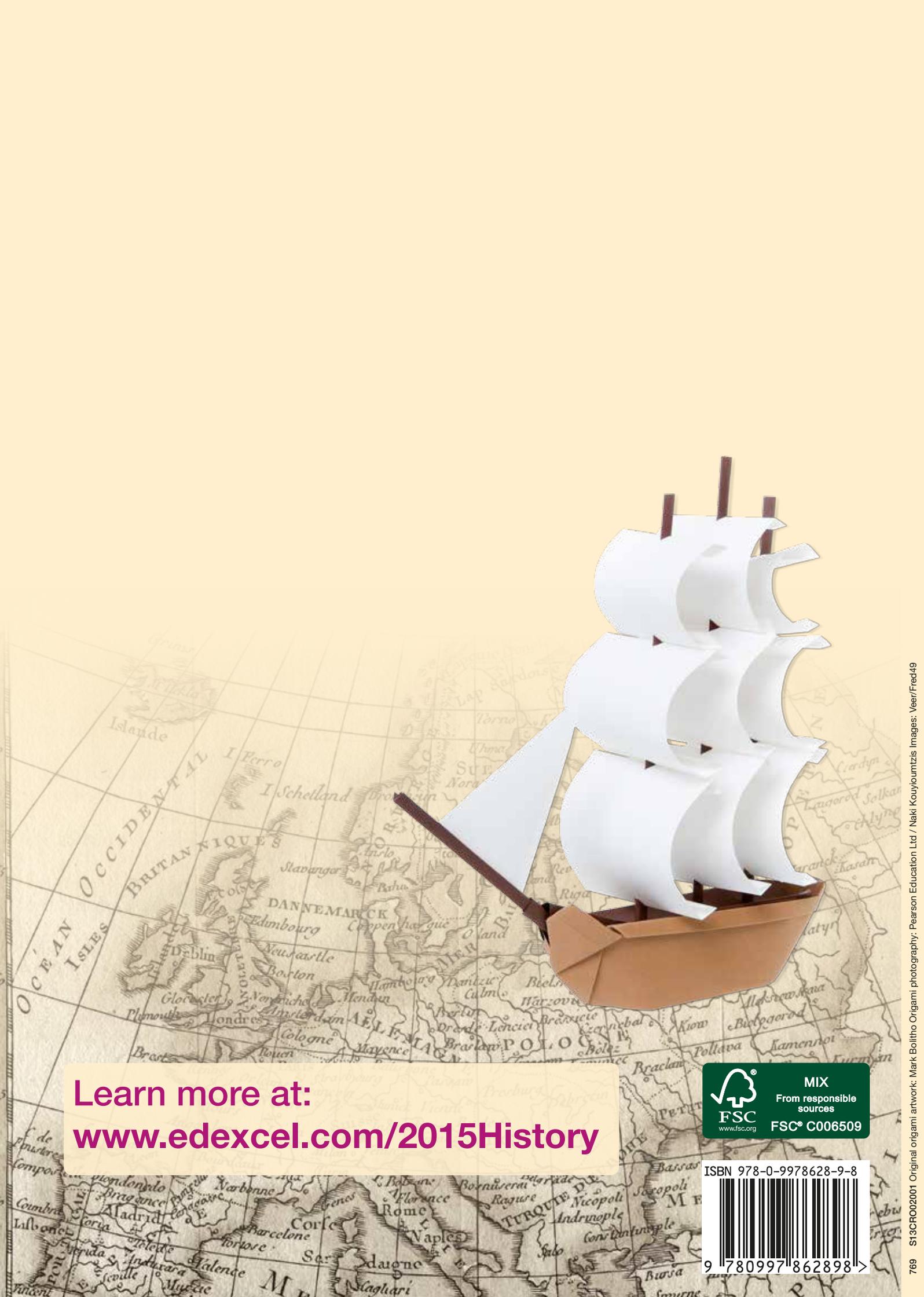
The example below explains how this works using the generic AO1 mark schemes, but the same principles apply to AO2 and AO3 mark schemes.

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, fifth, level of performance is required for the highest mark band at A level. The table below includes the first of the four strands within each level in AO1 mark schemes to illustrate the progression.

| | AS | A level | Example strand |
|----------------|-------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 | 1–4 marks | 1–3 marks | * Simple or generalised statements are made about the topic. |
| Level 2 | 5–10 marks | 4–7 marks | * Descriptive statements are made about key features of the period which are relevant to the topic in general terms, but they display limited analysis and are not clearly shown to relate to the question. |
| Level 3 | 11–16 marks | 8–12 marks | * Descriptive passages are included, but there is some analysis and an attempt to explain links between the relevant key features of the period and the question |
| Level 4 | 17–20 marks | 13–16 marks | * 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. |
| Level 5 | | 17–20 marks | * Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. |

There are fewer marks in the lower levels for A level than for AS

Only A level has a fifth level representing the higher level of performance expected here



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