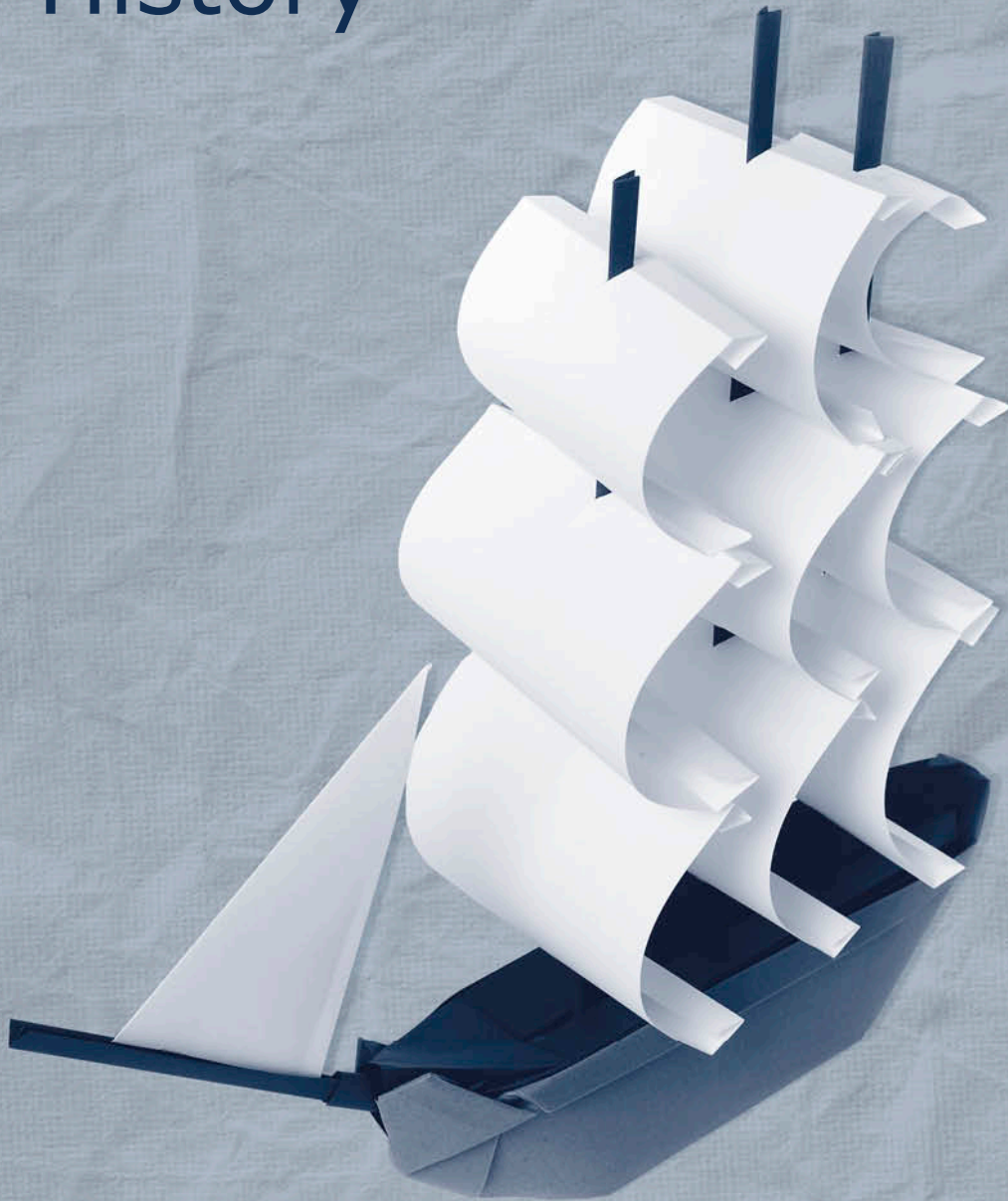


**Pearson**  
**Edexcel AS and A Level**  
in History



**COURSE PLANNER**

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## Introduction

This document has been written to help departments implement the 2015 Edexcel AS and A level History specifications. A range of possible approaches to planning the course are provided; these are suggestions only and none is intended to be prescriptive. We are also making separate topic-specific schemes of work available.

### Changes to the AS and A level qualifications

From 2015, AS History will be a standalone qualification: it cannot contribute towards an A level. It equates to half the content of an A level, but the assessment will be at a similar standard to the current AS (and therefore a different standard from A level). Both qualifications will have linear assessment: all examinations (and coursework submission for A level) at the end of the course.

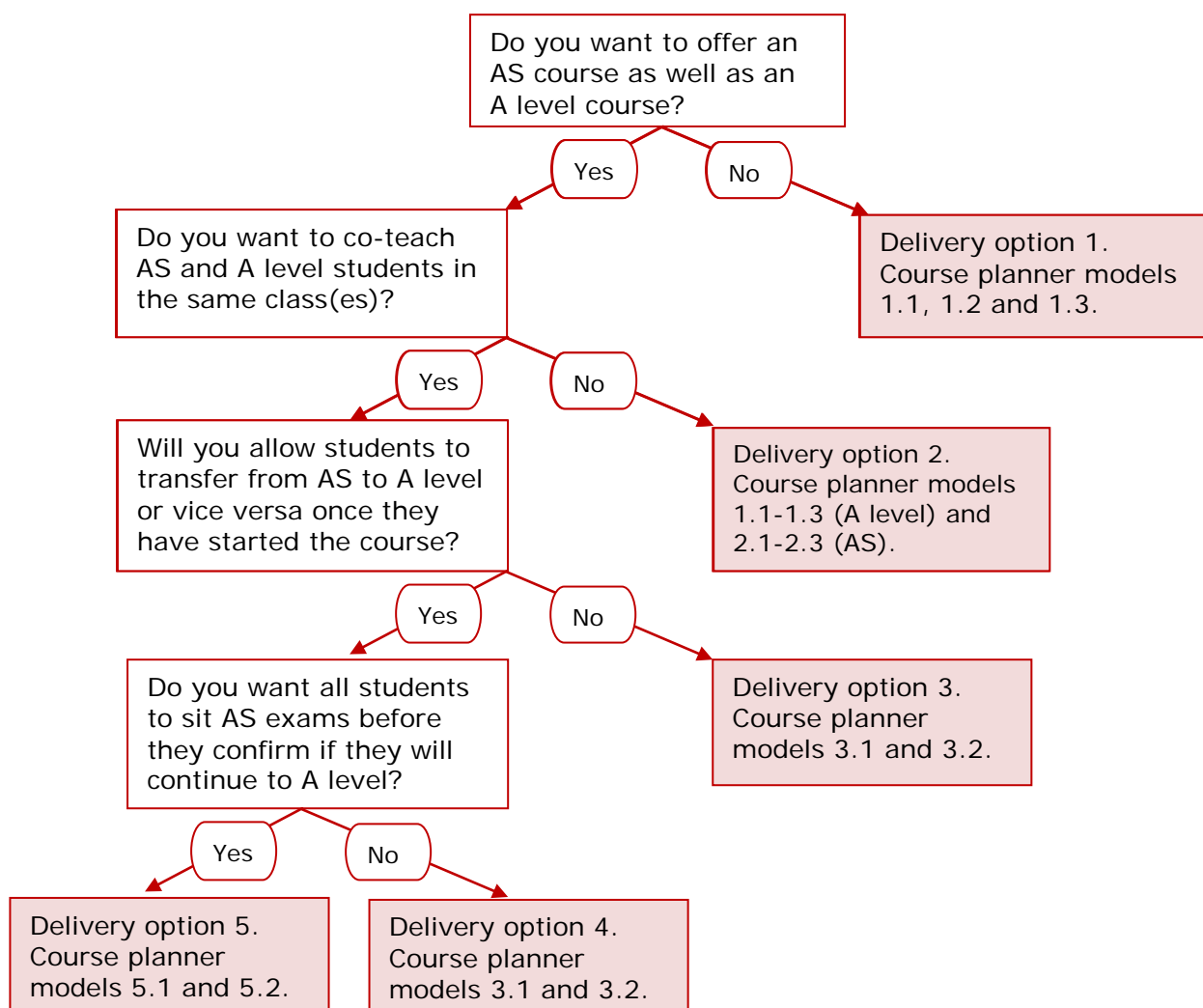
<b>AS</b>	Paper 1	Paper 2		
	Same content but assessments at different standards			
<b>A level</b>	Paper 1	Paper 2	Paper 3	Coursework

This de-coupling of AS from A level and the move from modular to linear assessment have implications for planning and delivery which are considered in this course guide, but it will be for centres to decide what approach is the most suitable for their staff and students.

The separate **Getting Started guide** provides information about the differentiation between AS and A level and about co-teaching about them, along with information about funding.

## Which delivery model?

The flowchart below outlines some of the key questions History departments will need to consider when planning for the new course. Each level links through to a delivery option on the next page where more detail on the advantages and disadvantages is given, and to the relevant course planner models below.



## Delivery options

	Option 1	Option 2	Option 3	Option 4	Option 5
<b>Enrolment</b>	<b>Only A level is offered:</b> all students must do the full two-year course.	Students enrol on <b>either an AS course or an A level course, with no option to transfer</b> later on.		Students enrol on <b>either an AS course or an A level course, but can transfer</b> later on.	
<b>Teaching</b>	All students are taught A level.	AS and A level students taught separately.	AS and A level students co-taught in same class.	AS and A level students co-taught in same class.	
<b>End of year 1</b>	Internal exam on year 1 topics, using A level-style questions.	AS students sit AS exams. A level students sit internal exam on year 1 topics, using A level-style questions.		Students confirm by AS entry deadline whether they want to continue to A level. Only those not continuing to A level sit the AS exam. Others sit an internal exam and then start coursework and/or Paper 3 – or continue Papers 1/2 but focusing on A level additional demands.	All students sit AS exam. Teaching finishes in time for revision for AS exams. Students decide whether they continue to A level once they have their AS results.
<b>Pros</b>	Greater flexibility in structuring the course – can do papers in any order. More time within course, with all exams at the end.	Greater flexibility in ordering of A level topics. Teaching can focus on AS demands only or on A level demands only.	Not running two separate AS/A courses may be easier for timetabling. Know from start which students will do A level.	More flexible for students – can confirm or change their decisions part-way through the course. A level students not being examined on Paper 1/2 content twice.	More flexible for students – can confirm or change their decisions after AS results. For 2015 cohort(s), this may appeal more, as non-2015 subjects will still have a nested AS and the option to decide after AS results.
<b>Cons</b>	Less flexible for students. AS History can't be taken as a fourth subject for breadth.	May need greater timetabling and staffing flexibility and resource to run two separate courses.  Less flexible for students – cannot change their minds and transfer at a later date.	Need to prepare students in one class for different assessments.	Less flexibility in structuring course – but can start A level content at end of year 1. Co-teaching more complicated – preparing only some students for AS exams. Requires students to confirm whether they will continue to A level without knowing AS results.	Less teaching time in year 1. Less flexibility in structuring course. Co-teaching more complicated. A level numbers not confirmed until AS results out. Can't start Paper 3/coursework at end of year 1. AS results don't count to A level – students have to be examined on Paper 1/2 content twice.

## Course planners

The sections below suggest different approaches for structuring the course. As the structure will depend on the decisions made with regard to AS and A level, each section relates to one or more of the delivery options above.

The following assumptions apply to all course planners and to the separate topic-specific schemes of work.

- The schemes of work assume 32 teaching weeks in each year to allow for time taken by other events.
- Although in practice term lengths vary, for simplicity and consistency, these models are based on 12 weeks per term.
- The number of hours allocated to History each week will depend on the individual centre's timetable; as research with schools and colleges indicated that on average A level is given 4.5–5 hours per week, 4.5 hours a week was used as a guide for the creation of schemes of work.
- Paper 1 at 60% of AS and 30% of A level is allocated 19 weeks. Paper 2 at 40% of AS and 20% of A level is allocated 13 weeks. Where the two papers are taught in parallel, it is assumed that both would be taught over 32 weeks but with Paper 1 allocated a higher proportion of timetable hours to reflect its higher weighting. So a centre with 5 hours a week for History could allocate 3 hours to Paper 1 and 2 hours to Paper 2.
- Similarly Paper 3 (30% of A level) has been allocated 19 weeks, but in many centres will be run alongside the coursework over a longer period.

### Delivery option 1: A level only

#### Model 1.1

This centre wants to run two components in parallel in each year. In order to allow sufficient time for revision of all content at the end of the course, both Paper 3 and coursework are started at the end of the first year after internal exams.

Term 1	Paper 1	Paper 2
Term 2		
Term 3	Internal Paper 1 and Paper 2 exams	
	Start Paper 3	Coursework preparation
Term 4	Paper 3	Coursework
Term 5		Paper 1 and 2 revision
Term 6	Paper 3 revision	
	A level exams	

**Model 1.2**

This centre wants to teach the components one after the other, not in parallel, as this better suits their staffing situation. They start with Paper 1 to give students the breadth before moving on to the linked depth study. They start coursework at the end of the first year and leave Paper 3 until last so that it's fresh in students' minds for the exams.

Term 1	Paper 1	
Term 2	Paper 2	
Term 3	Internal Paper 1 and Paper 2 exams	
	Coursework	
Term 4	Paper 3	
	Paper 3 cont'd	Paper 1 and 2 revision
	Paper 3 revision	
Term 6	Papers 1, 2, 3 revision	
	A level exams	

### Model 1.3

This centre starts with Paper 3 because it comes first chronologically out of their chosen topics. They start the coursework in year 1 and run it alongside the teaching of the examined papers.

Term 1	Paper 3	Coursework
Term 2	Paper 2	
Term 3	Internal Paper 3 and Paper 2 exams	
Term 4	Paper 1	
Term 5	Papers 1, 2, 3 revision	
Term 6	A level exams	



## Delivery option 2: AS and A level taught separately

### Option 2 A level options

As above for Delivery option 1 – A level only.

### Option 2 AS options

The AS students will be taught Paper 1 and Paper 2 – either in parallel, if staffing allows, or one after the other. In most centres the AS will be studied in one year and students will sit the exams at the end of that year.

It would be possible – where co-teaching with A level is not desired – to run a ‘long and thin’ AS course over two years. In this case the centre may wish to teach Paper 1 in the first year and Paper 2 in the second year, followed by revision. Note that in this scenario, it would **not** be possible to sit the Paper 1 exam at the end of the first year and the Paper 2 exam at the end of the second year: the assessment is linear so both exams must be taken at the end of the whole AS course.

#### Model 2.1 – AS

This centre teaches Papers 1 and 2 in parallel.

Term 1	Paper 1	Paper 2
Term 2		
Term 3	AS exams	

#### Model 2.2 – AS

This centre teaches Paper 1 first, followed by Paper 2. As Paper 1 is worth 60% of the AS, it is allocated more time than Paper 2 (40%).

Term 1	Paper 1
Term 2	Paper 2
Term 3	AS exams

**Model 2.3 – AS**

This centre wants to run a ‘long thin’ AS over two years. Paper 1 is studied over the course of the first year, followed by an internal exam on Paper 1. Paper 2 is studied in the second year. Students sit the exams for both Paper 1 and Paper 2 at the end of the second year.

Term 1	Paper 1
Term 2	
Term 3	
	Internal Paper 1 exam
Term 4	Paper 2
Term 5	
	Revision
Term 6	AS exams

## Delivery options 3 and 4: co-teaching AS and A level up to AS exams

### Model 3.1

This centre wants to teach two components in parallel in each year and be able to co-teach AS and A level cohorts. Only students not continuing to A level will sit the AS exam; A level students will sit an internal exam on Paper 1 and Paper 2, and then start Paper 3 and coursework preparation in order to free up more time for revision in year 2.

Term 1	Paper 1	Paper 2	<i>Option 4: Students confirm whether they will take AS or A level.</i>
Term 2			
Term 3	AS students sit AS exams A level students sit internal exams		
	Start Paper 3	Coursework preparation	
Term 4	Paper 3 cont'd	Coursework	
Term 5		Paper 1 and 2 revision	
Term 6	Paper 3 revision		
	A level exams		

**Model 3.2**

This centre wants to teach the components one after the other, not in parallel. They start with Paper 1 to give students the breadth before moving on to the linked depth study. They start coursework at the end of the first year and leave Paper 3 until last so that it's fresh in students' minds for the exams.

Term 1	Paper 1	
Term 2	Paper 2	<i>Option 4: Students confirm whether they will take AS or A level.</i>
Term 3	AS students sit AS exams A level students sit internal exams	
	Coursework	
Term 4	Paper 3	
Term 5	Revision: Papers 1, 2 and 3	
Term 6	A level exams	

**Delivery option 5: co-teaching AS and A level (all students sit AS)**

**Model 5.1**

This centre wants to teach two components in parallel in each year. They start revision for Paper 1 and 2 once they've completed the coursework.

Term 1	Paper 1	Paper 2
Term 2		
Term 3	AS exams for Paper 1 and Paper 2	
Term 4	Paper 3	Coursework
Term 5		Paper 1 and 2 revision
Term 6	Paper 3 revision	
	A level exams	

**Model 5.2**

This centre wants to teach the components one after the other, not in parallel. They start with Paper 1 to give students the breadth before moving on to the linked depth study. They start with coursework in the second year and leave Paper 3 until last so that it's fresh in students' minds for the exams. Revision for Papers 1 and 2 starts in term 5, alongside the teaching of Paper 3.

Term 1	Paper 1		
Term 2	Paper 2		
Term 3	AS exams		
Term 4	Coursework		
	Paper 3		
Term 5	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Paper 3</td> </tr> <tr> <td>Revision Paper 1 and Paper 2</td> </tr> </table>	Paper 3	Revision Paper 1 and Paper 2
Paper 3			
Revision Paper 1 and Paper 2			
Term 6	<table border="1" style="width: 100%;"> <tr> <td>Paper 1, 2 and 3 revision</td> </tr> <tr> <td>A level exams</td> </tr> </table>	Paper 1, 2 and 3 revision	A level exams
Paper 1, 2 and 3 revision			
A level exams			