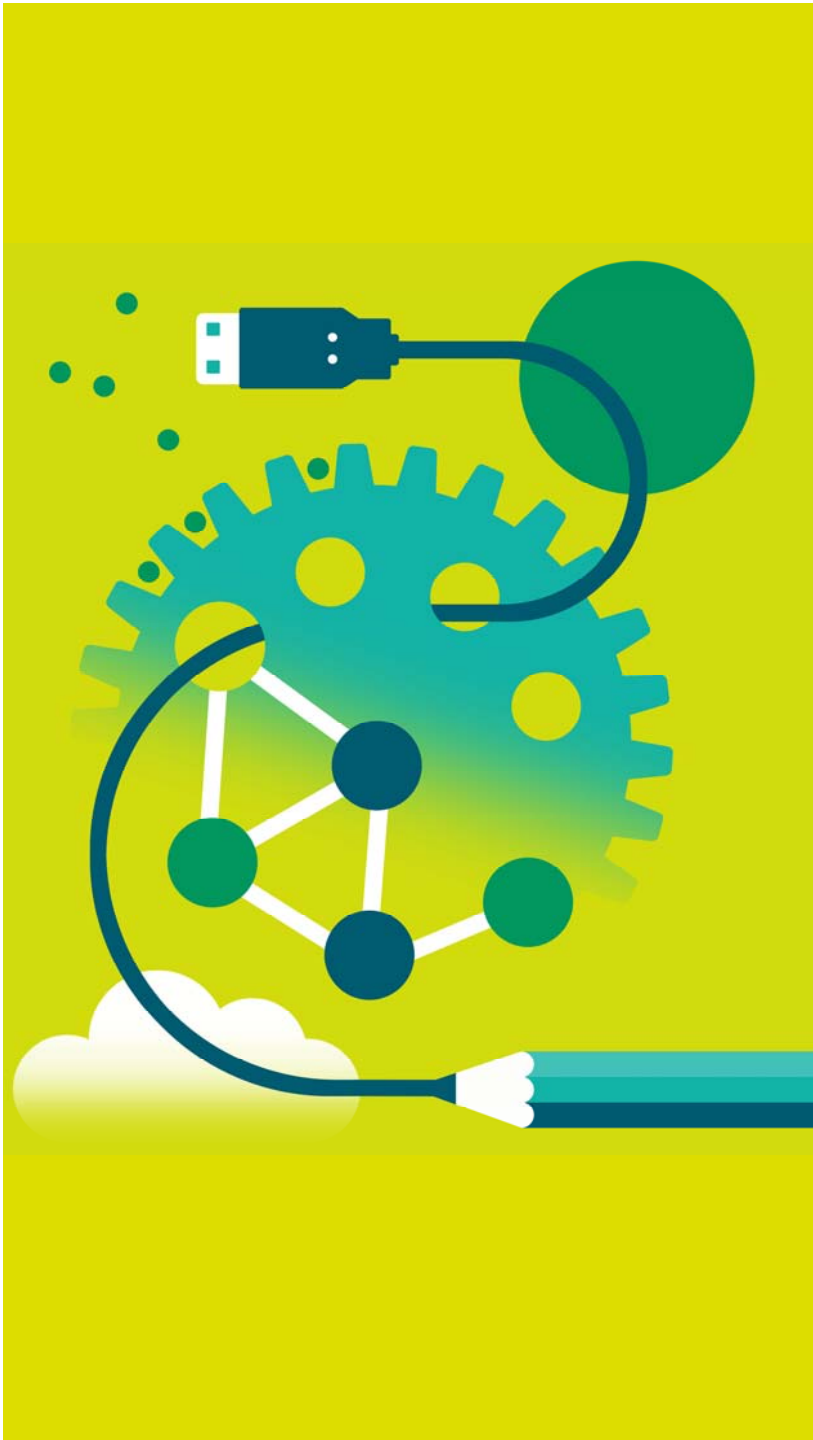


# **AS History (2015)**

## **Feedback on June 2017 Paper 1**

### **Live Online Event**

Course Code: 17OAH02



## 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 plus an 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 plus an 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 (*for Section A, these are 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 determines the relative importance of effects

# Student Response 1

## Section A – Causation Question

Question: Option 8HI0 1C Question 1

Document ID: 0429000201603

Were the actions of Charles I from 1629 the main reason for the outbreak of civil war in 1642?

### 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
- Judgements are reasoned and substantiated – although these could be developed further
- The answer is logical – although organisation has some scope for improvement

**Level 4 – 19 marks**

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# Student Response 2

## Section A – Causation Question

Question: Option 8HI0 1A Question 1

Document ID: 0429000156486

Was poor preparation the main reason why the Second and Third Crusades failed to achieve their goals?

### 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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# Student Response 3

## Section A – Consequence Question

Question: Option 8HI0 1B Question 2

Document ID: 0429000201344

Was the survival of Catholicism in the 1560s and 1570s the main consequence of the implementation of the Elizabethan Religious Settlement of 1559?

### Key features of the response

- Reasoned analysis exploring the relationship between issues
- Accurate and relevant knowledge is applied, demonstrates conceptual grasp
- Judgements are reasoned and substantiated
- Logical, organised and confidently communicated

**Level 4 – 20 marks**

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# Delegate Activity Section A – Consequence Question

Question: Option 8HI0 1B Question 2

Document ID: 0429000201344

**Read the last response to 8HI0 1B Question 2 and try to come up with THREE things that distinguish higher level responses from those at Levels 1 and 2 – i.e. *what would a level 1 or 2 response to this question be likely to do?***

**Use the generic mark scheme for Section A and/or the specific indicative content for 1B Q2 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 – Significance Question

Question: Option 8HI0 1H Q.3

Document ID: 0429000157902

How significant was the 1944 Education Act in the development of education in the years 1918–1979?

### Key features of the response

- Limited analysis of the key features of the period
- Knowledge has some range, but lacks accuracy, depth, and clarity of application
- Judgement is attempted, but limited substantiation (this is a product of issues with knowledge - BP2)
- Attempts at organisation, but lacking in precision & coherence

Level 2 – 9 marks

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# Student Response 5

## Section B – Similarity/difference Question

Question: Option 8HI0 1G Question 3

Document ID: 0429000201615

To what extent were education and culture in the Weimar Republic and the FRG the same?

### Key features of the response

- There is some analysis of issues relevant to the question, largely focused on the second-order concept (similarities/differences)
- Mostly accurate and relevant knowledge is deployed, if lacking depth
- Judgement is offered, although reasoning is limited
- The answer shows some organisation

**Level 3 – 14 marks**

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# Student Response 6

## Section B – Change/continuity Question

Question: Option 8HI0 1H Question 4

Document ID: 0429000202505

How far did industrial relations change in the years 1939–79?

### Key features of the response

- There is analysis exploring key features relevant to the question (if not all fully convincing)
- Sufficient accurate and relevant knowledge is included
- Judgements are largely reasoned and substantiated
- The answer is organised (if not always fully clear and precise)

**Level 4 – 18 marks**

## **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

Question: How far do you agree with the view that the Reagan presidency transformed the USA in the years 1981-96?

Document ID: 0429000155483

Document name: Option 1F (response to Q5)

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

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

Question: How far do you agree with the view that , in the years 1979-97, the Thatcher governments transformed Britain?

Document ID: 0429000202508

Document name: Option 1H (response to Q5)

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

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

Question: How convincing do you find the view that Hitler wanted the Second World War primarily to make living space for Germans?

Document ID: 0429000202760

Document name: Option 1B (response to Q5)

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

# Candidates who didn't do so well (Section C): analysing the interpretations and use of contextual knowledge

Question: How far do you agree with the view that the collapse of the Soviet Union came about because of the USSR's economic weaknesses?

Document ID: 0429000201339

Document name: Option 1E (response to Q5)

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

# Candidates who didn't do so well

## (Section C): reaching a judgement

Question: How far do you agree with the view that the collapse of the Soviet Union came about because of the USSR's economic weaknesses?

Document ID: 0429000201339

Document name: Option 1E (response to Q5)

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

# Delegate Activity Section C – Historical interpretations Question

Question: Option 8HI0 1E Question 5

Document ID: 0429000201339

**Read the last response to 8HI0 1E Question 5 and try to come up with THREE ways to improve the answer**

**Use the generic mark scheme for Section C and/or the specific indicative content for 1E Q.5 to clarify your thinking**

**Put your suggestions on text chat**

# 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

# Examiners' reports

The summary reasons as to why candidates did well, or not so well, are closely related to the feedback found in the examiners' reports.

In these, you will find detailed guidance on performance across all sections, on both generic issues applicable across all options, as well as specific guidance and further examples of responses for individual options.

These can be downloaded from the Pearson/Edexcel website for GCE History.

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 the marks it received.

You can either read the script without the mark, mark and then compare to the given mark, or read the version with the mark, and work out why it was given that mark.

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

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**Mark Battye**

History



UK: 020 7010 2186

Intl: +44 (0)20 7010 2186



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