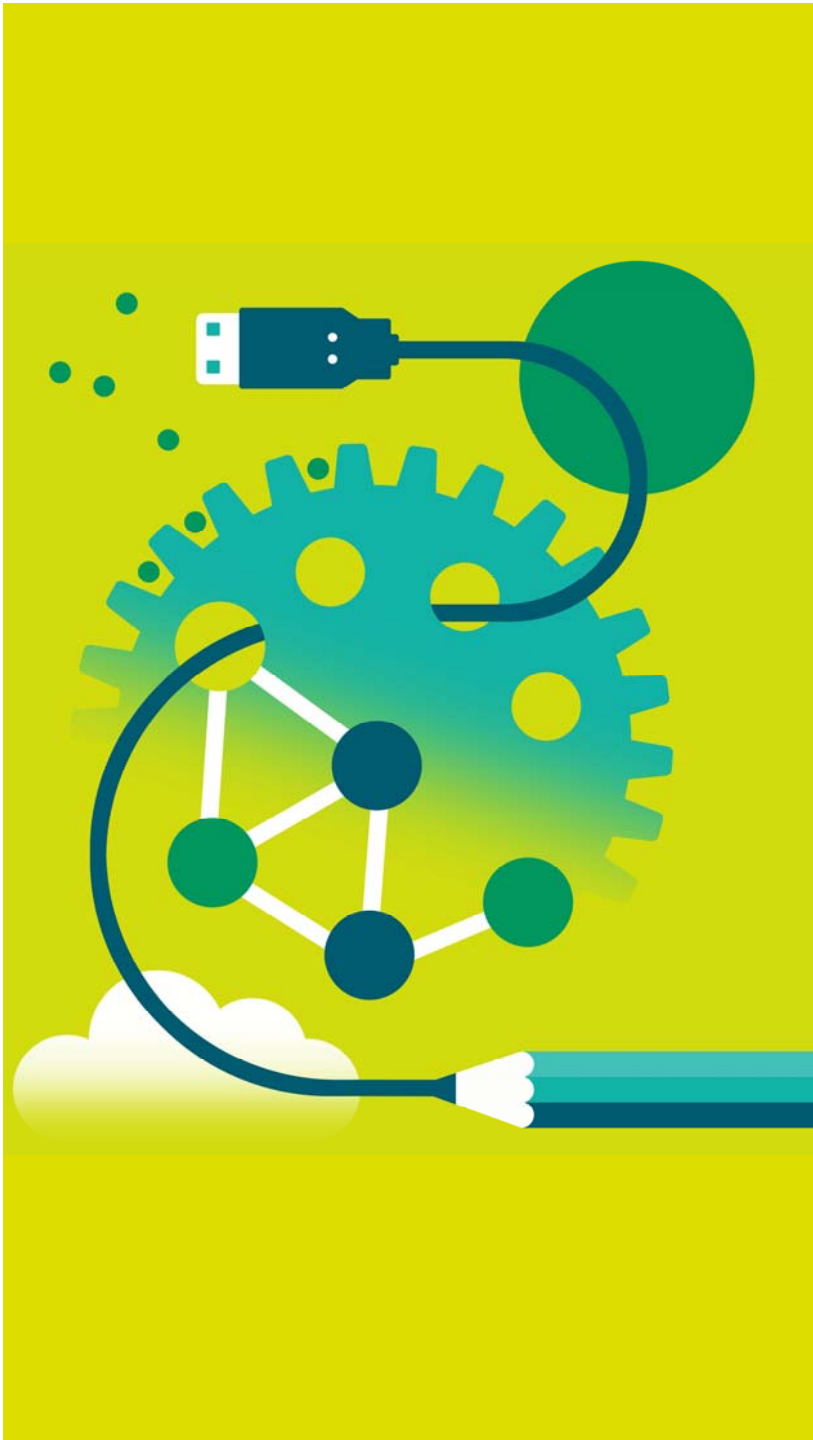




Pearson

# Edexcel AS History (2015) Feedback on June 2017 Paper 2

Course Code: 17OAH03/01



## Your Online Environment

---

**XX** Technical Difficulties & Support

---

**XX** Recording

---

**XX** Communication in an online environment

---

**XX** Asking Questions

---

**XX** Using Polls

---

**XX** Downloading Documents



## Aims and Objectives

---

Delegates will:

- receive feedback on national performance of candidates on Paper 2 of the June 2017 examination series
- consider the variation of candidates' performance on different questions and possible reasons why
- address common issues and FAQs.

# Session Agenda

16:00 Introduction

16:10 Feedback: Section A (a) utility question

16:50 Feedback: Section A (b) reliability question

17.10 Break

17:15 Feedback: Section B essays – second-order concepts and valid criteria

17:50 Review

18:00 Finish

## Introduction to the Assessment

### Content

16 options from Routes A-H covering the history from a range of different periods and countries

### Assessment Objectives / Skills Tested

#### Section A

AO2 20 marks (8;12)

#### Section B

AO1 20 marks

### Structure of Assessment

40 marks (40%)

1 hour 30 minutes

#### Section A

1 compulsory question in 2 parts, each evaluating 1 primary/contemporary source

#### Section B

1 essay from a choice of 3 on any Key topic

# **Polls to get to know the delegates**

# **Section A questions part (a)**

# Principles of the Part (a) mark scheme

- Questions have a common stem: (a) Why is Source 1 valuable to the historian for an enquiry into .....? (AO2 8 marks)
- The question requires evaluation of what the source ***can contribute*** to the enquiry specified
- There is no requirement to consider limitations and candidates ***are not rewarded*** for doing so
- Students are asked to consider what aspects of the source content, and its nature and origin, make it valuable

[inset-online – link to AS/A level Getting Started Guide pages 32-34]



# Principles of the Part (a) mark scheme (2)

Progression is traced in the level descriptors in three elements :

- **Bullet Point 1 - Interpretation and analysis of the source material**  
(Candidates move from comprehension at face value to drawing and supporting inferences)
- **Bullet Point 2 - Deployment of knowledge of historical context in relation to the sources**  
(Candidates move from free standing knowledge to applying it to develop inferences)
- **Bullet Point 3 - Evaluation of source material**  
(Candidates move from asserting value by stereotypical statements to applying valid criteria for reaching judgements on value)

# The principles of ‘best-fit’ 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.

# Principles of the (a) mark scheme (3)

Bullet Point 1 requires candidates to analyse the source material by making supported valid inferences to achieve Level 3 and above

- An inference is an observation about the ***intended or hidden meaning*** of the author
- Valid inferences are supported by material selected from the source and the meaning is explained by the candidate
- A good example of the development of valid inferences is shown in the first example from Option 2F

# Student Response – Candidates who did well

Document ID 0429000795934

Question: Option 2F.1 1a

[Inset online: link to Exemplar document to appear here]

Why is Source 1 valuable to the historian for an enquiry into the role played by Subhas Chandra Bose during the Second World War?

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

# Why Candidates did well - Summary

- Clear comprehension of the source and analysis developed by drawing out key points relevant to the question; valid inferences developed with support from the source material and meanings explained
- Relevant knowledge of the historical context used effectively to explain the inferences and to expand on details
- Valid criteria established to develop the evaluation which takes into account relevant considerations such as the nature and purpose of the source and/or the position of the author

# Marking Activity: Student Response – Candidates who didn't do well

Document ID 0429000795981

Question: Option 2F.1 1a

[Inset online: Marking activity to appear here – link to Exemplar document]

- . This response did not do as well
- . Read the response and identify the flaws in the answer

# Why Candidates didn't do well – Summary

- . Focus is on the enquiry rather than on the value of the source for the enquiry
- . Source material is used only for information and is quoted or paraphrased with no attempt at inference
- . Knowledge is free-standing and/or lacks relevance to the question
- . Evaluation of the source is asserted with no explanation or development from the sources
- . Substantial time is spent on limitations which is not rewarded in question a.
- .

# A word about Indicative Content

All questions are provided with Indicative Content in the mark scheme:

- **Point-led indicative content** providing argument and/or evidence is grouped into material which reflects the elements that are required to meet the demands of a question
- **Section A** indicative content targets source information, aspects of provenance and historical context while **Source B** points which support and modifies/counter
- Indicative content is **not** designed as **a scaffold** by which to organise a response
- Indicative content is **not** a **tick list** of material which should be included



**Section A question  
part (b)**

# Principles of the Part (b) mark scheme

- Questions have a common stem: (a) How much weight do you give the evidence of Source3/4 for.....? (AO2 12 marks)
- Contextual knowledge can be used to confirm or challenge the content of the source, or consider the weight of the evidence in the light of what is known about the purpose or position of its author.
- Students are asked to consider the extent to which aspects of the source content, and its nature and origin, make it reliable for use in the specified enquiry.
- The question requires consideration of the strengths and weaknesses of the evidence to reach a judgement on what reliance may be placed upon it.

# Principles of the Part (b) mark scheme 2

[inset-online – link to AS/A level Getting Started Guide pages 32-34]

- Progression is traced in the level descriptors in three elements shown in the bullet points (slide 9)
- For question (b) a fourth level is added which require the source to be evaluated **securely** with specific focus on the enquiry:
  - analyses source material, interrogates evidence to make reasoned inferences, shows a range of ways in which material can be used
  - deploys knowledge of historical context to illuminate/discuss limitations of source content and interpret source material in context of values and concerns of society from which drawn
  - evaluation uses valid criteria which are justified and applied although may not be fully substantiated; takes into account weight the evidence will bear as part of coming to a judgement

# Principles of the Part (b) mark scheme 3

Bullet Point 2 requires candidates to deploy knowledge of historical context in relation to the sources – at higher Levels :

- may be used to **challenge** key areas of source content or author's intentions/position etc
- may be used to **confirm** reliability and significance
- consideration of weight may be attached to **differing aspects** such as information, claim or opinion
- such consideration, however, should be **convincing** for the specific source in relation to the specific enquiry

# Student Response – Candidates who did well

Document ID 0429001022419

Question: Option 2E.1.1 1b

[Inset online: link Exemplar document to appear here]

How much weight do you give to the evidence of Source 2 for an enquiry into the success of the 'up to the mountains and down to the villages' campaign?

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

# Why Candidates did well - Summary

- Clear comprehension of the source and analysis developed by interrogating the evidence to make reasoned inferences; showing a range of ways in which the material can be used such as valid distinctions between information, claim or opinion.
- Relevant knowledge of the historical context used effectively to illuminate and/or discuss the limitations of the content of the source material; displaying some understanding of the need to interpret source material in its relevant and valid historical context.
- Valid criteria used to develop the evaluation; criteria are justified and applied although not necessarily fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

# Marking Activity: Student Response – Candidates who didn't do well

Document ID 0429001023982

Question: Option 2C.1 1b

[Inset online: Marking activity – Exemplar document to appear here]

How much weight do you give to the evidence of Source 2 for an enquiry into the Terror in 1793-94?

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

- . This response did not do as well
- . Read the response and identify the flaws in the answer

# Why Candidates didn't do well – Summary

- . Focus is on the enquiry rather than on the reliability of the source for the enquiry
- . Poor selection of contextual knowledge which is either not relevant and/or insecure or inaccurate
- . Unrealistic expectations of the source content e.g. an overemphasis on comprehensiveness/omission when author cannot be expected to have included information
- . Weight is established incrementally throughout the response – often using stereotypes – rather coming to an overall judgement.



## Section B Questions

# 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.

# 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
- [inset-online – link to AS/A level Getting Started Guide pages 26-27 ]

# Principles of the Section B mark scheme

- Unlike in Paper 1, essays in Section B of Paper 2 require depth of knowledge as well as breadth.
- Questions may focus on a single year or event, or cover the whole chronology of the depth study.
- The essays target AO1.
- All second order concepts can be used

# 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/continuity, causation, consequence, significance or the extent of similarity/difference

# AO1: Making judgements and applying criteria

[inset on-line please link to - [Applying Criteria: Guidance on the application of valid criteria in making a judgement](#) )

- 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; a 'significance' question would require a discussion of criteria related to impact.

# Student Response 1

## Section B – Causation Question

Question: **Option 8HI0 2G.1 Question 4**

Document ID: **0429000831937**

How accurate is it to say that the weakness of the political opposition was responsible for the establishment of a fascist dictatorship in the years 1922-26?

[Inset online: [link to Exemplar document to appear here](#)]

### 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**

# Student Response 2

## Section B – Consequence Question

Question: **Option 8HI0 2E Question 4**

Document ID: **0429000806556**

How accurate is it to say that Chinese involvement in the Korean War (1950-53) strengthened communist rule in China?

**[Inset online: link to Exemplar document to appear here]**

### 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**



# Student Response 3

## Section B – Change Question

Question: Option 8HI0 2B Question 4

Document ID: 0429000837395

How accurate is it to say that Luther's influence over the German Reformation declined in the years 1525-46?

[Inset online: link to Exemplar document to appear here]

### 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

# Delegate Activity Section B

## – Change Question

Question: **Option 8HI0 2B Question 4**

Document ID: **0429000837395**

How accurate is it to say that Luther's influence over the German Reformation declined in the years 1525-46?

[Inset online: link to Exemplar document to appear here]

**Read the last response to 8HI0 2B Question 4 and try to identify where the student has applied valid criteria for judgement**

**Use the generic mark scheme for Section B and/or the specific indicative content for 1B Q.4 to clarify your thinking**

**Put your answers on text chat**

# Student Response 4

## Section B – Significance Question

Question: Option 8HI0 2H Question 6

Document ID: 0429000796229

How significant were the social welfare and employment programmes in the domestic policies of President John F. Kennedy?

[Inset online: link to Exemplar document to appear here]

### Key features of the response

- There is limited analysis of key features relevant to the question
- Mostly accurate and relevant knowledge is included but it lacks range/depth
- Limited overall judgement and implicit criteria
- The answer shows some attempt at organisation

Level 2

# Student Response 5

## Section B – Similarity-Difference Question

Question: Option 8HI0 2A Question 6

Document ID: 0429000795401

How accurate is it to say that Henry II followed a similar policy towards Wales and Scotland in the years 1154-74?

[Inset online: link to Exemplar document to appear here]

### 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**

# Common Issues

Many Section A responses were not focused on the requirements of the question:

- part (a) utility (why useful; not extent)
- part (b) reliability to evaluate source

Section A responses did not identify and develop valid inference

Section B responses were not adequately focused on the conceptual demands of the question to reach Level 4.



# Considering Delivery Strategies and sharing best practice

1. Teaching Strategies
2. Resources
3. Technology

# Support

## **Subject Advisor for History:**

Mark Battye   UK: 020 7010 2186  
Intl: +44 (0)20 7010 2186

[TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com)

[Twitter - @Pearson\\_History](#)

For more information, please contact subject advisors, subjects pages/communities and ask the expert.

[Click here to go to "Contact Us" Webpage](#)

# Pearson Paid-For Published Resources

<http://qualifications.pearson.com/en/support/published-resources/about-published-resources.html>



# Other useful links

## 1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

## 3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

**Any questions?**

**Thank you for  
attending this event.**

*How did we do?*

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

# **There's so much more to learn**

Find out more about our range of events at  
<http://qualifications.pearson.com/training>

ALWAYS LEARNING