

# A Level History

Coursework Marking Training  
Module 1  
Understanding the assessment  
requirements



# Aims and objectives

- Understand the coursework requirements
- Consider selection of topic and question framework
- Understanding of how to administer and assess the coursework
- Consider 'good practice' and avoid 'pit falls'

# Coursework Overview



# Coursework overview

- **Free choice of topic:** It can derive from, or relate to, the content of Paper 1\*, Paper 2 or Paper 3, or it can be on a different topic.
- Students complete an assignment of 3,000–4,000 words on a **question set by the centre**. It is teacher-marked and externally moderated.
- Both AO3 and AO1 are assessed.
- The focus is on understanding the **nature** and **purpose** of the work of the historian. Students will be required to **analyse, explain and evaluate** the interpretations of three historians.
- The main driver when deciding on topic/questions should be historical interpretations.

*\*though it must not duplicate the interpretations section of Paper 1*

# Question setting

- The question, problem or issue should be sufficiently complex and interesting enough to have generated disagreement between historians.
- The question, problem or issue could concern any of the following perspectives: aesthetic, cultural, ethnic, political, religious, scientific, social or technological, and could include debates on continuity, causation, consequence, similarity, difference or the key features of societies and periods.
- The question, problem or issue should allow the candidate to select the work of three historians that show differences of view, interpretation or emphasis that can be compared so that valid judgments can be made.

# Question framework

Historians have disagreed about [the chosen question, problem or issue].

What is your view about [the chosen question, problem or issue]?

With reference to three chosen works:

- analyse the ways in which interpretations of the question, problem or issue differ
- explain the differences you have identified
- evaluate the arguments, indicating which you found most persuasive and explain your judgements.

([A Level History Specification](#): p117)

([A level History example coursework questions](#): ten examples)

([Getting Started](#): p46)

# Administration of coursework



# Administration

- The sample (sent to the moderator) must include highest and lowest scoring candidates.
- The sample (sent to the moderator) must include a copy of the EDI form.
- Candidate work must include a word count (final total at the end or cumulative page count).
- The resource record sheet is a record of the process – both for student and teacher – and this should be reflected by regular date reference.
- The authentication sheet should be used to summarise the level for each bullet point – assisting understanding of how the ‘best-fit’ level and mark was arrived at.
- Ensure there are no errors in the mark on candidate work and the EDI.

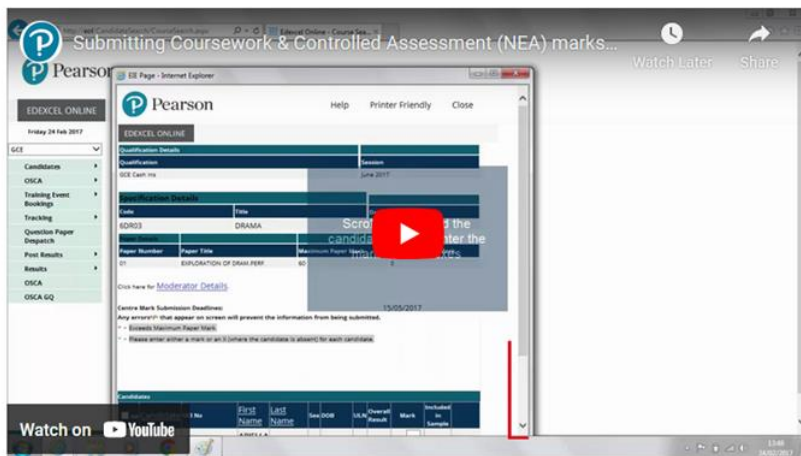


# Learner work transfer portal

- Coursework is now submitted electronically, rather than by post, using the new learner work transfer portal.

## How to submit coursework marks online to Pearson

Marks should be submitted to us via Edexcel Online. You should be able to start submitting marks from March 2022 but you won't be able to view the requested sample until mid-April 2022. For each student you should submit the raw mark out of 40. Please do not try to double the mark or convert them into a percentage or grade.



Mark Battye has created guidance on submitting coursework, including a video on how to use the portal [here](#).

- You will find information and guidance about this under [Forms and administration](#) on the Pearson Qualifications website.

# Annotation and marking

- Annotation should be used to show how the original centre marks were arrived at in relation to the generic mark scheme.
- Best practice is to ensure that the annotation is based on the 5 bullet points.
- Summaries on the authentication sheet are helpful to the external moderation process.
- Bullet point 3 and 4 require careful consideration when considering the 'best fit' level.
- Level 1 and Level 5 answers tend to be obvious – it is discriminating between Level 2 and Level 3, and, particularly Level 3 and Level 4 that proves to be most difficult and requires a 'best fit' approach.

# Coursework assessment



# Mark Scheme progression

The mark scheme traces progression in five traits (see Specification, pp123–125):

- Identification of, selection from, and deployment of material relevant to an aspect of historical debate
- Ability to reach and sustain an overall judgement about a matter of historical debate in its historical context
- Analysis and explanation of differences in historians' views
- Evaluation of, and judgement on, historians' arguments
- Demonstration of understanding of relevant concepts and organisation and communication of a concisely-formulated argument.

# Criteria for judgement

- It may be helpful for students to think in terms of the criteria for judgement they apply when making decisions [judgements] in everyday life – to buy clothes (fit, fashion and price) or prefer a certain TV programme or film (artists, characters, special effects, storyline). For example:
- ‘I chose this pair of trousers. It was the best.’ A judgement given, with justification asserted
- ‘I chose this pair of trousers because it suited me best.’ A judgement with some justification, but without the evidence of valid criteria being applied
- ‘I chose this pair of trousers because, although others were a better fit or better price [+ comparative details], this pair was the best combination of a good fit round the waist and the right length at a price which I could afford.’ Exemplifies the use of criteria for overall judgement and with justification.

([Getting Started](#)) ([Guidance on applying criteria](#))

# Approaching marking

- Start at Level 5.
- Refer to the first bullet point: Does it meet the criteria for L5? If not, drop to L4. Does it meet the criteria for L4? If not, drop to L3. Is it better than the criteria for L3? If so, go back to L4 and see if it is 'best fit' for L4 rather than L3. If necessary, you may have to move down to L2 or L1 before you have arrived at a 'best-fit' level for the bullet point.
- Repeat the process for each of the 5 bullet points.
- You now have an answer profile, which may well have different levels for different bullet points.

# Applying an overall level and mark from the answer profile

Here are some examples of answer profiles – can you allocate a Level and a mark range or mark, assuming that the student has kept to 3,000–4,000 words, meeting the requirement of being ‘concise’?

	Answer 1	Answer 2	Answer 3
Bullet point 1	L4	L3	L4
Bullet point 2	L4	L3	L3
Bullet point 3	L4	L2	L3
Bullet point 4	L4	L3	L3
Bullet point 5	L4	L2	L3

# Answers

Answer 1:

High Level 4 – (mark range 30–32) the qualities of Level 4 are securely displayed

Answer 2:

Mid Level 3 – (mark range 19–21) – sufficient Level 3 qualities are demonstrated

Answer 3:

Low Level 4 – (mark range 25–26) – just enough to move into low Level 4



# Mark Scheme

## **Level 3** (first two bullet points)

- A range of material relevant to the enquiry has been identified from reading and appropriately cited. Information has been appropriately selected and deployed to show understanding of the overall issue in question.
- A judgement on the question is related to some key points of view encountered in reading and discussion is attempted, albeit with limited substantiation. Contextual knowledge of some issues related to the debate is shown and linked to some of the points discussed.

## **Level 5** (first two bullet points)

- A range of material relevant to the enquiry has been identified from reading, appropriately cited and selected and deployed with precision to demonstrate understanding of the issues under debate. Most of the relevant aspects of the debate will be discussed in a sustained evaluative argument.
- Material from reading is used with discrimination to sustain a considered overall judgement on the question. Contextual knowledge of the issues is fully integrated into the discussion of the debate.

# Feedback review of moderation previous summer series



# Areas of concern

- Candidates writing significantly beyond the word limit and this not being addressed by the centre.
- Candidates treating the enquiry as a review of historiography and 'schools of thought' or as an examination type question.
- Candidates having too many works in their supplementary reading that do not help in assisting their view about the interpretation under discussion.
- Candidates not really getting to grips with the three chosen works.
- Candidates can determine how they structure their assignment, but the elements of the enquiry must be addressed.

# Next steps

On completion of this module, you can move to Module 2, where we will go through a couple of exemplar candidate coursework answers before you can practise marking exemplars at a convenient time and pace.



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