

Edexcel A level History Summer 2022 Feedback

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Agenda

- Summer 2022 entry data
- Grade boundaries and statistics
- ResultsPlus and Access to Scripts
- Senior examiner feedback / exemplar student answers
- Summer 2023 series
- Discussion

Summer 2022 entry data



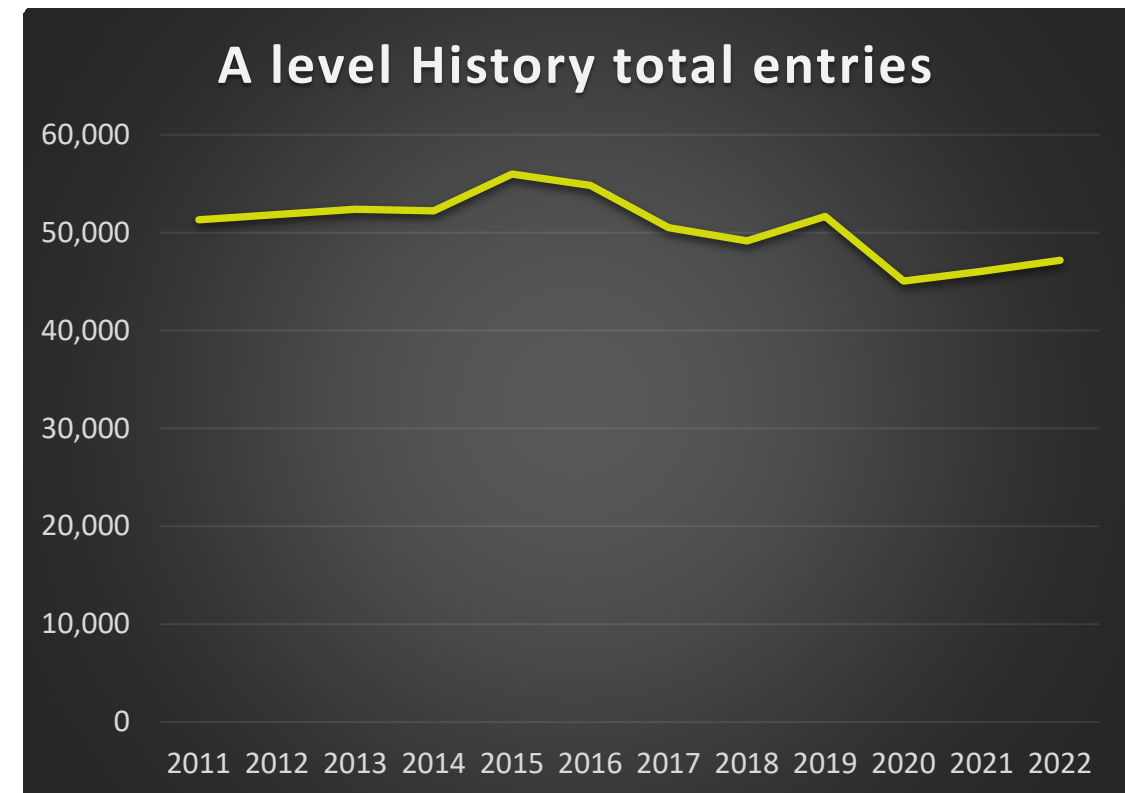
A level History entries

Total entries

- In Summer 2022 we had **12,931** entries.
- The total number of entries in England, Wales and NI was **47,173**.
- Entry numbers are recovering since the drop in 2020.
- Is A level History increasing or decreasing in popularity at your centre?
- How do students perceive the qualification?

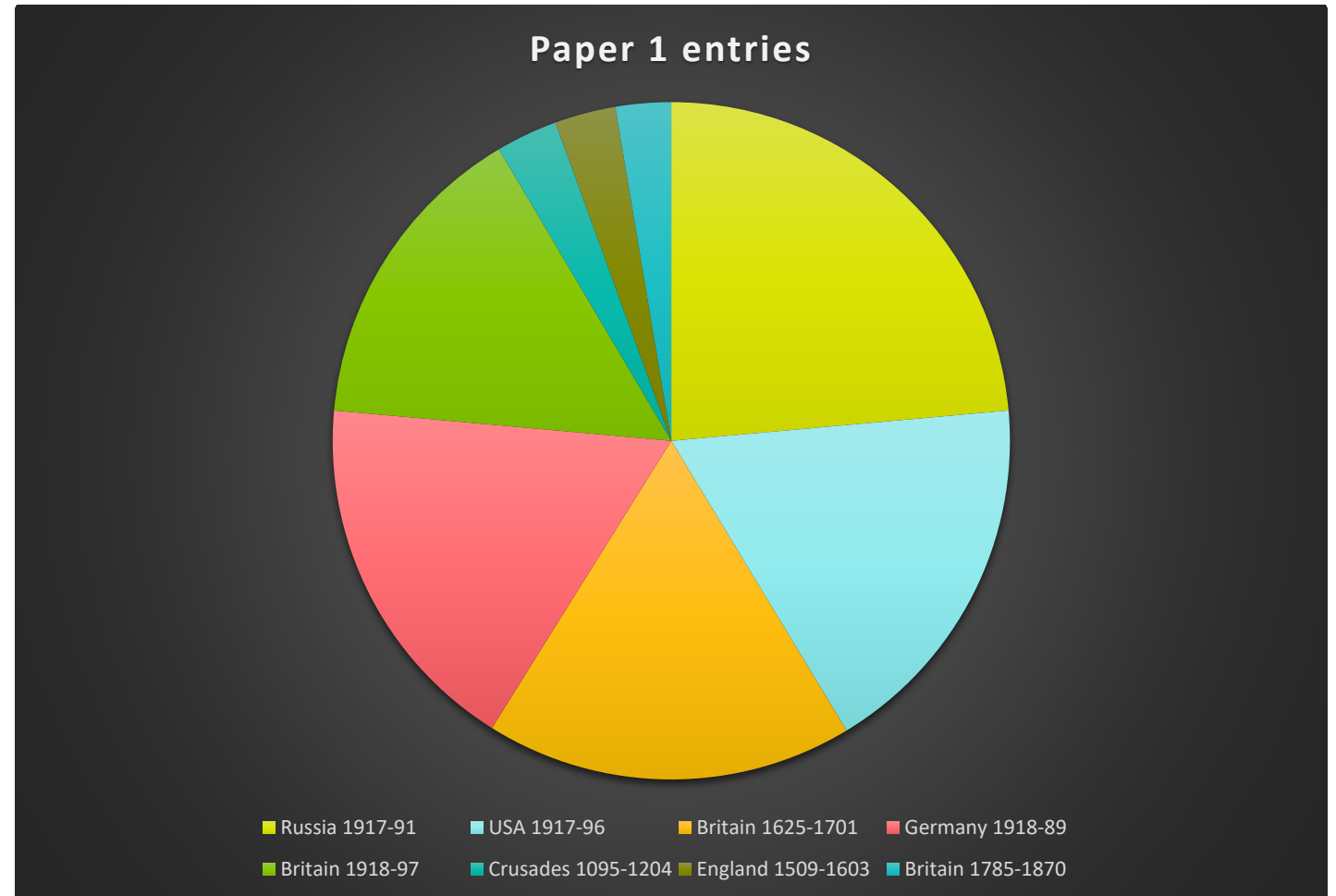
Advance Information

- The use of Advance Information seems to have gone smoothly this summer.



Paper 1 entries

- The most popular Paper 1 breadth study options are:
 - Russia, 1917-91
 - USA, 1917-96
 - Britain, 1625-1701
 - Germany, 1918-89
- 75% of students entered for Routes E–H on Papers 1/2: entirely twentieth-century.
- Entry numbers are stable, but some growth in C20 Britain and C20 Russia and some decline in Tudors and Stuarts.



Paper 2 entries

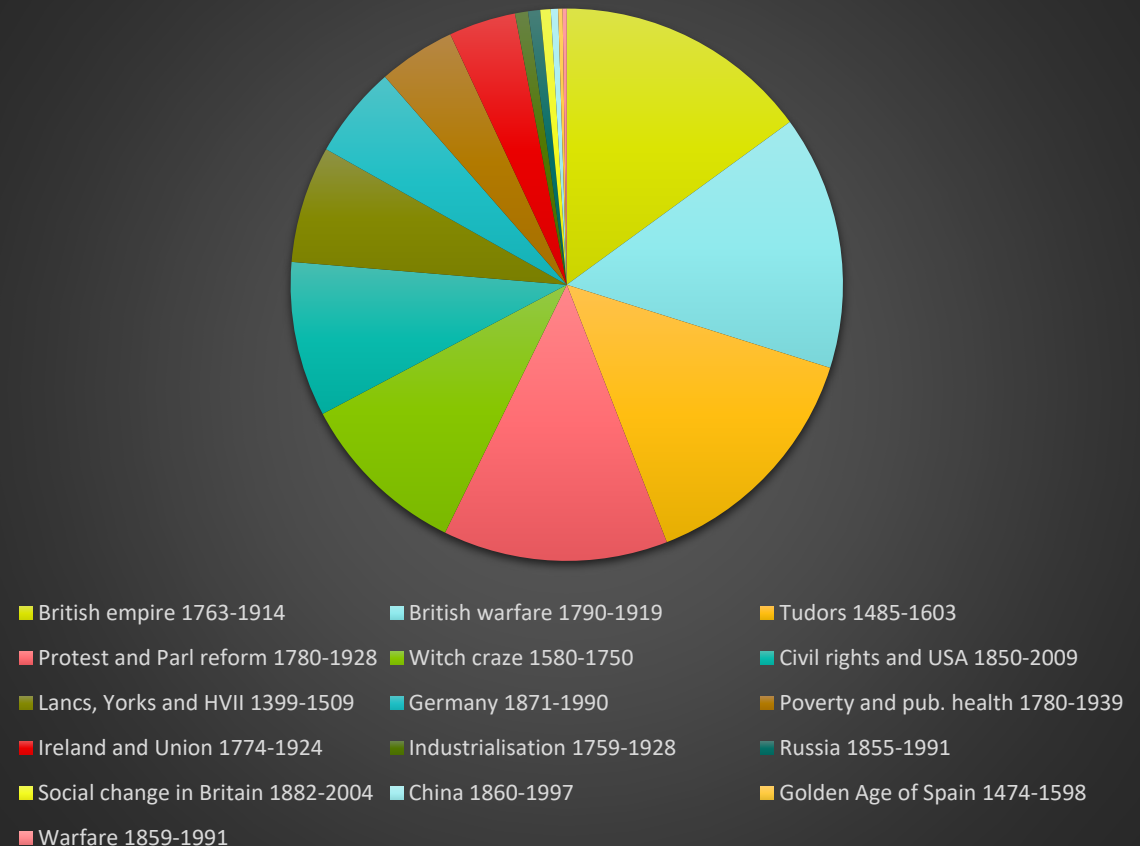
- The most popular Paper 2 depth study options are:
 - China, 1949-76
 - Italy, 1911-46
 - Russia, 1894-1924
 - South Africa, 1948-94
 - USA, 1920-55
 - USA, 1955-92
- Entry numbers are stable, but some growth in USA 1920-55 and China and some decline in GDR, Reformation and French Revolution.



Paper 3 entries

- The most popular Paper 3 breadth/depth options are:
 - British empire
 - British warfare
 - Rebellion under Tudors
 - Protest and Parl reform
 - Witch craze
 - Civil rights and USA
- Entry numbers are stable, but some growth in British empire, Witch craze and Parl reform and some decline in British warfare, Germany and Tudors.

Paper 3 entries



Grade boundaries and statistics



Grade boundaries

You can find grade boundaries on our website:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

- **Subject-level grade boundaries** are available for each possible combination of topics available.
- This means we can adjust for any difference in level of demand on different options and award grades more accurately to reflect student performance, for example:

A level overall grade boundaries			Max Mark	A*	A	B	C	D	E	U
9HI0	A Level History 04 1A 2A 30	Subject	200	166	151	127	103	79	55	0
9HI0	A Level History 04 1A 2A 31	Subject	200	165	150	126	102	78	55	0

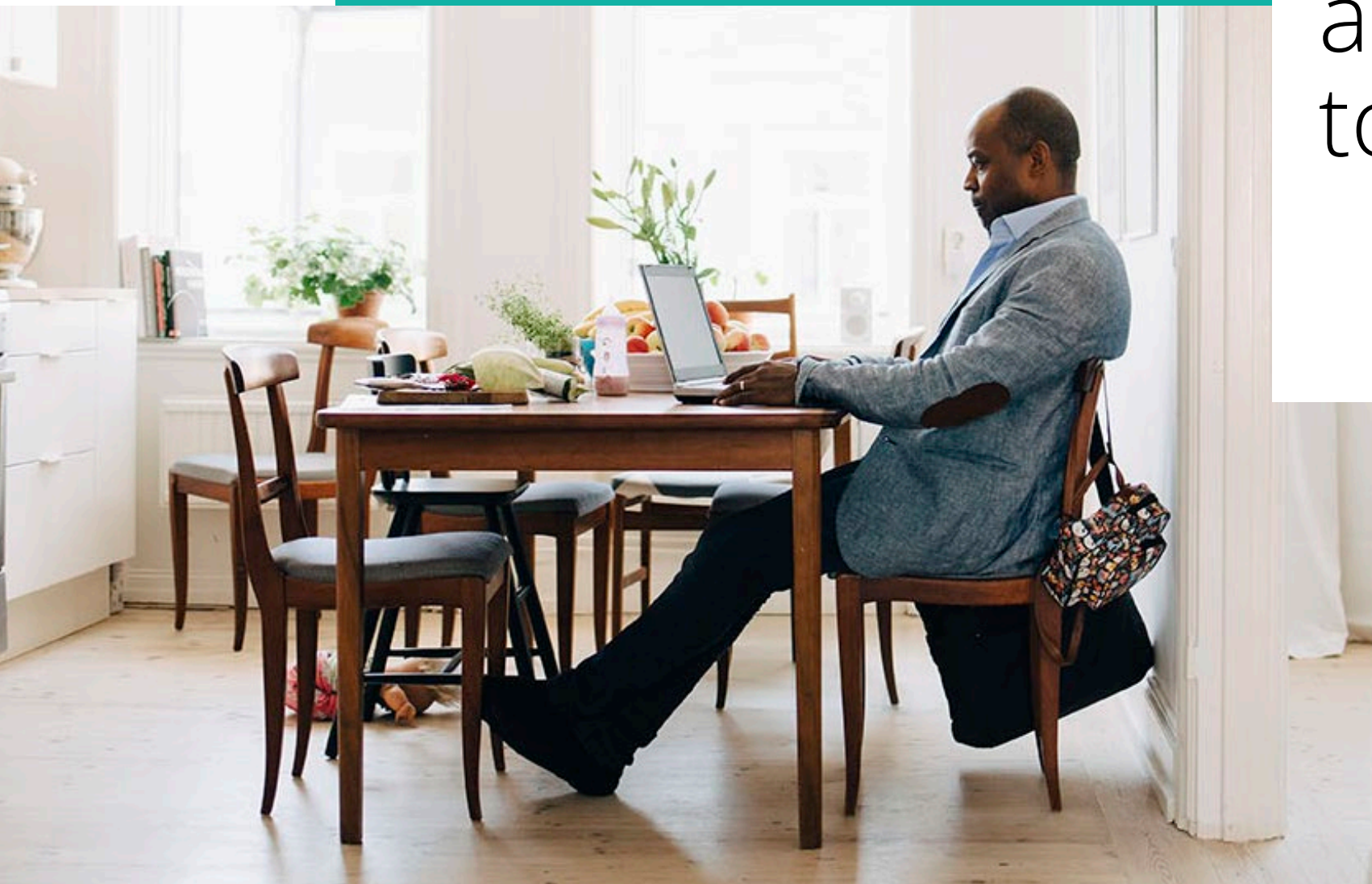
- Notional paper-level grade boundaries are also available for each paper.

Grading outcomes in 2022

- Ofqual asked exam boards to award grades that reflect a midpoint between the 2019 and 2021 series in terms of the % of students achieving each grade. <https://ofqual.blog.gov.uk/2022/07/06/exam-results-2022-10-things-to-know-about-gcse-as-and-a-level-grades/>
- This doesn't mean grade boundaries are halfway between 2021 and 2019 – they vary from year to year depending on how students perform. This year students had advance information which was different to 2019. Also, Nov 20 and 21 series had tiny entries so should be treated with caution.
- **Grade statistics** are on our website available: <https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-statistics.html>
- Cumulative % outcomes for Edexcel A level History over time:

9H10	A*	A	B	C	D	E
2018	4.7	21.8	58.4	85.0	96.2	99.2
2019	4.5	20.0	56.7	84.6	95.9	99.0
2021	14.7	40.7	70.8	90.6	97.4	99.7
2022	11.4	33.0	69.2	89.0	96.7	99.1

ResultsPlus and Access to Scripts



ResultsPlus



- ResultsPlus is our free results analysis tool which lets you analyse your students' results from the summer series: www.qualifications.pearson.com/resultsplus
- Use your [Edexcel Online](#) account to log in – ask your Exams Officer to grant you ResultsPlus access if you don't currently have it.
 - detailed analysis of your students' performance
 - identify areas where students could develop their learning further
 - compare student performance with class or national averages
 - use the data to support more effective teaching and learning
- **Global data** (all students who entered for a qualification in a particular series) are available on ResultsPlus.
- We also create a spreadsheet for each series with the data tidied up. Look under the Guide dropdown on the GCE History [Teaching and learning materials](#) tab.

Guidance **NEW**



[GCE A level History June 2022 Results Plus data](#)

Global data from the June 2022 series

| XLSX 59.3 KB | 24 August 2022

An example of how to use these tools

- *We didn't get as many A grades as we'd hoped for – how could we make improvements?*
1. ResultsPlus **cohort paper analysis** will show you your school's average score on each question vs the national cohort – use this tool to identify questions which performed poorly, e.g.:

Paper: Paper 1H-BRITAIN TRANSFORMED View paper				
Question ↓	Score ↕	Performance ↕	Edexcel Ave : ALL Edit ↕	Variance ↕
Q01	15.11/20	<div><div></div></div>	13.43/20	↑ +8.40 %

2. ResultsPlus **download results** will provide you with a spreadsheet showing the marks of every student on every question – choose to focus on students who performed worse than expected, e.g. on the questions identified above and also students who performed well on these questions for comparison.
3. ResultsPlus **global results analysis** provides a spreadsheet showing mean marks of all students on all questions – broken down by each grade so can see mean mark grade A students scored on each question.
4. Use our **Access to scripts** tool to download the scripts of students you wish to analyse in more detail.
5. Compare your student performance to the exemplars in the **examiner reports**.
6. We can't comment on marked scripts but do contact us if you need help understanding mark scheme.

Access to Scripts



- Use our **free Access to Scripts service** to view your students' marked exam scripts: <https://qualifications.pearson.com/en/support/Services/access-to-scripts.html>
- The service is available from results day until **16 December 2022**.
- This **case study** with a GCSE History centre offers ways you can use Access to Scripts: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/GCSE-History-Access-to-scripts-South-Bank-case-study.pdf>
 - understand student performance
 - professional development
 - model answers for classroom teaching
 - motivating and encouraging students.
- Plan time to use the service, e.g., to download scripts and set up departmental time to review them.
- Use Access to Scripts with ResultsPlus – the two complement each other.

Feedback on summer 2022 series





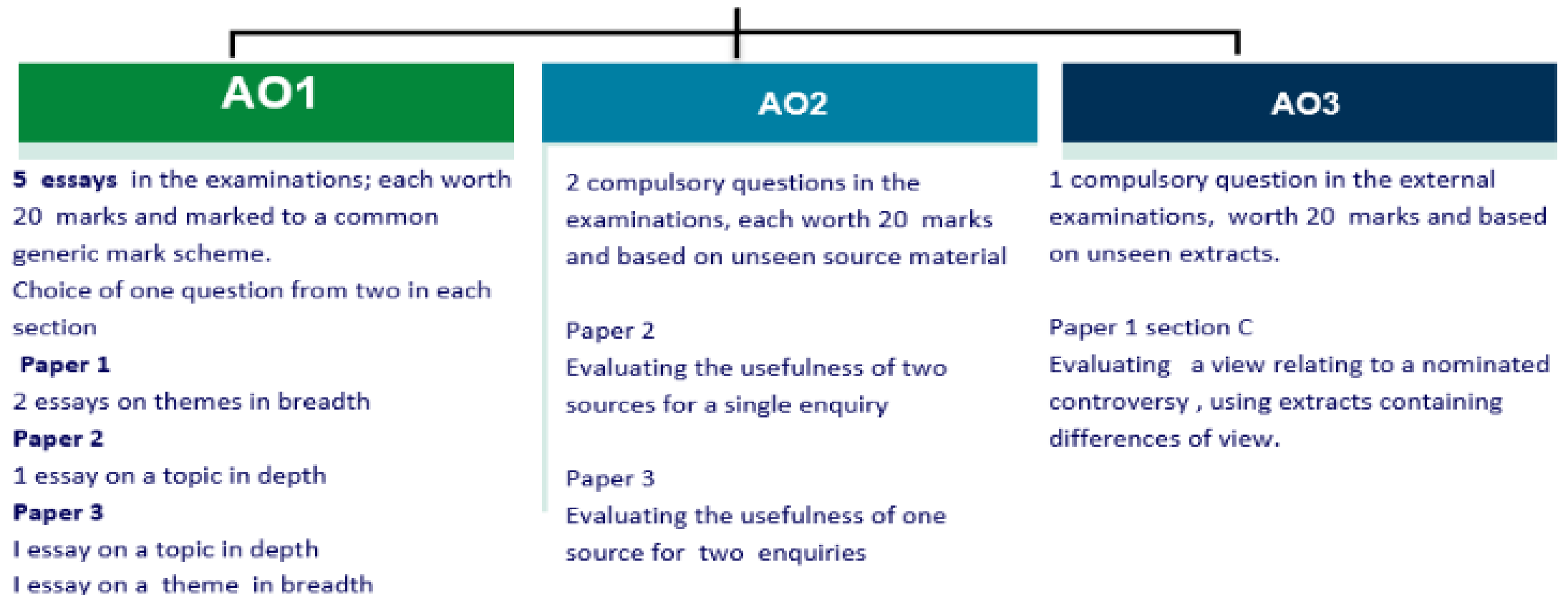
Assessment objectives

AO1 – Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance (55%)

AO2 – Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context (20%)

AO3 – Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted (25%)

Key features of external assessment



AO1 in Papers 1, 2 and 3



Principles of the AO1 generic mark scheme

- There are four strands in the generic mark scheme. These are indicated by four separate bullet points. The generic mark scheme indicates how these bullet points progress through the levels.
 - Bullet point 1 relates to the analysis and exploration of the key features and characteristics of the period in relation to the focus of the question.
 - Bullet point 2 relates to the selection and deployment of knowledge in relation to the question and the conceptual demands of the question.
 - Bullet point 3 relates to evaluation and judgement.
 - Bullet point 4 deals with the way in which the argument is organised and communicated.

Responses that did well

- Were clearly organised, often evidenced by planning, and effectively communicated their arguments.
- Were targeted on analysis and explored the focus of the question under consideration.
- Considered both the given factor/feature/issue and counter points with sufficient precisely-selected knowledge to show understanding
- Had used Advance Information appropriately so that responses deployed sufficient knowledge to demonstrate an understanding of the conceptual focus of the question.
- Reached a judgement that was linked to the conceptual focus of the question, e.g. causation, significance.
- Established criteria that explain and justify the judgement that has been reached, e.g. why was x the most important reason; why was y less significant than z.
- Dealt securely with breadth in the breadth questions.

Responses that did less well

- Did not deal with the conceptual focus of the question with sufficient clarity.
- Were often generalised in its approach, with only limited analysis.
- Contained contextual knowledge that was inaccurate, outside the chronology of the question, of doubtful relevance and/or was descriptive.
- Asserted judgements without establishing criteria.

Applying criteria

- 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.
- The mark scheme progression moves from the lack of, or implicit use of, criteria through to the selection and application of valid criteria that enable a judgement to be made and supported in the response.
- Candidates are not rewarded for using the wording of the mark schemes in their responses, but for applying the principles that these represent.
- Further guidance and exemplification can be found via this link:
<https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/GCE-History-guidance-to-application-of-valid-criteria.pdf>
- The Paper 1 network event (spring 2022, [here](#)) included useful ideas on applying criteria to judgements for the different second-order concepts.

Breadth questions

- Are set on both Paper 1 and Paper 3.
- On Paper 3 they will be set to cover a chronological range of at least 100 years.
- Breadth is considered as part of the assessment in bullet point 2 of the mark scheme.
- To achieve Level 5, candidates must meet the demands of the question 'fully'.
- To achieve Level 4, candidates must meet 'most' of the demands of the question.
- The expectations for breadth in Paper 3 are made explicit in the Principal Examiner reports that are available on the GCE History page of the Edexcel Pearson website ([here](#)).

Edexcel AS and A level History (2015)

Advance Information Summer 2022 > [Access your subject's advance information](#)

Course materials

FILTERS

CATEGORIES

- ☐ Specification and sample assessments (5)
- ☒ Exam materials (739)

Exam materials (739)

June 2022 **NEW**

AO1 responses

- The first answer is from Section B of Paper 2 South Africa, 1948–94 (9HI0 2F), delegate booklet pp.3–5.
- This is a Level 3 response – consider the ways in which it could have been improved.
- The second answer is from Section C of Paper 3 Mass media and social change in Britain, 1882–2004 (9HI0 39), delegate booklet pp.6–12.
- This is a Level 5 response. Consider the qualities that it demonstrates that secure it in this level.
- Now focus specifically on bullet point 2 in relation to the 9HI0 39 question. Discuss which level the response achieves for this bullet point and why.

AO2 Papers 2 and 3 – Section A



Principles of the AO2 generic mark scheme

There are three strands in the generic mark scheme. These are indicated by three separate bullet points. The generic mark scheme indicates how these bullet points progress through the levels.

- Bullet point 1 relates to the interpretation and analysis of the source(s).
- Bullet point 2 relates to the use of contextual knowledge to explain the meaning and implications of the source(s) and/or to discuss the limitations of what is in the source(s).
- Bullet point 3 relates to the evaluation of the source(s) to indicate the weight and value in terms of both content and provenance.

Responses that did well

- Were able to draw out reasoned inferences from both sources (Paper 2) or for both enquiries (Paper 3), which had been developed and supported from the source(s).
- Used relevant knowledge of the historical context effectively to explain the inferences, to expand on details and/or to challenge the arguments raised by the source(s).
- Evaluated the source(s) thoroughly in relation to the demands of the question on the basis of contextual knowledge and/or the nature, origin and purpose of the source.
- In Paper 2, answers understood the requirement to use the sources together and there was evidence of this.

Responses that did less well

- Engaged in some paraphrasing of content or lacked support and development of any of the inferences cited.
- Spent a significant part of the answer describing contextual knowledge that was often not linked to the source.
- Used contextual knowledge from beyond the time frame of the question.
- Evaluated the source(s) in stereotypical ways without directly applying it to what was in the source(s).
- Commented on what was missing from the source(s) when the source(s) could not reasonably be expected to provide that information.
- In Paper 2, there were responses that attempted to use the sources together throughout the answer – this is not a requirement and for some candidates was not an effective approach.

AO2 responses

- The first answer is from Section A of Paper 3 Protest, agitation and Parliamentary reform in Britain, c1780–1928 (9HI0 36), delegate booklet pp.14–17.
- This is operating at the lower end of Level 3 overall. What level would you allocate to each bullet point and why?
- The second answer is from Section A of Paper 2, Spain, 1930–78 (9HI0 2G), delegate booklet pp.18–26.
- This is a Level 5 response. Consider the qualities that it demonstrates that secure it in this level.
- In the light of these responses to AO2 questions, discuss what strategies you could use in the future to develop your candidates' approach to this Assessment Objective.

AO3

Paper 1 – Section C



Principles of the AO3 generic mark scheme

- There are three strands in the generic mark scheme. These are indicated by three separate bullet points. The generic mark scheme indicates how these bullet points progress through the levels.
 - Bullet point 1 relates to the interpretation and analysis of the provided extracts.
 - Bullet point 2 relates to the deployment of knowledge of issues related to the debate.
 - Bullet point 3 relates to the evaluation of, and judgement about, the interpretations provided in the extracts.

Responses that did well

- Clearly engaged with the different arguments provided within the two extracts, recognising that these are historical interpretations.
- Provided a comparative analysis of the different interpretations, e.g. considered their differences or compared their arguments.
- Explored the validity of the arguments offered by the two historians in light of the evidence, both from within the extracts, and supported by reference to the candidates' own contextual knowledge.
- Made careful selection of contextual knowledge so that it was related to the issues raised within the extracts and integrated with them.
- Reached a judgement about the view provided in the question, taking account of the views of both extracts in the process.

Responses that did less well

- Made limited or uneven use of the extracts.
- Misinterpreted the arguments presented in the extracts.
- Shifted the focus of the response to the broader topic, rather than focusing on the arguments presented in the extracts.
- Presented contextual knowledge in stand-alone sections, rather than integrating it with the interpretations of the sources.
- Provided a very limited conclusion or merely summed up the views in the two extracts. This meant there was only a limited judgement as to 'how convincing' the candidate found the stated view.

AO3 response

- This response is from Section C of Paper 1 Russia, 1917–91 (9HI0 1E), delegate booklet pp.28–34.
- It is a secure Level 5 response.
- Look for examples of the qualities that make it secure in this level.
- In the light of this response to an AO3 question, discuss what strategies you could use in the future to develop your candidates' approach to this Assessment Objective.

Summer 2023



Summer 2023 series

- On 29 September, the DfE and Ofqual confirmed plans for Summer 2023 exams:

<https://www.gov.uk/government/news/exams-head-back-to-normality-in-2023>

<https://www.gov.uk/government/speeches/grading-exams-and-assessments-in-summer-2023-and-autumn-2022>

“GCSE, AS, and A level exams in England will largely return to pre-pandemic arrangements next summer as young people continue to recover from the pandemic. ...

“To protect students against the disruption of recent years, and in case students’ performance is slightly lower than before the pandemic, senior examiners will use the grades achieved by previous cohorts of pupils, along with prior attainment data, to inform their decisions about where to set grade boundaries.

“This mirrors the approach used in the first years of reformed GCSEs and A levels...”

- No Advance Information of exam content will be provided.
- A series of consultations has been launched relating to qualifications next year and in future years.



Discussion

Discussion points

Feedback on Summer 2022

- How did your students find this summer's series?
- What did you think of this summer's papers?
- Online training delegates: please add your thoughts in the chat box. Even if we don't have time in this session to discuss all the points raised, we will read them afterwards and take on board your feedback.

Looking forward to Summer 2023

- How are your new Y13 students progressing towards the summer 2023 series?
- Have you learnt any new aspects to teaching A level History over the last couple of years that you are continuing with? Any new revision strategies?
- Any support or training that you would like us to provide?

History Subject Advisor

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