

# A Level History

Summer 2023 series  
feedback event



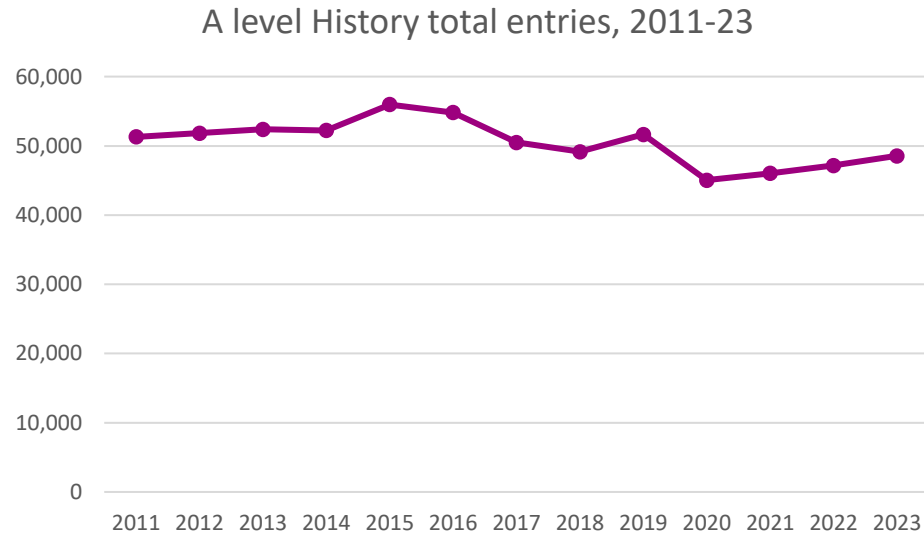
# Agenda

- Summer 2023 entry data
- Grade boundaries and statistics
- ResultsPlus and Access to Scripts
- Feedback on Summer 2023 series
- AO1 in Papers 1, 2 and 3
- AO2 in Papers 2 and 3
- AO3 in Paper 1
- Upcoming support and training
- Discussion

# Summer 2023 entry data



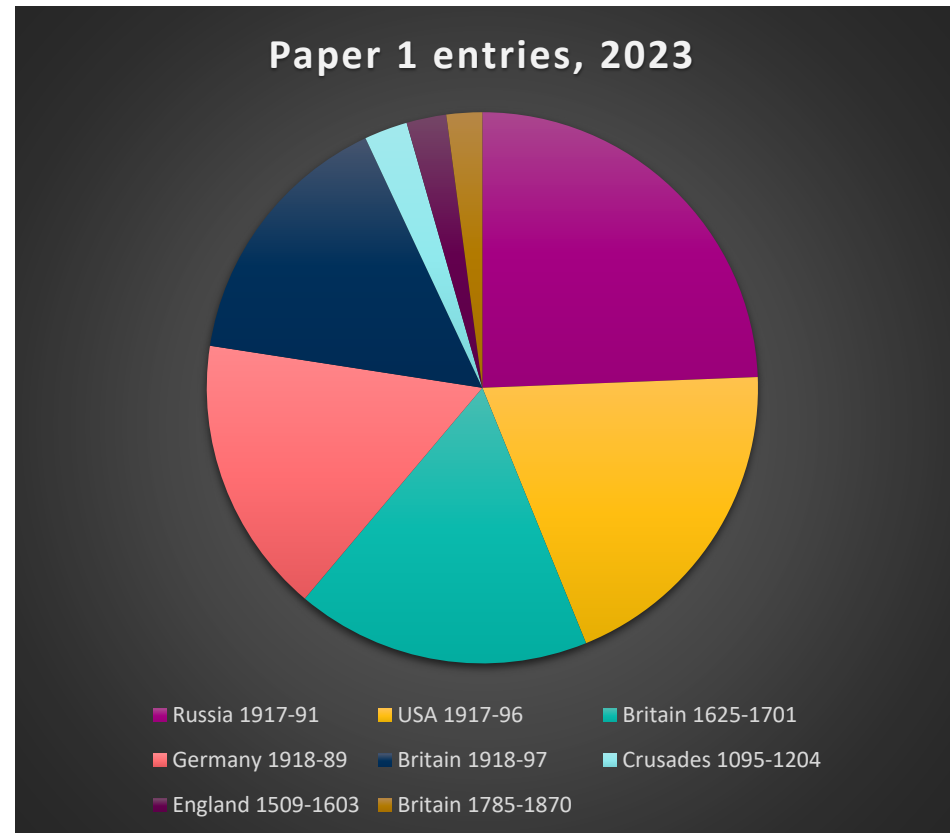
# A level History entries



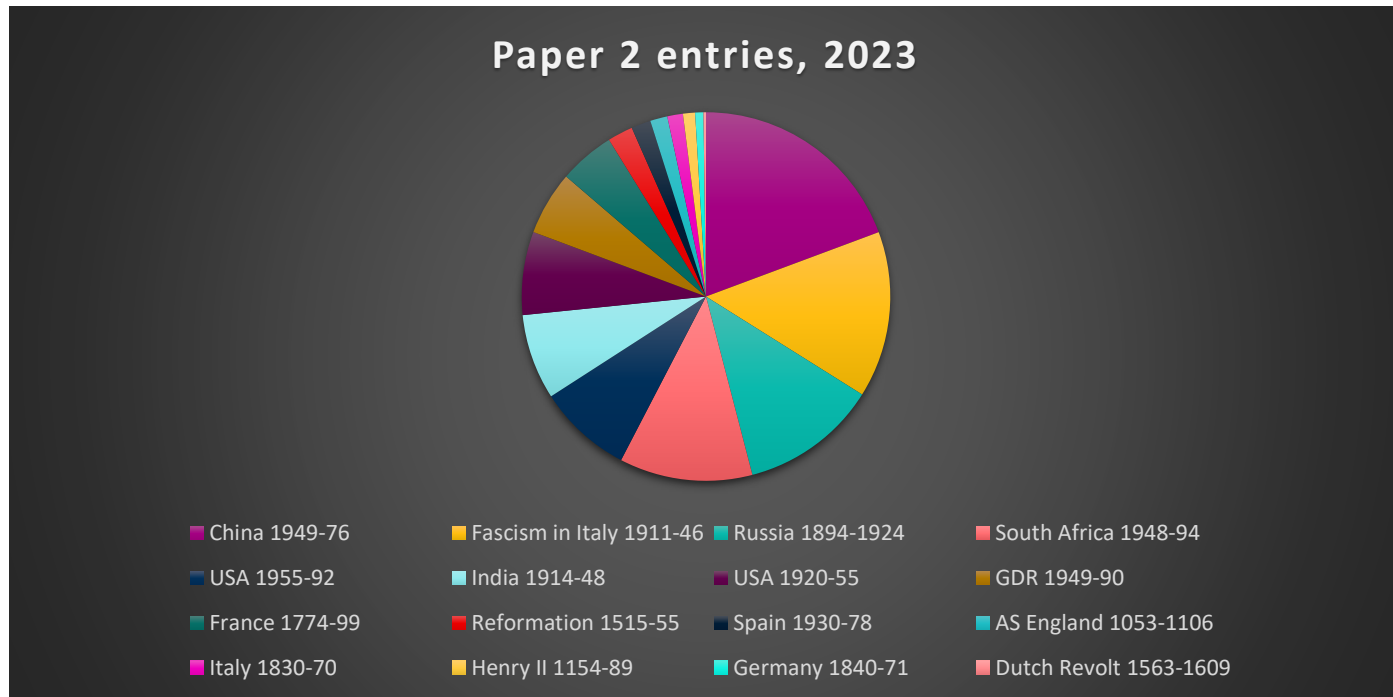
- In Summer 2023 we had **13,272 entries**.
- The total number of entries in England, Wales and NI was **48,566**.
- Entry numbers are recovering since the drop in 2020.
- Is A level History increasing or decreasing in popularity at your centre?
- How do students perceive the qualification?

# 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 USA and C20 Russia and some decline in C20 Germany.

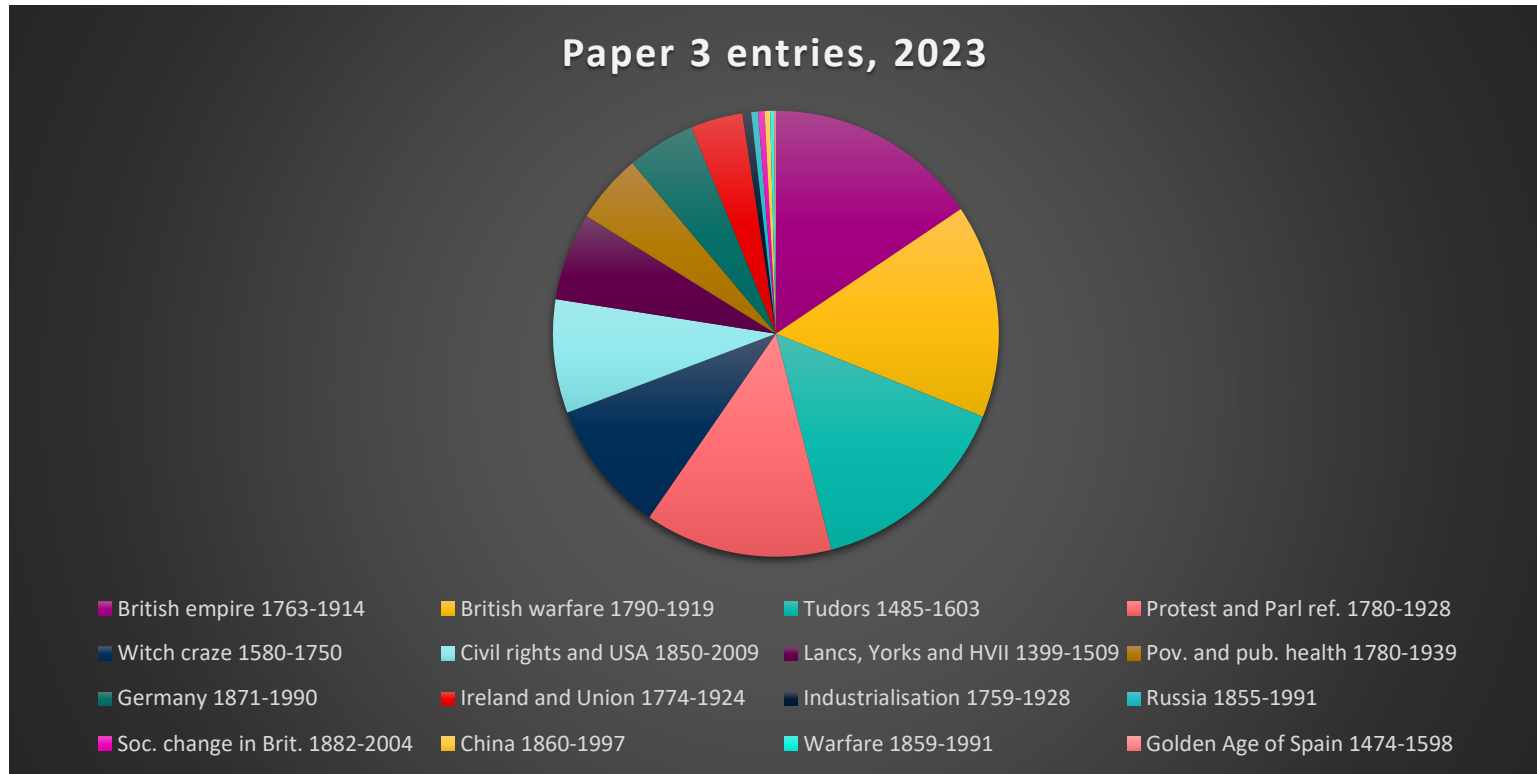


# Paper 2 entries



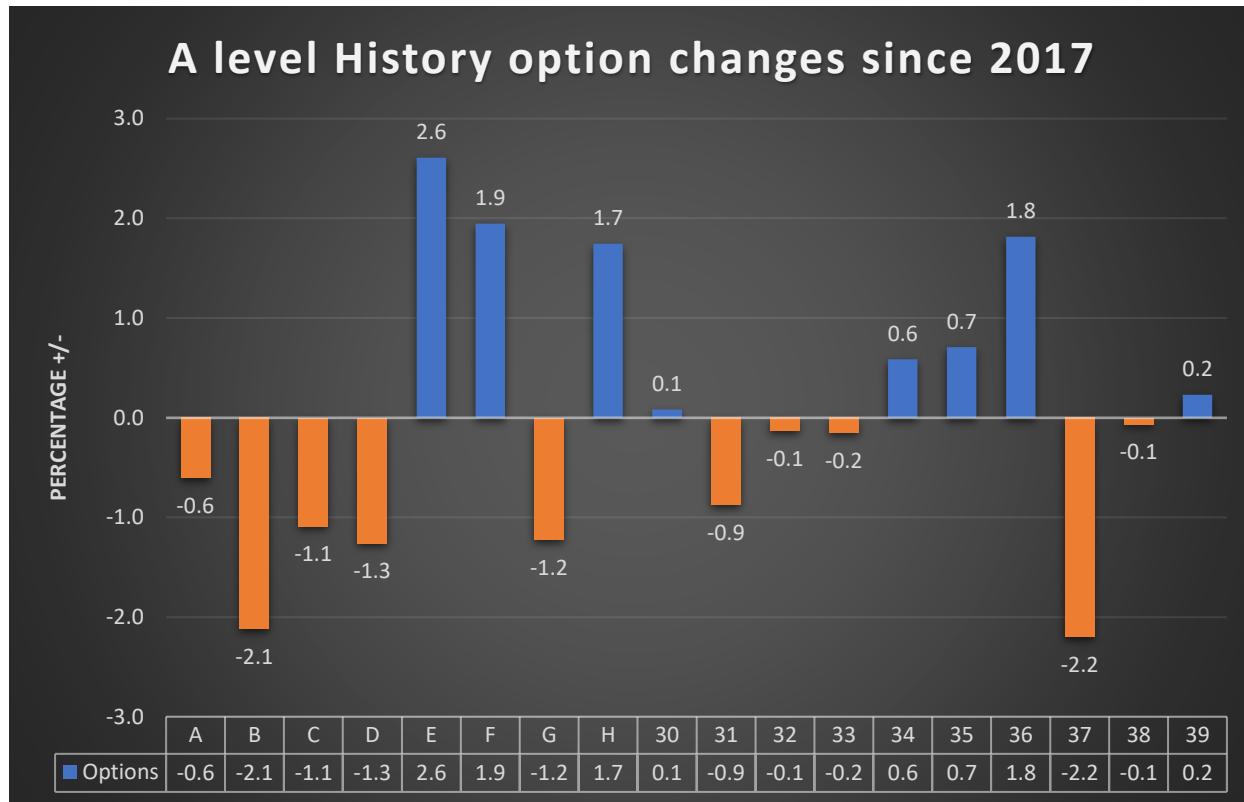
- The most popular Paper 2 depth study options are:
  1. China, 1949-76
  2. Italy, 1911-46
  3. Russia, 1894-1924
  4. South Africa, 1948-94
- Entry numbers are stable, but some growth in South African and USA 1955-92 and some decline in Italy and Anglo-Saxon England.

# Paper 3 entries



- The most popular Paper 3 breadth/depth options are:
  1. British empire, 1763-1914
  2. British warfare, 1790-1919
  3. Tudors, 1485-1603
  4. Protest and Parl reform, 1780-1928
- Entry numbers are stable, but some growth in the four largest options.

# Changes in routes/options since 2017



- Routes E, F and H, and options 34, 35, 36 and 39 have grown since 2017.
- The percentage changes are all small.



# 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	174	157	132	108	84	60	0
9HI0	A Level History 04 1A 2A 31	Subject	200	174	157	133	109	85	62	0
9HI0	A Level History 04 1A 2A 32	Subject	200	173	156	132	108	84	60	0

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

# Grading outcomes in 2023

**Grade statistics** are available on our website:

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

- For Summer 2023, the approach all exam boards have taken was to return to pre-pandemic grading. The outcomes of the A level History award this summer were therefore in line with Summer 2019.
- Cumulative % outcomes for Edexcel A level History over time:

9HI0	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
2020	11.2	34.9	67.5	91.0	98.4	99.8
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
2023	4.8	24.4	60.4	83.8	94.4	98.4

# ResultsPlus and Access to Scripts



- ResultsPlus is our free results analysis tool which lets you analyse your students' results from the summer series: [www.qualifications.pearson.com/resultsplus](http://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 Guidance dropdown on the GCE History [Teaching and learning materials](#) tab.



GCE A level History June 2023 Results Plus data

Global data from the June 2023 series

| XLSX 60.9 KB | 22 August 2023

# 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 **15 December 2023**.
- 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 the summer 2023 series



# Assessment objectives

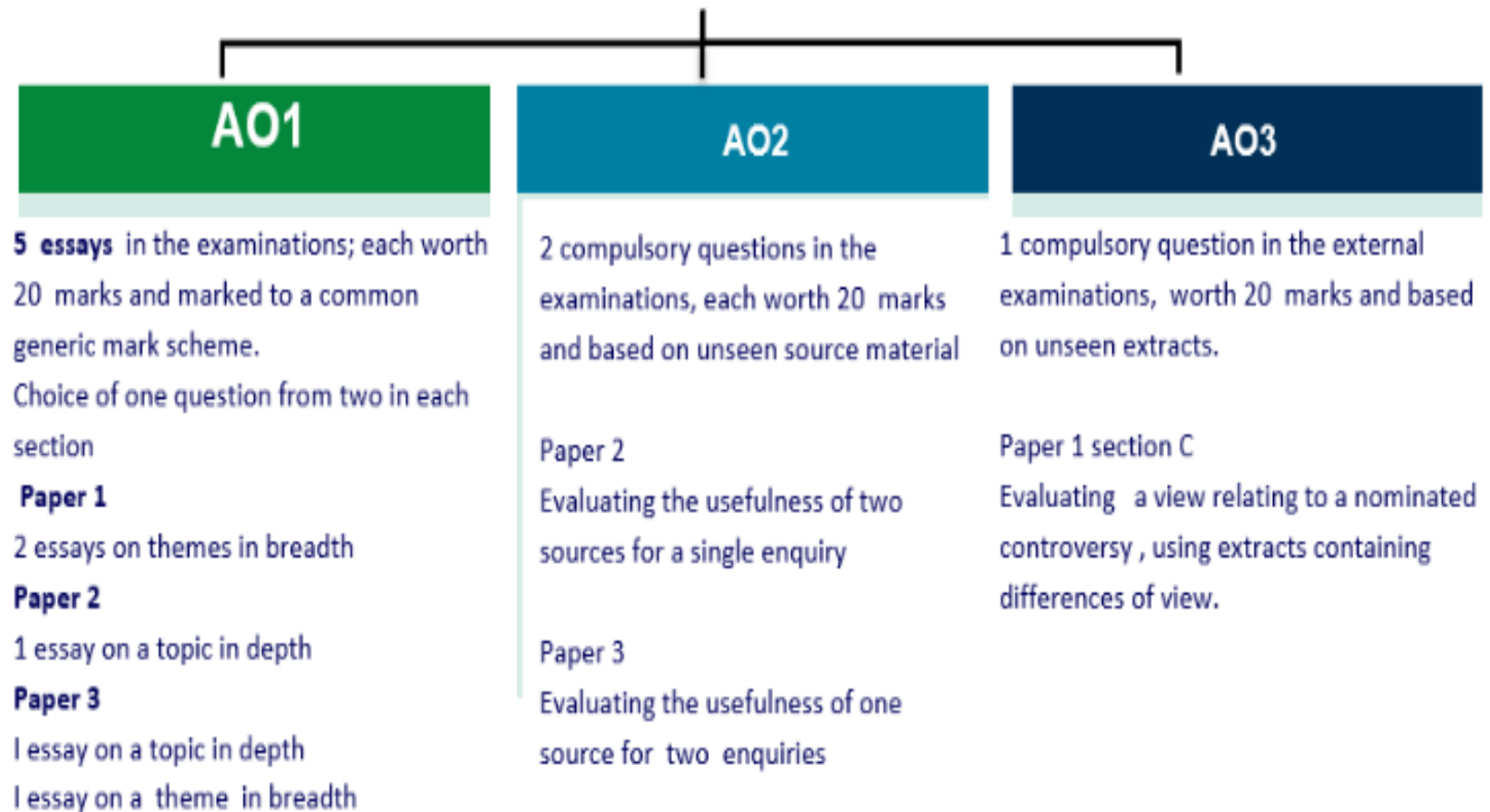
**AO1** – Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance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

Refer to page 3 of the Delegate Booklet to see how each bullet point progresses through the levels from Level 1 to Level 5.

# Responses that did well

- Were well organised, often showed evidence of planning, and communicated their arguments effectively.
- Were targeted on analysis, explored the focus of the question under consideration and maintained that focus for most, if not all, of the response.
- Considered both the given factor/feature/issue and counter points with sufficient precisely-selected knowledge to demonstrate a secure understanding.
- Reached a judgement that was clearly linked to the conceptual focus of the question, e.g. causation, significance. This was often demonstrated throughout the answer, not just in the conclusion.
- 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

- Attempted to use an answer that had, perhaps, been written previously as homework, as a template for the answer in this examination. This meant that the focus was not on the question set in this examination series.
- Had insufficient knowledge of the stated factor in the question and attempted to answer the question by dismissing it with very limited discussion, or in some cases, completely ignoring it.
- Answered a question that required a discussion of extent by only considering one side of the argument, rather than both sides of the argument. Answers to such questions do not need to be balanced, but both sides must be considered in order to enable a judgment on extent to be reached.
- Had limited knowledge of when particular events took place and were therefore unable to write within the chronological parameters of the question.
- Were descriptive and/or generalised in approach, with only limited analysis.
- Were assertive rather than analytical.

# Applying criteria

- There did appear to be fewer issues relating to the use of criteria this summer, but it is worth remembering the key points so that this progress is maintained going forward.
- 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 these two links:
  - <https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/GCE-History-guidance-to-application-of-valid-criteria.pdf>
  - <https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/a-level-history-spring-2023-online-network-event.zip>

# 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](#)).

# AO1 responses

- The first answer is from Section B of Paper 3, Civil rights and race relations in the USA, 1850–2009 (9HI0 39).
- Delegate booklet pp.4–8.
- This is a Level 3 response.
  
- The second answer is from Section B of Paper 2, Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy (9HI0 2G).
- Delegate booklet pp.9–12.
- This is a Level 5 response.



# AO2 in Papers 2 and 3



# 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) in relation to the enquiry/enquiries posed.
- 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) in relation to the enquiry/enquiries posed.
- Bullet point 3 relates to the evaluation of the source(s) to indicate its weight and value in terms of both content and provenance in relation to the enquiry/enquiries posed.

Refer to page 13 of the Delegate Booklet to see how each bullet point progresses through the levels from Level 1 to Level 5.

# 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) and that were clearly linked to the focus of the enquiry/enquiries.
- 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).
- Did not include extraneous contextual knowledge that had no real bearing on the content or provenance of the source(s) provided
- 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

- Had a limited focus on the specific terms of the question. Such answers often talked in very general terms about what could be learned from the source(s) without applying that to precise terms of the question.
- Engaged in paraphrasing of content or asserted the existence of inferences without support and development from the source(s).
- Spent a significant part of the answer describing contextual knowledge that was often not linked to the source.
- Had limited grasp on the chronology of the question and therefore used contextual knowledge from beyond the question's time frame in ways that were not relevant.
- 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.

# 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.14–19.
- This is a response that is on the borderline between Level 3 and Level 4.
- The second answer is from Section A of Paper 2, South Africa, 1948–94 (9HI0 2F).
- Delegate booklet pp.20–26.
- This is a Level 5 response.

# AO3 in Paper 1



# 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.

Refer to page 27 of the Delegate Booklet to see how each bullet point progresses through the levels from Level 1 to Level 5.

# 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.
- Used careful selection of contextual knowledge so that it related to the issues raised within the extracts and integrated with them.
- Showed a secure awareness throughout the response of the demands of the question, linked to the use of the extracts.
- 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 elements of 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 or lacked sufficient contextual knowledge that was linked to the arguments in the extracts.
- Treated the extracts as if they were sources and applied AO2 skills rather than AO3 skills.
- 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.28–35.
- It is a secure Level 4 response.

# Upcoming support and training



# Support and training

## Support

- Comprehensive coursework guide, drawing together all existing support
- Details and links to existing support materials listed here:
- <https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/pearson-edexcel-gce-history-support-materials-details-and-links.pdf>

## Training

- 23 November: Coursework marking training: live Q&A with the Principal Moderator
- Spring term online network event (*date tbc*): Coursework teaching ideas and strategies

# Discussion



# Discussion points

## **Feedback on Summer 2023**

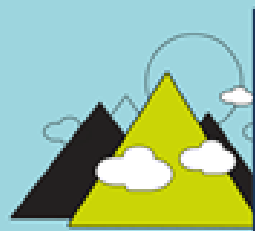
- How did your students find this summer's series?
- What did you think of this summer's papers?
- Online training delegates: please add your thoughts in the chat box. Even if we don't have time in this session to discuss all the points raised, we will read them afterwards and take on board your feedback.

## **Looking forward to Summer 2024**

- How are your new Y13 students progressing towards the summer 2024 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 additional support or training that you would like us to provide?

# Find out more

For more courses see our [Pearson Professional Development Academy](#).



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