

A Level History

Coursework Marking Training
Module 4

Exemplars and
Live Q&A session



Aims and Objectives

- Welcome to the live Q&A session for A Level History coursework marking training.
- The aim of this two-hour session is:
 - to practice marking and to review exemplar scripts
 - to give you the opportunity to ask questions about A Level History Coursework based on your completion of Modules 1, 2 and 3.
- Summer series feedback on Papers 1–3 is available [here](#), under the Past training content dropdown.

Course materials

FILTERS

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- ☐ Specification and sample assessments (5)
- ☐ Exam materials (743)
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- ☒ Teaching and learning materials (95)

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Past training content **NEW**



A level History summer 2022 series feedback event

Feedback on the summer series, including entry data and grade statistics, plus senior examiner feedback with exemplar student responses

| ZIP 8.0 MB | 24 October 2022

NEW

Marking practice



Exemplars

- There are four exemplars from the summer 2022 series , scripts A–D, available in the delegate download.
- The generic mark scheme for A Level History coursework (from the specification) is also included in the delegate download.
- First of all, read and mark exemplar **Script A**.
- Consider what level you would place it at for each of the five bullet points. Build an answer profile, then consider the ‘best fit’ level and where in that level it would sit.

Bullet points

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

Exemplars: Script A

- **Script A** was awarded 40 marks, by the centre, which places it at the top of Level 5.
 - BP1 – there is a range of relevant material to the enquiry identified from reading, appropriately cited, and deployed with precision demonstrating a clear understanding of the issue under debate (Level 5).
 - BP2 – there is a sustained judgement, which is integrated into the discussion throughout (Level 5).
 - BP3 – there is analysis of the three chosen works and the differences between them, with explanation of the basis of the authors' arguments – look at the start of some of the paragraphs (Level 5).
 - BP4 – valid criteria are established and justified (Level 5).
 - BP5 – knowledge is deployed to show understanding of the conceptual focus, it is concise, well-organised, logical and coherent (Level 5).
- The centre was accurate in its judgement, applied the mark scheme appropriately, and the mark of 40 was agreed.

Exemplars: Script B

- Now, read and mark exemplar Script B.
- Again, using the generic mark scheme, consider what level you would place it at for each of the five bullet points. Build an answer profile, then consider the 'best fit' level and where in that level it would sit.

Bullet points

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

Exemplars: Script B

- **Script B** was awarded 26 marks, by the centre, which places it in the low-level mark range of Level 4.
 - However, the script does not demonstrate Level 4 qualities. There are biographical sections about each of the authors of the chosen works, which are not required, there is limited identification of differences, and attempts at establishing criteria are weak and limited
 - BP1 – some relevant material for the enquiry has been identified and appropriately cited (Level 3).
 - BP2 – judgement is related to some key points with limited substantiation – look at the conclusion section at the end (Level 3).
 - BP3 – analysis of chosen works is by comparison and description of some points of differences, but limited understanding of the reasons for differences (Level 2).
 - BP4 – attempts to establish criteria but substantiation is weak (weak Level 3).
 - BP5 – knowledge lacks range and depth (weak Level 3).
- The centre was too generous in its judgement. The ‘best fit’ for this work is the mid-Level 3 mark range (19–21) and its moderated mark was 21.

Exemplars: Script C

- There are two more scripts that you can look at it your own time.
- **Script C** was awarded 32 marks, by the centre, which places it in the high-level mark range of Level 4.
- The word count shows that it is significantly over the allowed guidance level and, therefore, cannot be awarded the top mark in Level 4.
- However, the script satisfies the bullet points in Level 4 and was moderated to a mark in the mid-level range of 27–29 at 28.
 - BP1 – a range of material has been selected, appropriately cited and is deployed to show understanding of the issue (Level 4).
 - BP2 – a judgement is made and it comes mostly at the end (weak Level 4).
 - BP3 – there is analysis of the chosen works and explanation of some of the differences, but these tend to be listed (weak Level 4).
 - BP4 – criteria are established – political, economic, geographical – with some evaluation (Level 4).
 - BP5 – knowledge is deployed to show understanding of the conceptual focus – the nature of Chartism – although in places it lacks clarity and organisation (Level 4).

Exemplars: Script D

- **Script D** was awarded 13 marks, by the centre, which places it in the mid-level mark range of Level 2.
- As a 'best fit' the script satisfies sufficient Level 2 descriptors to be placed in the mid-mark range of the level and was moderated at 13.
 - BP1 – there is some relevant material, with some citation, but it is used illustratively – first two pages mostly background and description (Level 2).
 - BP2 – there is some judgement, but it is limited and not related to issues of interpretation (Level 2).
 - BP3 – there are attempts to identify differences with some description; however, understanding of the reasons for differences is limited (weak Level 2).
 - BP4 – little evidence of criteria, and there are questionable assumptions (Level 1).
 - BP5 – knowledge lacks depth, and understanding of the conceptual focus is limited, there is no word count (probably 3400–3500 words), organisation is weak and it lacks coherence (weak Level 2).

Examples of frequently asked questions





Can all my students do the same question?

- Yes, as long as you have a suitable range of works for your cohort to enable them to produce individual responses. Where all students are following the same topic area, they should not all be evaluating the same three chapters, articles, etc. Students must exercise their own judgement in selecting which resources to use and deciding how to use them.

What criteria should students use for making a judgement about their three works?

- The mark scheme uses the word 'criteria' in relation to strand 4 – Evaluation of, and judgement on, historians' arguments. When assessing the arguments used by historians in relation to a specific issue, students should use the same approach as they would to the evaluation of their own arguments. Additionally, they might give other reasons for judgement that relate to more general criteria related to nature of historical writing – for example a historian's perspective, focus, purpose or choice of evidence etc., but whether these are relevant will depend on the issue investigated and the nature of the chosen works.
- For further guidance, please see the support guide [Applying Criteria](#).

Do students need to discuss historians' methodology in their essay?

- It is not necessary for students to discuss a historian's methodology as part of the evaluation of interpretations. The coursework question asks students to analyse the ways interpretations differ, to explain these differences and evaluate the arguments as well as presenting their own view.
- Methodology may be a useful criterion by which to judge the interpretations, but this will depend on the works chosen and it is not a requirement.
- It may be useful to discuss methodology and *why* accounts differ as part of the taught skills course in order to develop students' general understanding of historical interpretations.

May I produce a resource booklet for my students?

- Because students must use at least three substantial works of article or chapter length from three different historians, it is understandable that a school may not be able to provide equal access to enough books for a whole cohort to use. In such cases, it is acceptable for teachers to produce a bank of resources for students to select from. However, teachers should be aware that the History subject criteria require students to carry out a historical enquiry that is independently researched. Any bank of resources provided by the teacher must therefore contain a sufficiently wide range of resources in order to ensure that students are able to exercise individual judgement over their choice of works and historians. The purpose of such a resource bank must therefore be to make a sufficient number of resources available to all students in a cohort, rather than to do the research for the students. (*cont'd on next slide*)

May I produce a resource booklet for my students? (cont'd)

- Teachers must use their professional judgement to decide what constitutes a sufficiently wide range to ensure an appropriately diverse selection of works which will enable students to carry out independent research and exercise independent judgement when choosing historians' works. It is not acceptable for all students in the same cohort to use the same three works. It may be that individual students within a cohort end up choosing the same three works; however, we would expect to see evidence in the student's resource record sheet that a range of resources has been consulted and that the students have independently selected the historians' works.

Q&A based on Modules 1, 2, and 3





Q&A

You now have an opportunity to asked any questions you have based on your completion of:

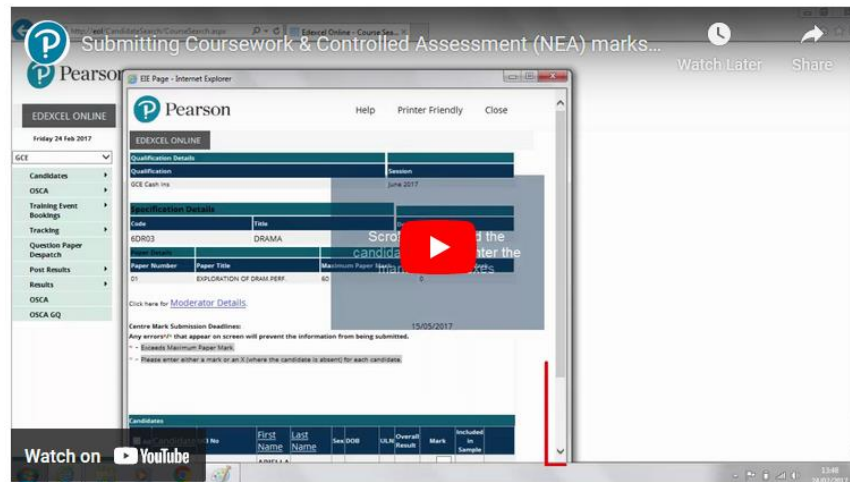
- Module 1: Understanding the assessment requirements
- Module 2: Applying the levels-based mark scheme (scripts 1–2)
- Module 3: Understanding the marks given for each coursework exemplar (scripts A–E)

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.

Support for teachers with coursework

- [Ask the Expert](#)
- [Coursework advisory service](#)
- [Teaching and learning materials](#), including coursework exemplars, example coursework questions, word count guidance, applying criteria guidance, interpretations guidance, coursework FAQs

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- ☒ All
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Exemplar student material



Guidance



Past training content



Presentation



Resources



Scheme of work



Compromised Identities

The **UCL Centre for Holocaust Education**, in collaboration with the **UCL Centre for Collective Violence, Holocaust and Genocide Studies**, has created a set of resources to support the Compromised Identities online exhibition.

[Compromised Identities](#) is an innovative and challenging online exhibition which explores perpetration and collaboration during the era of the Holocaust using primary source material and interview, alongside expert discussion from scholars such as Professor Mary Fulbrook, Dr Stephanie Rauch, Dr Christian Thonfeld and Dr Stephanie Bird.

The [resources](#) offer guidance intended for A Level students and teachers to make best use of this exhibition, using up-to-date scholarship to help teachers build confidence in teaching about people's actions under the Third Reich, and to support students working independently.

History subject advisor

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Thank you for attending





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