

A Level History

New to Pearson Edexcel



Welcome to this Professional Development Course

Welcome to this A Level History New to Pearson Edexcel event.

This session will introduce you to the key features of the Pearson Edexcel A Level History qualification, with a focus on the assessment requirements, and then provide you with information on where to find more support and training to help you deliver the course.

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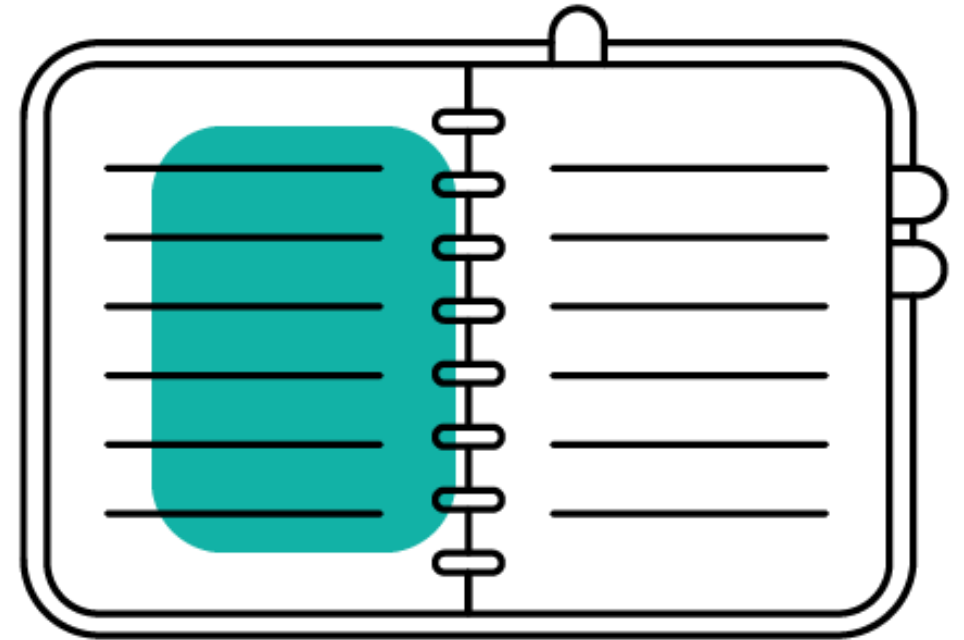
[@DBrownF6History](https://twitter.com/DBrownF6History)



Objectives

In this session we are going to look at:

- Building confidence in designing and teaching your course
- Understanding the structure of the Edexcel AS and A Level History qualifications
- Understanding the assessment objectives and exploring the sample assessment materials
- Considering possibilities for coursework design and teaching
- Answering any questions/concerns you may have



Overview of Specification and Assessment Objectives



Edexcel AS & A Level History

- Clear structure, with all subject content requirements covered in the examined components
- Free choice of coursework topic, which can relate to one of the examined topics
- Distinction of breadth and depth in both content and assessment
- Clear assessment structure and mark schemes
- Structure and assessment designed to enable co-teaching of AS and A Level
- A wealth of free topic-specific support for planning and delivery



Edexcel 2015 AS and A Level: Overview

A Level			
AS			
Paper 1 (30%) Exam Breadth study	Paper 2 (20%) Exam Depth study	Paper 3 (30%) Exam Aspects of breadth (100 years) and depth	Coursework (20%) Historical enquiry
Essays + interpretations	Essays + sources	Essays + sources	Historical interpretations

Assessment objectives: A Level

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%

Paper 1: Structure and Assessment



Routes for Papers 1 and 2

Papers 1 and 2 are grouped together in eight routes in which options are linked by a common theme:

- Route A Conquest, control and resistance in the medieval world
- Route B Religion and the state in early modern Europe
- Route C Revolutions in early modern and modern Europe
- Route D Challenges to the authority of the state in the late eighteenth and nineteenth centuries
- Route E Communist states in the twentieth century
- Route F Searching for rights and freedoms in the twentieth century
- Route G Nationalism, dictatorship and democracy in twentieth-century Europe
- Route H Democracies in change: Britain and the USA in the twentieth century

Paper 1: Options

Paper 1 is a Breadth study with interpretations.

There are eight options:

- 1A The crusades, c1095–1204
- 1B England, 1509–1603: authority, nation and religion
- 1C Britain, 1625–1701: conflict, revolution and settlement
- 1D Britain, c1785–c1870: democracy, protest and reform
- 1E Russia, 1917–91: from Lenin to Yeltsin
- 1F In search of the American Dream: the USA, c1917–96
- 1G Germany and West Germany, 1918–89
- 1H Britain transformed, 1918–97

Paper 1: Content structure

Five sections to the content of Paper 1 options:

- Four Themes – covering the same broad date range
- Historical interpretations – often, but not always, situated at the end of the period covered by the option.

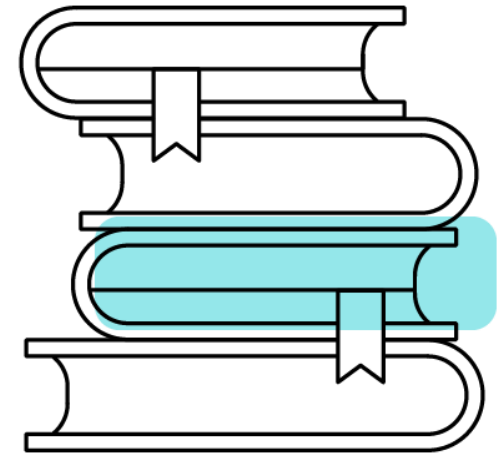
Thematic approach is designed to reinforce that this is a 'breadth study'. Content doesn't have to be taught thematically. For example, could work through the paper chronologically covering the four themes for one broad date range and then moving on to the next and so on.

Paper 1: Assessment overview

	AS	A Level
	60 marks (60%) 2 hours 15	60 marks (30%) 2 hours 15
Section A	<ul style="list-style-type: none">• 1 essay from choice of 2• AO1 20 marks: analysis and evaluation of causation or consequence only• Covers normally at least a decade	As for AS, but targeting any AO1 concept
Section B	<ul style="list-style-type: none">• 1 essay from choice of 2• AO1 20 marks: analysis and evaluation – any concept focus, but not solely cause or consequence• Covers normally at least a third of the chronology	As for AS except that questions may target cause and consequence solely
Section C	<ul style="list-style-type: none">• 1 compulsory question• AO3 20 marks: analysis and evaluation of 2 secondary extracts containing different views	As for AS

Essays target AO1

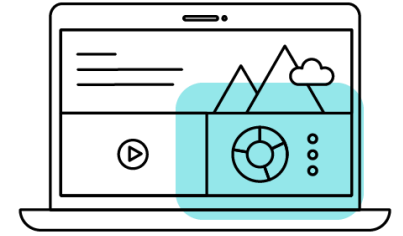
Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.



Paper 1: Essays in breadth

- Section A questions cover at least a decade. They may cover a longer period.
- Section B questions cover a third of the chronology (or longer).
- Questions do not target a single year or single event.
- If they refer to a single event, it would be to examine the longer-term implications.
 - Example: 'Were economic problems the main consequence of the Versailles treaty for the Weimar Republic in the years 1919–33?'

Activity 1: Spot the difference



Compare the essay questions below.

Identify ways in which A Level essays appear more demanding than AS.

- **Section A**

- **AS:** Was Stalin's elimination of his opponents in government and party the main reason for his power in the USSR in the years 1928–53?
- **A Level:** How far was Brezhnev responsible for the economic decline of the USSR in the years 1964–85?

- **Section B**

- **AS:** To what extent did government policy towards arts and culture change in the years 1917–64?
- **A Level:** How far did the fundamental features of Lenin's government of the USSR remain in place under Stalin?

Paper 1: Essay question differentiation and progression

Progression is embodied in:

- a wider range of concepts targeted in Section A (and hence to be recognised by students as the focus in the question)
- a wider range of question stems used in Sections A and B at A Level
- a requirement for more nuanced/complex judgements at A Level.

Pages 23–25 of Getting Started (GS) summarise the implications of the differences in formulation.

AO1 second-order concepts

The following are AO1 concept targets for analysis and evaluation:

- change, continuity, cause, consequence, similarity, difference, significance

Students could be encouraged to identify, from the SAMs and from past papers, the conceptual targets of the questions in other options in addition to their own. (See GS pp24–25 for examples from the SAMs.)

- Failure to recognise the conceptual target will inevitably result in poorly-focused responses.

AO1 mark scheme progression

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, change, etc.)
- Selection and deployment of knowledge
- Substantiated evaluation and judgement (valid criteria)
- Organisation and communication of argument

Further info in GS, pp26–27

AO1 mark scheme: differentiation and progression to A Level

- Levels 1–4 are described in the same way in both mark schemes, but the mark ranges differ.
- A Level mark schemes have a fifth level.
- A stronger performance is therefore required from A Level students to achieve the marks.
- Defining progression in terms of an extended ladder:
 - Allows for co-teaching
 - Enables students to see their own targets for progression

AO1 mark scheme: making judgements

- Strand 3 traces progression in the making of judgements. At higher levels, criteria for judgement are established, applied and evaluated:
- How far do you agree that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34? (1D, A Level, Question 2)
 - Answers could advance other factors which played a part in the breakdown.
 - Valid judgement would depend on the use of criteria to weigh their relative significance.

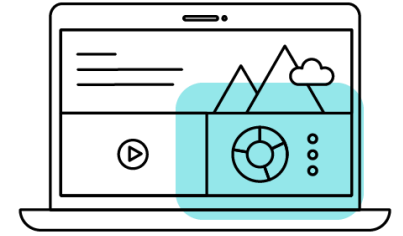
AO1 mark scheme: indicative content

- The mark scheme for every essay question is identical in the level descriptors.
- All questions require substantiated judgements.
- Point-led indicative content is grouped into material which supports and that which counters or modifies.
 - For example, in the case of A Level 1D Question 2, the material is grouped into points supporting the stated factor and other factors which could be considered.
- Not all the material in the indicative content is expected; other material will be credited.

Interpretations of history: AO3

- Section C of Paper 1 explores a nominated area of debate. For example:
 - 1E: What explains the fall of the USSR, c1985–91?
 - 1G: How far was Hitler's foreign policy responsible for the Second World War?
- The Section C area of content is not examined in Sections A and B.
- The debate is defined in terms of four key issues. Questions may cross these strands.
- Note that reference to the works of named historians other than the material provided, is not expected, but students may choose to deploy knowledge of historians' views as evidence when framing their argument. It is also not recommended that students write about background to named historians or other aspects related to historiography. Better to treat them as E1 and E2.

Activity 2: Differentiation of AS and A Level



- Study Question 5 of Option 1E in both the AS and A Level SAMs, along with the indicative content in the mark schemes.
- Identify the ways in which the A Level question approach differs from the AS and represents a higher level of demand.

(GS p28 has a summary of the key elements of progression.)

Mark scheme progression AO3

Progression is traced in the level descriptors in three elements:

- Interpretation and analysis of the extracts
- Deployment of knowledge of issues related to the debate
- Evaluation of and judgement about the interpretations

Levels 1–4 are common to AS and A Level. Only the mark ranges differ.

A Level mark schemes identify a Level 5 performance.

Paper 2: Structure and Assessment



Paper 2: Options

Paper 2 is a Depth study. There are 16 options for the eight routes (A–H):

- 2A.1 Anglo-Saxon England and the Anglo-Norman kingdom, c1053–1106
- 2A.2 England and the Angevin Empire in the reign of Henry II, 1154–89
- 2B.1 Luther and the German Reformation, c1515–55
- 2B.2 The Dutch Revolt, c1563–1609
- 2C.1 France in revolution, 1774–99
- 2C.2 Russia in revolution, 1894–1921
- 2D.1 The unification of Italy, c1830–70
- 2D.2 The unification of Germany, c1840–71
- 2E.1 Mao's China, 1949–76
- 2E.2 The German Democratic Republic, 1949–90
- 2F.1 India, c1914–48: the road to independence
- 2F.2 South Africa, 1948–94: from apartheid state to 'rainbow nation'
- 2G.1 The rise and fall of fascism in Italy, c1911–46
- 2G.2 Spain, 1930–78: republicanism, Francoism and the re-establishment of democracy
- 2H.1 The USA, c1920–55: boom, bust and recovery
- 2H.2 The USA, c1955–92: conformity and challenge

Paper 2: Content structure

- Choose from one of two options in the route.
- Each option is designed to add to (and benefit from) the historical context of Paper 1.
- This context might be thematic, geographical, ideological or chronological.
- Organised into four key topics – mostly given a chronological order that makes sense for that option.
- This is a *depth* paper – students require more in-depth knowledge than for Paper 1.

Paper 2: Assessment overview

AS		A Level
	40 marks (40%) 1 hour 30	40 marks (20%) 1 hour 30
Section A	<ul style="list-style-type: none">• AO2 20 marks• 1 compulsory question in 2 parts, each evaluating 1 source which is primary/contemporary to the period• Any Key topic may be targeted	<ul style="list-style-type: none">• AO2 20 marks• 1 compulsory question evaluating 2 sources
Section B	<ul style="list-style-type: none">• 1 essay from a choice of 3 on any Key topic• AO1 20 marks: analysis and evaluation – may target any AO1 concept• Questions may relate to a single year/event or to longer periods	As for AS except that the choice is 1 essay from a choice of 2.

Paper 2: Essays

- Essays target the same range of AO1 second-order concepts as Paper 1.
- The same level descriptors have been used in the mark schemes as for Paper 1.
- Paper 2 is a depth study. A greater depth of knowledge will be expected to meet the criteria of 'sufficient' knowledge, 'full' response and 'substantiated' judgements.

Paper 2 Section A: Sources

- Sources are written and are primary or contemporary to the period studied.
 - For example, medieval chroniclers who provide contemporary account of events in which they were not participants.
- Questions may focus on any key topic and will relate to central matters specified.
- Knowledge of the topics should be applied to the analysis and evaluation of the material.
- It is not expected that candidates will recognise every figure/event named in the source. The caption provides detail where it is necessary.

Paper 2 Section A: AS question (a)

For example, Option 2C.2:

(a) Why is Source 3 valuable ... ? (AO2 8 marks)

- The question requires evaluation of what the source **can contribute** to the enquiry specified.
- There is no requirement to consider limitations.
- Students are asked to consider what aspects of the source content, and its nature and origin, make it valuable: what inferences can be drawn and what information gained in the light of what is known about its context and its authorship nature and/or purpose?

Paper 2 Section A: AS question (b)

For example, Option 2C.2:

(b) How much weight do you give the evidence of Source 4 for...? (AO2 12 marks)

- The question requires consideration of the strengths and weaknesses of the evidence to reach a judgement on what reliance may be placed upon it.
- 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.

Paper 2 Section A: A Level question

For example, Option 2C.2:

How far could the historian make use of Sources 3 and 4 together to investigate the...? (AO2 20 marks)

- The question combines both elements of the AS task into a single question.
- It requires consideration of the strengths and weaknesses of the evidence of two sources used together and interpreted in context.
- Important for students to think about how a historian would utilise the source ie. Despite it being propaganda how would the historian use it? (get students to consider that all sources are useful in some capacity versus just saying the source is not useful because it's bias)

(Getting Started pp31–32 has more on the requirements of the AS and A Level tasks.)

AO2 mark schemes

Progression is traced in the level descriptors in three elements:

- Interpretation and analysis of the source material
- Deployment of knowledge of historical context in relation to the sources
- Evaluation of source material

AO2 mark schemes, Paper 2

- AS question (a) performance is described in three levels.
- These three levels are replicated with minor amendment in question (b) to reflect the reliability focus and requirement for judgement. A fourth level is added.
- The A Level mark scheme replicates the AS (b) mark scheme, adding a Level 5. The mark ranges differ to reflect the question weighting and its demand to evaluate two sources together.

Paper 3: Structure and Assessment



Paper 3: Options

Paper 3 Themes in breadth with aspects in depth. There are 16 options:

- 30 Lancastrians, Yorkists and Henry VII, 1399–1509
- 31 Rebellion and disorder under the Tudors
- 32 The Golden Age of Spain, 1474–1598
- 33 The witch craze in Britain, Europe and North America, c1580–c1750
- 34.1 Industrialisation and social change in Britain, 1759–1928: forging a new society
- 34.2 Poverty, public health and the state in Britain, c1780–1939
- 35.1 Britain: losing and gaining an empire, 1763–1914
- 35.2 The British experience of warfare, c1790–1918
- 36.1 Protest, agitation and parliamentary reform in Britain, c1780–1928
- 36.2 Ireland and the Union, c1774–1923
- 37.1 The changing nature of warfare, 1859–1991: perception and reality
- 37.2 Germany 1871–1990: united, divided and reunited
- 38.1 The making of modern Russia, 1855–1991
- 38.2 The making of modern China, 1860–1997
- 39.1 Civil rights and race relations in the USA, 1850–2009
- 39.2 Mass media and social change in Britain, 1882–2004

Paper 3: Content structure

- The Paper is organised into 'Aspects in Breadth' and 'Aspects in Depth'.
- There are two possible approaches to teaching:
 - Themes first to give an overview of the period
 - Depth first to secure knowledge

Paper 3: Assessment overview

A Level only	
	60 marks (30%) 2 hours 15
Section A	<ul style="list-style-type: none">• AO2 20 marks• 1 compulsory question evaluating 1 source (primary/contemporary to the period studied) for its value for 2 linked enquiries on an Aspect in Depth
Section B	<ul style="list-style-type: none">• 1 essay from a choice of 2 on the Aspects in Depth• AO1 20 marks: analysis and evaluation – questions may target any AO1 concept• Questions may relate to a single year/event or to longer periods
Section C	<ul style="list-style-type: none">• 1 essay from a choice of 2 on Themes• AO1 20 marks: analysis and evaluation – questions may target any AO1 concept and will require coverage of at least 100 years

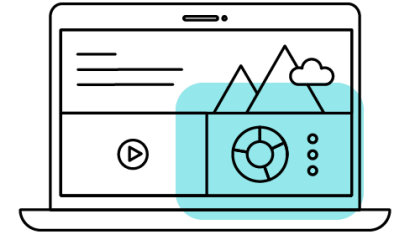
Paper 3 Section A: AO2

- Paper 3 Section A requires the same skills and concepts of evidence as Paper 2 Section A.
- The same mark scheme progression is used, with minor amendments which relate to the requirement to analyse and evaluate a single substantial source.
- The level descriptors recognise that at Level 4 ‘treatment of the two enquiries may be uneven’, but both must be soundly considered for the highest band.

Paper 3 Section A: Questions

- A review of the Paper 3 questions reveals a wide range of enquiries which can be applied to a source.
- Examples are given in Getting Started (p40) and other enquiries are possible.
- Students should be prepared to explore the value of the evidence in relation to any enquiry put to it – and appreciate that the value of a single source may well vary for the two different enquiries.

Activity 3: AO2 sources in context



- The highest levels require students to show that they interpret sources ‘in the context of the values and concerns of the society’ from which they are drawn.
- Suggest ways this quality might be evident in answers dealing with Question 1 in Option 39.1 and taking account of the ‘values and concerns’ of the author of the source.
- *The indicative content bullet points give some examples.*

Paper 3: AO1 assessment

- Section B essays target the same range of AO1 second-order concepts as Papers 1 and 2.
- Section C targets the process of change over time.
- The same AO1 level descriptors are used as for the Papers 1 and 2 mark schemes.
- Depth of knowledge will be expected to meet the demands of Section B questions.
- Full coverage of the chronological range of the question will be needed in order to meet Section C question demands.

Paper 3 Section C: Thematic questions

- Questions may cross themes, or two questions may focus on just one theme.
- Questions focus on the process of change over a period of not less than 100 years.
- Process of change:
 - The causes of change: the **means by which** change was brought about, for example by factors, forces, individuals
 - The nature of change: the **ways in which** something changed

Paper 3 Section C: Questions about the nature of change

These questions may take a variety of forms:

- Comparisons over the period and judgements about the extent of change, e.g. how far there was change or continuity in an aspect of the themes over the period
- Judgements about which changes were more significant or about patterns of change, e.g. which points in the chronology saw continuities, changes of the most significance or saw more rapid changes
- Judgements about turning points – with this question students need to think about what defines a turning point before being able to answer effectively . Consider this in teaching Paper 3

(See Getting Started guide pp41–42 for further guidance and an analysis of question targets.)

Coursework: Structure and Assessment



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.
- 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 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.

Options for organising students

- Students choose from a given selection of topics.
- Students do the same topic but different titles.
- Students do the same title – but must select their own works.
- For example, could look at causes of World War One but students provided with range of questions they could select e.g. What is your view about the role of long-term German aggression as the main cause of World One?
- Or What is your view about the role of Entente foreign policy as the main cause of World War one

Coursework topics

These may be:

- derived from an examined unit (but not duplicating the student's Paper 1 Section C)
- based on a new topic area
- unique to an individual student (but this is not a requirement)
- followed by a whole teaching group, provided that the enquiries themselves are made by the students as individuals.

(See Getting Started guide pp43–44 for more information.)

Choosing the coursework content or topic

- There is no list of topics in the specification to choose from, but some examples are given in Getting Started.
- Legacy specification Unit 3 controversies could be used.
- The question, problem or issue could include debates on change, continuity, causation, consequence, similarity, difference, significance or the key features of societies and periods.
- The chosen topic needs to have sufficient different interpretations to work with.
- There is a free assignment guidance service.

(See Getting Started guide p46 for more information.)

Coursework: Example 1

- Route E
- Paper 1 Russia, 1917–91
- Paper 2 Mao's China, 1949–76
- Paper 3 British experience of warfare
- Coursework could be about:
 - debates on Stalin discrediting Lenin
 - the British conduct of war on the Western Front
 - something entirely different

Coursework: Example 2

- Route C
- Paper 1 Britain, 1625–1701
- Paper 2 France in revolution, 1774–99
- Paper 3 Civil rights and race relations in the USA, 1850–2009
- Coursework could be about:
 - debates on the rule/success of Napoleon
 - the significance of the NAACP in Civil Rights
 - something else entirely

Works and supplementary reading

- Students must analyse and evaluate three 'works':
- They should be substantial enough to support the assignment.
- It is recommended they are of at least article or chapter length, should not be from textbooks.
- They can be hard copy, electronic or AV but must be created by historians.
- Each work must be by a different historian.
- They should contain a range of views or emphasis – students need a good debate between the historians.
- They may differ in focus, methodology or perspective.
- Students must undertake supplementary reading of at least two further works to assist them in forming a view.

Role of the teacher

Teachers **must**:

- check that the works students choose will provide sufficient scope for them to make a satisfactory response to the question before students begin the writing phase
- supervise the students to ensure that research is being undertaken independently and that students' enquiries remain focused.
- Resource record is invaluable source for teachers to monitor student work and understanding as they progress

Teachers **may**:

- help students to understand rubrics and assessment criteria.

Feedback during the writing phase

Teachers must:

- review the student's first complete draft. The guidance may indicate to students if any element of the task requirements is absent or given insufficient attention.
- Guidance must remain 'general', which is defined as guidance that enables students to use their initiative in making amendments and improvements independently.

Feedback during the writing phase

Teachers must not:

- give detailed feedback to individual students about how to improve work to meet the assessment criteria. The guidance provided prior to final submission should only enable students to take the initiative in making amendments, rather than detailing what amendments should be made. This means that teachers cannot provide templates and model answers.
- mark work provisionally with a view to sharing that mark with students so that they may then improve it.
- return work to students to make changes after it has been marked.

Titles and proposals

The teacher must check the proposal for suitability and manageability. The proposal must:

- give the assignment title and selection of three chosen works
- identify two other works for supplementary reading
- show that the chosen works contain differences of view.

See Getting Started guide p47 for a checklist.

- Suitable proposals give scope for debate
- Articles or chapters from longer works are manageable
- The works must be authored by historians.

Supervision and the resource record

- Students must complete a resource record which is regularly checked by the teacher.
- This will provide evidence to support teacher judgements about the quality of the work and provide evidence for moderators that students have exercised choice when selecting resources.
- Students should make comments on the form explaining why they have chosen specific resources for use in their assignment.

Mark scheme progression

The mark scheme traces progression in five traits:

- 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

Marking coursework

- The specification (p119) gives advice on assignment marking.
- Where answers display the characteristics of more than one level, 'best fit' determines the award of level and influences the placement within it.
- The mark scheme indicates the criteria for placing within a level, including whether or not the work is concise.
- Students exceeding the word count are less likely to satisfy the 'concise' requirement.

Moderation

- Internal standardisation is required to align the marking of teachers within a centre.
- A sample will be selected for external moderation.
- The assignment, including a bibliography and the resource record, should be submitted.
- Marks will be aligned to reflect national standards if necessary.

Support and resources



Pearson free resources to support History

The qualifications website

- [AS and A Level History](#)
- [History subject page](#)

History

Pearson Edexcel GCSE History Medicine Paper 11, 18 May 2023	<h3>New podcast on history of apartheid in South Africa</h3> <p>We are delighted to share with you a new seven-part podcast series on the history of apartheid in South Africa which will be useful for teachers and students who do this topic in our A level History specification. The podcast was produced for the Anti-Apartheid Legacy: Centre of Memory and Learning by Dr Natasha Robinson and Professor William Beinart, and is hosted by history teacher Ciara McCombe.</p>  Read more
May 2023 History subject update	
New podcast on history of apartheid in South Africa	
GCSE History Paper 2 exam arrangements in Summer 2023	

Qualifications

Sort by: Qualification ▼

- A Level (1) +
- GCSE (1) +
- International Advanced Level (1) +
- International GCSE (1) +

Support materials

- [Edexcel resources for A Level History teachers](#)
 - [List of resources on website](#), with details and links
 - Getting started guide
 - Mapping between specifications
 - Topic booklets for every topic
 - Editable schemes of work for each topic
 - Coursework guide and case study (*new for 2024*)
 - Exemplar answers with examiner commentary
- [Past papers, mark schemes, examiner reports](#)
- [Post-results services](#), including free [access to marked scripts](#)
- [ResultsPlus](#) – exam analysis tool
- [ExamWizard](#) – exam paper creation tool

Development support

- [Events](#) to help you teach A Level History, including online feedback events for more recent exam series
- [Past training content](#) – presentations and exemplars
- Coursework marking training
- [We also have exciting opportunities to become an examiner for History](#)

Endorsed resources

- We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.
- To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.
- However, it is not necessary to purchase endorsed resources to deliver our qualifications.
- Endorsed resources are available from [Hodder](#) and [Pearson](#).

Further support materials

We'd like to find out what further support would be useful, e.g. more online networks, and new free support materials on the website.

Please let us know in the chat box.

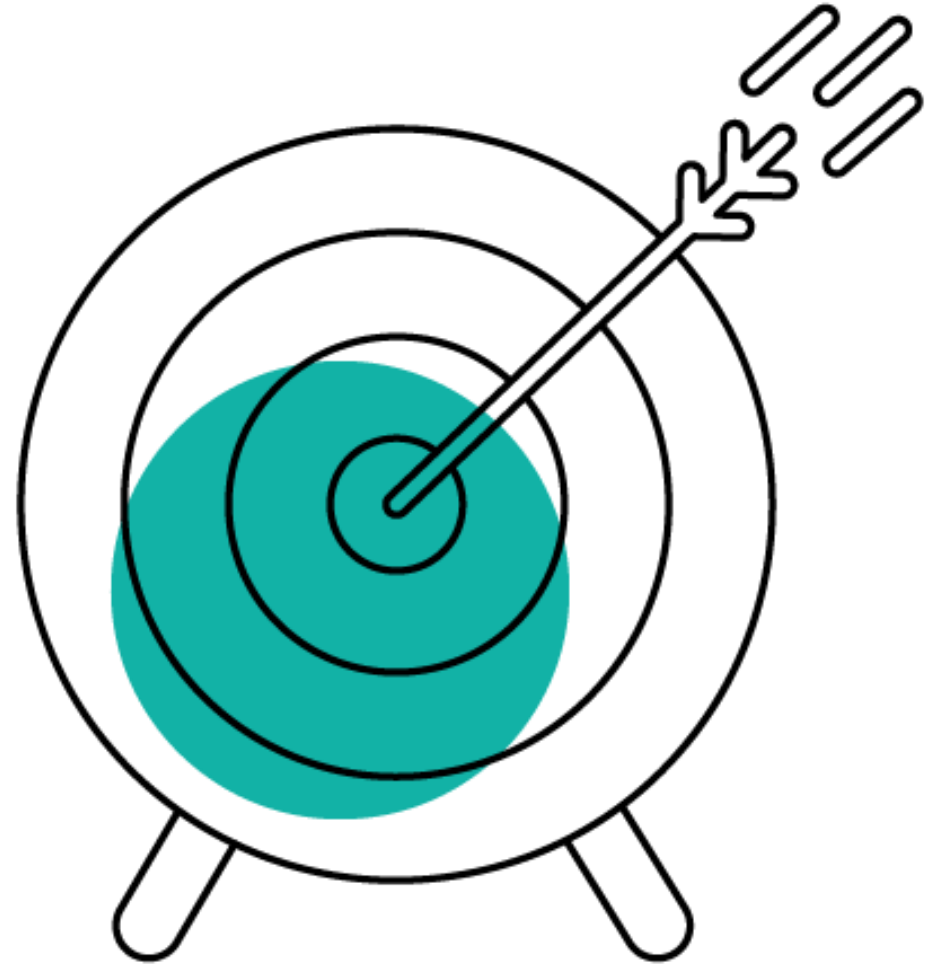
Breakout discussion rooms

- Delegates will be placed in small groups to discuss current situation and ideas/suggestions on how you are teaching students currently.
- You might like to think about:
 - What are you finding is the most difficult in terms of you and your students?
 - How are your students keeping up with the work?
 - What have been the things that have worked best?
 - Have you adjusted your Scheme of Work timing in any way?
 - When will you be starting the coursework?

A Level History New to Pearson Edexcel – summary

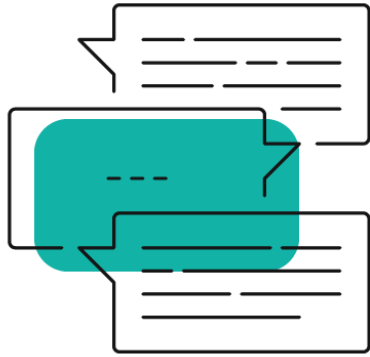
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- Understanding the structure of the Edexcel AS and A Level History qualifications
- Understanding the assessment objectives and exploring the sample assessment materials
- Considering possibilities for coursework design and teaching
- Answering any questions/concerns you may have



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