

# **Edexcel Entry Level Certificate in History (8917)**

## **Specification**

Entry Level Certificate

First assessment June 2014

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#### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Publications code W029958

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# Introduction

The Edexcel Entry Level Certificate in History is designed for use in schools.

The qualification recognises achievement at History National Curriculum Levels 1, 2 and 3.

The qualification is part of a suite offered by Edexcel.

## Key subject aims

The Edexcel Entry Level Certificate in History qualification enables students to:

- develop an interest in the study of history
- acquire knowledge and understanding of the past
- investigate historical events, people and developments
- use historical sources.

## Key features and benefits of the qualification

- The qualification recognises the achievement of students for whom GCSE is not suitable, for example those:
  - who find GCSE too difficult
  - whose attendance has been irregular in years 10 and 11
  - in Years 9 and 10 who are using the Entry Level Certificate as a stepping stone to GCSE.
- All assessment questions are set by Edexcel. The benefit of this is that it:
  - makes it clear what students have to do in order to meet the Assessment Objectives
  - lessens the burden on centres for task setting.
- Assessment for Unit 1 is based on a wide choice of topics and updated to match the current GCSE History qualifications. The benefit of this is that it:
  - facilitates co-teaching of Entry Level and GCSE students
  - allows centres to select the topics that are the most relevant, motivating and accessible for their students.
- Assignment tasks for Unit 2 that are not tied to specific topics. The benefit of this is that it allows centres and students an unlimited choice of people, events or developments.

## **Key changes and similarities**

Below is a summary of key changes and similarities as compared with the previous Edexcel Entry Level Certificate.

### **Same**

- Student work is marked by the centre and moderated by Edexcel.
- Students can complete the qualification by doing three pieces of assessment, and so the overall assessment load for an individual is approximately the same.
- The Assessment Objectives target broadly similar underlying skills and knowledge.

### **Different**

- The equivalent to the old 'core tasks' are now in Unit 1. A detailed and comprehensive range of topics is provided for centres to choose from based on the most popular topics from current GCSE History specifications.
- Students now complete two topic tests for Unit 1 rather than one core task.
- In Unit 2, students now complete one assignment rather than two or three 'coursework assignments'.
- All assessment must now be completed under controlled conditions.
- The number of Assessment Objectives has been cut from 7 to 3 and they have been re-written to make them clearer.

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# Specification at a glance

The Edexcel Entry Level Certificate qualification is assessed using three assessments:

- Two topic tests for Unit 1, chosen by the centre from a range of topics offered by Edexcel.
- One assignment for Unit 2 on a person, event or development.
- The assessments are marked out of 120.

<b>Unit 1: Externally-set topics</b>	
<ul style="list-style-type: none"><li>• Externally-set topic tests, administered and marked by the centre and moderated by Edexcel.</li><li>• Availability for awarding: June only.</li><li>• First assessment: June 2014.</li></ul>	<b>66.6% of the marks for the qualification</b>
<p>Overview of content</p> <ul style="list-style-type: none"><li>• There is a choice of 15 topics that are aligned to the current GCSE History specifications.</li><li>• Centres choose any two topics.</li></ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"><li>• Students complete two topic tests set by Edexcel, one on each chosen topic.</li><li>• The tests for each topic are marked by the centre out of a total of 40 marks, making a total maximum of 80 marks.</li></ul>	

<b>Unit 2: Internally-chosen topic</b>	
<ul style="list-style-type: none"><li>• Topic chosen by the centre.</li><li>• Externally-set tasks, administered and marked by the centre and moderated by Edexcel.</li><li>• Availability for awarding: June only.</li><li>• First assessment: June 2014.</li></ul>	<b>33.3% of the marks for the qualification</b>
<p>Overview of content</p> <ul style="list-style-type: none"><li>• Centres and students can choose any person, event or development that is unconnected to the topics chosen for Unit 1.</li></ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"><li>• Students complete two linked tasks set by Edexcel (these are generic and can apply to any person, event or development).</li><li>• The tasks are marked by the centre out of 20, and this raw score is then doubled to produce a final total out of 40 marks.</li></ul>	



# Qualification content

## National Qualifications Framework criteria

This qualification complies with the requirements of the common criteria and Criteria for Entry Level qualifications which are prescribed by the regulatory authorities.

## Knowledge, skills and understanding

This Edexcel Entry Level Certificate in History requires students to demonstrate knowledge, understanding and application of:

- how to use language and dates, and vocabulary and conventions when writing about historical periods and the passing of time
- key features of historical periods: life, beliefs and events
- key concepts in an historical context: causation, change, results and significance
- how to use sources to answer questions about the past.

## Guided learning hours

It is recommended that 120 hours is allocated to delivering this qualification, However, the exact figure will depend on the ability of the students and the delivery approach chosen.



# Unit 1: Externally-set topics

## Content and assessment overview

All topics are equivalent in terms of challenge and are designed to complement the teaching of GCSE History. The topics could serve as an introduction before GCSE or be co-taught with GCSE classes.

The topics have been chosen to match the most popular and accessible Edexcel GCSE topics (see *Appendix E* for information on links to specific topics). Links also exist to GCSE History specifications published by other awarding organisations.

**Two** topics must be chosen. For each topic, there is a topic test available on the Edexcel website. Students must complete the two topic tests.

Further information about assessment can be found below.

### List of topics

- 1 Medicine and treatment, c1850-c1950
- 2 Surgery, c1845-c1918
- 3 Crime and punishment c1750-c1840
- 4 Punishment and policing c1850-c1950
- 5 Settlement in the American West: 1849-c1880\*
- 6 Plains Indians and conflict in the American West: c1860-c1895\*
- 7 Britain at War: World War I, 1914-1918
- 8 Britain at War: World War II, 1940-1945
- 9 Germany: the rise of the Nazis, 1919-1933\*\*
- 10 Life in Nazi Germany, 1933-1939\*\*
- 11 Stalin's dictatorship, 1928-1939
- 12 The USA in the 1920s
- 13 The USA: civil rights, 1955-1968
- 14 The Cold War, 1945-1963
- 15 Vietnam, 1960-1975

\* Topics 5 and 6 are barred. This means that students can submit a test for only one of these topics.

\*\* Topics 9 and 10 are barred. This means that students can submit a test for only one of these topics.

## Detailed content – topics

### Topic 1: Medicine and treatment, c1850-c1950

#### What needs to be taught

- Medicine in the nineteenth century: ideas about the causes of disease; ideas about the prevention of disease; the work of Pasteur and the importance of the germ theory.
- Improvements in hospitals and training: the work and importance of Nightingale in improving nursing; the work and importance of Garrett Anderson; the work of Bevan and the importance of the National Health Service.
- The treatment and prevention of illness in the twentieth century: the importance of the work of Fleming, Florey and Chain and the development of penicillin.

### Topic 2: Surgery, c1845-c1918

#### What needs to be taught

- Dealing with pain: the problem of pain in operations; the work and importance of Simpson in the development of anaesthetics; opposition to anaesthetics; why improvements in anaesthetics led to the 'Black Period' of surgery.
- Dealing with infection: the problem of infection in surgery; the importance of Lister's work in the development of antiseptics; opposition to Lister's ideas; the move from antiseptic to aseptic surgery.
- Dealing with blood loss: the problem of blood loss and shock; the work of Landsteiner in establishing blood groups; the development of techniques to store blood.

### Topic 3: Crime and punishment c1750-c1840

#### What needs to be taught

- The problems of law enforcement and crime prevention: dealing with highwaymen, poaching and smuggling; the growth of towns and why this led to an increase in crime.
- Policing: the work of the Fielding brothers; the work and importance of Peel in the creation of a police force; the work of the Metropolitan Police.
- Punishment: the 'Bloody Code' and reasons why it ended; John Howard and Elizabeth Fry's work and the reform of prisons; the use of transportation to Australia.

## Topic 4: Punishment and policing c1850-c1950

### What needs to be taught

- Changing approaches to penal servitude: the reasons for ending the use of transportation; changes in prison conditions and attempts to reform prisoners: the key features of the Separate system in the nineteenth century; Pentonville prison; the beginning of borstals in the twentieth century.
- Changing attitudes to capital punishment: reasons for the ending of public executions in the nineteenth century and capital punishment in the twentieth; the importance of the case of Derek Bentley (1953).
- Developments in policing: the beat policeman; the CID. The role of new technology in detective work: fingerprints and blood groups, photography and new communications. The case of Dr Crippen.

## Topic 5: Settlement in the American West 1849-c1880

### What needs to be taught

- Early settlers move west: the Californian Gold rush in 1849; the dangers and difficulties of travelling west; the role of Brigham Young in the Mormons' move west.
- Farming and cattle on the plains: the Homestead Act of 1862; the farming problems faced by homesteaders; reasons for the growth of the cattle industry; changes in the life and work of cowboys from open range to fenced pasture.
- The problems of lawlessness; outlaws including Jesse James and Wyatt Earp; the reasons for conflict between homesteaders and cattle ranchers.

*Please note that topic 5 is barred against topic 6. This means that students can submit a test for only one of these topics.*

## Topic 6: Plains Indians and conflict in the American West, c1860-c1895

### What needs to be taught

- The Plains Indians: beliefs about land and nature; attitudes to war and property; the social structure of tribes; the Plains Indians' dependence on the buffalo.
- Conflict between Plains Indians and settlers: pressures from migration and from farmers; the impact of the discovery of gold in the Black Hills and the clash of cultures over land; the role of Red Cloud.
- The destruction of the Native American way of life: the impact of the railroads on the Plains Indians; the destruction of the buffalo; the role of Custer at the Battle of Little Big Horn; the results of the Battle of Little Big Horn; life on reservations.

*Please note that topic 6 is barred against topic 5. This means that students can submit a test for only one of these topics.*

## **Topic 7: Britain at War: World War I, 1914-1918**

### **What needs to be taught**

- The British Expeditionary Force and 1914: dispatch of BEF and its role in the events of 1914; reasons for the failure of the Schlieffen Plan.
- British forces on the Western Front 1914-1918: the trench system; life in the trenches; the Somme in 1916; the use of gas and tanks; failure of Ludendorff's offensive in 1918 and the Allied drive to victory; reasons for Germany's defeat.
- The Home Front: recruitment to the armed forces at the start of the war; introduction of conscription in 1916; the importance of women to the war effort; the use of censorship and propaganda.

## **Topic 8: Britain at war: World War II, 1940-1945**

### **What needs to be taught**

- Britain alone: the retreat of the BEF and Dunkirk; the role of Churchill; the reasons for, and why the British won, the Battle of Britain.
- Britain under attack: the evacuation; the blackout and air raid shelters; the effects of the Blitz on British towns and cities 1940-41; the effects of the second Blitz by V1 and V2 rockets 1944-45.
- The war effort: censorship and propaganda; the impact of the war on food supplies and the introduction of rationing; the contribution of women to the war effort in industry, transport and in the armed forces.

## **Topic 9: Germany: the rise of the Nazis, 1919-1933**

### **What needs to be taught**

- The situation in Germany after World War I: terms of and reactions to the Versailles treaty; the setting up of the Nazi party; the invasion of the Ruhr; hyperinflation.
- Germany 1923-1928: the causes, events and results of the Munich Putsch; the introduction of a new currency and German economic recovery; the lack of support for the Nazis from 1924 to 1928.
- Increased support for the Nazi Party 1929-1933: the effects of the Great Depression; the Nazis' use of propaganda and the appeal of Hitler; the role of the SA; Hindenburg's appointment of Hitler as Chancellor in January 1933.

*Please note that topic 9 is barred against topic 10. This means that students can submit a test for only one of these topics.*

## Topic 10: Life in Nazi Germany, 1933-1939

### What needs to be taught

- Censorship and propaganda: the role of Goebbels; the use of radio, posters and rallies; censorship of films, books and newspapers.
- Nazi policies towards the young and women: government control of education; different roles for boys and girls; the use of youth movements; beliefs about the role of women in the home; changes to women's employment.
- Nazi policies towards minorities: beliefs in racial supremacy and the concept of the 'master race' and the inferiority of Jews and gypsies; the shop boycott; the effects of the Nuremberg Laws; the events of Kristallnacht.

*Please note that topic 10 is barred against topic 9. This means that students can submit a test for only one of these topics.*

## Topic 11: Stalin's dictatorship, 1928-1939

### What needs to be taught

- Political control in the 1930s: the reasons for, nature of and the effects of the purges; the use of Show Trials; the secret police; propaganda and the cult of Stalin; censorship.
- Collectivisation: reasons for changes in agriculture; organisation of collectives and mechanisation; the opposition from peasants; Stalin's attack on the kulaks; the successes and failures of collectivisation.
- Industrialisation: reasons for industrialisation; the Five-Year Plans; the Stakhanovites; the achievements of industrialisation.

## Topic 12: The USA in the 1920s

### What needs to be taught

- The economic boom of the 20s: impact of World War I; effects of protectionism; mass production including the Ford motor industry; the stock market boom; hire purchase and consumerism.
- The Roaring Twenties: new forms of entertainment – Hollywood, jazz, flappers; new technology – the automobile.
- Problems in US society: the reasons for and the consequences of Prohibition; the growth of organised crime and Capone; racism in US society – the Jim Crow Laws, effects of segregation and the Ku Klux Klan.

## Topic 13: The USA: civil rights, 1955-1968

### What needs to be taught

- Challenges to segregation in the late 1950s: aims of the civil rights movement; causes, events and results of the Montgomery Bus Boycott including the role of Rosa Parks; events at Little Rock High School.
- Martin Luther King: his methods and leadership; peace march at Washington and the 'dream speech'; his assassination.
- Malcolm X and Black Power: beliefs of Malcolm X and his opposition to the civil rights movement; aims and methods of the Black Panther movement.

## Topic 14: The Cold War, 1945-1963

### What needs to be taught

- Development of the cold war: establishment of Soviet control in satellite states; US involvement in Western Europe through the Marshall Plan; the Berlin blockade and airlift.
- Berlin in the early 1960s: migration from East to West Berlin; construction of the Berlin Wall in 1961 and its impact on the lives of German people; Kennedy's visit to Berlin in 1963.
- Cuba: Castro's friendship with the Soviet Union; US fears and the Bay of Pigs; discovery of Soviet missile bases; the blockade; reasons the crisis ended peacefully.

## Topic 15: Vietnam, 1960-1975

### What needs to be taught

- Reasons for US involvement: the domino theory and the Gulf of Tonkin.
- The nature of the conflict: US methods of fighting; guerrilla warfare and Vietcong tactics; attitude of US soldiers; US bombing campaign and the use of incendiaries such as napalm; use of chemicals as defoliants and to disrupt food supplies.
- Reasons for the US failure: attitudes of the North Vietnamese and South Vietnamese populations; growth of protest and increasing unpopularity of the Vietnam War in the USA; failure of US tactics; strengths of Vietcong.

## Information about the topic tests

Each test will have four questions:

- Questions 1-3 will each cover one bullet point of the taught content. These questions will target Assessment Objective 2.
- Question 4 will be based on two sources and could relate to any part of the taught content. There will be at least one pictorial source. This question will target Assessment Objective 3.

### Questions 1-3

There will be two parts to each question:

- **Part (a)** will require minimal written responses, for example: True/False; underlining the correct word or phrase; matching activities.
- **Part (b)** builds on part (a). Students will be required to write short answers, giving more information about the topic.

Total for question 1 = 8

Total for question 2 = 9

Total for question 3 = 11

### Question 4

There are three parts to this question:

- **Part (a)** relates to a source and will require minimal written responses
- **Part (b)** will follow the same format as part (a) but relating to the second source.
- **Part (c)** will require students to outline similarities or differences between the two sources.

Total for question 4 = 12

**Total for each topic test = 40**

## Unit 2: Internally-chosen topic

### Content and assessment overview

Unit 2 is assessed through an assignment completed under controlled conditions. The assignment for Unit 2 allows students to demonstrate their ability to:

- give key facts about an event, life or development using appropriate dates, vocabulary and conventions [AO1]
- identify and describe change, results and significance [AO2].

Students need to find out about and describe the significance of **one** of the following:

- A a person
- B an event
- C development.

Students must complete **two linked** tasks. **The tasks will remain unchanged for the lifetime of the qualification.**

### Choosing an assignment

The topic for the assignment must **not** be directly connected with the topic tests completed for Unit 1.

This means that it must come from either a different time period or a different country. It can, but need not, relate to any of the 15 topics listed in Unit 1.

Centres do not need to confirm the suitability of the assignment topic with Edexcel.

### Options for Unit 2 assignments

Students must complete **one** of the following three options, A, B or C.

#### A: A person

Any historically significant person can be chosen. Suitable examples include Martin Luther King, Florence Nightingale and Henry Ford.

**Students must complete the following two linked tasks**

##### Task 1

- Who was this person?
- What did they do?
- When did they do it?

##### Task 2

- What changed as a result of what they did?
- Why was this person important?

## **B: An event**

Any historically significant event can be chosen.

Suitable examples include the Vietnam War, the Cuban Missile Crisis and the atomic explosion at Hiroshima.

**Students must complete the following two linked tasks**

### **Task 1**

- What happened?
- When did it happen?
- Who was involved?

### **Task 2**

- What changed as a result of this event?
- Why was this event important?

## **C: A development**

Any historically significant development can be chosen. Suitable examples include the discovery of penicillin, the invention of the tank and the invention of the computer.

**Students must complete the following two linked tasks**

### **Task 1**

- What happened?
- When did it happen?
- Who was involved?

### **Task 2**

- What changed as a result of this development?
- Why was this development important?



# Assessment

## Assessment summary

<b>Unit 1 – topic test 1</b>
<ul style="list-style-type: none"><li>Students complete topic tests for two of the 15 topics in this specification. Topic tests are available on the Edexcel website.</li><li>Tests will be divided into four questions and will be marked out of 40.</li><li>Tests are marked by the centre using the mark schemes provided on the Edexcel website and moderated by Edexcel.</li></ul>
<b>Unit 1 – topic test 2</b>
<ul style="list-style-type: none"><li>As for topic test 1.</li></ul>
<b>Unit 2 – assignment</b>
<ul style="list-style-type: none"><li>Students complete two linked tasks on a person, development or event chosen by the centre.</li><li>The assignment will be marked out of 20. When marks are recorded, the raw mark must then be doubled for a score out of 40.</li><li>Assignment tasks are marked by the centre using the mark grids contained in this specification and moderated by Edexcel.</li></ul>

## Assessment Objectives and weightings

	<b>% in Entry Level Certificate</b>
<b>AO1:</b> Show knowledge of key facts about an event, life or development using appropriate dates, vocabulary and conventions.	16.7%
<b>AO2:</b> Communicate knowledge and understanding of the past by identifying and describing: <ul style="list-style-type: none"><li>Key features of historical periods: life, beliefs, events</li><li>Key concepts in a historical context: causation, change, results, significance.</li></ul>	63.3 %
<b>AO3:</b> Use sources to answer questions about the past, identifying similarities or differences between them.	20 %
<b>Total</b>	<b>100%</b>

## Relationship of Assessment Objectives to assessments

<b>Assessment</b>	<b>Assessment Objective</b>		
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
Unit 1 - topic test 1	-	23.3	10
Unit 1 – topic test 2	-	23.3	10
Unit 2 – assignment	16.7	16.7	-
Total for Entry Level Certificate	<b>16.7%</b>	<b>63.3%</b>	<b>20%</b>

# Administration of assessments – general information

It is not a requirement that everyone in a cohort completes the same topic tests for Unit 1 or assignments for Unit 2.

Students who are completing the *same* topic tests for Unit 1 should take them at the same time, but additional sessions can be arranged for students who are absent.

Assessments can be completed in any order and at any time during the year.

## **Internal standardisation**

The assessments will be marked by the teacher against the set marking criteria found in the mark schemes, and following the instructions given on pages 18-20.

If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

## **Authentication**

All students must sign the authentication statement in *Appendix C*. One authentication sheet is required for each set of student work.

Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

# Administration of Unit 1 topic tests

## General preparation

Students must be prepared for the topic tests. It is recommended that about one third of the curriculum time is spent teaching a programme of study on each topic.

## Assessment

Unit 1 is assessed through two topic tests, which can be downloaded securely from the Edexcel website. Each topic test is marked out of 40 marks. These are marked by the teacher and externally moderated.

There is one test available for each topic. These will remain valid for the lifetime of the qualification.

Students will take a total of two topic tests.

After tests are downloaded from the Edexcel website, they must be kept securely and not shown to students until the test is due to begin.

## Test taking

Students must be allowed one hour for each topic test.

Tests must be completed in a single session.

Tests can be taken in a normal classroom, but must be administered under test conditions. This means that students are not permitted access to notes or other resources and tests must be completed by students working alone.

Students should write their responses on the question paper. Additional paper can be provided if necessary and must be clearly labelled to show what question it relates to and attached to the relevant page after the test has finished.

## Guidance and support

Teachers can re-phrase any instructions that students do not understand. This includes clarifying the instructions found on the front cover and the instructions for individual questions. However, no guidance should be provided that could help give the learner an answer to a question, for example explaining the meaning of words in the stimulus text. Any guidance and support that provided must be recorded on the *Guidance and Support Sheet (Appendix B)*. This must be attached to the student's test.

## Marking

The teacher must mark the topic tests following the mark schemes that can be found on the Edexcel website. Each test has its own mark scheme.

Students' answers should be annotated in red to show where each mark is awarded and the totals should be entered in the boxes underneath each question.

Marked topic tests must be kept securely and not shown to the students.

Results must be recorded on the student mark sheet in *Appendix D*.

Edexcel will then moderate the marking before confirming the grades awarded.

# Administration of the Unit 2 assignment

## General preparation

Students must be prepared for the assignment, which should include a programme of study on the person/event/development chosen. It is recommended that about one third of the curriculum time hours is spent on this.

## Task setting

Students should be given the tasks in writing. To contextualise the questions, centres can alter them only by inserting the name of the person, event or development and changing the pronouns where appropriate. For example, if the assignment were about Florence Nightingale, the first task would become:

### **Task 1**

*Who was Florence Nightingale*

*What did she do?*

*When did she do it?*

## Task taking - preparation

Teachers should check that students understand what the questions are asking.

After the tasks have been given to students, they should be allowed a maximum of two weeks to prepare before writing it up. Students can have access to any resources available at the centre.

Teachers may give feedback on plans that students produce to help them structure their ideas, but should not give feedback on drafts, or provide model answers or writing frames. Feedback given at this stage does not need to be recorded.

It is recommended that students plan to address each task separately as this will provide a helpful way of structuring their work.

## Task taking – controlled conditions

The writing of the assignment must take place under controlled conditions, which can be in a classroom. Students must write their responses individually without help and must be supervised by a teacher or invigilator.

The assignment can be done in two different sessions – one for each task. If this happens, then all materials relating to the first task should be collected in at the end of the first session and returned to students at the start of the second session.

## Task taking – resources

Students can use:

- up to one A4 side of their own notes, which can include bullet points and lists of names, dates, facts (etc) but should not include full sentences

Students cannot use:

- books or other paper-based or electronic resources.

Students may write using IT equipment, but internet access must be disabled.

## Task taking – time limits

Students are allowed up to one hour to write up their assignment. If there is more than one session, centres can decide how to divide up this time.

## **Marking – general information**

The teacher must mark the assignment out of 20 using the mark grids below.

Student answers should be annotated to show where marks have been awarded. Results must be recorded on the student mark sheet in *Appendix D*.

The teacher must enter both raw marks out of 10, add these together to produce a raw total out of 20, and then double it to produce a final mark out of 40.

Edexcel will then moderate the marking before confirming the grades awarded.

## **Marking – using the mark grids**

- There is one mark grid for Task 1 and one mark grid for Task 2. Centres should take care to use the right mark grid for each task.
- Centres should use a 'best fit' approach. This means that they should place an answer in the mark band where it fits best, even if it does not meet all of the requirements of the band. If an answer fits more than one band, the centre should make a judgement about which band provides the best match.
- If an answer meets all of the requirements of a band, then the answer should be placed at the top of the band.
- If an answer is on the borderline between two bands, then it should be placed either at the top of the lower band or the bottom of the higher band, depending on where it fits best.

## Unit 2 mark grids

Task	Question	
<b>1</b>	<p><b>Option A – a person:</b> Who was this person? What did they do? When did they do it?</p> <p><b>Option B – an event:</b> What happened? When did it happen? Who was involved?</p> <p><b>Option C – a development:</b> What happened? When did it happen? Who was involved?</p> <p>Target: key facts about a life/event/development; appropriate dates, vocabulary and conventions (AO1)</p>	
Level	Mark	
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p>Up to three key facts are included to provide a rudimentary outline of the 'what' and 'who'. The account may include important factual inaccuracies which indicate only superficial knowledge.</p> <p>The student shows a basic sense of chronology by establishing the order in which some things happened, although the sequencing has errors or ambiguities. Overall, the student rarely uses historical terms, names and vocabulary appropriately.</p>
<b>2</b>	<b>4-6</b>	<p>A range (four-five) of key facts are included to provide a basic outline of the 'what' and 'who' with few significant omissions. The account may include some factual inaccuracies, although generally these are connected to detail rather than key facts.</p> <p>The student shows a developing sense of chronology by establishing, without errors, the <i>order</i> in which things happened, although sometimes the imprecise use of dates may make it unclear exactly <i>when</i> things happened. Overall, the student sometimes uses historical terms, names and vocabulary appropriately.</p>
<b>3</b>	<b>7-10</b>	<p>A wide range (at least six) of key facts are included which provide an outline of the 'what' and 'who' without significant omissions. The account may include a very few factual inaccuracies, although these are minor and do not detract from the overall narrative.</p> <p>The student shows a good sense of chronology by establishing the <i>order</i> in which things happened and uses dates appropriately to make it clear <i>when</i> things happened. Overall, the student generally uses historical terms, names and vocabulary appropriately.</p>

Task	Question	
<b>2</b>	<p><b>Option A – a person:</b> What changed as a result of what this person did? Why was this person important?</p> <p><b>Option B – an event:</b> What changed as a result of this event? Why was this event important?</p> <p><b>Option C – a development:</b> What changed as a result of this development? Why was this development important?</p> <p>Target: continuity and change; significance (AO2)</p>	
Level	Mark	
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p>The student attempts to identify at least one thing that changed, but supporting statements may not be convincing.</p> <p>The student asserts that the person/event/development was important, but with minimal supporting explanation.</p>
<b>2</b>	<b>4-6</b>	<p>The student identifies at least one thing that changed. Supporting explanation for this is provided, which is relevant.</p> <p>The student describes briefly why the person/event/development was important. Supporting explanation for this may be brief and contain a few inaccuracies but is relevant.</p> <p>If supporting explanation is provided for only one of these (ie change or importance), then award a maximum of 5 marks.</p>
<b>3</b>	<b>7-10</b>	<p>The student identifies at least two changes and provides supporting explanation that is relevant.</p> <p>The student describes why the person/event/development was important. Supporting explanation for this is relevant.</p> <p>If supporting explanation is provided for only one of these (ie change or importance), then award a maximum of 8 marks.</p>

## How to record and submit student grades and marks

Centres must record the students' grade (**not** mark) on the **OPTEMS mark sheet**. The grade should be allocated in line with the guidelines below and then the OPTEMS mark sheet sent to Hellaby (address on the OPTEMS sheet).

In addition, *Appendix D* contains a student mark sheet. This must be completed for every student and attached to the student's work ready for moderation.

**The two topic tests for Unit 1 will each produce a total out of 40. It is essential that centres remember to double the raw marks for Unit 2 to generate a total out of 120 before calculating the total mark and grade.**

## External moderation

The OPTEMs form will indicate the student work that needs to be included in the sample, together with the moderator's address.

For the students whose work is sampled, you will need to submit the following:

- Two marked topic tests for Unit 1
- The completed *Support and Guidance Sheet* for each test (if applicable)
- One marked assignment for Unit 2
- The completed *Authentication Statement (Appendix C)*
- The completed *Student Mark Sheet (Appendix D)*.

The moderator will check the accuracy of the marking, and grades will be adjusted if appropriate.

## Grading

To be awarded a grade, students must complete all three assessments.

Grades will be awarded as follows:

<b>Marks</b>	<b>Grade awarded</b>
12-49	Entry 1
50-79	Entry 2
80-120	Entry 3

## Retaking of assessment

If work submitted by students on any of the three assessments is inadequate or incomplete, students may be allowed (at the discretion of the centre) to retake it. However, no feedback or guidance on their original answers should be provided.

There must be a gap of at least two weeks between the original assessment and the retake.

Alternatively, centres can disregard the original assessment and students could take a test on a different topic for Unit 1 or a different assignment for Unit 2 instead.

# Entering your students for assessment

## Student entry

Details of how to enter students for this qualification can be found in Edexcel's *UK Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's website: [www.edexcel.com](http://www.edexcel.com).

## Classification code

Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

The centre assessor and/or centre examinations officer may exercise their own discretion in providing reasonable support to Entry Level Certificate candidates with particular access requirements. Useful information is contained in the regulations and guidance published annually by the Joint Council for Qualifications; permission from Edexcel is not required for access arrangements deemed to be necessary for individual candidates.

Please see the Joint Council for Qualifications website ([www.jcq.org.uk](http://www.jcq.org.uk)) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Considerations*

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- any forms to submit for requests for access arrangements and special considerations
- dates for submission of relevant forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Equality Act 2010

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for information on the Equality Act 2010.

## **Further information**

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting coursework/portfolio* document on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

## **Assessing your students**

The first assessment opportunity for this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification.

## **Awarding and reporting**

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Edexcel Entry Level Certificate qualification will be graded as pass or fail and is awarded at three levels:

- Entry 1
- Entry 2
- Entry 3.

The first certification opportunity for the Edexcel Entry Level Certificate in History will be 2014.

## **Re-taking of qualifications**

Candidates may re-take an Edexcel Entry Level Certificate qualification at any point within the life of the specification. There are no limits on the number of re-takes. Candidates are able to claim certification once per year in the June series.

## **Language of assessment**

Assessment of this qualification will be available in English only. Assessment materials will be published in English only and all work submitted for moderation must be produced in English.

## **Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## **Student recruitment**

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Prior learning**

This qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for History as defined by the National Curriculum Orders for England.

## **Progression**

This qualification supports progression to GCSE in History.



# Support and training

## Edexcel support services

**Subject advisor** – the subject advisor service has been designed to support our history qualifications. The service will help solve your queries relating to our history qualifications and provide a means of sharing ideas, information and concerns.

The subject advisor can be contacted by email:  
HistorySubjectAdvisor@edexcelexperts.co.uk

**Ask the Expert** – to make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

## Resources

**Textbooks and other teaching materials** – Edexcel GCSE History resources cover many of the topics in this specification.

**Website** – Edexcel's dedicated microsite for all Edexcel's history qualifications can be found at [www.edexcel.com/history](http://www.edexcel.com/history).



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## Appendix A: Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	4010
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code.  The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Funding Schedule, Section 96, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for this qualification is:  600/7161/8
Entry codes	The entry code is used to: <ul style="list-style-type: none"> <li>enter a student for assessment</li> <li>claim certification of a student's grade for the qualification.</li> </ul>	The entry code for this qualification is 8917. Please refer to the Edexcel <i>UK Information Manual</i> , available on the Edexcel website, for the entry codes of other qualifications.



## Appendix B: Guidance and support sheet

This sheet is to be used to record any guidance/support given during the Unit 1 topic tests.

Candidate name:
Topic number/name:

I declare that no guidance or support has been given except that which is allowed according to the specification. Any guidance/support provided is recorded below.
Tutor name:
Tutor signature:
Date:

Question	Guidance/support given



## Appendix C: Authentication statement

This authentication statement must be attached to the front of the student's work at the time it is submitted for moderation.

<b>Centre number:</b>	
<b>Centre name:</b>	
<b>Student number:</b>	
<b>Student name:</b>	

### **Statement by student**

I declare that I have produced the work attached without external assistance, apart from any which is acceptable under the scheme of assessment and is recorded.

**Signature:**

**Date:**

### **Statement by teacher**

I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

**Signature:**

**Date:**



## Appendix D: Student mark sheet

<b>Student number:</b>					
<b>Student name:</b>					

<b>Unit 1, Topic test 1</b>		<b>Mark for Q1</b>	<b>Mark for Q2</b>	<b>Mark for Q3</b>	<b>Mark for Q4</b>	<b>Total mark</b>
<b>Topic number:</b>	<b>Topic title:</b>					
		<b>/8</b>	<b>/9</b>	<b>/11</b>	<b>/12</b>	<b>/40</b>
<b>Unit 1, Topic test 2</b>		<b>Mark for Q1</b>	<b>Mark for Q2</b>	<b>Mark for Q3</b>	<b>Mark for Q4</b>	<b>Total mark</b>
<b>Topic number:</b>	<b>Topic title:</b>					
		<b>/8</b>	<b>/9</b>	<b>/11</b>	<b>/12</b>	<b>/40</b>

<b>Unit 2, Assignment</b>		<b>Mark for Task 1</b>	<b>Mark for Task 2</b>	<b>Raw Total</b>	<b>Raw total doubled</b>
<b>Person/event/development</b> [delete as appropriate]					
<b>Who/what?:</b>		<b>/10</b>	<b>/10</b>	<b>/20</b>	<b>/40</b>

<b>Final total marks:</b>	
	<b>/120</b>
<b>Level:</b>	



## Appendix E: Links to GCSE topics

The table below shows where the topics in Unit 1 link to Edexcel GCSE topics.

<b>Entry Level topic</b>	<b>History A (Modern World)</b>	<b>History B (Schools History Project)</b>
1. Medicine and treatment, c1850-c1950		Unit 1, Option 1A: Medicine and treatment
2. Surgery, 1845-1918		Unit 3, Option 3A: The transformation of surgery c1845-c1918
3. Crime and punishment c1750-c1840		Unit 1, Option 1B: Crime and punishment
4. Punishment and policing c1850-c1950		Unit 1, Option 1B: Crime and punishment
5. Settlement in the American West: 1849-c1880		Unit 2, Option 2B: The American West c1840-c1895
6. Plains Indians and conflict in the American West: c1860-c1895		Unit 2, Option 2B: The American West c1840-c1895
7. Britain at War: World War I, 1914-1918	Unit 3, Option 3A: War and the transformation of British Society (Key topics 2 and 3)	[some links also exist to Unit 3, Option 3C: the impact of war on Britain c1914-c1950]
8. Britain at War: World War II, 1940-1945	Unit 3, Option 3B: War and the transformation of British society c1931-51 (Key topics 2 and 3)	[some links also exist to Unit 3, Option 3C: the impact of war on Britain c1914-c1950]
9. Germany: the rise of the Nazis, 1919-1933	Unit 2, Option 2A: Germany 1918-39 (Key topics 1 and 2)	Unit 2, Option 2C: Life in Germany c1919-c1945
10. Life in Nazi Germany, 1933-1939	Unit 2, Option 2A: Germany 1918-39 (Key topics 3 and 4)	Unit 2, Option 2C: Life in Germany c1919-c1945
11. Stalin's dictatorship, 1928-1939	Unit 2, Option 2B: Russia 1917-39 (Key topics 3 and 4)	
12. The USA in the 1920s	Unit 2, Option 2C: The USA 1919-41 (Key topics 1 and 2)	

<b>Entry Level topic</b>	<b>History A (Modern World)</b>	<b>History B (Schools History Project)</b>
13. The USA: civil rights, 1955-1968	Unit 3, Option 3C: A divided union? The USA 1945-70 (Key topics 2 and 3)	
14. The Cold War: 1945-1963	Unit 1, Sections 4 and 5	
15. Vietnam, 1960-1975	Unit 4, CA5: Vietnam 1960-75	Unit 4, CA5: Vietnam 1960-75

## Appendix F: Grade descriptions for Entry Level History

The grade descriptions are taken from the National Curriculum (NC) level descriptions for History. Entry 1 corresponds to NC Level 1, Entry 2 to NC Level 2 and Entry 3 to NC Level 3.

The descriptions are provided here in order to give centres a general sense of the levels of performance that can be expected at each level. The actual evidence produced by students may not correspond exactly to these because of the nature of the assessments in this qualification.

The descriptions can be used by centres to help them decide whether this qualification is appropriate for their students.

### **Level 1**

Candidates recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

### **Level 2**

Candidates show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

### **Level 3**

Candidates show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

**Publications Code W029958 January 2013**

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