

Course Title:

Pearson Edexcel International Advanced Level (IAL)

History: Effective Delivery and Assessment

Event Code: 16IAH01

Session Agenda

- 10:00 Agenda & Introduction
- 10:15 Delivering IAS Unit 1 – Depth Study with Interpretations 1
- 10.55 Break
- 11:05 Delivering IAS Unit 1 – Depth Study with Interpretations 2
- 12:15 Delivering IAS Unit 2 – Breadth Study with Source Evaluation 1)
- 12:30 Lunch
- 13.15 Delivering IAS Unit 2 – Breadth Study with Source Evaluation 2
- 14.25 Break
- 14.30 Progression into IAL A2 – Units 3 & 4
- 15:15 Additional Information, Any Questions
- 15.30 Close

Aims and Objectives

- Explore the structure and delivery of the specification
- Understand the assessment process
- Feedback on recent candidate performance:
 - consider candidates responses alongside mark schemes
 - review examiner reports
- Address common issues and FAQs

Introduction to the Assessment



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graph TD; A[Introduction to the Assessment] --> B[Content<br/>4 Options per Unit<br/>Offers a range of US,<br/>European, African, Asian<br/>and international periods<br/>of history]; A --> C[Assessment Objectives /<br/>Skills Tested<br/><br/>AO1<br/>AO2<br/>AO3<br/>Essay-based examinations]; A --> D[Structure of Assessment<br/><br/>Modular<br/><br/>4 equally<br/>weighted units];
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Content

4 Options per Unit

**Offers a range of US,
European, African, Asian
and international periods
of history**

Assessment Objectives / Skills Tested

**AO1
AO2
AO3**

Essay-based examinations

Structure of Assessment

Modular

**4 equally
weighted units**

Assessment objectives: AS and A2

A01	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
A02	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
A03	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

Delivering IAS Unit 1 Depth Study with Interpretations (AO1 & AO3)

IAS Unit 1: Depth Study and Interpretations

- The four Unit 1 Options available are:
 - Option 1A: France in revolution, 1774-99
 - Option 1B: Russia in revolution, 1881-1917
 - Option 1C: Germany, 1918-45
 - Option 1D: Britain, 1964-90

IAS Unit 1: Depth Study and Interpretations – Assessment structure

- Targets **AO1** (knowledge and understanding of the period) and **AO3** (ability to analyse and evaluate historical interpretations)
- Candidates answer 2 essay questions (from a choice of 4) which require them to assess a statement expressing a view.
- Each question is worth 25 marks
- No sources or extracts
- Two hour examination with a maximum mark of 50

Depth

- History of a few decades in one country – momentous change, significant events etc
- Consideration of single events, a single year, a number of years within the Option time period
- Awareness of the historical developments across the key topics, as well as the bullet points within

Interpretations

- Awareness of areas for discussion/aspects for judgement based on (historical) concepts: causation, consequence, change & continuity, similarity & difference, significance

Unit 1: Delegate Activity A

Delegate handbook pp 4-5

Task 1: Depth Study and Interpretations

Resources:

- IAL Specification
- June 2016: Unit 1 Question Paper, Options A-D
- June 2016: Unit 1 Mark Scheme, Options A-D

Approaches to Assessment

General Application of Mark Scheme

Across All Units

- The mark scheme for each Section/sub-Section of a question paper includes a set of generic level descriptors
- The generic level descriptions define the qualities of response for all options in unit
- Progression is traced across the level descriptors through the assessment of 3 or 4 different qualities (strands)
- Every response does not fit neatly with a descriptor.
- A principle of 'best fit' should be used to make a judgment.
- An answer displaying some qualities of a lower/higher level should be moved down/up within the level.

- All mark schemes include indicative content
- All questions require substantiated judgments.
- Point-led indicative content is grouped into material which supports and that which counters or modifies.
- Indicative content does not structure the organisation of a model answer.
- It is indicative of arguments and evidence which could be included in a response.
- Not all the material in the indicative content is expected to be included; other material will be credited.

Approaches to Assessment

IAS Unit 1 – Depth Study with Interpretations

A01 and A03 generic mark scheme

Progression is traced in the level descriptors in three elements (strands):

- **Analysis and exploration of key issues (AO1) raised by the view presented in the question (AO3)**
- **Selection and deployment of knowledge (depth study)**
- **Substantiated evaluation and judgement.**

Candidates who did well

Reponses reaching the higher levels:

- **Directly addressed the question asked** – analysed the stated view in relation to the required aspect for judgement eg cause, significance
- **Selected and applied accurate knowledge relevant to the question** – appropriate amount and range of supporting information with required for a depth study
- **Made judgements throughout the answer by using criteria to agree with or challenge the stated view** – used criteria eg longevity, impact to measure the validity of the view
- **Produced a well-supported conclusion** – criteria outlined

Unit 1: Delegate Activity B

Delegate handbook p 6

Task 2: Candidates who did well

Resources:

June 2016 Principal Examiner's Report, Option D

June 2016: Unit 1 Question Paper, Option D

June 2016: Unit 1 Mark Scheme, Option D

Candidates who did not do so well

Weaker responses:

- Often **ignored the stated view in the question** – narrative account of the events covered by the question - lacked awareness of the need to discuss different points of view
- Failed to **address key elements of the question** – ignored dates, misread information
- Failed to select/deploy **appropriate and relevant knowledge** – too much irrelevant detail or too little
- **Lack of planning** – response without plans were less focused and organised

Unit 1: Delegate Activity C

Delegate handbook p7

Task 3: Weaker responses

Resources:

June 2016 Principal Examiner's Report, Option C

June 2016: Unit 1 Question Paper, Option C

June 2016: Unit 1 Mark Scheme, Option C

- Mark schemes for all the AOs make reference to criteria for judgment or the application of valid criteria
- The deployment of valid criteria – to establish relative causal significance, extent of change etc – in order to reach a judgement is an established feature of extended writing in History
- Candidates are not required to state directly the criteria being used or that the criteria chosen are valid

Making judgements:

AO1(AO1/AO3) writing – Strand 3

- AO1 essays focus on second-order concepts
- At higher levels, criteria for judgement are established, applied and evaluated
- Causation as an example:
 - In a question offering a stated key reason (causal factor) for an event – answers would suggest other factors which played a part
 - A valid judgement would depend on the use of criteria to weigh the relative significance of the causal factors
 - The causal factor judged most significant in bringing about the event might be determined as having a more widespread influence, a more fundamental underpinning role, acting as a trigger to other critical events

Unit 1: Delegate Activity D

Delegate handbook p8

Task 4: Criteria for judgement

Resources:

June 2016: Unit 1 Question Paper, Options A, B, C

Delivering IAS Unit 2 Breadth Study with Source Evaluation (AO1 & AO2)

IAS Unit 2: Breadth Study with Source Evaluation

The four Unit 2 Options available are:

- Option 2A: India, 1857-1948: The Raj to Partition
- Option 2B: China, 1900-76
- Option 2C: Russia, 1917-91: From Lenin to Yeltsin
- Option 2D: South Africa, 1948-2014: From Apartheid State to the Death of Mandela

IAS Unit 2: Breadth Study with Source Evaluation – Assessment structure

- Unit 2 is worth 25 per cent of the overall IAL qualification and 50 per cent of the IAS
- Two hour written examination – available in January and June
- First assessment: June 2016
- Targets AO1 (knowledge and understanding of the period) and AO2 (the ability to analyse and evaluate source material)

IAS Unit 2: Breadth Study with Source Evaluation – Assessment structure

Candidates answer 2 questions – Section A and one from Section B

Section A –

a compulsory question, in 2 parts, (10 and 15 marks) which assesses the ability to analyse and evaluate two primary/contemporary sources – approx. 350 words in total

Section B –

1 question from a choice of 3 which assesses understanding of the period in breadth (25 marks)

Breadth

- History of a substantial period of time in which significant/momentous change occurred
- Consideration of developments within and between the key topics over period of time of at least a decade in relation to the key historical concepts
- References to single events or individuals should be in delivered in relation to long-term implications

Source Evaluation

- The content areas targeted for the focus of source evaluation are indicated in bold type in the specification

Unit 2: Delegate Activity E

Delegate handbook p9

Task 5: Specification Content Nominated for Source Evaluation

Resources:

IAL Specification issue 3

<http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/history/2015/specification-and-sample-assessments/IAL-History-Specification.pdf>

Approaches to Assessment

IAS Unit 2 – Breadth Study with Source Evaluation

Unit 2 : Section B - Essays in Breadth

- Section B questions normally cover at least a decade. They may cover a longer period.
- 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: 'To what extent did the Sharpeville massacre of 1960 weaken apartheid in the 1960s?'

All questions require a judgment; the stems begin:
How far / To what extent.... / How accurate is it
say...?

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 judgment
- Organisation and communication of argument

Approaches to Assessment

IAS Unit 2: Breadth Study – Section B

Feedback June 2016

Key areas to consider:

- Candidates should take a few minutes to plan their answer before beginning to write (consider key element 4)
- Although a breadth study candidates could provide more well selected factual details as evidence.
- Stronger responses pick out three or four key themes to provide analysis of the focus concept, developing relative significance; weaker response providing descriptions
- Stronger responses pay careful attention to key phrases in the question and use them throughout the essay; weaker responses often ignore key phrases and so lose focus
- Strong responses try to explore links between issues, so making the structure flow more logically and the arguments more integrated.

Approaches to Assessment

IAS Unit 2: : Source Evaluation

Approaches to Assessment

IAS Unit 2: : Source Evaluation Section A (a)

(a) Why is Source 1 valuable ... ? (AO2 10 marks)

- The question requires evaluation of what the source ***can contribute*** to the enquiry specified – **utility**.
- 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?

Approaches to Assessment

IAS Unit 2: : Source Evaluation Section A (b)

((b) How much weight do you give the evidence of Source 2 for...? (AO2 15 marks)

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

Approaches to Assessment

IAS Unit 2: : Source Evaluation Section A

Note that both part (a) and part (b) ask candidates to explain their answers using:

- the source – the evidence inside the text box
- the information given about it – with regard to the provenance
- own knowledge of historical context

Candidates who did well:

- Concentrated on value – what made the source useful
- Selected points of information from the source and identified inferences to be developed
- Used additional historical contextual knowledge to verify, confirm and expand evidence selected
- Used the source, the information provided and the historical context to focus on the specified enquiry

Candidates who did not do so well:

- Often provided irrelevant material on the weight/reliability of the source
- Asserted points of information/inference with little awareness of nuance or emphasis and some merely paraphrased the source (L1)
- Used contextual knowledge to answer the enquiry rather than evaluate the source
- Wrote generalised stereotypical statements about the provenance of the source without explaining the specific circumstances of the nature/origin/purpose

A02 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

Unit 2: Delegate Activity F

Delegate handbook p 10

Task 6 : Strengths and weakness of candidate response - Source Evaluation (a)

Resources:

June 2016 Principal Examiner's Report, Unit 2 Option A

June 2016: Unit 2 Question Paper, Option A

June 2016: Unit 2 Mark Scheme, Option A

IAS Unit 2: : Source Evaluation Section A (b)

- The mark scheme for Section A (b) uses the same three strand progression as for (a)

However:

- A 4th Level is added to reflect the increased demand of the (b) question – reliability
- Candidates is reflecting on the strengths and limitations of the source – not just strengths
- Strands across the Levels reflect this
 - references to challenge, illumination, limitations
 - requirement to interrogate the evidence

Candidates who did well:

- The general strengths apparent in the (a) answers apply here also
- Considered both the strengths and weaknesses of the source in relation to content, information given and historical context – interrogated
- Weighed up the strengths and weaknesses in a conclusion at the end before coming to an overall judgement

Candidates who did not do so well:

- The general limitations apparent in the (a) answers apply here also
- Questionable assumptions (L2) - often concentrated almost solely on the weaknesses even if the source could be judged to be relatively reliable questionable assumptions
- Asserted 'weight' or 'lack of weight' without establishing or applying criteria to determine reliability

Unit 2: Delegate Activity G

Delegate handbook p 11

Task 6 : Strengths and weakness of candidate response - Source Evaluation (b)

Resources:

June 2016 Principal Examiner's Report, Unit 2 Option B

June 2016: Unit 2 Question Paper, Option B

June 2016: Unit 2 Mark Scheme, Option B

- A variety of different criteria can be established and applied to evaluate utility and reliability eg veracity, accuracy, omission, commonality
- There is no set of agreed criteria by which any one source should be analysed or evaluate – **valid** criteria
- Candidates will need to use their knowledge of the historical context /concepts to be able to determine what criteria might be used to judge a source for the focus of a specific enquiry
- Eg – omission may be valid when information has been purposefully left out, ignored or the author was genuinely unaware but is unlikely to be valid if the source was produced before the events being offered as omission have taken place.

In conclusion, this source has *weight to a small extent* for an enquiry into the reactions to the 1950 Marriage Law, as it *focuses on the reactions of women* and *hints that the opinions of men* changed, *whereas many people* and peasants *ignored* the Law because old Chinese traditions were *deeply rooted* in people's opinions. Moreover, the *position of the author* contributes to the unreliability of the source, as she is *likely to promote the Law* and therefore *focus* on the *positive reactions* of the people.

Available Resources

- Specification Issue 3
- Sample Assessment Material (SAMs)
- IAL Getting Started booklet includes Qualification Overview, Planning, Course Planner, Schemes of Work with mapping to published resources and resource lists for each Unit
- Question Paper (QP) and Mark Scheme (MS) – all exam sessions
- Principal Examiner Reports – all exam sessions
- Support from Pearson

http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/history/2015/specification-and-sample-assessments/Resource_Mapping_IAL_History.pdf

Additional resource in production

- Topic Guides
- AS exemplar materials with examiner comments
- Student timeline guides

Progression into IAL A2 – Units 3 & 4

Unit 3 – progression AO2 & AO1

Unit 4 – progression AO3/1 & AO1

IA2 Unit 3: Thematic Study with Source Evaluation

- The four Unit 3 Options available are:
 - Option 3A: The USA: Independence to Civil War, 1775-1865
 - Option 3B: The British Experience of Warfare, 1803-1945
 - Option 3C: Germany, 1870-1990: United, Divided, and Reunited
 - Option 3D: Civil Rights and Race Relations in the USA, 1865-2009

IA2 Unit 3: Thematic Study with source evaluation

- Unit 3 is worth 25 per cent of the overall IAL qualification
- Two hour written examination
- Targets [AO1](#) (understanding of the period in breadth) and [AO2](#) (the ability to analyse and evaluate source material)
- First assessment: January 2017

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

AO2 mark schemes - Progression

- 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 judgment. A fourth level is added.
- The A2 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.

IA2 Unit 3: Approaching Assessment

Candidates answer 2 questions – one from Section A and one from Section B

Section A (AO2)

- One compulsory question which assesses source analysis and evaluation skills (25 marks).
- May **target any topic** within specification content
- **Two** primary/contemporary sources – approx. 450 words in total.
- How far make use of Source 1 and 2 together to investigate... - extends the AS (b) mark scheme to L5

Section B (AO1)

1 question from a choice of 2 which assesses knowledge and understanding of the period in breadth, **crossing topics** (25 marks)

IA2 Unit 3: Thematic Study with Source Evaluation - Approach to Content

Thematic Study:

- Covering a broad spectrum of time of over a century or more by studying 5 key topics (periods) within that time
- Linking the 5 key topics with 5 broad themes that run across the whole time period
- Candidates use knowledge of the key topics to make links, comparison, identify relationships based on the key historical concepts
- Depending on question asked will be required to apply the above to at least two of the time periods each time

Source Evaluation:

- Same understanding of sources as Unit 2 but from anywhere within the key topics
- Applying skills to the two sources together – not a cross-referencing exercise – together how useful and how reliable in an investigation into a specific topic

IA2 Unit 4: International Study with Historical Interpretations

The four Unit 4 Options available are:

- Option 4A: The Making of Modern Europe, 1805-71
[What explains the downfall of the Napoleonic Empire, c.1805-14?]
- Option 4B: The World in Crisis, 1879-1945
[What explains the outbreak of war in Europe between the great powers in August 1914?]
- Option 4C: The World Divided: Superpower Relations, 1943-90
[What explains the outbreak and development of the Cold War in the years 1943-53?]
- Option 4D: The Cold War and Hot War in Asia, 1945-90
[What explains the outbreak, course and impact of the Korean War in the period 1950-53?]

IA2 Unit 4: International Study with Historical Interpretations

- Unit 4 is worth 25 per cent of the overall IAL qualification
- Two hour written examination
- Targets **AO1** (understanding of the period in depth) and **AO3** (ability to analyse and evaluate historical interpretations)
- First assessment: June 2017

IA2 Unit 4: International Study with Historical Interpretations – Approaching Assessment

Candidates answer 2 questions – one from Section A and one from Section B

Section A - Historical Interpretations (A01/A03)

A compulsory question on Topic 1 which assesses the ability to **evaluate contrasting interpretations** of the period studied.

Two secondary extracts – approx. 400 words in total (25 marks)

Section B – International Study (A01)

1 question from a choice of 2 which assesses understanding of the period in **depth** (25 marks)

Interpretations of history: A03

- The Section A area of content is not examined in Section 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.
- Students are not expected to have prior knowledge of the works of the historians in the extracts, but they should understand the issues being debated.
- Candidates are asked to use the Extracts (the viewpoints given within the text box) and their own knowledge of issues related to the controversy.

Markscheme progression Unit 4 A03

Progression is traced in the level descriptions in 3 elements:

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

IA2 Unit 4: International Study with Historical Interpretations to Content

International Study:

- Content of the Key Topics 2-4 should be approached as a depth study
- Depth study of a several decades in relation to more than one country
- Approach the content from the perspective of international relationships and interrelationships within the Key Topics
- Use the content to establish areas for discussion using the key historical concepts

Historical Interpretations

- Focus on the key issues (4 bullet points) – consider areas for debate – different viewpoints that could be suggested
- Questions can be set across the key issues – determine links and relationships between the issues that might be debated

Unit 3 and 4: Delegate Activity H

Follow Up Task

Delegate handbook page 12

Task 7

Task 7: AO1 Progression from AS to A2 using Unit 2 Section B essay

Task 8: AO2 Progression from AS to A2 using Unit 2 Section A (b) style question

Task 9: Progression from AS to A2 Interpretations using Unit 1

Subject Adviser support



For more information, please contact subject advisors, subjects pages/communities and ask the expert.

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Examination Results Statistics

[Click here to go to Results Statistics Webpage](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

Grade Boundaries

[Click here to go to Grade Boundaries Webpage](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations.

Examiner reports

<http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/history-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FExaminer-report>

Useful links continued ...

ResultsPlus

[Click here to go to ResultsPlus Webpage](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance
- see your students' scores for every exam question
- understand how your students' performance compares with Edexcel national averages



Training

Wide range of training events for 15/16

- General Qualifications
- Vocational Qualifications

Audience

- UK
- International

Choice of Delivery methods to suit you and your centre

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WHAT OTHER TRAINING WOULD YOU FIND USEFUL?



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Any questions?



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