

DELEGATE BOOKLET

16IAH01

About this event

Course Title: Pearson Edexcel International Advanced Level (IAL) History: Effective Delivery and Assessment

Course Code: 16IAH01

Aims and Objectives of the event

- 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

Agenda

Time	Item
9.30 – 10.00	Welcome Tea & Coffee
10.00	Agenda & Introductions with Brief Overview of the Specification & Assessment
10.15 – 10.55	Delivering IAS Unit 1 – Depth Study with Interpretations – overview Activity A
	Break
11.05 – 12.15	Delivering IAS Unit 1 – Depth Study with Interpretations – assessment feedback (including short break) Activity B-D
12.15 – 12.30	Delivering IAS Unit 2 – Breadth Study with Source Evaluation – overview Activity E
12.30 – 13.15	Lunch
13.15 – 14.25	Delivering IAS Unit 2 – Breadth Study with Source Evaluation – assessment Activity F-G
	Break
14.30 – 15.15	Progression into IAL A2 – Units 3 & 4 Delegate Follow Up Activity H
15.15 – 15.30	Additional Information, Any Questions and Close.

Unit 1 - Activity A

Purpose:

- To explore the nature of the Unit 1 specification content
- To use the June 2016 assessment materials to identify aspects for judgement and conceptual focus

Resources:

IAL Specification

June 2016: Unit 1 Question Paper, Options A-D

June 2016: Unit 1 Mark Scheme, Options A-D

Task 1 – Depth Study and Interpretations

- Use the Question Paper to complete the table below for your centre's chosen Option.
 - Make a note of the content areas (Key Topics; bullet pointed sections) covered by each question.
 - Choose one of the questions and note down the knowledge required from the content to be able to provide sufficient supporting evidence to answer the question. (In an hour, with time to plan, candidates will probably write 6-10 paragraphs.)
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a)

Introductory statement	Stated View	Aspect for judgement (concept)

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b) Content area:

Question 1

Question 2

Question 3

Question 4

c) Notes (Specification and Mark Scheme may be helpful):

Unit 1 - Activity B

Purpose:

- To consider the qualities of a good candidate response

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

Task 2 – Candidates who did well

a) Read the Option D response reproduced on pp 6-11 of the Principal Examiner's Report. It is a Level 4 response to Q2. It was deemed to have met L4 in all three elements/strands of the mark scheme.

b) Using the mark scheme and reflecting on the presentation so far:

i) make a note of the qualities which make this a high level response

ii) highlight/underline parts of the response which meet the different elements with the Level 4 descriptors.

Unit 1 - Activity C

Purpose:

- To consider the weaknesses of lower Level 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

Task 3 – Weaker responses

a) Read the Option C response reproduced on pp 10-13 of the Principal Examiner's Report. It is a Level 1 response to Q1. It was deemed to have met L1 in all three elements/strands of the mark scheme.

b) Using the mark scheme and reflecting on the presentation so far:

i) make a note of the weaknesses within this response

ii) highlight/underline parts of the response which meet the different elements with the Level 1 descriptors.

Unit 1 - Activity D

Purpose:

- To consider the use of criteria for judgement
- Use real candidate examples to illustrate the use of criteria for judgement

Resources:

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

Task 4 – Criteria for judgement

Below are four conclusions produced in candidate responses in June 2016. Read each conclusion and identify any areas of strength or weaknesses in applying and evaluating criteria.

Q1, Option C.

In conclusion, there were factors which gave the impression that the years 1924-29 were golden, but only to an extent. In fact, there were other factors, such as the Wall Street Crash, which can deny this statement.

Q2, Option A.

As already said, they stormed the Bastille, they killed almost the whole National Guard, they had the force within Paris, killing, destroying and living. Including politics thoughts and encouragement and own interests into their life. That all shows the main force within Paris, French revolution and maintaining it between 1789-92.

Q2, Option C.

To conclude, the role of Hitler was a success in achieving growth of the Nazi Party to an extent. Events such as the Great Inflation and agreements and treaties such as the Dawes Plan and the Treaty of Versailles were catalysts for political polarisation. The situation was exploited by the Nazis to gain support for the growth of the party.

Q2, Option B.

In conclusion, the Dumas did play a significant part as it was the first elected parliament and gave a basis of democracy which was an important step for Russia from the backward autocratic Tsarist system that existed. However, the actual impact of the Duma's were much more limited than Stolypin's impact causing Stolypin to be a more important consequence of the 1905 revolution as he restored order and increased the loyalty of the peasantry, which is important as they made up 80% of the population.

Follow up exercise: Choose a question from your Unit 2 paper and write a conclusion which applies criteria for judgement.

Activity E

Purpose:

- To identify the areas of the Unit 2 Option specification relevant to Source Evaluation

Resources:

IAL Specification v2

Task 5 – Specification Content Nominated for Source Evaluation

Using the specification for your option, note in the space below the aspects that are nominated for source evaluation questions.

Aspects nominated for source evaluation in Unit 2 option A/B/C/D:

Activity F

Purpose:

- To consider the strengths and weaknesses of 2 candidate responses to Section (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

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

- a) Look for the two responses and their levelled comments pp 5-8 of the Principal Examiner's Report, Unit 2 Option A
- b) Note the comments as to the reasons why the levels were given
- c) Highlight/underline/annotate evidence in the response which reflect the levels awarded
- d) Discuss with a partner:
 - i) why the Level 3 response was stronger than the Level 2
 - ii) which areas of the Level 3 response would need to be stronger to advance within Level 3

Activity G

Purpose:

- To consider the strengths and weaknesses of 2 candidate responses to Section (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

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

- a) Look for the two responses and their levelled comments pp 9-15 of the Principal Examiner's Report, Unit 2 Option B
- b) Note the comments as to the reasons why the levels were given
- c) Highlight/underline/annotate evidence in the response which reflect the levels awarded
- d) Discuss with a partner:
 - i) why the Level 4 response was stronger than the Level 2
 - ii) which areas of the L4 response would need to be stronger to advance within Level 4

Activity H – Follow Up Activity

Purpose:

- Follow up activity to plan progress from IAS to IA2 – using information on progression within AOs delivered in the training presentation and IAL resource material

Resources:

June 2016 Principal Examiner's Reports – Unit 1 A-D, Unit 2 A-D
IAL Sample Assessment Material

Task 7-9

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

- a) For each task choose an example of a good candidate response from the Principal Examiner's Report of the your chosen Option eg Task 7 – Unit 2 Option A Section B essay
- b) Determine the characteristics and qualities shown for the Level awarded -
- c) Using the Mark Scheme for the equivalent Unit 3 or 4 element eg Task 7 – Unit 3 & Unit 4 Section B – make a list of the progress you would expect to see in an IA2 response eg differences in approach, differences in nature of content, additional skills at L5
- Summary - Use the IAS response to envisage the style of response required for progress at IA2 and the guidance that could be given to students to achieve this.

PERSONAL LEARNING

Things to do:

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Things to avoid

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Your ideas: