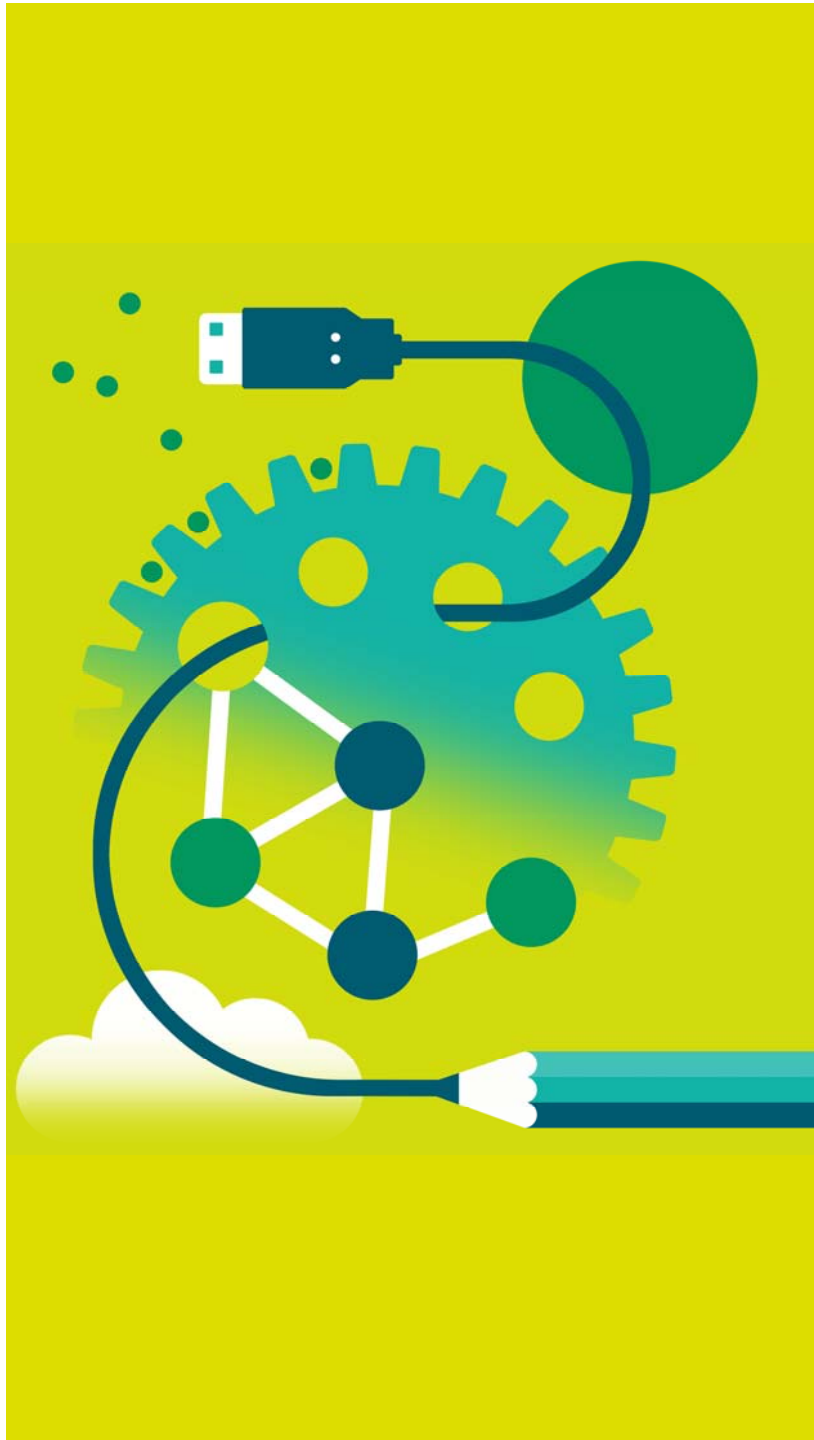




Pearson

Feedback on candidate performance in International Advanced Level History June 2017

17IOAH01



Your Online Environment

XX Technical Difficulties & Support

XX Recording

XX Communication in an online environment

XX Asking Questions

XX Using Polls

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Aims and Objectives

1. To provide feedback on the performance of candidates in the May/June 2017 examinations
2. To consider the variation of candidates' performance on different questions and explore reasons why performance varies
3. To discuss issues raised in the Examiner's reports
4. To address common issues and FAQs.

Session Agenda

16:05 Overview of IAL History Qualification

16:10 WHI01 Feedback (AO1 with AO3)

16:30 WHI02-4 Section B Feedback (AO1)

16:55 Break

17:00 WHI02-3 Section A Feedback (AO2)

17:30 WHI04 Section A Feedback (AO3 with AO1)

17:50 Plenary Summary

18:00 Finish

Introduction to the Assessment

Content

Unit 1 - Depth Study and Interpretations
Unit 2 - Breadth Study with Source Evaluation
Unit 3 - Thematic Study with Source Evaluation
Unit 4 - International Study with Historical Interpretations
(available all series from June 2017)

Assessment Objectives / Skills Tested

AO1 IAL 50% AS 45%
AO2 IAL 25% AS 25%
AO3 IAL 25% AS 30%
(See next slide for details)

Structure of Assessment

Each Unit:
External assessment
Written examination
Total = 50 marks
Time = 2 hours

Unit 1-2 = 50% each of total IAS
Unit 1-4 = 25% each of total IAL

Assessment Objectives (AOs)

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

AO2 - Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context

AO3 - Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted

**Polls to get to know
the delegates.**

WHI01 Feedback (AO1/AO3)

Unit 1 - Depth Study and Interpretations

Overview:

- Choice of 2 essay questions from 4
- 2 hours = suggested timing of 1 hour per essay
- Each essay worth 25 marks – assessing AO1 (20 marks) & AO3 (5 marks)

Each question:

- Introductory statement – Historians differ in their judgements...
- Quotation for discussion
- Instruction – Assess this view using your own knowledge of the issue

Unit 1 – Level of Response Mark Scheme

- AS Level of Response Mark Scheme = Level 1 – Level 4.
- Each Level in the Unit 1 Mark Scheme has three elements/strands of progression:
 - analysis and exploration of key issues raised by the view presented in the question
 - selection and deployment of knowledge
 - substantiated evaluation and judgement.
- The Level of Response Mark Scheme is applied using ‘best-fit’ – each strand is levelled and the ‘best-fit’ overall Level is determined
- A mark is then awarded within the Level.

Unit 1 responses – key elements of good candidate responses

- **Considered** both the **view presented** and **counter views** with **sufficient knowledge** to show **understanding**
- **Reached a judgement** about the view provided. The view given addresses aspects of historical concepts detailed in AO1 e.g. change, significance
- **Well-constructed** providing **clarity** about the **aspect/focus** for **discussion**
- **Established criteria for judgement** by explaining and justifying decisions reached about the view e.g. why x main reason, why x more significant

Candidates who did well

- Acknowledged the **interpretations** element of the Unit by clearly addressing the **stated view**
- Used both the **introductory statement** and **quotation** as a basis for determining the **aspect/conceptual focus**
- Used paragraph openings to **create a discussion** of the issues raised by the quotation
- Acknowledged the **depth** element by providing **sufficiently detailed knowledge** to **support analysis** and **explanation**
- **Planned their responses** – used time available, identified key words, identified conceptual focus, sketched a structure to reach a judgement.

Marking Activity

Student response A is high Level 3 and Student response B is high Level 4.

- Response A had one L3 strand, one weak L3 strand & one weak Level 4 strand.
Identify which strand corresponds to these Levels.

Student A – WHI01 1B Q4:

Historians have different explanations for the Bolshevik seizure of power in October 1917.

‘The impact of Lenin’s presence in Russia from April 1917 was the main reason why the Bolsheviks were able to seize power in October 1917.’

Assess this view using your own knowledge of the issue.

Document ID: 0429000507025 pp.9-14

Document name: Student Response A

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Student Response B - Candidates who did well – Unit 1

- Use the strands to help identify why response B is stronger than response A in all the strands.

Student B – WHI01 1D Q1:

Historians differ in their judgements about the extent to which Britain was a world power in the years 1964-70.

‘Britain was a world power in the years 1964-70.’

Assess this view using your own knowledge of the issue.

Document ID: 0429000507257 pp. 3-7

Document name: Student Response B

[Inset online: Student’s response to appear here]

Why Candidate did well - Summary

Student response A - paragraphing structure and openings have elements of exploration of the key issues creating a discursive outline (Strand 1 L4-), knowledge included is weaker lacking in depth (Strand 2 L3-), attempts are made using criteria of impact/timing to show why Lenin's return was an important reason but that weakness of Provisional Government was also contributory. However, the criteria are not well substantiated (Strand 3 L3).

Student response B – introduction, paragraph structure and opening explore the key issues with an understanding that addressing a view to be discussed (Strand 1 L4+), sufficient and well selected knowledge both range and depth (Strand 2 L4), establishing criteria through impact/strength to reach a judgement on the statement (Strand 3 L4-).

Candidates who didn't do so well

- **Failed to address** the **interpretations** element of the Unit – **ignoring** the stated **view** and/or the introductory statement – weak Strand 1
- Produced a **generalised response** with **some understanding** of the **aspect/conceptual focus** but not clearly considering the key words/phrases in the question – often weak Strand 2 & 3
- Produced a **narrative account of events/time** period with **little evidence** of **analysis/evaluation** – stronger strand 2 with weak 1 & 3
- Wrote responses which were **mainly descriptive** including material **lacking in relevance** to the question – weak Strand 1, 2 & 3
- **Lack of planning** – did not create an outline of a response around which to construct the answer and reach a judgement

WHI02-4 Section B Feedback (AO1)

Unit 2-4 – Section B Essays (25 mark =AO1)

Overview:

Unit 2 – Breadth Study (AS)

- Choice of 1 essay questions from 3 – suggested timing 1 hour
- Questions – focus on an extended period (c10 years +), all content areas
- Requires judgement e.g. How far, To what extent, How accurate is it to say...

Unit 3 – Thematic Study - breadth (A2)

- Choice of 1 essay from 2 – suggested timing 1 hour
- Questions – relate to defined themes, knowledge of 2 or more key topics
- Requires complex judgement, range of question stems including statement to be assessed

Unit 4 – International Study – depth (A2)

- Choice of 1 essay from 2 – suggested timing 1 hour
- Questions – key topics 2-4, single year to period of time, can focus on specific individuals/events etc.
- Requires complex judgement, range of question stems but not statements

Unit 2-4 Section B – Level of Response Mark Schemes

- Unit 2 AS Level of Response Mark Scheme = Level 1 – Level 4.
- Unit 3-3 A2 Level of Response = added Level 5
- Distribution of marks within Levels 1-4 different for AS & A2.
- Each Level in the Unit 1 Mark Scheme has four elements/strands of progression:
 - analysis and exploration of key features and characteristics of period in relation to the second-order conceptual demands of the question
 - selection and deployment of knowledge
 - substantiated evaluation and judgement
 - organisation and communication of argument.
- The Level of Response Mark Scheme is applied using 'best-fit'.

Section B responses – key elements of good candidate responses

- **Analysed** and **explored** the **question focus** presented for consideration
- **Considered** both the **given factor/feature/issue** and **counter points** with sufficient **precisely–selected knowledge** to show **understanding**
- **Reached a judgement** - addressing the **AO1 historical concept** focus
e.g. change, significance
- **Established criteria for judgement** by explaining and justifying decisions reached about the view e.g. why x main reason, why x more significant
- **Well-constructed argument** providing **clarity** about the **focus** for **discussion**

Student Response – Candidates who did well – Unit 2 Level 4 response

Student C

WHI02 1D – Q3:

How accurate is it to say that the role of the South African police force was the most significant factor in maintaining apartheid in the years 1960-76?

Document ID: 0429001097641 pp. 11-17

Document name: Student Response C

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Progression – Level 4 to Level 5

At AS level the top marks are in Level 4 where the descriptor includes limitations to the quality of the response being rewarded but at Level 5:

- **Exploration** of key issues is through **sustained analysis** and **discussion** of the relationships between the key features addressed
- **Sufficient knowledge** is **precisely selected** and deployed to demonstrate understanding and demands of **conceptual focus**, and to **respond fully** to demands
- **Valid criteria** by which question can be judged are established and applied and their **relative significance evaluated** in the process of **reaching and substantiating** the **overall judgement**.
- The answer is **well organised**. The **argument** is **logical** and **coherent throughout** and is communicated with **clarity** and **precision**.

Marking Activity – Level 5

Student response D is a Level 5 response from Unit 4 showing progression from Level 4.

Identify the qualities of Level 5 to be found in this response.

Student D

WHI04 1D Q3:

How far do you agree that the most significant consequence of the Tet Offensive for US involvement in Vietnam was the negative effect on public support in the US for the war?

Document ID: 0429003910789 pp.13-21

Document name: Student response D

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Candidate who didn't do so well

- **Units 2-4** – did **not address** the **conceptual focus** of the question with **sufficient clarity**
- **Unit 2** – responses which included **supporting knowledge not relevant** to question asked and/or very **descriptive**
- **Unit 3** – responses which **failed to focus on the key topic time periods** under consideration
- **Unit 4** – responses which **failed to identify the key time periods** under discussion or **lacked chronological knowledge**
- **Similar to Unit 1** – generalised focus, irrelevant description, lack of planning.

Student Response – Candidates who didn't do so well – Unit 3

This A2 Level 3 response illustrates some the issues raised in the previous slide.

Student E

WHI03 1C Q2:

How accurate is it to say that Germany in the years 1870-79 was less democratic but more united that it was in the years 1918-24?

Document ID: 0429003038285 – pp.13-19

Document name: Student Response E

[Inset online: Student's response to appear here]

WHI02-3 Section A Feedback (AO2)

Unit 2-3 – Section A Source Evaluation (AO2)

Overview: all AO2 questions are compulsory & use primary/contemporary sources

Unit 2 (AS)

Questions will only relate to the specification content indicated in ***bold italics***

- Question (a) – 10 marks – suggested time 20 mins
 - ❖ Why is Source 1 **valuable** for an enquiry into...?
- Question (b) – 15 marks – suggested time 40 mins
 - ❖ **How much weight** do you give the evidence of Source 2 for an enquiry into...?

Unit 3 (A2)

Questions can be taken from the content of any of the key topics.

- Question 1 – 25 marks – suggested time 1 hour
 - ❖ **How far** could the historian **make use** of Sources 1 and 2 **together** to investigate...?

All questions require consideration of source, information given about it & own knowledge of historical context.

Unit 2-3 – Section A Source Evaluation (AO2)

Progression:

Unit 2 Question 1 (a) – consideration what aspects of the source make it **valuable**

Unit 2 Question 1 (b)

- consider **limitations** as well as **value** to establish **reliance** that can be place on the source
- reach and explain judgement

Unit 3 Question 1

- combines AS parts (a) and (b) into a single assessment tasks based on 2 sources
- reach a judgement on **how far** (weight/certainty/reliability) two sources can be **used** (utility) **together**

AO2– Level of Response Mark Scheme

- AS Level of Response Mark Scheme
 - (a) = Level 1-3
 - (b) = Level 1-4
- A2 Level of Response Mark Scheme = Level 1-5.
- Each Level in the AO2 Mark Scheme has three elements/strands of progression:
 - interpretation and analysis of source material
 - deployment of knowledge in historical context in relation to the sources
 - evaluation of source material (including consideration of provenance).
- The Level of Response Mark Scheme is applied using 'best-fit'.

Candidates who did well – Unit 2

- **Read the source carefully & used the evidence** of the source itself **in relation to the enquiry** – using the **source material** as the **foundation** of the answer
- Drew **inferences** and key points from the sources (L3) and interrogated the sources by valid references to claim, opinion, information (L4)
- **Used the provenance** of the source to help **determine** its **value/weight** – showed how the nature, origin and purpose added value and/or challenged its reliability
- **Deployed knowledge** of the **historical context** to **determine** the **value/weight** of the source – used knowledge to corroborate and/or challenge
- **Reached an overall judgement** on ‘how much weight’ in (b)

Candidates who did well – Unit 3

- **Concentrated** on the **source material** and the **extent** to which the **evidence** of the sources could **help the historian** to **investigate** the **specific enquiry**
- **Interpreted and analysed both sources** equally well & **considered them together** in relation to the investigation
- **Show how the evidence** produced by the author(s) **might be affected by or reflect the values and concerns of the society at the time** it was produced
- **Reached an overall judgement** on ‘how far...use...together’
- **Planned the response** – noting how each source could be used to investigate the topic and how the sources could be used together.

Student Response – Candidates who did well

This is an extract from an (a) question that was rewarded Level 3 full marks overall. It addresses the value – concentrating on use - of the evidence of the source by analysing the source material using the provenance and own knowledge of the historical context.

Student F

WHI02 1C Q1a:

Why is Source 1 valuable to the historian for an enquiry into the reasons for Lenin's dismissal of the Constituent Assembly in January 1918?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

Document ID: 0429001100179 pp.2-3 only

Document name: Student response F

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Student Response – Candidates who did well

This is an extract from a (b) question that was rewarded Level 4.

It addresses the weight that can be given to the source by reference to strengths and limitations – here **omission** as criterion for judgement **is relevant** and **explained**– the conclusion determines the weight of the evidence but could still be strengthened.

Student G

WHI02 1B Q1b:

How much weight do you give to the evidence of Source 2 for an enquiry into the reasons for the Japanese occupation of Manchuria in 1931?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

Document ID: 0429001097638 pp. 5-8

Document name: Student response G

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Student Response – Candidates who did well

This is an extract from a Unit 3 Question 1 that was rewarded Level 5. It addresses the extent of usefulness of both sources with by applying value through provenance and historical context, it considers the evidence of the source material and comes to a judgement about their use together.

Student H

WHI03 1B Q1:

How far could the historian make use of Sources 1 and 2 together to investigate the abilities of Winston Churchill as a wartime political leader in the years 1940-45?

Explain your answer using both sources, the information given about then and your own knowledge of the historical context.

Document ID: 0429003038272 pp. 5-8

Document name: Student response G

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Candidates who didn't do so well

- **Addressed limitations for Unit 2(a)** – when this **not required**
- **Concentrated on limitations** throughout the **Unit 2(b)** and **Unit 3** questions – undermining the ability to reach a judgement on use
- **Considered comprehensiveness** as a valid criteria for judgement – **concentrating** on 'missing' evidence or a 'failure to mention' evidence that **could not be expected to be present**
- Made **stereotypical judgements** about **utility/reliability** – assumption of bias without evidence, hindsight evidence unreliable, eyewitness evidence reliable

Candidates who didn't do so well

- Wrote about the **historical context** as '**stand alone**' **information** unconnected to the source(s) or used the sources to illustrate the historical context
- **Answered the enquiry/investigation itself** – sometimes as an AO1 essay with minimal reference to the sources at all
- **Evaluated the provenance** rather than using the provenance to evaluate the source material
- **Copied out the provenance** assuming value/limitation
- **Stated** that the **source** was **primary or contemporary** - this is foundation from which the source is being evaluated
- **Failed to reach a judgement** for **Unit 2(b)** and for **Unit 3** with the **sources together**

Marking Activity

Consider the two Unit 2 responses below. They are both responses with weaknesses. Using just the generic mark schemes and slides above, identify the weaknesses in these responses.

Student I

Document ID: 0429001100177 p.2-4

Document name: Student response I

Student J

Document ID: 0429001097641 pp.5-8

Document name: Student response J

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**WHI04 Section A
Feedback
(AO3 with AO1)**

Unit 4 –Historical Interpretations – AO3/1

Overview:

- Compulsory - based on the Key Topic 1 focus question/controversial issue
- Suggested timing of 1 hour per response
- Total = 25 marks – assessing AO3 (20 marks) & AO1 (5 marks)

Question:

- Provides 2 extracts from the writing of historians – contrasting views
- How far do you agree with the view...
- Instruction – Explain your answer, using Extracts 1 and 2 and your own knowledge of the issues related to this controversy

Unit 4 – Section A Mark Scheme

- A2 Level of Response Mark Scheme = Level 1 – Level 5.
- Each Level in the Unit 4 AO3 Mark Scheme has three elements/strands of progression:
 - interpretation and analysis of extracts
 - deployment of knowledge of issues related to the debate
 - evaluation and judgement about the interpretations.
- The Level of Response Mark Scheme is applied using 'best-fit'.

Unit 4 Section A – key elements of good candidate responses

- **Interpreted** the provided extracts by **analysing** the issues raised
- **Integrated own knowledge** with the issues raised in the analysis
- **Demonstrated** a clear **understanding** of the **arguments** offered in **both extracts** and how arguments established
- **Reached a judgement** about the view provided **taking account of the views of both extracts** in the process
- **Constructed** a response which considered the **given view**, the **counter-evidence** in the **other extract** and **own historical knowledge**

Candidates who did well

- Addressed **both extracts** in the **introductory paragraph** in relation to the **view in the question** & went on to develop a **discussion based around the extracts**
- Constructed an response that **addressed the specific question viewpoint**
- Provided a **good balance** of discussion of the **extracts** with reference to **own knowledge**
- Used **much of the evidence in the extracts** to address the view – **not** just the **first few/last few lines**
- Reached a **judgement** based on **both extracts**

Candidates who didn't do so well

- Wrote **generalised answers** to the **key topic question** rather than the **view expressed** in the **question** itself
- Wrote about the **historiography of the key topic question** rather than the view expressed in the question itself
- Answered almost **wholly** through **comprehension of the extracts** or **own knowledge**
- Deployed **AO2 source evaluation skills** to address the extracts – candidates are discussing the views within the extract boxes not judging the historians
- **Failed to plan** – not planning to reach a judgement based on both extracts

Marking Activity – Level 5 qualities

Why was this student response rewarded L5 in all three strands?

Which strand was the weakest?

Student K

WHI04 1D Q1:

How far do you agree with the view that China's entry into the Korean War was triggered by US forces invading North Korea in October 1950?

Explain your answer using Extracts 1 and 2 and your knowledge of the issues related to this controversy.

Document ID: 0429003910789 pp.02-10

Document name: Student response K

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Plenary

Common Issues

1. Clear focused response

- Answer the specific question asked
- Be aware of the AO1 historical concepts, AO2 and AO3 requirements.

2. Deployment of knowledge to show understanding

- What is the content focus – depth, breadth?
- Sufficient to meet demands, relevant, precisely selected to aid analysis
- Integration of historical context for AO2 & AO3.

3. Planning – candidates have time available in all papers to plan responses.

Considering Delivery Strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

Support

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For more information, please contact Subject Advisors, subjects pages/communities and Ask the Expert.

Resources

- ❖ Specification & Samples Assessment Material
- ❖ *Getting Started to Teach* – includes Schemes of Work and Resource Lists
- ❖ Past Papers & Mark Schemes
- ❖ Principal Examiner Report for each series
- ❖ Teaching Materials on-line – exemplification documents, content clarification etc.

Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

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

3. [Results Plus](#)

- 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.

Any questions?

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attending this event.**

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