

GCE Subject Level Guidance for History

May 2014

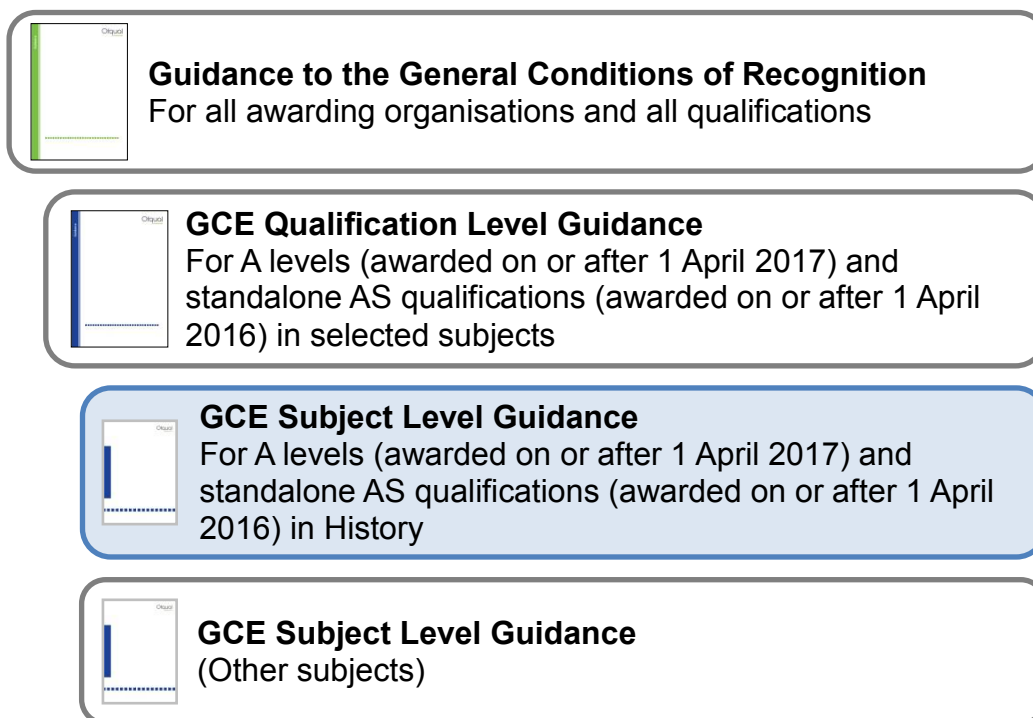
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering GCE Qualifications.



This document sets out guidance which applies to the following qualifications:

- all GCE A levels in History awarded on or after 1 April 2017; and
- all standalone GCE AS qualifications in History awarded on or after 1 April 2016.

This guidance supports the GCE Subject Level Conditions and associated requirements for History.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Conditions GCE(History)1.2 and GCE(History)2.3.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCE Qualification in History that it makes available or proposes to make available. Conditions GCE(History)1.2 and GCE(History)2.3

¹ www.ofqual.gov.uk/documents/gce-subject-level-conditions-history/

impose the same obligation in respect of the guidance below which is issued under those Conditions.

An awarding organisation should use the guidance to help it understand how to comply with the GCE Subject Level Conditions and associated requirements for History.

Guidance set out in this document

<p>This document provides guidance in relation to non-examination assessment for GCE A level qualifications in History, and on assessment objectives for GCE Qualifications in History</p>
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Guidance in relation to non-examination assessment for GCE A levels in History

Under Condition GCE(History)2.2(b) an awarding organisation must ensure that 20% of the total marks available for a GCE A level in History are made available through non-examination assessments.

In order to promote consistency and comparability between such non-examination assessments, as designed and set by different awarding organisations, we suggest that these assessments should take the form of one or more extended responses, within the meaning of Condition GCE5.4, independently produced by a Learner. We would expect the total length of such an extended response, or extended responses, to be between 3,000 and 4,000 words.

Although we will expect an awarding organisation to set an indicative word limit within these parameters we would not expect a Learner to be specifically penalised on the basis that the length of his or her extended response(s) differed from that indicative word limit.

Guidance on assessment objectives for GCE Qualifications in History

Condition GCE(History)1.2 allows us to specify requirements and guidance relating to assessment objectives for GCE Qualifications in History.

We published our requirements in relation to assessment objectives in *GCE Subject Level Conditions and Requirements for History*, and reproduce them in the table below.

		<i>A level</i>	<i>AS</i>
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	50-60%	50-60%
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	20-30%	20-30%
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted	20-30%	20-30%

We set out below our guidance for the purposes of Condition GCE(History)1.2. This guidance explains how we expect awarding organisations to interpret these assessment objectives in terms of:

- the discrete 'elements' within each assessment objective which questions and tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of these elements, and may target or seek to credit multiple elements across one or more assessment objectives;
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time; and
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used; defined terms are shown in bold text, followed by their definitions.

In line with the obligations set out in Condition GCE(History)1.2, we expect awarding organisations to be able to demonstrate how they have had regard to this guidance. For example, an awarding organisation could map how it has regard to the guidance as it:

- develops its sample assessment materials;
- delivers the qualification;
- develops and applies its approach to sampling the elements into which the assessment objectives are divided; and
- monitors the qualification to make sure it addresses all elements appropriately.

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			50-60% (A level) 50-60% (AS)
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The strand is a single element</i>	Full coverage in every task/question that addresses it	<ul style="list-style-type: none"> ■ The emphasis here should be on the ability to analyse and evaluate. ■ The content requirements in the Content Document are expressed broadly rather than in detail. This means, for example, that the concept of change would appear in each set of assessments in each set of assessments as a consequence of the subject content rather than the assessment objectives.

AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The strand is a single element</i>	Full coverage in every task/question that addresses it	<ul style="list-style-type: none"> ■ The emphasis here should be on Learners' own engagement with sources – consideration of others' views would be part of AO3. ■ Learners' knowledge and understanding may be credited here, but only where it is presented in a way which is relevant and intrinsically linked to the analysis of the source material – it must not be credited in isolation. ■ The expectation for A level and AS is that Learners consider more than one source in the assessment for the qualification as a whole; the differentiation between AS and A level in terms of source material should relate to its complexity and/or that of the related task.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted		20-30% (A level) 20-30% (AS)	
Strands	Elements	Coverage	Agreements and definitions
n/a	<i>The strand is a single element</i>	Full coverage in every task/question that addresses it	<ul style="list-style-type: none"> ■ An interpretation is an attempt to make meaning of the past using evidence; that is, a later, deliberate construct. ■ Learners' knowledge and understanding may be credited here, but only where it is presented in a way which is relevant and intrinsically linked to the analysis of the interpretation – it must not be credited in isolation. ■ The interpretations to be analysed and evaluated may be presented in different ways, ranging from single quotations to longer, multiple extracts. ■ There are different ways in which interpretations can be evaluated and different approaches to this can be equally legitimate and appropriate, depending in part on the assessment methods available. These different ways may include one or more of evaluation in relation to: <ul style="list-style-type: none"> □ the Learner's understanding of the wider historical debate connected to the issue; □ the methods or approach that have been used by an author; □ how an interpretation may have been affected by the time in which the author was writing.

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