

AEA



Specimen Paper and Mark Scheme

Advanced Extension Award History (9846)

**For First Examination
Summer 2002**

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Paper Reference(s)

9846/01

History

Advanced Extension Award

Specimen Paper

Paper 1

Time: 3 hours

<u>Materials required for examination</u>	<u>Items included with question papers</u>
Answer Book (AB16)	None

Instructions to Candidates

In the boxes on the answer book, write your centre number, candidate number, surname and initials, the paper reference and your signature. Examining body should be left blank.

Answer ALL questions in Section A and ONE question in Section B.

Information for Candidates

The total mark for this paper is **60**: 40 marks for Section A and 20 marks for Section B.

You will not be credited for using the same information in more than one answer.

Advice to Candidates

You are advised to spend two hours on Section A (Question 1) and one hour on Section B. You are reminded of the importance of clear and orderly presentation in your answers.

Candidates answer Question 1 in Section A and ONE question from Section B.

SECTION A

SOURCE A

Taken from 'Virtual History: Alternatives and Counterfactuals' a book edited by Niall Ferguson and published in 1998. This passage is extracted from the book's introduction, written by Ferguson who is Fellow and Tutor in Modern History at Jesus College, Oxford.

The obvious objection to hypothetical or 'counterfactual' questions such as 'What if Britain had stayed out of the First World War?' is simple: why bother asking them? Why concern ourselves with what *didn't* happen?

5 The English idealist philosopher, Michael Oakeshott, was fiercely antagonistic to *counterfactualism. In Oakeshott's view, when the historian 'considers by a kind of ideal experiment what might have happened as well as what the evidence obliges him to believe what did happen' he steps 'outside the current of historical thought'.

10 *'The question in History is never what must or might have taken place, but solely what the evidence obliges us to conclude did take place. The Historian is never called upon to consider what might have happened had circumstances been different.'*

15 *'We desert historical experience whenever we abstract a moment in the historical world and think of it as the cause of the whole or any part of what remains. To speak of a single, ill-distinguished event (for no historical event is securely distinguished from its environment) as determining, in the sense of causing and explaining, the whole subsequent course of events is not bad or doubtful history, but not history at all. The presuppositions of historical thought forbid it. There is no more reason to attribute a whole course of events to one antecedent event rather than another.'*

20 In Oakeshott's definition, the historian had to confine himself to the relation of significant past events *as they actually seem to have been* on the basis of the surviving sources. Yet the process whereby the historian distinguishes between the significant and the insignificant or 'chance' events was never clearly articulated. Clearly it must be a subjective process. The historian attaches his own meaning to the surviving remnants of
25 the past which he finds in his pursuit of an answer to a given question. But who chooses the original question? And, above all, why should counterfactual questions be ruled out? To these questions, Oakeshott had no satisfactory answers.

30 The most frequently raised objection to the counterfactual approach is that it depends on 'facts which never existed'. Hence, we simply lack the knowledge to answer counterfactual questions. But this is not so. The answer to the question is in fact very simple: *We should consider as plausible or probable only those alternatives which we can show on the basis of contemporary evidence that contemporaries actually considered.*

This is a vitally important point, and one which Oakeshott seems to have overlooked.
35 As has often been said, what we call the past was once the future; and people of the past
no more knew what their future was than we can know our own. All they could do was
consider the likely future, the plausible outcome. The historian who allows his
knowledge of the outcomes which subsequently happened to obliterate the other
40 outcomes people regarded as plausible cannot hope to recapture the past as it actually
was.

There is, then, a double rationale for counterfactual analysis. Firstly, it is a *logical*
necessity when asking questions about causation to pose ‘but for’ questions, and to try to
imagine what would have happened if our supposed causes had been absent. For this
reason, we are obliged to construct plausible alternative pasts on the basis of judgments
45 about probability; and these can be made only on the basis of historical evidence.
Secondly, to do this is a *historical* necessity when attempting to understand how the past
actually was, as we must attach equal importance to all the possibilities which
contemporaries contemplated before the fact, and greater importance to these than to an
outcome which they did not anticipate.

[*Counterfactualism – the process of asking hypothetical ‘what if’ questions of past
events.]

SOURCE B

Taken from 'History and Imagination', a lecture given by Hugh Trevor-Roper 1980. Hugh Trevor-Roper was Regius Professor of Modern History at Oxford 1957-1980.

A distinguished historian Mr E H Carr gave a series of lectures in Cambridge in 1961 and published them in the same year under the title *What is History?* According to Mr Carr, history is a record of what people did, not of what they failed to do. 'The only proper way to the historian,' says Mr Carr defiantly, is to write 'as if what happened
5 was in fact bound to happen, and as if it was his business simply to explain what happened and why'. Those who play 'parlour games' with historical 'might have beens' cannot, he thinks, be serious historians.

I suppose that no phrase was more of an affront to my own historical beliefs than that phrase about the 'might-have-beens' of history. Of course I agree that some historical
10 speculations are useless. But at any given moment of history there are real alternatives, and to dismiss them as unreal because they were not realised is to take the reality out of the situation. How can we '*explain* what happened and *why*' if we only look at what happened and never consider the alternatives, the total pattern of forces whose pressure created the event?

15 Take the case of revolutions. We all know the revolutions which happened. But how can we 'explain' them unless we can compare them with the revolutions which have not happened – that is with those moments in history when similar circumstances and similar forces existed and yet revolution did not break out? To assume that 'what happened was bound to happen' is to beg the question why it happened, and to deprive
20 history, at one blow, both of its lessons and of its life.

If we are to study history as a living subject, not merely as a coloured pageant, or an antiquarian chronicle, or a dogmatic scheme, we must not indeed lose ourselves in barren speculations, but we must leave some room for the imagination. History is not
25 merely what happened: it is what happened in the context of what might have happened. Therefore it must incorporate, as a necessary element, the alternatives, the might-have-beens.

It is an error to confuse facts with causes, and to suppose that the historian can explain all by confining his interest to 'what happened'. Why should we assume that all the causes are contained within the facts? There are facts which are not causes and causes
30 which are not facts. Ideas and myths are potent forces in history. So are mere moods; in two historical conjunctures the objective facts may be the same, but tempers may be different.

It is only if we place ourselves before the alternatives of the past, as of the present, only if we live for a moment, as the men of the time lived, in its still fluid context and
35 among its still unresolved problems, if we see those problems coming upon us, as well as look back on them after they have gone away, that we can draw useful lessons from history.

To restore to the past its lost uncertainties, to reopen, if only for an instant, the doors

which the *fait accompli* [outcome] has closed, this requires an effort of imagination.
40 But surely it is a necessary effort if we are to see history as reality, not merely as a convenient scheme. For how often has History mocked its 'scientific' prophets: how often has its actual course flowed not out of obvious events but from hidden and undetected springs!

SECTION A

Answer Questions 1 (a), (b) and (c)

1(a) Study Source A

On what grounds, according to this source, does Ferguson challenge Oakeshott's view that 'The Historian is never called upon to consider what might have happened had circumstances been different.' (**lines 9 and 10**)

(6 marks)

1(b) Study Source B

Trevor-Roper claims that we cannot explain revolutions unless we can compare them with revolutions which have not happened. (**lines 16 and 17**) Drawing on examples of significant events which you have studied, consider Trevor-Roper's view that these cannot be fully understood unless they are compared with 'moments in history when similar circumstances and similar forces existed' (**lines 17 and 18**) which did not bring about major change.

(14 marks)

1(c) Study Sources A and B

Ferguson observes that historical analysis is a 'subjective process' (**line 24**); Trevor-Roper urges historians to make 'an effort of imagination... to restore to the past its lost uncertainties' (**lines 38 and 39**). Can good history be written without reference either to the choices made by historians or to considerations of 'what might have been'? Explain your answer by reference to both sources and to at least **one** history book dealing with a period you have studied in detail.

(20 marks)

(TOTAL: 40 marks)

SECTION B

Answer ONE of Questions 2 to 5

EITHER

2. Can good biography also be good history? Answer by specific reference to how **one** key individual has been represented in at least one biographical study with which you are familiar.

(20 marks)

OR

3. How effectively do you consider that any **one** ethnic, racial or religious minority group has been represented in the history books covering the period or periods you have studied?

(20 marks)

OR

4. How far do you agree that historians too readily represent the past as if it were merely ‘the propaganda of the victors’? Develop your answer by specific reference to any historical period or periods with which you are familiar

(20 marks)

OR

5. All Advanced GCE History candidates in England, Northern Ireland and Wales must study the history of their own country or state as an essential element in their history course. How much value do you place on this requirement? Develop your answer, making specific reference to any historical period or periods with which you are familiar.

(20 marks)

(END)

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AEA

Specimen Question Paper Mark Scheme

**GCE
Advanced Extension Award
History 9846**

Question 1 (a)**Study Source A**

On what grounds, according to this source, does Ferguson challenge Oakeshott's view that 'The Historian is never called upon to consider what might have happened had circumstances been different.'

(6 marks)

Level 1

- The answer shows the ability to:
comprehend and begin to analyse the key points of argument.
select appropriately from the source material in support of the analysis offered.

1-2 mark

Level 2

- The answer shows the ability to:
analyse the key points of argument
demonstrate, through selection and treatment of source material, an understanding
of the basis of the arguments offered by the author.

3-4 marks

Level 3

- The answer shows the ability to explore the arguments offered with confidence and discrimination.
- Treatment of argument and discussion of evidence selected will show that the work has been fully assimilated.

5-6 marks

Question 1 (b)

Study Source B

Trevor-Roper claims that we cannot explain revolutions unless we can compare them with revolutions which have not happened. Drawing on examples of significant events which you have studied, consider the view that these cannot be fully understood unless they are compared with 'moments in history when similar circumstances and similar forces existed' which did not bring about major change.

(14 marks)

General instructions

Bullet points one and two should be used to decide the level which the answer has reached.

When awarding marks within a level, move up or down from the mid-point according to the extent to which the first two bullet points and the remaining criteria are met.

Level 1

- The answer shows adequate understanding of the proposition and demonstrates some conceptual awareness.
- Historical knowledge deployed in relation to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-5 marks

Level 2

- The answer shows a clear understanding of the analytical demands of the question, demonstrating secure conceptual awareness.
- The historical knowledge deployed in relation to the question will be secure, and well selected, demonstrating an understanding of period, as appropriate.
- Points are adequately developed and some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

6-10 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- The author's argument is fully analysed and the candidates' argument in response is convincingly developed.
- The answer displays independence of thought in its ability to assess the validity of the author's view.
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout.

11-14 marks

Question 1 (c)

Study Sources A and B

*Ferguson observes that historical analysis is a 'subjective process'; Trevor-Roper urges historians to make 'an effort of imagination... to restore to the past its lost uncertainties'. Can good history be written without reference either to the choices made by historians or to considerations of 'what might have been'? Explain your answer by reference to both sources and to at least **one** history book dealing with a period you have studied in detail.*

(20 marks)

General instructions

Bullet points one and two should be used to decide the level which the answer has reached.

When awarding marks within a level, move up or down from the mid-point according to the extent to which the first two bullet points and the remaining criteria are met.

Level 1

- The answer shows adequate understanding of at least one proposition and, in considering it, demonstrates some conceptual awareness.
- The historical knowledge deployed in relation to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-6 marks

Level 2

- The answer demonstrates secure conceptual awareness, showing a clear understanding of the arguments of at least one source and offering integrated responses calling on other reading and appropriately selected historical knowledge.
- The historical knowledge deployed in relation to the question will be secure and well selected, demonstrating an understanding of period, as appropriate.
- Points are adequately developed and some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

7-14 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- The authors' arguments are assimilated and the candidate's argument in response is convincingly developed.
- The answer displays independence of thought in its ability to assess the validity of the presented views (Sources A and B) in the light of own knowledge and reading.
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout.

15-20 marks

Generic mark-scheme for Questions 2-5. Candidates answer one of the following four questions. Each question has a maximum of 20 marks.

- 2.** *Can good biography also be good history? Answer by specific reference to how **one** key individual has been represented in at least one biographical study with which you are familiar.*
- 3.** *How effectively do you consider that any **one** ethnic, racial or religious minority group has been represented in the history books covering the period or periods you have studied?*
- 4.** *How far do you agree that historians too readily represent the past as if it were merely 'the propaganda of the victors'? Develop your answer by specific reference to any historical period or periods with which you are familiar.*
- 5.** *All Advanced GCE History candidates in England, Northern Ireland and Wales must study the history of their own country or state as an essential element in their history course. How much value do you place on this requirement? Develop your answer, making specific reference to any historical period or periods with which you are familiar.*

General instructions

Bullet points one and two should be used to decide the level which the answer has reached.

When awarding marks within a level, move up or down from the mid-point according to the extent to which the first two bullet points and the remaining criteria are met.

Level 1

- The answer shows adequate understanding of the focus of the question, demonstrating some conceptual awareness
- Historical knowledge related to the question is adequate and appropriately selected.
- The answer offers some development of the analytical points made.
- The candidate will be able to analyse complex historical ideas which will be communicated in logical and generally well-structured ways.

1-6 marks

Level 2

- The candidate offers an answer which shows a clear understanding of the analytical demands of the question and demonstrates secure conceptual awareness.
- Historical knowledge deployed in relation to the question will be well selected, secure and accurate.
- Points are adequately developed some may be convincingly thought through.
- The candidate's ability to analyse complex historical ideas will be communicated in writing which is controlled, coherent and well-directed.

7-14 marks

Level 3

- The answer shows a clear and complete understanding of the analytical demands of the question and its full conceptual demands are met.
- Historical knowledge will be related precisely and effectively to the question set, demonstrating confidence in moving between generalisation and detailed discussion.
- All arguments are convincingly developed and the answer displays genuine independence of thought.
- The candidate's ability to analyse complex historical ideas and concepts will be communicated in writing which is controlled, coherent and well-directed throughout.

15-20 marks

ADVANCED EXTENSION AWARD IN HISTORY

GUIDANCE FOR CENTRES

Contents

1. What is an Advanced Extension Award?
2. What are the aims of the History AEA?
3. What is the content of the History AEA?
4. How will students be assessed?
5. How will students be graded?
6. What Centre administration is required for the History AEA?

1 What is an Advanced Extension Award?

Advanced Extension Awards (AEAs) are being introduced for 18-year-olds in England, Wales and Northern Ireland in Summer 2002. The award is to be designed so that it is accessible to all Advanced GCE students, irrespective of the institution they study in, or the particular specification (syllabus) they have followed.

The Advanced Extension Award should stretch the most able Advanced GCE students by providing opportunities for students to demonstrate greater depth of understanding than required in Advanced GCEs. It will be accessible to all able students, whatever their school or college and whichever specification they are studying, so that significantly more young people have the opportunity to take them than existing Special Papers. AEAs will help differentiate between the most able candidates, particularly in subjects with a high proportion of A grades at Advanced GCE.

There will be AEAs in Biology, Chemistry, Critical Thinking, Economics, English, French, Geography, German, History, Irish, Latin, Mathematics, Physics, Religious Studies, Spanish, Welsh, and Welsh Second Language.

The AEAs are being designed to have the following characteristics

- AEAs will test candidates' depth of understanding, rather than breadth, the ability to think critically and creatively and demonstrate an understanding of the connections between different elements of the subject.
- AEAs will provide opportunities for candidates to demonstrate their understanding and skill beyond Advanced GCE qualifications.
- AEAs will not require additional teaching or resources.
- AEAs will be based on Advanced GCE subject criteria where they exist.
- AEAs will be based on external assessment.

All proposed AEAs have corresponding Advanced GCEs except Critical Thinking.

2 Which students is the History AEA designed for?

The Advanced Extension Award (AEA) will be targeted at the top 10% of students taking Advanced GCE History. The purpose of the AEA is to provide opportunities for all those students to demonstrate their knowledge, understanding and skills to the full.

The award is to be designed so that it is accessible to all advanced level students, irrespective of the institution they study in, or the particular specification (syllabus) they have followed.

The AEA in History has been designed to:

- stretch the most able advanced level students by providing opportunities for students to demonstrate greater depth of understanding than required at Advanced GCE;
- ensure that the most able students in this country are tested against standards comparable with the most demanding to be found in other countries;
- be accessible to all able students, whatever their school or college and whichever specification they are studying, so that significantly more young people have the opportunity to take them than take existing special papers;
- help differentiate between the most able candidates, particularly in subjects with a high proportion of A grades at Advanced GCE, in order to obviate the need for universities to develop their own entry tests;
- complement the other world class tests being developed for the most able nine and 13 year-olds.

The History AEA is offered in the medium of English and Welsh.

3 What are the aims of the History AEA?

The History AEA requires students to demonstrate a greater depth of understanding than required at advanced level, and application of understanding in critical analysis, synthesis and evaluation.

The AEA encourages students to:

- effectively communicate historical knowledge and understanding;
- demonstrate in depth their understanding of historical terms and concepts;
- evaluate the significance of events, individuals, issues and societies in history;

- demonstrate a critical understanding of the nature of historical evidence and the methods used by historians in analysis and evaluation;
- demonstrate in-depth understanding of how the past has been interpreted and represented;
- demonstrate critical understanding of the nature of historical study, for example, that History is concerned with judgements based on available evidence and that historical judgements may be provisional;
- sustain their interest in and enthusiasm for History.

4 What is the content of the History AEA?

The History AEA is based on the Advanced GCE subject criteria for History. It is independent of individual specifications, and does not require a candidate to be entered for a specific GCE qualification with any individual awarding body.

As a general principle, AEAs require greater depth of understanding rather than greater breadth of knowledge, and require application of understanding in critical analysis, evaluation and synthesis within the subject. The requirements do not, however, go beyond the content specified within Advanced GCE subject criteria. Neither does the AEA require any additional teaching. The content specified for assessment within the AEA provides opportunities for the most able students to demonstrate their understanding and skills at a higher level than required in the corresponding Advanced GCE qualification. There are no prior knowledge requirements for the AEA in history.

Knowledge, Understanding and Skills

Candidates will be required to demonstrate understanding of:

- significant events, individuals and/or issues;
- a range of historical perspectives, for example cultural, economic, political and social;
- the synoptic nature of historical study.

Knowledge and Understanding

Candidates should be required to:

- demonstrate knowledge and understanding of historical themes, topics and periods;
- assess the significance in their historical context of events, individuals, ideas, attitudes and/or beliefs and the ways in which they influenced behaviour and action;
- demonstrate their understanding of how topics, individuals, issues and/or themes have been interpreted and represented;

- demonstrate their understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that historical judgements may be provisional;
- demonstrate their understanding of key historical terms and concepts;
- demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons.

Skills

Candidates should be required to:

- use a range of historical concepts and terms in appropriate ways, for example in presenting a case, argument or account;
- communicate clear, concise and logical arguments substantiated by relevant evidence;
- critically assess specific historical questions, problems or issues;
- demonstrate their ability to use sources of information to explain, analyse and synthesise and to make judgements.

5 How will students be assessed?

The AEA in History will assess candidates' abilities to apply and communicate effectively their understanding of History using the skills of critical analysis, evaluation, creativity and synthesis.

History AEA will be assessed by means of a three-hour written examination, sat under controlled conditions. The examination will comprise two sections. The examination will be marked out of a total of 60 marks (40 marks for Section A and 20 marks for Section B). Students are advised to spend two hours on Section A and one hour on Section B. Students will not be credited for using the same information in more than one answer.

Section A will consist of a source-based question. There will be one or two sources taken, for example, from a historian writing about the nature of History and historical study. The question will be broken down into three sub-questions based on these sources. These sub-questions will require candidates, for example, to:

- summarise a/the key idea(s);
- use historical knowledge to support or challenge a/the key idea(s);
- demonstrate understanding of a phrase or concept by exemplification in an historical context;
- develop in extended prose a response to the main thesis of the author.

Section B will consist of one essay question, from a choice of four. This question will assess candidates' ability to use their knowledge and understanding of the period(s) of history they have studied in answering a generic question relating to a concept, issue or theme.

Students will answer all questions in Section A and one of four questions in Section B.

6 How will students be graded?

Students will be graded on a two-point scale: Distinction and Merit, with Distinction being the higher. Candidates who do not reach the minimum standard for Merit will be recorded as ungraded.

The performance level descriptors for the two grades are listed below:

Distinction

- Recall, select and deploy a range of relevant and detailed historical knowledge. Respond critically to a wide range of issues, presenting the discussion in a thorough and sophisticated analytical style. Accurate and comprehensive understanding of key terms and concepts is demonstrated in the explanations and conclusions drawn and placed in appropriate historical contexts.
- Demonstrate a critical awareness of a range of differing perspectives on the past, making clear connections, comparisons and contrasts and placing them in context.
- Evaluate and synthesise information, ideas and attitudes from the past, placing them in context and demonstrating confidence in moving between generalisation and detailed discussion. Integrate the historical materials into imaginative, coherent and convincing arguments and explanations.
- Demonstrate clear understanding of how historical events, topics and personalities have been interpreted, making well supported and balanced judgements about these interpretations which are communicated with a consistently high level of clarity and precision.

Merit

- Recall, select and deploy a range of relevant and detailed historical knowledge. Respond critically to the main issues, presenting the discussion in a thorough and analytical style. Accurate and comprehensive understanding of key terms and concepts is demonstrated in the explanations and conclusions drawn and placed in appropriate historical contexts.

- Demonstrate awareness of a range of differing perspectives on the past, making connections, comparisons and contrasts and placing them in context.
- Evaluate and synthesise information, ideas and attitudes from the past, placing them in context and integrating them effectively into coherent arguments and explanations.
- Demonstrate clear understanding of how historical events, topics and personalities have been interpreted, making well supported and balanced judgements about these interpretations which are communicated with clarity and precision.

7. What Centre administration is required for the History AEA?

The AEA in History is only being offered by the Edexcel Foundation awarding body.

In order to enter candidates for AEA History, entries have to be made to direct to Edexcel. If require entry information contact the Entry and Certification section at Edexcel telephone 0870 240 9800; fax 020 7758 6920; or write to the Entry and Certification Section, Edexcel, Stewart House, 32 Russell Square, London WC1b 5DN.

ADVANCED EXTENSION AWARD IN HISTORY

GUIDANCE FOR STUDENTS

Contents

1. What is an Advanced Extension Award?
2. Who is the AEA designed for?
3. What are the aims of the History AEA?
4. What do I need to study for the History AEA?
5. How will I be assessed?
6. How will I be graded?

1. What is an Advanced Extension Award?

Advanced Extension Awards (AEAs) are being introduced for 18 year-olds in England, Wales and Northern Ireland in Summer 2002.

The Advanced Extension Award is designed to stretch the most able Advanced GCE students. It allows them to show a deeper understanding than is required in A Levels and Advanced GCE. All able students can take this qualification, regardless of the specification they are studying, or the school or college they attend. This will give more young people the opportunity to take the AEAs. AEAs will also help differentiate between the most able candidates, particularly in subjects with a high proportion of A grades at A Level and Advanced GCE.

There will be AEAs in Biology, Chemistry, Critical Thinking, Economics, English, French, Geography, German, History, Irish, Latin, Mathematics, Physics, Religious Studies, Spanish, Welsh, and Welsh Second Language.

The AEAs are being designed to have the following characteristics:

- AEAs will test your depth of understanding, rather than breadth, your ability to think critically and creatively and demonstrate an understanding of the connections between different elements of the subject.
- AEAs will provide opportunities for you to demonstrate your understanding and skill beyond Advanced GCE qualifications.
- AEAs will not require additional study or teaching.
- AEAs will be based on Advanced GCE subject criteria, where they exist.
- AEAs will be based on external assessment in the form of question papers.

All proposed AEAs have corresponding Advanced GCEs except Critical Thinking.

The Edexcel Foundation is offering the History AEA examination.

2. Who is the History AEA designed for?

The Advanced Extension Award (AEA) will be targeted at the top 10% of students taking Advanced GCE History. The purpose of the AEA is to provide opportunities for all those students to demonstrate their knowledge, understanding and skills to the full.

The AEA in History has been designed to:

- stretch the most able Advanced Level students by providing opportunities for you to demonstrate greater depth of understanding than required at Advanced GCE;
- ensure that the most able students are tested against standards comparable with the most demanding to be found in other countries;
- be accessible to all able students, whatever their school or college and whichever specification they are studying, so that significantly more young people have the opportunity to take them than take existing special papers;
- help differentiate between the most able candidates, particularly in subjects with a high proportion of A grades at Advanced GCE, in order to avoid the need for universities to develop their own entry tests;
- complement the other world class tests being developed for the most able nine and 13 year-olds.

History AEA is offered to candidates in the medium of English and Welsh.

3. What are the aims of the History AEA?

The History AEA requires you to demonstrate a greater depth of understanding than required at Advanced Level. It requires you to show that you understand; can apply your understanding and that you are able to analyse, synthesise and evaluate historical information.

The AEA encourages you to:

- effectively communicate historical knowledge and understanding;
- demonstrate in depth your understanding of historical terms and concepts;
- evaluate the significance of events, individuals, issues and societies in history;
- demonstrate a critical understanding of the nature of historical evidence and the methods used by historians in analysis and evaluation;

- demonstrate in-depth understanding of how the past has been interpreted and represented;
- demonstrate critical understanding of the nature of historical study, for example, that History is concerned with judgements based on available evidence and that historical judgements may be provisional;
- sustain your interest in and enthusiasm for history.

4. What do I need to study for the History AEA?

You will not be required to study any additional material for the AEA. However, you are advised to think critically about the Advanced Level course you have studied and about books you have studied as part of this course.

The questions will not be based on any particular period of history.

The History AEA is based on the Advanced GCE subject criteria for all History specifications. The AEA is not based on any individual specifications, and does not require you to be entered for a specific GCE qualification with any individual awarding body.

You will be required to demonstrate a greater depth of understanding rather than greater breadth of knowledge, and to apply your understanding in critical analysis, evaluation and synthesis within history. The assessment within the AEA provides opportunities for you to demonstrate your understanding and skills at a higher level than required in the corresponding Advanced Level/Advanced GCE qualification.

Knowledge, Understanding and Skills

You will be required to demonstrate understanding of:

- significant events, individuals and/or issues;
- a range of historical perspectives, for example cultural, economic, political and social;
- the synoptic nature of historical study.

Knowledge and Understanding

You will be required to:

- demonstrate knowledge and understanding of historical themes, topics and periods;
- assess the significance in historical context of events, individuals, ideas, attitudes and/or beliefs and the ways in which they influenced behaviour and action;
- demonstrate your understanding of how topics, individuals, issues and/or themes have been interpreted and represented;

- demonstrate your understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that historical judgements may be provisional;
- demonstrate your understanding of key historical terms and concepts;
- demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons.

Skills

You will be required to:

- use a range of historical concepts and terms in appropriate ways, for example in presenting a case, argument or account;
- communicate clear, concise and logical arguments substantiated by relevant evidence;
- critically assess specific historical questions, problems or issues;
- demonstrate your ability to use sources of information to explain, analyse and synthesise and to make judgements.

5. How will I be assessed?

The AEA in History will assess your ability to apply and communicate effectively your understanding of History using the skills of critical analysis, evaluation, creativity and synthesis.

You will be required to sit a three hour written examination, under controlled conditions. The examination will comprise two sections. The examination will be marked out of a total of 60 marks (40 marks for Section A and 20 marks for Section B.) You are advised to spend two hours on Section A and one hour on Section B. You will not be credited for using the same information in more than one answer.

Section A will consist of a source-based question. There will be one or two sources taken, for example, from a historian writing about the nature of History and historical study. The question will be broken down into three sub-questions based on these sources. These sub-questions will require you, for example, to:

- summarise a/the key idea(s);
- use historical knowledge to support or challenge a/the key idea(s);
- demonstrate understanding of a phrase or concept by giving examples in an historical context;
- develop in extended writing a response to the main argument of the author.

Section B will consist of one essay question, from a choice of four. This question will assess candidates' ability to use their knowledge and understanding of the period(s) of history they have studied in answering a generic question relating to a concept, issue or theme.

Students will answer all questions in Section A and one of four questions in Section B.

6. How will I be graded?

Grading is on a two-point scale: Distinction and Merit, with Distinction being the higher. Candidates who do not reach the minimum standard for Merit will be recorded as ungraded.

The performance level descriptors for the two grades are listed below:

Distinction

- Recall, select and deploy a range of relevant and detailed historical knowledge. Respond critically to a wide range of issues, presenting the discussion in a thorough and sophisticated analytical style. Accurate and comprehensive understanding of key terms and concepts is demonstrated in the explanations and conclusions drawn and placed in appropriate historical contexts.
- Demonstrate a critical awareness of a range of differing perspectives on the past, making clear connections, comparisons and contrasts and placing them in context.
- Evaluate and synthesise information, ideas and attitudes from the past, placing them in context and demonstrating confidence in moving between generalisation and detailed discussion. Integrate the historical materials into imaginative, coherent and convincing arguments and explanations.
- Demonstrate clear understanding of how historical events, topics and personalities have been interpreted, making well supported and balanced judgements about these interpretations which are communicated with a consistently high level of clarity and precision.

Merit

- Recall, select and deploy a range of relevant and detailed historical knowledge. Respond critically to the main issues, presenting the discussion in a thorough and analytical style. Accurate and comprehensive understanding of key terms and concepts is demonstrated in the explanations and conclusions drawn and placed in appropriate historical contexts.

- Demonstrate awareness of a range of differing perspectives on the past, making connections, comparisons and contrasts and placing them in context.
- Evaluate and synthesise information, ideas and attitudes from the past, placing them in context and integrating them effectively into coherent arguments and explanations.

Demonstrate clear understanding of how historical events, topics and personalities have been interpreted, making well supported and balanced judgements about these interpretations which are communicated with clarity and precision.

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