

**Edexcel Entry Level Certificate in
History (8916)**

For examination in 2003 only

February 2003

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This specification for Edexcel Entry Level Certificate in History is available for assessment in 2003 only.

This specification replaces the Certificate of Achievement in History (8962).

Centres wishing to register candidates should contact the Customer Response Centre on (Tel) 0870 240 9800.

Introduction

Many students in Years 10 and 11 find difficulty in meeting the demands of a GCSE course. The Entry Level Certificate in History is a qualification below the level of grade G GCSE and is designed for students who are unlikely to achieve that grade in GCSE examination. It allows teachers to design a course that will enable students to show their understanding of history and achieve a qualification. The methods of assessment allow candidates to work in a variety of forms according to their needs and abilities.

Since the Entry Level Certificate in History links with the GCSE History specifications provided by Edexcel it is not necessary either to resource or to plan a separate scheme of work. The topics for the assignments for the Certificate may be selected from the GCSE specifications, but it is not necessary for students to study the whole content. Assignments may be based on areas of the specifications that are relevant to the aptitudes and needs of the students. The Entry Level Certificate can, however, be taught, as a separate course.

The tasks chosen for assignments for the Entry Level Certificate may be used as classwork for all students in a centre and then retained as coursework for candidates entered for Entry Level.

Teachers should ensure that sources chosen are appropriate for the demands of the assignment and the abilities of the students. It is not expected that students should have to make use of more than three sources for any given task.

Teachers may use the Entry Level Certificate in History in a variety of ways. Some of the possible alternatives are listed below:

- it can be used as a terminal qualification for students for whom GCSE is simply too difficult
- it can be used as a qualification for students whose attendance has been irregular during Years 10 and 11
- it can be used as a qualification for students with learning difficulties
- it can be used at the end of Year 10 as a stepping stone to a higher qualification, such as GCSE, in Year 11
- it can be used during Year 11 as a means of motivating students in their studies in general.

Key features

- A course of study, leading to an Entry Level Certificate in History, for students who are studying history in Year 10, but who are not ready to undertake a GCSE History course, or who would be unlikely to achieve GCSE grade G by the end of Year 11
- allows centres to choose content appropriate to the ability and conceptual understanding of students
- allows flexibility for centres in choosing or developing assignments appropriate to the ability and needs of their students
- is co-teachable with any GCSE History syllabus or as a separate course
- coursework assignments may be presented in a variety of forms
- can serve as a step to GCSE in Year 12
- especially suitable for students with special educational needs

- develops skills covered in Key Stage 3
- has no terminal examination
- allows students to be set short-term goals.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 1 and 2 in the National Qualifications Framework, including GCSE.

Links with other qualifications and forbidden combinations

The Entry Level Certificate in History links with all the GCSE History specifications provided by Edexcel. It can also be taught, if the content allows, in conjunction with a GCSE History specification of another Awarding Body. Students may, if the teacher thinks it appropriate, be entered for both qualifications. There are no forbidden combinations.

National Qualifications Framework criteria

The specification is based on the common criteria and the Entry Level criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies.

Specification aims and assessment objectives

Aims

The Edexcel Entry Level Certificate in History will give students opportunities to:

- develop an interest in the study of history
- acquire knowledge and understanding of the past
- investigate historical events, people, changes and issues
- use historical sources
- organise and present the results of their studies.

Assessment objectives

Making use of the content of a GCSE History specification, candidates should demonstrate their ability to:

AO1 (Core Task)	collect and record information relating to an event, issue, individual or site
AO2 (Coursework)	make use of a range of historical sources and identify some of the different ways in which the past has been represented and interpreted
AO3 (Core Task)	demonstrate knowledge of aspects of the past to show understanding of causation related to an event or issue
AO4 (Core Task)	demonstrate knowledge of aspects of the past to show understanding of change related to an event or issue
AO5 (Coursework)	show understanding of the attitudes and values of people in the past related to an event or issue
AO6 (Coursework)	show understanding of a sense of period either by identifying similarities and differences between features of a society or period in the past and the present OR by identifying similarities and differences between features of two past periods or societies
AO7 (Core Task)	organise and present the results of an investigation showing understanding of chronology

Weighting

Across the specification as a whole, assessment objectives 1 to 6 will each carry a weighting of 15%; assessment objective 7 will carry a weighting of 10%.

Teaching and assessment

The scheme of assessment comprises a Core Task that has a 55% weighting and two or three centre-designed Coursework Assignments which have a total of 45% weighting.

Both the Core Task and the Coursework Assignments will be internally marked and externally moderated. Centres should note that all the work of all candidates must be submitted for moderation.

The Core Task and Coursework Assignments should allow the candidate to show understanding of and competence in the assessment objective(s) targeted. It is important, therefore, that the Core Task and Coursework Assignments should take account of the needs, abilities and conceptual level of the candidates involved. It is possible for the candidate to complete the Coursework Assignment in a variety of ways and to use different media as appropriate.

It is not necessary to seek approval from Edexcel for Coursework Assignments or **for, 2003 entries only**, for centre designed Core Tasks.

The Core Task

Candidates must complete one Core Task which tests Assessment objectives 1, 3, 4 and 7.

The Core Task must be:

- a Core Task designed and published by Edexcel (see the Edexcel website – www.edexcel.org.uk)
- a centre designed Core Task (which may be based on the Core Task template in Appendix 1)*
- a Core Task previously used by a centre and approved for the Edexcel Certificate of Achievement in History.

*** For 2003 only it will not be necessary to submit Centre designed Core Tasks to Edexcel for approval prior to teaching. However, they must be constructed following the Core Task template given in Appendix 1.**

The Core Task will:

- be based upon a major event or turning point from the content of a GCSE syllabus
- be marked out of 55 marks and assess the objectives as shown below.

CORE TASK		
AO1	Collect and record information relating to an event, issue, individual or site	15 marks
AO3	Demonstrate knowledge of aspects of the past to show understanding of causation	15 marks
AO4	Demonstrate knowledge of aspects of the past to show understanding of change related to an event or issue	15 marks
AO7	Demonstrate an understanding of chronology	10 marks

The Core Task may be completed at any time during the period of study and there are no limits on the amount of time candidates may spend on the task.

The Core Task must be completed under the supervision of the teacher. Teachers may explain the wording of the task and may also help by indicating possible sources of information, but may not help candidates complete the task.

Candidates should be told that they may use a range of historical sources, textbooks, classwork notes and other resources (including ICT), as well as the sources provided, when addressing the questions or instructions.

Targeting Core Task Assessment Objectives

Objective 1: (Core Task) Collect and record information relating to an event, issue, individual or site.

To meet this objective candidates need to carry out basic research in one of the nominated areas. This may be achieved by the use of secondary texts, by means of a range of historical sources, by means of site visits or by means of interviews.

The information could be written, taped, filmed, photographed, put into a database or recorded by any other available means. Candidates should be given clear guidance as to what is required of them, and the information collected and recorded should be sufficient for a presentation, if required.

Objective 3: (Core Task) Demonstrate knowledge of aspects of the past to show understanding of causation.

To meet this objective candidates need to show an understanding of the causes of an event or issue. Candidates should, therefore, be able to list the events or factors which led to an event taking place.

The assignment can be completed in writing, in the form of a poster listing events or factors, on tape or in the form of a presentation.

Objective 4: (Core Task) Demonstrate knowledge of aspects of the past to show understanding of change related to an event or issue.

To meet this objective candidates need to show their understanding of the changes which resulted from a historical event or some other turning point.

The assignment could be presented in writing or on a poster divided into two halves, or two separate posters of A4 size. Candidates could use text, photographs and drawings of workhouses, fashions etc as part of their answer. The key feature of the candidates' work will be the ability to make a clear distinction between the situation before and the situation after, however this is produced.

Objective 7: (Core Task) Organise and present the results of an investigation showing understanding of chronology.

To meet this objective candidates should be able to place events in their correct sequence, in terms of date and also in terms of cause and effect, and show some general understanding of the significance and the relative position of the event, topic or issue in a wider context. For example, candidates should be able to show the relationship of the Russian Revolution of 1917 to the events which both preceded and succeeded it.

This objective should be assessed according to the candidate's overall performance in the Core Task. It is not expected that a discrete question or instruction will be set.

Coursework

Assessment Objectives 2, 5 and 6 are tested via centre-designed Coursework Assignments. Assignments may be targeted **either** upon a single Assessment Objective **or** upon two Assessment Objectives. Candidates must therefore complete a minimum of two and a maximum of three Coursework Assignments.

The Assignments must be based upon, and show clear evidence of at least **two** different areas of content from a GCSE History specification - for example, *A6 Superpower Relations* and *B7 Conflict in Vietnam* from History A (1334), *E2 Changes in Education from the late nineteenth century to the late twentieth century* and *L The impact of cinema, radio and television since 1918* from History B (1335), or *A2 The American West, Conflict on the Plains* and *B2 Crime, Punishment and Protest c1450 - c1750* from History C (1336). Assignments do not need to cover whole areas, and it is not expected that candidates have complete knowledge of any area.

The following points should be borne in mind when constructing Coursework Assignments:

- each Assignment should have no more than three sources (verbal or visual) with one or two questions or instructions relating to those sources
- questions or instructions should address one or two of Assessment Objectives 2, 5 and 6.

A template to help teachers design Coursework Assignments is given in Appendix 2. There is no need to seek approval from Edexcel for Coursework Assignments.

Coursework moderation procedures are outlined in Appendix 6.

Choice of topics for coursework assignments

Subject to the criteria already given, teachers have a free choice of topics and in the allocation of Objectives to topics. They can also choose the order in which candidates tackle the various Objectives and the Assignments which target the specific Objectives. Clearly, however, teachers will need to select topics which lend themselves to the nature of the Objective, to the need to supply materials for candidates and to the needs and abilities of candidates.

Targeting Coursework Assignment Assessment Objectives

Objective 2 (Coursework): **Make use of a range of historical sources and identify some of the different ways in which the past has been represented and interpreted.**

Candidates should have the opportunity of considering a range of historical sources and drawing simple conclusions from them. The range can include primary and secondary texts, photographs, drawings and cartoons, statistics, buildings and locations, interviews and visits. It is not expected that all these forms of evidence will be used in every case.

Candidates should be able to comprehend at least one source, distinguish between primary and secondary evidence, identify and understand the provenance of sources, explain the point of view of a writer, and put together coherently information about a given topic, event, individual or issue drawn

from the sources.

This may be achieved in writing, but candidates may also offer a presentation, a tape recording, a poster, a film with a commentary, or a mixture of these methods. Centres will be required to provide evidence of these techniques at the time of moderation.

Possible topics:

- an individual such as Stalin, Kennedy, Robert Peel
- an historical event such as the Cuban Missile Crisis, the Reichstag Fire, the Chartist Rising in Newport
- a site such as a railway, a castle, a street.

Objective 5 (Coursework): Show understanding of attitudes and values of people in the past related to an event or issue.

To meet this objective candidates need to explain why people in the past disagreed about an issue or an event. They should explain at least two different points of view which are historically accurate about the chosen topic.

Possible topics:

- the coming to power of Hitler in 1933, the views of socialists or communists and the unemployed
- the bombing of Hiroshima in 1945, the views of Truman and the opponents of the bomb, citing some of the other alternatives
- the introduction of the NHS in Britain in 1948, the views of Bevan contrasted with those of some of the members of the medical profession.

The assignment could take the form of the front page of a newspaper with two opposing articles. It could also be two speeches, either written or spoken, or even two posters demonstrating opposing views. It could, of course, make use of a mixture of these forms. It is essential, however, that candidates show clearly the opinions expressed and that those opinions were held at the time.

Objective 6 (Coursework): Show understanding of a sense of period by identifying similarities and differences between features of a period in the past and the present.

To meet this objective candidates need to demonstrate their understanding of a period in the past, by showing that they are aware of ways in which that period differed from the present. This could be achieved by comparing:

- eighteenth century parliamentary elections with twentieth-century elections
- education in the 1870s with the 1990s
- Poor Relief in 1900 with the present welfare state
- life in the USSR under Stalin with the 1990s
- life in the Eastern Bloc in the 1950s with the 1990s.

The assignment could be presented in the form of a poster (or posters) and could draw on text, photographs, lists of prices, drawings, fashions, etc. Candidates could base the present day element upon their own experiences, or draw upon newspaper articles, magazines and television. This part of the assignment could be in the form of a videotape.

Candidates should be reminded that the objective includes similarities as well as differences, as these tend to be more difficult to spot and therefore may receive less attention.

Distribution of Assessment Objectives

The following table shows how assessment objectives can be allocated to the assessment components.

	A01	A02	A03	A04	A05	A06	A07	Total
Core Task eg, The February Revolution	15		15	15			10	55
Coursework Assignment 1 eg, The Welfare State, 1945 - 1950					15	15		30
Coursework Assignment 2 eg, The Cuban Missile Crisis		15						15
Total	15	15	15	15	15	15	10	100

Assignments may be set at any appropriate time during Years 10 and 11 and may be sub-divided as appropriate to the needs of the candidates.

Marking criteria

The following level descriptors are based on Levels 1-3 of the National Curriculum in History:

- candidates who score 1 – 33 will be awarded Level 1
- candidates who score 34 – 66 will be awarded Level 2
- candidates who score 67 – 100 will be awarded Level 3.

Please note that when transferring candidates' achievements to the OPTEMS mark sheet, it is the **level** that should be entered **not** the mark.

ASSESSMENT OBJECTIVE 1		
Level 1	Information is collected about a given event, issue, individual or site from one source, eg, a textbook, and is recorded in an unstructured manner.	(1-5)
Level 2	Information is collected about a given event, etc from a range of sources and is recorded in an unstructured manner.	(6-10)
Level 3	Information is collected about a given event, etc from a range of sources and recorded in a structured manner, showing awareness of chronology and the significance of the event, etc studied.	(11-15)

ASSESSMENT OBJECTIVE 2		
Level 1	Evidence is collected from a limited range of historical sources and presented uncritically in an unstructured manner. Some ways in which the past is represented are identified.	(1-5)
Level 2	Evidence is collected from different historical sources, eg, primary and secondary sources, differing points of view, and presented in a unstructured manner. Some of the different ways in which the past is represented are confidently identified.	(6-10)
Level 3	Evidence is collected from different historical sources and presented in a structured manner showing awareness of the provenance of the source. Shows how some aspects of the past have been represented and interpreted in different ways.	(11-15)

ASSESSMENT OBJECTIVE 3		
Level 1	Students are able to describe one relevant cause of an event or issue.	(1-5)
Level 2	Students are able to describe two or more relevant causes of an event or issue.	(6-10)
Level 3	Students are able to describe a sequence of causes for an event or issue, showing understanding of chronology.	(11-15)

ASSESSMENT OBJECTIVE 4		
Level 1	Students are able to describe one change, which resulted from an event or issue.	(1-5)
Level 2	Students are able to describe two or more different changes which resulted from an event or issue.	(6-10)
Level 3	Students are able to describe a sequence of changes, which resulted from an event or issue.	(11-15)

ASSESSMENT OBJECTIVE 5		
Level 1	Students are able to identify an attitude or value held by people at some time in the past relative to a given event or issue.	(1-5)
Level 2	Students are able to match attitude or value with an appropriate person or group in the past relevant to a given event or issue.	(6-10)
Level 3	Students are able to explain why a person or group held a particular attitude or value in relation to a given event or issue in the past.	(11-15)

ASSESSMENT OBJECTIVE 6		
Level 1	Students are able to identify and describe one difference between a past society and the present OR between two societies in the past.	(1-5)
Level 2	Students are able to identify and describe two or more distinct differences between a past society and the present OR between two societies in the past.	(6-10)
Level 3	Students are able to identify and describe a range of both differences and similarities between a past society and the present OR between two societies in the past.	(11-15)

ASSESSMENT OBJECTIVE 7		
Level 1	Students are able to show a general sense of chronology, eg, in terms of before and after.	(1-4)
Level 2	Students are able to organise events into an accurate sequence.	(5-8)
Level 3	Students are able to place events accurately in terms of year and date, eg, showing understanding of the significance of the passage of time etc.	(9-10)

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

Students with particular requirements

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements, Edexcel, Stewart House, 32 Russell Square, London, WC1B 5DN.

Awarding and reporting

The grading, awarding, and certification of this specification will comply with the requirements of *The Common Code of Practice* approved and published by the regulatory authorities.

Awards of the Certificate will be made in line with the Summer GCSE entries. Certificates will be awarded at each of the levels Entry 1, Entry 2, and Entry 3, where Entry 3 is the highest level of achievement.

Enquiries about results and appeals

Edexcel has made arrangements for enquiries about results and appeals. Details on how these requests may be made are contained in the *Regulations and Syllabus synopses (current edition)* and in the *Information Manual*.

The wider curriculum

Spiritual issues

Although this specification does not tackle these issues explicitly, teachers should be aware that there will be a number of opportunities to ask students to consider religious beliefs, and their influence on the way people think and act.

Moral and ethical issues

When discussing the motives and actions of historical figures students should be encouraged to take account of the moral and ethical considerations involved.

Social and cultural issues, the European dimension, and education for citizenship

The study of history inevitably provides opportunities to raise social and cultural issues, and to debate ideas about our position as citizens of both our own nation and the wider European community.

Health, safety and environmental issues

Opportunities to consider these issues are provided in, for example, the study of the welfare state, social reform, and the history of medicine.

When undertaking fieldwork, students should be taught to recognise hazards in their working environment and to assess whether the risks associated with those hazards can be managed.

Information and communication technology

ICT is becoming increasingly important in the study of history, both as a tool for research and as a medium for communication.

Students could use a CD ROM, the internet or resources on a school intranet to research a historical event or issue. They could access museum, university or government agency websites and use online databases to enable them to compile information and to compare various views of a historical event.

Students could enter statistics in a spreadsheet and use that to produce a table such as a bar chart.

Appendix 1: The Core Task

Template for the Core Task

Core Tasks must be set on a topic that is central to a GCSE specification - that is, one of the bullet points in the Outline Studies, Depth Studies, Enquiries in Depth or Studies in Development in the appropriate GCSE specification. Core tasks must be selected which allow candidates the opportunity to display their understanding of the relevant assessment objectives.

Teachers must ensure that:

- the Core Task consists of an introduction and three sections
- the introduction sets a context for the event, turning point or person upon which the Core Task is based
- each of the three sections has three sources (verbal or visual) and a question or instruction relating to those sources
- each question or instruction follows the format shown in the template and addresses one of Assessment Objectives 1, 3 and 4
- Assessment Objective 7 is assessed through one or more of the those questions or instructions
- the Mark Scheme follows the format shown in the template.

Sources should be chosen from:

- excerpts from a contemporary writer
- excerpts from a school text book
- statistical information
- graphically presented information
- a contemporary picture or photograph.

They should provide direct information about the topic which is the focus of the Task.

Verbal sources should be in language which will be accessible to the student. Teachers may make changes to vocabulary so long as the meaning of the original is not changed or distorted.

Teachers are advised to check their completed Core Task against the Edexcel designed Core Tasks. This will be particularly helpful in the phrasing of the instruction for Task 3.

**EDEXCEL
ENTRY LEVEL IN HISTORY
CORE TASK**

Introduction

[The teacher must write a brief contextualising statement, followed by:]

You have three tasks to complete. You should first read the sources. You should also use any textbooks or notes that you have. If you use both the sources and your textbooks you will get more marks.

You should write down what you can find out. Try to keep your work in order. You will get more marks if you do.

Task One

This task is asking you to find out about something. Look carefully at the sources.

You must try to find out about

Source A (+ Provenance)
Source B (+ Provenance)
Source C (+ Provenance)

Task Two

This task is asking you to find out why something happened. Look carefully at the sources.

You must try to find out why

Source A (+ Provenance)
Source B (+ Provenance)
Source C (+ Provenance)

Task Three

This task is asking you to find out what changes have taken place. Look carefully at the sources.

You must try to find out what changes there were

Source A (+ Provenance)
Source B (+ Provenance)
Source C (+ Provenance)

A Core Task may be adapted around, for example:

an historical event, such as:

- the Poor Law Amendment Act of 1834
- the Night of the Long Knives
- the destruction of the Berlin Wall
- rationing during the Second World War
- the opening of the Liverpool to Manchester Railway in 1830
- the introduction of conscription in 1916
- the extension of the franchise in 1918
- the outbreak of the General Strike in 1926
- the Nazi victory in the March 1933 general election
- the release of Nelson Mandela from prison in 1990.
- the First World War
- the introduction of the NHS
- the Cuban Missile Crisis and Superpower relations.

a topic such as:

- medical treatment
- women in British society

an individual, such as:

- Richard Arkwright
- Florence Nightingale
- Leon Trotsky
- Martin Luther King.

a site, such as:

- a parish church
- a village
- a turnpike road
- a museum.

Template for Core Task Mark Scheme

Marking candidates' work using the Core Task mark scheme.

- Candidates' work should be initially placed into one of the levels described in the mark scheme.
- A notional mark at the mid-level of the level should be awarded to each answer. This will usually be 3, 8 or 13, depending on the level awarded. Where there are only two marks in a level the higher mark should be initially awarded.
- Marks should then be adjusted according to the overall quality of the answer.
- A weaker answer (for example, one that makes use of undeveloped statements such as simple sentences) should be awarded a mark below the mid-point. An answer that makes use of developed statements, such as paragraphs, should be awarded a mark above the mid-point.
- Teachers should also take into account the historical accuracy and relevance of candidates' responses when deciding the final mark to be awarded.

Task One AO1	Collect and record information relating to an event, issue, individual or site.	15 marks
Level 1	Information is collected about from either the sources OR a text book and is presented in an unstructured manner, i.e. with no attempt to arrange material under different headings, e.g.etc.	1 – 5
Level 2	Information is collected about from BOTH the sources and a text book and is presented in an unstructured manner	6 – 10
Level 3	Information is collected about from both the sources and a textbook and is presented in a structured manner showing understanding of chronology.	11 – 15
Task 2 AO3	Demonstrate knowledge of aspects of the past to show understanding of causation related to an event or issue.	15 marks
Level 1	One cause is given for e.g.etc.	1 – 5
Level 2	Several causes are given for e.g. etc.	6 – 10
Level 3	A sequence of causes is given for e.g. etc.	11 – 15
Task 3 AO4	Demonstrate knowledge of aspects of the past to show understanding of change related to an event or issue.	15 marks
Level 1	One change is given, e.g. etc.	1 – 5
Level 2	Several changes are given, e.g.etc.	6 – 10
Level 3	A sequence of changes is given, egetc.	11 – 15
AO7	Organise and present the results of an investigation showing understanding of chronology.	10 marks
Level 1	Students are able to show a general sense of chronology, for instance in terms of before and after.	1 – 4
Level 2	Students are able to organise events into an accurate sequence.	5 – 8
Level 3	Students are able to place events accurately in terms of year and date, for instance showing understanding of the significance of the passage of time.	9 – 10

Appendix 2: The Coursework Assignments

Template for teacher-designed Coursework Assignment

This format **must** be applied when constructing a Coursework Assignment.

Teacher-designed Coursework Assignments do not need approval from Edexcel.

Each Coursework Assignment may address one or two assessment objectives, so two of the assessment objectives might share the same sources.

Each assessment objective must be awarded a mark out of a total of 15.

The advice given in Appendix 1 on page 13 about choosing suitable sources for the Core Task is equally applicable to choosing sources for Coursework Assignments.

EDEXCEL ENTRY LEVEL IN HISTORY COURSEWORK ASSIGNMENT
Title:
Assessment Objective(s) to be addressed:
Question(s) or instruction(s):
Source A (+ Provenance) Source B (+ Provenance) Source C (+ Provenance)

Template for Coursework Assignment Mark scheme

The advice given on using the Core Task mark scheme (page 16) is equally applicable to the following Coursework Assignment mark scheme.

AO 2	Make use of a range of historical sources and identify some of the different ways in which the past has been represented and interpreted.	15 marks
Level 1	Evidence from a limited range of sources, presented uncritically in an unstructured manner, eg	(1-5)
Level 2	Evidence from different sources, presented in a unstructured manner, eg	(6-10)
Level 3	Evidence from different sources, presented in a structured manner showing awareness of the provenance of the source, eg	(11-15)

AO 5	Show understanding of the attitudes and values of people in the past related to an event or issue.	15 marks
Level 1	Identifies an attitude or value held by people at some time in the past, eg	(1-5)
Level 2	Matches attitude or value with an appropriate person or group in the past, eg	(6-10)
Level 3	Explains why a person or group held a particular attitude or value in the past, eg	(11-15)

AO 6	Show understanding of a sense of period either by identifying similarities and differences between features of a society or period in the past and the present <i>or</i> by identifying similarities and differences between features of two past periods or societies.	15 marks
Level 1	Identifies and describes one difference or similarity between past and present / between two periods or societies in the past, eg	(1-5)
Level 2	Identifies and describes two or more distinct differences or similarities between past and present / between two periods or societies in the past, eg	(6-10)
Level 3	Identifies and describes a range of both differences and similarities between past and present / between two periods or societies in the past, eg	(11-15)

Appendix 3: Guidance for students

Teachers may wish to provide their students with some guidance on the Core Task and Coursework Assignments . General information might include the following points:

- your teacher will suggest a suitable topic to study
- your teacher may help you by explaining the questions and suggesting where you can find helpful information. You may use your class notes, textbooks and other sources of information
- you must complete the task on your own
- your teacher will tell you how long you have to complete the task
- this work will be marked by your teacher and will count towards your Entry Level Certificate.

Further information might be provided about specific work set. For example, for a Core Task information might be given as follows:

- For this piece of work your teacher will suggest a topic for study
- You will be given some material to look at and read
- You will be asked three questions.

What happened?	Your teacher will suggest an important event, issue, person or place. Find out what you can about it. Use a number of sources which might include visits or interviews and write about the most important and interesting things you find out. It may help you to understand what happened if you write the dates when things happened and put them in order.
Why did it happen?	Your teacher will suggest an important event. You should explain why it happened. Think about which were the most important causes and the order in which things happened. You may present your work in writing, as a poster, on tape etc.
How have things changed?	Describe the changes that happened following an important event. You may present your work in writing or as one or two posters. You could include photographs and drawings.

Appendix 4: Centre Mark Sheet

Centres might find it helpful to keep a complete record of each candidate's marks. The following record sheet can be copied and used as it is or adapted by centres as required.

Such records are for internal use only and should not be submitted to Edexcel. Only the OPTEMS Mark Sheet provided by Edexcel should be used for submitting marks to Edexcel.

Edexcel Entry Level Certificate in History

Candidate Name				Candidate Number	
Title of Core Task	Mark for AO1		Level:*		
	Mark for AO3		Level:*		
	Mark for AO4		Level:*		
	Mark for AO7		Level:*		
	TOTAL		Level:*		
Title of Coursework Assignment	Mark for AO2:		Level:*		
Title of Coursework Assignment	Mark for AO5:		Level:*		
Title of Coursework Assignment	Mark for AO6:		Level:*		
MARKS - FINAL TOTAL				FINAL LEVEL*	

* Enter the **Level** on the OPTEMS Mark Sheet, **not** the mark.

Appendix 5: Authentication Sheet

The following Authentication Sheet should be filled in for **every** piece of work at the time it is submitted to the teacher for assessment. The sheet should then be attached to the front of the work.

All work must have a properly completed Authentication Sheet attached when submitted for moderation.

Centres should copy this form as required.

HEL1

Authentication of work for Entry Level Certificate in History (8916)

Centre number:		Student number:	
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Statement by student:

I declare that I have produced the work attached without external assistance, apart from any which is acceptable under the Scheme of Assessment and is recorded:

Name:

Signature: Date:

Statement by teacher:

I declare that the above student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the Scheme of Assessment and has been identified and recorded:

Name:

Signature: Date:

This authentication should be attached to the front of the student's work at the time it is submitted by the student for assessment.

Appendix 6: Coursework moderation procedures

- 1 Centres should notify Edexcel of the candidates they intend to enter by the 21st February of the examination year. An approved moderator will then be assigned to each centre by Edexcel.
- 2 Centres must ensure that there is full and effective **internal standardisation** of the assessments made by different teaching groups within a centre. Centres are required to verify that internal standardisation or moderation has taken place. Standardisation within the centres must involve an examination of the students' work to ensure that the assessment criteria have been consistently applied.
- 3 The results of assessments must be entered on the OPTEMS mark sheets which will be sent to centres. (Full instructions for filling these in are given on the back of the sheets, but centres are reminded here that it is the **level** awarded to the student that must be entered, **not** the mark.)
- 4 Final moderation will be conducted by post.
- 5 All the work of all students will be required for moderation. The moderation will consist of a detailed scrutiny of the work in relation to marks awarded.
- 6 Material must be made available for moderation by May 1st of the year of examination.
- 7 These materials must be retained, for possible use in enquiries about results, until after 31st October of the examination year.
- 8 Edexcel will provide centres with the results of moderation as soon as possible after assessment.

