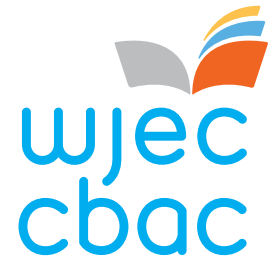


GCSE



WJEC GCSE in HISTORY

Unit 4 Guidance for Teaching
Working as an historian:
Non-Examination Assessment (NEA)

APPROVED BY QUALIFICATIONS WALES

UNIT 4 GUIDANCE FOR TEACHING

Teaching from 2017

This Qualifications Wales regulated qualification is not available to centres in England.



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Introduction

Teaching the new WJEC GCSE History (Wales) course will begin in September 2017. The first award for this specification will be made in 2019.

This Guide is one of a number of ways in which WJEC provides assistance to teachers delivering non-examination assessment. Also essential to its introduction are the materials available through the WJEC website and via CPD events.

Other provisions which you will find useful are:

- Examiners' reports, including Unit 4, on each examination series
- NEA centre reports which are now available to centres via the secure website on GCSE results day
- Free access to a number of WJEC exemplars
- Access to the specification and other key documents on the main WJEC website
- Easy access to both the Subject Officer and to administrative sections

Contact Points for GCSE History are as follows:

GCSEHistory@wjec.co.uk

02922 404 278

Subject page www.wjec.co.uk/qualifications/history-gcse

This guide is designed to provide support and guidance to teachers in preparing and administering the non-examination assessment (NEA). It should be used alongside the GCSE History specification.

Background

What is Non-Examination Assessment (NEA)?

Non-examination assessment (NEA) was previously called Controlled Assessment. NEA is a compulsory part of GCSE History. Unit 4 will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations.

What are the key aspects of the non-examination assessment unit?

- All NEA tasks have to be **set by the awarding organisation (WJEC)**.
- The NEA tasks undertaken by centres from 2017 will last for a maximum of three award years (2019, 2020 and 2021). A new proposal form with new NEA tasks will need to be submitted to WJEC for the following three year cycle (2022, 2023 and 2024).
- The NEA must be from a content area not studied in the rest of the specification. The content area for NEA will thus depend on the options chosen for the examined units.
- **The recommended content** on page 7 of this guide has been written to provide sufficient 'substantial and coherent' coverage of the chosen topic area. Centres will be expected to clearly show the extent of their teaching coverage to the awarding organisation. This will be done on a compulsory proposal form (Appendix 6).

What are the changes to Unit 4?

- NEA is now worth 20% of the total mark for the examination. Part (a) will be marked out of 14 and part (b) out of 26 thus giving a total of 40 marks. This change in weighting will be reflected in the mark scheme.
- The mark schemes for each task have also been revised. Part (a) will now have three Assessment Objectives (AOs).
- Candidates will be expected to address **fewer sources**. For part (a) they will evaluate a maximum of **4** sources and for part (b) a maximum of **6** (3 sources that support and 3 that contradict the given interpretation).

Is there any flexibility of choice for centres?

The regulations still allow centres to ‘**contextualise the tasks to best suit their centre-specific circumstances.**’

- You will be allowed to change or add to the **sources** in the exemplars
- You can change the focus of the set task to reflect a **local or regional** area
- You can seek to change the **question subject** to a more appropriate one for that topic area.

Practical Help

What do I need to start?

- You need to decide on which topic area and which tasks you are going to use. There are two linked tasks, (a) and (b), to be completed for non-examination assessment.
- You need to consider whether you are going to contextualise the sources or the question focus.
- You need to become familiar with the revised mark scheme for NEA.
- You need to send off a **proposal form** to the subject support officer at WJEC. The proposal form is available on the website. Forms should be sent electronically and a copy retained by the centre.
- The proposal form must be submitted to WJEC at **least six weeks before** the centre intends to begin the NEA unit. The subject support officer will log submissions and forward them to a senior moderator for advice and approval.

Who can I contact for help?

The WJEC website has much useful information.

The GCSE History pages can be accessed by visiting www.wjec.co.uk and following the links to GCSE and History.

If you wish to contact a person about issues connected with non-examination assessment, you can use the following:

Paula Morgan
Subject Officer for History GCSE
GCSEHistory@wjec.co.uk
02922 404 278

Niamh Doherty
Subject Support Officer for History
GCSEHistory@wjec.co.uk
02922 404 278

If you have general queries about non-examination assessment, you can contact the GCSE Section via the switchboard on 02920 265000 or email gcse@wjec.co.uk

Task Setting

How many assessments have to be done?

Candidates must complete an historical enquiry, which is **split into two parts**, (a) and (b). **This must arise out of the teaching of a substantial topic area.**

How many marks is the non-examination assessment worth?

The non-examination assessment is worth 20% of the total mark for the examination.

What does the non-examination assessment test?

It tests knowledge and understanding of a specific historical issue. But the main focus is on evaluating historical sources and explaining how aspects of the past have been interpreted and / or represented in different ways.

Part (a) will provide part of a background enquiry and may be more descriptive in focus. It also requires the evaluation of a range of historical sources.

Part (b) will involve explanation and discussion of an issue of historical interpretation associated with the topic area.

What topics can be chosen?

WJEC sets three topic areas for non-examination assessment.

The topic areas are:

1. Political, social and economic developments in the nineteenth century or the twentieth century.
2. The effects of war on Wales and England in the nineteenth century or the twentieth century.
3. The role and significance of major figures in history.

Remember your NEA exercise must not overlap with your choice of examined units.

What content must be studied in the non-examination assessment unit?

In choosing to study a particular topic area for non-examination assessment, it is necessary for centres to teach a range of relevant aspects of subject content. The prescribed content on page 7 of this guide is wide and ensures substantial and coherent coverage of the history of the chosen topic.

Content for topic area 1:

Political, social and economic developments in the nineteenth century or the twentieth century

The background/context to the specific development chosen.
Particular events associated with the specific development chosen.
The effects of the specific development chosen.
Historical interpretations regarding the specific development chosen.

Content for topic area 2:

The effects of war on Wales and England in the nineteenth century or the twentieth century

The causes of the specified war.
Particular events associated with the specified war.
The impact of the specified war on a range of different people.
Historical interpretations associated with the specified war.

Content for topic area 3:

The role and significance of major figures in history

The background / context to the work of the chosen key figure.
The work undertaken by the chosen key figure.
The problems faced by the chosen key figure.
The effects of the work of the chosen key figure.
Historical interpretations made regarding the chosen key figure.

The content has been left as general as possible to allow centres the opportunity to focus on particular areas of significance and / or to contextualise the tasks to meet their own specific resources and circumstances as allowed by the regulations.

What about overlap with any courses chosen for examination?

You cannot complete any non-examination assessment tasks on content areas which are covered for your chosen examinations.

What will the tasks look like?

WJEC will provide a number of comparable non-examination assessments for each topic area from which centres can select. **These are explained in Appendix 3 and the full versions are on the website.**

The part (a) task will focus on use of sources in an enquiry. It will have a statement of historical fact, followed by an instruction regarding selection of sources, followed by a question focused on evaluation of sources.

There were many examples of rural protest in Wales and England in the nineteenth century. One of these was the Rebecca Riots.

Select any FOUR sources from your pack.

How useful and reliable are your selected sources in showing why the Rebecca Riots were seen as a threat to society in the mid-nineteenth century?

The part (a) task gives candidates the opportunity to analyse and evaluate relevant historical sources when undertaking an enquiry into an aspect of history. The part (a) response will be marked separately and is worth **14 marks**.

Further details on task (a) can be found in Appendix 1.

The part (b) task will focus on the forming of historical interpretations. It will have a statement relating to a particular interpretation followed by a question which invites discussion of different views on the issue.

Some historians argue that the British generals in World War I were completely incompetent.

How valid is this interpretation of the British generals during World War I?

The part (b) task gives candidates the opportunity to discuss an issue of historical debate which arises from the chosen topic area. The task must give candidates the opportunity to analyse and explain at least **two different historical interpretations** of the chosen issue. The part (b) response will be marked separately and be worth **26 marks**.

Further details on task (b) can be found in Appendix 2

Are the tasks linked?

Yes. **They have to be linked in some way.** Part (a) provides part of a background enquiry and may be more descriptive in focus. Part (b) involves explanation and discussion of an issue of historical interpretation / representation associated with the topic area.

Can I break the WJEC task down into short questions?

Yes, to aid lower ability candidates. If a teacher chooses to give certain candidates learning support such as a structured writing frame in the research and preparation stage, marks should not be awarded higher than Band 2 in the final assessment of the analysis and evaluation findings. (see page 44 of the specification)

What type of sources should be used?

Each WJEC set exercise will be accompanied by a starter pack of around 20-25 sources. You can add to this pack to allow for selection of suitable material by candidates and to provide local / more appropriate examples. The pack will include a variety of source types including film and internet materials, and for part (b) two historian's viewpoints and sources that support their views.

Do I have to fill in any forms?

Yes. WJEC needs to know that centres are setting 'approved' tasks. WJEC also needs to know if any contextualisation has taken place. Centres will need to clearly identify the content of their chosen exercise. All this will be done via a proposal form which is available on the WJEC website. Centres that contextualise titles will also have to submit their source packs.

Who are the forms sent to?

The proposal forms will be **sent electronically to the WJEC Subject Support Officer at least six weeks before** centres begin the NEA unit. The proposal form will be forwarded to a senior moderator who will supply a prompt response to centres.

What is contextualisation?

The regulations allow for centres to ‘contextualise the tasks to best suit their centre-specific circumstances.’ There are three ways in which this can be done.

1. You will be allowed to change or add to the sources in the exemplars

This is the simplest one. The WJEC exemplars will have a source pack which will be sufficient to tackle each task. However, a centre may wish to add or replace any of these sources with others deemed to be more suitable.

2. You can change the focus of the set task to reflect a local or regional area.

For example, consider this part (a) question:

How useful and reliable are these sources in showing why the Rebecca Riots were seen as a threat to society in the mid nineteenth century?

A centre could contextualise this by focusing on rural or urban protest in a specific area. The sources could be adapted to reflect this contextualisation.

For example, consider this part (b) question:

Some historians argue that life in the 1930s was difficult and depressing.
How valid is this interpretation of life in the 1930s?

A centre could contextualise this by focusing on another specific period which underwent considerable change. The sources could be adapted to reflect this contextualisation.

3. You can seek to change the question subject to a more appropriate one for that topic area.

For example, consider this part (a) question:

How useful and reliable are these sources in showing how people's lives were changed by evacuation during World War II?

A centre could contextualise this by changing the focus to a specific area or group of people or experience. The sources could be adapted to reflect this contextualisation.

For example, consider this part (b) question:

Some historians argue that the events at Dunkirk in 1940 deserve to be remembered as a triumph for Britain and its people.

How valid is this interpretation of the events at Dunkirk in 1940?

A centre could contextualise this by changing the question subject to a different one from the topic area. The sources could be adapted to reflect this contextualisation.

The exemplars in Appendix 3 give more advice on contextualisation.

Task Taking

This has two parts:

1. Research and preparation
2. Analysis and evaluation of findings

How do I approach the non-examination assessment unit?

Here is a generic scheme which shows one way in which centres might decide to divide their time when undertaking the NEA unit. This is only a suggestion of how time might be apportioned – it is not compulsory.

Part (a) enquiry	
Research and preparation stage: Teacher covers the historical context relating to the chosen topic: <ul style="list-style-type: none"> • the key features of the topic • reasons for changes / impact of the developments 	weeks 1-2
Teacher develops enquiry skills: <ul style="list-style-type: none"> • how to find, select and use sources of information • learners practise analysing and evaluating source material 	weeks 3-4
Analysis and evaluation of findings: Learners complete part (a) task under strictly controlled conditions	week 5
Part (b) enquiry	
Research and preparation stage: Teacher covers the historical context relating to the interpretations: <ul style="list-style-type: none"> • the key issues involved with the topic • the range of possible interpretations of the topic 	weeks 6-7
Teacher develops skills relating to interpretations: <ul style="list-style-type: none"> • how to analyse and evaluate different interpretations • learners practise comparing and evaluating interpretations of the topic 	weeks 8-9
Analysis and evaluation of findings: Learners complete part (b) task under strictly controlled conditions	week 10

What is the research and preparation stage?

This is where the candidates do preparatory work on the set questions and sources. Further information on this can be found in the specification pages 42- 43.

Where is this preparation done?

Mostly in class under supervision, but there can be some opportunities to work outside and at home at the research and preparation stage.

How much help can the teacher give at this stage?

The teacher can give as much help at this stage as in a normal classroom situation. In the preparatory stage, the teacher will teach the approved content for the agreed topic area. This will involve formal lessons and work as in other units of the course. The chosen area for the assessment needs to be introduced and specific issues relating to enquiry and interpretations taught and discussed.

As this aspect has limited control, teachers may:

- review candidates' work and provide oral or written advice at a general level
- evaluate progress to date and propose broad approaches for improvement
- guidance can also be given on the historical context, issues of source evaluation and discussion of interpretations.

How long should this stage be?

It is recommended that the whole research and preparation stage for parts (a) and (b) should take between 8 and 10 weeks in total.

Can the research and preparation stage be split up for parts (a) and (b)?

This is a sensible way of approaching this stage.

What is the analysis and evaluation of findings stage?

This is where the candidates actually get to answer each question set. Further information on this aspect can be found in the specification on pages 43- 44.

Where is this done?

This is done under formal supervision, normally in lesson time. Think **examination conditions** and you won't go far wrong.

What is the teacher's role?

Teachers have to supervise the write-up. Teachers are allowed to communicate with candidates to clarify issues but not to offer suggestions or solutions regarding the completion of the tasks.

How long have candidates got to complete this work?

The non-examination assessment must be completed within five hours of formal supervised time.

Task (a) should take up to 2 hours to complete.

Task (b) should take up to 3 hours to complete.

Candidates who have special consideration are allowed extra time as agreed.

This does not have to be in one block. It can be spread over a series of sessions.

What happens at the end of a session if candidates haven't finished?

Preparatory material and any written work left unfinished after a session must be collected in and given out at the start of the next session.

What resources can candidates use?

Candidates can use only the material that they have gathered and worked on during the research and preparation stage.

Can candidates use ICT to complete their work?

If a centre can arrange for candidates to have access to computers in all the evaluation sessions, then the work can be completed using ICT. Enhancements such as spellchecks and access to the internet must be disabled. Otherwise it will have to be hand-written.

Is there a word limit for non-examination assessment?

It is recommended that the completed non-examination assessment in total should be about 2500 words in length. Part (a) responses should be about 1000 words and part (b) responses about 1500 words. As NEA is a timed exercise, this recommendation is given as advice only.

What will the finished work look like?

It should be submitted on A4 paper. At the higher levels it should be written in seamless form in an essay style.

Task Marking

Who marks the work?

Non-examination assessment tasks are marked internally by teachers in the school.

How is the work to be assessed?

Teachers mark the non-examination assessment by applying the generic mark scheme supplied by WJEC. These generic statements can be applied to all the tasks set. This can be found in Appendix 4 and on the WJEC website.

To apply the mark scheme, teachers should:

- **first** decide on the band achieved by the candidate for each part of the task
- **next** decide on the mark to be awarded within that band
- in part (b) where the AO4 band spans four or five marks (*e.g. 1-4 or 14-18*), **a middle mark should normally be awarded**. If the lower or upper mark is awarded then teachers must provide a justification for this in the relevant box on the marking checklist
- where a band spans two marks (*e.g. 1-2 or 7-8*), **the higher mark should normally be awarded**. If the lower mark is awarded then teachers must provide a justification for this in the relevant box on the marking checklist

What about annotation?

When assessing candidates' work, teachers should annotate the body of the work by **acknowledgement marking** using the usual conventions such as ticks and / or underlining for impressive work. **The annotation needs to be addressed to the moderator.**

What is the marking checklist / cover sheet? (Appendix 5)

A marking checklist is provided and recommended by WJEC in order to help achieve consistency in awarding marks and bands. Teachers are strongly advised to make use of this when assessing candidates' work. All teachers must make a final comment on the work of each candidate in the relevant box on the marking checklist. This checklist can be found on the WJEC website.

What is internal moderation?

This is the process whereby the work of candidates in different teaching groups within a centre is checked for accuracy and consistency of marking. This is often done by the Head of Department or in a whole department meeting. This must be done before the sample is chosen and sent. Details of any internal moderation should be provided when the sample is sent to the WJEC moderator.

Sending work to the moderator

What is external moderation?

This is the process whereby the marks awarded by the centre are checked for accuracy and consistency. This is done by checking a sample of the work from a centre. This is done by a moderator appointed by the WJEC. The centre's sample is selected electronically by WJEC.

Who is my external moderator?

Details are generally available on the secure website in April of each year. Do not assume that your moderator will be the same every year. If in doubt you can contact the officer responsible for GCSE internal assessment.

When do I send work to the moderator?

The usual date has always been by the first Friday in the May of the examination year. If centres have a problem meeting this deadline, they must contact the Subject Officer as soon as the problem becomes apparent.

How much work do I send?

- Centres submit the total non-examination assessment marks for **all** their candidates to the WJEC via a secure website.
- Once marks are submitted, the computer then identifies the sample to be forwarded to the moderator. For most centres the sample will be 10-15 candidates.
- The online system will go live from late March once entries have been received from centres but **all marks must be submitted by the first Friday in May.**
- Details of the centre's moderator will also be available through the website. Address labels can be printed off for use by centres.

Can I change the candidates in the sample?

In most cases the sample selected by the computer system will be adequate. However, on occasion the sample selected may not be representative. When the sample has been selected, centres should check and ensure that:

- candidates from each teaching group are represented in the sample
- the sample should only contain the work of candidates who have attempted both tasks. There is little point including the work of candidates who have only completed one task
- in bilingual centres, work should be submitted in both Welsh and English
- where appropriate, the sample should contain examples of the work of both sexes

If a substitution to the selected sample is made on one of the grounds above, a separate explanatory note should be enclosed for the moderator.

What else do I send to the moderator?

Together with the sample work, you should send to the moderator a separate file containing:

- the H1 form (even though the marks have been presented electronically)
- the H2 authentication forms for each candidate within the sample
- copies of the exercises, including source packs and mark scheme if they have been contextualised
- any further information you think the moderator needs to know

What are H1 / H2 forms?

These are available on the WJEC website. The H1 form is to record details of the marks given to the candidates in the selected sample. This provides more information than it is possible to give on the secure website. It is to be completed in rank order and signed by the Head of Department. Please leave the 'Moderated by' box empty. The H2 form is a cover sheet for each individual candidate which states that the work is their own. **Candidates who do not sign the H2 form risk having their marks for this unit disallowed.**

What if some of the candidates have not done both (or any) exercises?

These candidates can still be entered, but obviously their overall mark will be much lower. If there is a legitimate reason for non/partial completion then you should apply for special circumstances. Your examinations officer should have the relevant details.

How is the work authenticated?

As all the work is to be carried out in class under supervision, it is the teacher's responsibility to authenticate the work, by signing the appropriate box on the H2 form. The candidates are also required to sign the H2 form.

How is the sample packaged?

The assignments should be on A4 paper, stapled or bound together with the candidate's name clearly stated. Each candidate's work should be put in a simple manila folder, clearly labelled with the centre and candidate details. **Work should not be submitted in plastic wallets or bulky ring-binders.**

How is the sample sent?

It is the responsibility of the centre to package the work securely. Please obtain proof of postage for the parcel.

Do I get the sample back?

The work is sent back to centres before the end of the summer term. Occasionally work from centres is retained for training purposes and so it is not all sent back at the same time.

Do I get any feedback?

A moderator's report is written on every centre and is available on results day through the secure website.

Appendix 1 Specific Questions On Part (a)

What does part (a) assess?

Part (a) tests the candidates ability to:

- demonstrate knowledge and understanding of the key features and characteristics of the periods studied (AO1)
- explain and analyse historical events and periods studied using second-order historical concepts (AO2)
- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the historical events studied (AO3)

What do the part (a) tasks look like?

The part (a) task will focus on the use of sources in an enquiry. It will have a statement of historical fact, followed by an instruction regarding selection of sources, followed by a question focused on evaluation of sources.

The lives of women on the Home Front were greatly affected by World War I

Select any **four** sources from your pack.

How useful and reliable are these sources in showing how women's lives were affected by World War I?

How should we prepare for part (a)?

It is recommended that the chosen topic area is taught in class. The nature of the task is introduced. Candidates are encouraged to look at the evidence base through the provided and additional sources. They then evaluate and analyse a range of sources for their use in finding out about the issue.

How should candidates answer part (a)?

Candidates should avoid adopting a source-led approach. A trawl, such as 'Source A shows ... Source B shows' will restrict the answer to Band 2. What is required is for candidates to evaluate four selected sources in support of their answer to the set question.

How long should the answer be?

The recommendation is around 1000 words for part (a)

How many sources should be offered to candidates?

The WJEC pack that accompanies each part (a) question contains 8-10 sources. Centres are allowed to replace or add to the sources in this pack if they wish. Candidates are encouraged to research and discover sources of their own as part of their enquiry. Centres that contextualise their questions must gather their own packs following the style of the WJEC exemplars. **The key point here is that no matter how large the source pack, the candidates are only allowed to evaluate a maximum of four sources in answering part (a).**

What if candidates evaluate more than four sources?

Teachers should only mark the first four.

What if candidates evaluate less than four sources?

Assess the work that has been done but go to the bottom of the band attained.

What type of sources should be evaluated by candidates?

Candidates must be encouraged to analyse and evaluate **a range of contemporary sources** for their use in the enquiry. Their final selection should contain a variety of evidence such as letters, memories, photographs, posters, cartoons etc.

Can candidates evaluate sources which are biased or unreliable?

Yes. The task focuses on utility and on reliability of evidence for an enquiry. Candidates can select sources which are biased or unreliable but which are useful in demonstrating particular views or perspectives in the context of the question.

What should the attributions look like?

This is important for effective source evaluation. The WJEC exemplars have carefully developed attributions. If centres add or replace sources, it is vital that candidates get sufficient guidance to allow sound source evaluation to take place. A clear attribution can be very useful in helping candidates work out issues of reliability or utility. Try to include things like name, job / role, type of source, circumstances and date.

Can the candidates get their own evidence?

There are no marks allocated at GCSE level for candidates to gather their own evidence. However, there is nothing to prevent centres from encouraging the candidates into providing evidence of their own.

How should sources be evaluated?

The sources should be evaluated for their value to the set enquiry. Encourage the candidates to address issues such as:

What information does the source provide about ...?

Does the source back up your knowledge about ...?

Who was the author / maker?

When was the source written?

Why was it written?

Is there any doubt over the author / is he/she trustworthy?

Look at each source on its merits and avoid mechanical phrases and comments.

Do the sources have to be included in the assignment?

This is not necessary. It is better for candidates to refer to the sources by letter, for example, Source B says ... In the case of contextualised source packs the 'additional sources' should be included in an appendix. Centres who devise their own source packs must include the pack when forwarding a sample of work to the moderator.

Appendix 2 Specific Questions On Part (b)

What does part (b) assess?

Part (b) tests the candidates ability to:

- demonstrate knowledge and understanding of the key features and characteristics of the periods studied (AO1)
- explain and analyse historical events and periods studied using second-order historical concepts (AO2)
- analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied (AO4)

What do the part (b) tasks look like?

The part (b) task will focus on the forming of historical interpretations. It will have a statement relating to a particular interpretation followed by a question which invites discussion of different views on the issue.

Some historians argue that Lloyd George was a great politician.

How valid is this interpretation of David Lloyd George?

Has it got to be an essay?

The answer to part (b) should usually be an extended piece of writing. Candidates must assess an historical issue or topic that has been explained in at least two ways by historians. The viewpoints must be clearly defined.

How important is an introduction in this piece of work?

It is important from the start of this exercise that the candidates explain that they are going to consider and evaluate two different interpretations of the issue. Candidates should not be encouraged to write at length about the historical background to the issue. For example, the exercise on whether Haig was a butcher does not need a lengthy description of the causes of the Great War or the horrors of trench warfare. Candidates should concentrate on explaining in their introduction what an interpretation is and that historians have made different interpretations and representations of an historical development for a variety of reasons.

Can it be split into parts?

Once the introduction has been written, the account should form two parts where candidates consider the given interpretation and the counter interpretation.

How should candidates address the interpretation and counter interpretation?

Candidates should introduce the given interpretation by presenting the view of an historian from within the 'set' of sources. Candidates should then go on and use 2 sources that support his/her view and attempt to explain how these selected sources helped the historian arrive at his/her view. Both content and attribution need to be addressed.

Next the candidate will repeat the format for the counter interpretation.

How should the supporting sources be used?

'Historian Z would probably have used sources like B4 to help reach his/her viewpoint because ...' and 'But source B4 is/is not particularly valid in my opinion because ...' or 'A good piece of evidence to back up the historian's view is seen in Source B11...'

To what extent should the sources be evaluated?

Although the source attributions require examination, it is important to remember that part (b) is not just another source evaluation exercise like part (a). However, when examining the extent to which the chosen sources contribute to the historian's interpretation, candidates should take into account any factors which the historian might have considered. For example, if discussing Lloyd George's comments, they might want to mention his own political involvement in the war and how that may have influenced his view of Haig. Factors such as this should be used only in so far as they contribute towards the candidates' judgement of the interpretation.

Does the answer to part (b) require a judgement?

Yes. The candidates are asked a question and thus they should reach a judgement at the end of the piece of work and briefly say why.

How many sources should be used?

In the WJEC packs, each of the two interpretations will be supported by 7-8 sources, making a maximum of 14-16 for the exercise. Candidates should consider 3 sources (including the historian's view) on each side.

REMEMBER!

CENTRES MUST CHOOSE ONE OF THE WJEC TOPIC AREAS AS A BASIS FOR THEIR NON-EXAMINATION ASSESSMENT TASKS (a) AND (b).

CENTRES CAN CHOOSE TO USE THE WJEC PROVIDED EXEMPLARS FOR THEIR TASKS.

HOWEVER, THEY CAN CHOOSE TO CONTEXTUALISE THESE TASKS TO BEST SUIT THEIR CENTRE-SPECIFIC CIRCUMSTANCES.

NEA TASKS MUST BE CHANGED EVERY THREE YEARS

Appendix 3

Advice Regarding Assessment Topics And Tasks For The Cycle 2019, 2020 And 2021

Where can the assessment tasks be found?

The assessment tasks are available on the GCSE history pages of the WJEC website.

What tasks are available?

WJEC has exemplified and provided source packs for set tasks on the following areas:

Topic area 1:

Political, social and economic developments in the nineteenth century or the twentieth century:

1. The Rebecca Riots
2. Jack the Ripper's London
3. Quarrying in North Wales
4. The Depression of the 1930s
5. Life in the 1960s
6. The Chartist movement in Wales
7. Social and Economic Developments in Twentieth Century America

Topic area 2:

The effects of war on Wales and England in the nineteenth century or the twentieth century:

1. World War I: the impact on women / the leadership of the generals
2. World War I: recruitment and conscription / the sinking of the Lusitania
3. World War I: conditions in the trenches / conscientious objectors
4. World War II: evacuation / Dunkirk
5. World War II: the Home Front / the 'Blitz Spirit'

Topic area 3:

The role and significance of major figures in history:

1. Owain Glyndwr
2. David Lloyd George
3. Adolf Hitler
4. Winston Churchill
5. John F Kennedy
6. Nelson Mandela
7. Martin Luther King

What if I wish to contextualise tasks?

Any contextualised tasks must follow the same style and use the same structure as the WJEC set tasks. Centres that choose to contextualise the tasks must provide their own sources and have their titles and sources approved by WJEC.

Examples of contextualisation:

1. *The exemplar on rural protest in the nineteenth century could be given a local focus such as the Tithe Wars or the Swing Riots. This exemplar could be changed to urban protest in the nineteenth century allowing an opportunity to study protests such as Merthyr. The period covered could be shifted to the early twentieth century, giving an opportunity to study topics like the Tonypandy Riots or the Llanelli Riots. The period covered could be shifted to the later twentieth century, giving an opportunity to study topics like the drowning of Tryweryn or civil rights in Northern Ireland.*
2. *The exemplar on the Depression in Wales and England in the 1930s could be narrowed to a particular town or area such as South Wales or the North-east of England. This exemplar could focus on a particular industry connected with an area such as coal mining or ship building. A contextualised task could focus on another political, social or economic development which affected people in Wales and England such as industrialisation, crime and punishment, public health or the development of the nationalist movement in Wales. A contextualised task could look at a specific period of Welsh and English history undergoing change such as the Thatcher years.*
3. *The task on the impact of World War II could focus on a particular group or development such as women. The task could focus on a particular area such as Swansea, London or rural communities. A part (b) task could focus on another issue of historical controversy from World War II such as the Battle of Britain.*

4. *Centres could also contextualise the topic area regarding the impact of war to best suit their specific circumstances by considering the effects of other wars on Wales and England in the nineteenth and twentieth centuries. These could include the effects on society of the Napoleonic Wars, the Boer Wars, the Spanish Civil War, the Falklands War or the conflict in Northern Ireland. This will encourage centres to look outside the major world wars and also consider lesser-taught topics that had a major impact on people in Wales and England.*

5. *If the task on major figures is contextualised then the part (a) task should set the background and context for the role of the selected figure to be discussed. The part (b) task must focus on the role and significance of the person. This person must be of real importance in the context of the enquiry and must have major historical significance. Examples could be political leaders, inventors and reformers. Centres must not set tasks on minor figures, sports stars or celebrities with no major historical significance.*

Appendix 4

Generic Marking Scheme For Non-Examination Assessment [NEA]

PART A

[14 MARKS]

- Targets:*
- AO1 *Demonstrate knowledge and understanding of the key features and characteristics of the periods studied*
 - AO2 *Explain and analyse historical events and periods studied using second-order historical concepts.*
 - AO3 *Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of the historical events studied*

Assessment Objective 1

[2 marks]

Award 0 marks for work that is not worthy of credit.

Band 1

Candidates select, organise and deploy historical knowledge with accuracy and relevancy; they will show sound understanding, focused on the question set. Responses will show generally correct quality of written communication using historical terms appropriately. [1 mark]

Band 2

Candidates select, organise and deploy detailed historical knowledge effectively and consistently; they will show thorough understanding, fully focused on the question set. Responses will display accurate quality of written communication using historical terminology correctly and appropriately. [2 marks]

Assessment Objective 2 **[4 marks]**

Award 0 marks for work that is not worthy of credit.

Band 1 Candidates begin to offer an explanation of the set issue; any judgement reached will be weak and unsupported. *[1 mark]*

Band 2 Candidates provide a limited explanation of the set issue, but will tend to lose focus; a basic judgement will be reached with limited support. *[2 marks]*

Band 3 Candidates offer a clear explanation and analysis of the set issue; a judgement will be reached with good support; expect some imbalance. *[3 marks]*

Band 4 Candidates analyse the set issue through developed, reasoned and well-substantiated explanations; a balanced and well-supported evaluation will be reached. *[4 marks]*

Assessment Objective 3 **[8 marks]**

Award 0 marks for work that is not worthy of credit.

Band 1 Candidates understand source material at face value. They begin to consider its usefulness for investigating the set issue and can draw simple conclusions about the issue. *[1-2 marks]*

Band 2 Candidates begin to evaluate a range of source material to investigate the set issue; they reach limited conclusions about the issue. *[3-4 marks]*

Band 3 Candidates evaluate and use critically a range of source material to investigate the set issue; they use the selected evidence to reach reasoned conclusions about the issue. *[5-6 marks]*

Band 4 Candidates evaluate and use critically a wide range of sources of information in an historical context to investigate the set issue; they use the selected evidence to reach reasoned and substantiated conclusions about the issue. *[7-8 marks]*

PART B

[26 MARKS]

- Targets: AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied*
- AO2 Explain and analyse historical events and periods studied using second-order historical concepts*
- AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied*

Assessment Objective 1

[4 marks]

Award 0 marks for work that is not worthy of credit

- Band 1** Candidates select and organise some relevant historical knowledge. They will show some basic understanding of the question set. Responses will show some appropriate quality of written communication. *[1 mark]*
- Band 2** Candidates select, organise and deploy generally relevant historical knowledge; they will show some understanding of the question set; responses will show generally accurate quality of written communication with some historical terminology used appropriately. *[2 marks]*
- Band 3** Candidates select, organise and deploy historical knowledge with accuracy and relevancy; they will show sound understanding, focused on the question set. Responses will show generally correct quality of written communication using historical terminology appropriately. *[3 marks]*
- Band 4** Candidates select, organise and deploy detailed historical knowledge effectively and consistently; they will show thorough understanding fully focused on the question set; responses will display accurate quality of written communication, using historical terminology correctly and appropriately. *[4 marks]*

Assessment Objective 2**[4 marks]**

Award 0 marks for work that is not worthy of credit.

- Band 1** Candidates begin to offer an explanation of the set issue; any judgement reached will be weak and unsupported. *[1 mark]*
- Band 2** Candidates provide a limited explanation of the set issue, but will tend to lose focus; a basic judgement will be reached with limited support. *[2 marks]*
- Band 3** Candidates offer a clear explanation and analysis of the set issue; a judgement will be reached with good support; expect some imbalance. *[3 marks]*
- Band 4** Candidates analyse the set issue through developed, reasoned and well-substantiated explanations; a balanced and well-supported evaluation will be reached. *[4 marks]*

Assessment Objective 4**[18 marks]**

Award 0 marks for work that is not worthy of credit.

- Band 1** Candidates identify some differences between ways in which the issue has been represented or interpreted. They will provide limited reasons for these differences by copying or paraphrasing source material. *[1-4 marks]*
- Band 2** Candidates comment on how this issue has been represented or interpreted in different ways. They will provide some reasons based on the use of source material. They will provide a limited evaluation of the validity of different interpretations and representations. *[5-8 marks]*
- Band 3** Candidates recognise and comment on how this issue has been represented and interpreted in different ways. They will analyse the reasons for these differences based on selection of appropriate source material. There should be use of some of the following in their explanations: purpose, audience, context, medium and accuracy of sources selected. They will provide a sound evaluation of the validity of different representations and interpretations. *[9-13 marks]*
- Band 4** Candidates recognise and provide reasoned comments on how and why the issue has been represented or interpreted in different ways. They will analyse the reasons for these differences based on careful selection of source material. There should be use of the following in their explanations: purpose, audience, context, medium and accuracy of sources selected. They will provide a well-developed evaluation of the validity of different representations and interpretations in relation to the historical context. *[14-18 marks]*

Appendix 5 GCSE History - Unit 4

Marking Checklist for teachers

Part (a)

Assessment Objective 1			
Band	Best fit description		Mark
1	<input type="radio"/> <input type="radio"/> <input type="radio"/>	select, organise and deploy historical knowledge with accuracy and relevancy sound understanding focused on the question set generally correct quality of written communication using historical terms appropriately	1
2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	select, organise and deploy detailed historical knowledge effectively and consistently thorough understanding fully focused on the question set accurate quality of written communication using historical terminology correctly and appropriately	2

Assessment Objective 2			
Band	Best fit description		Mark
1	<input type="radio"/> <input type="radio"/>	begins to offer an explanation of the set issue weak and unsupported judgement made	1
2	<input type="radio"/> <input type="radio"/>	provides a limited explanation of issue but tends to lose focus basic judgement reached with limited support	2
3	<input type="radio"/> <input type="radio"/>	clear explanation and analysis of the set issue reaches a judgement with good support but some imbalance	3
4	<input type="radio"/> <input type="radio"/>	developed, reasoned and well-substantiated explanation of the issue reaches a balanced and well supported evaluation	4

Assessment Objective 3			
Band	Best fit description		Mark
1	<input type="radio"/> understands source material at face value <input type="radio"/> begins to consider usefulness of sources for the issue <input type="radio"/> draws simple conclusions about the issue		1-2
2	<input type="radio"/> uses and begins to evaluate source material to investigate the issue <input type="radio"/> reaches a limited conclusion about the issue		3-4
3	<input type="radio"/> evaluates and uses critically a range of source material to investigate the set issue <input type="radio"/> selected evidence used to reach reasoned conclusions about the issue		5-6
4	<input type="radio"/> evaluates and uses critically a wide variety of sources of information in an historical context to investigate the set issue <input type="radio"/> selected evidence used to reach reasoned and substantiated conclusion about set issue.		7-8

Any final comments on part (a)	Final total/14

Part (b)

Assessment Objective 1			
Band	Best fit description		Mark
1	<input type="radio"/> <input type="radio"/> <input type="radio"/>	select and organise some relevant historical knowledge basic understanding of the question set some appropriate quality of written communication	1
2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	select, organise and deploy generally relevant historical knowledge some understanding of the question set generally accurate quality of written communication with some historical terminology used appropriately	2
3	<input type="radio"/> <input type="radio"/> <input type="radio"/>	select, organise and deploy accurate and relevant historical knowledge sound understanding focused on the question set generally correct quality of written communication using historical terminology appropriately	3
4	<input type="radio"/> <input type="radio"/> <input type="radio"/>	select, organise and deploy detailed historical knowledge effectively and consistently thorough understanding fully focused on the question set accurate quality of written communication using historical terminology correctly and appropriately	4

Assessment Objective 2			
Band	Best fit description		Mark
1	<input type="radio"/> <input type="radio"/>	begins to offer an explanation of the set issue weak and unsupported judgement made	1
2	<input type="radio"/> <input type="radio"/>	provides a limited explanation of issue but tends to lose focus basic judgement reached with limited support	2
3	<input type="radio"/> <input type="radio"/>	clear explanation and analysis of the set issue reaches a judgement with good support but some imbalance	3
4	<input type="radio"/> <input type="radio"/>	developed, reasoned and well-substantiated explanation of the issue reaches a balanced and well supported evaluation	4

Assessment Objective 4			
Band	Best fit description		Mark
1	<input type="radio"/>	identifies some differences between ways in which the issue is interpreted	1 2
	<input type="radio"/>	provides limited reasons for these differences by paraphrasing sources	3 4
2	<input type="radio"/>	provides comments on how the issue has been interpreted in different ways	5 6
	<input type="radio"/>	provides some reasons for different interpretations based on sources	7 8
	<input type="radio"/>	provides a limited evaluation of the validity of different interpretations	
3	<input type="radio"/>	recognises how the issue has been interpreted in different ways	9 10
	<input type="radio"/>	considers <u>some</u> of the following – purpose, audience, context, medium and accuracy of appropriately selected sources – to analyse the reasons for the different interpretations	11 12
	<input type="radio"/>	provides a sound evaluation of validity of the different interpretations	13
4	<input type="radio"/>	provides reasoned comments on how and why the issue has been interpreted in different ways	14 15
	<input type="radio"/>	considers the following – purpose, audience, context, medium and accuracy of carefully selected sources - to analyse the reasons for the different interpretations	16 17
	<input type="radio"/>	provides a well developed evaluation of the validity of different interpretations	18

Any final comments on part (b)	Final total/26

Class teacher's signature	Internal moderator	Any adjustments	Total/40

GCSE HISTORY

NON-EXAMINATION ASSESSMENT [NEA]

PROPOSAL FORM for years 2019, 2020 and 2021

Centre name:

Centre number:

Centre address:

Name of contact teacher:

Contact telephone number:

Contact e-mail:

Date:

INSTRUCTIONS TO TEACHERS

- This proposal form should be submitted **at least six weeks before the candidates commence the non-examination assessment unit.**

THE SUBMISSION METHOD IS BY E-MAIL

- Centres should e mail their completed non-examination assessment proposal form to:

Email: GCSEHistory@wjec.co.uk

- Centres are encouraged to seek advice and guidance from the WJEC Subject Officer and senior NEA moderators, both during the course and when devising new coursework assignments.
- In submitting the completed non-examination assessment proposal form teachers should:
 1. Clearly state the assignment to be undertaken for the three year cycle.
 2. If the task is contextualised, centres should include the source packs to be used for each assessment. If centres use WJEC exemplars then there is no need to supply the sources used.
 3. Keep a copy of the proposal form sent to WJEC.

A. DETAILS OF ENTRY

Estimated number of candidates:

Number of teaching groups:

Language: English only Welsh only Bilingual

B. EXAMINATION STUDIES SELECTED

Please tick the examined units you follow

Unit 1: Studies in Depth-Wales and the wider perspective

Unit	
1A The Elizabethan Age, 1558-1603	
1B Radicalism and Protest, 1810-1848	
1C Depression, War and Recovery, 1930-1951	
1D Austerity, Affluence and Discontent, 1951-1979	

Unit 2: Studies in Depth – History with a European / world focus

Unit	
2A Russia in Transition, 1905-1924	
2B The USA: A Nation of Contrasts, 1910-1929	
2C Germany in Transition, 1919-1939	
2D Changes in South Africa, 1948-1994	

Unit 3: Thematic studies from a broad historical perspective

Unit	
3A Changes in Crime and Punishment, c.1500 to the present day	
3B Changes in Health and Medicine, c.1340 to the present day	
3C The Development of Warfare, c.1250 to the present day	
3D Changes in Patterns of Migration, c.1500 to the present day	

C. NON-EXAMINATION ASSESSMENT (2019, 2020 and 2021)

Area of study (please tick)

Political, social and economic developments in the nineteenth century or the twentieth century

The effects of war on Wales and England in the nineteenth century or the twentieth century

The role and significance of major figures in history

Part (a) question set:

Is this a WJEC set assessment? Yes / No (please delete)

Part (b) question set:

Is this a WJEC set assessment? Yes / No (please delete)

Historical content and context of the study

Background to be covered	
Main events and developments to be taught	
Significance/impact of the main events/developments to be covered in part (a)	
Historical interpretations of the issue to be covered in part (b)	

FOR MODERATOR USE ONLY

GCSE HISTORY

NON-EXAMINATION ASSESSMENT CONFIRMATION

2019, 2020 and 2021

Centre name:	
Centre number:	
Teacher contact:	

	Y or N
Using WJEC exercises?	
Any overlap with examined units?	

Question set
Part (a)
Part (b)

Comments on contextualisation (if appropriate)	
Suitability of titles / questions	
Suitability of sources	

	Y or N
Approval for cycle 2019-21	

Date: