

GCE History

Non-examination assessment

1.1 What is the NEA?

The NEA is the process of carrying out independent research on an issue that is open to different interpretations. That period of research culminates in the learner drawing together their research in an extended written evaluation that: consistently responds to the set issue; draws upon a range of contemporary evidence; debates how and why that issue has been interpreted in different ways; and offers a consistent and supported judgement on what is, in the learner's view, the most reasonable explanation of the issue in their question.

Key points

- The NEA is an independently researched and written evaluation of a set issue
- It draws upon a range of contemporary evidence
- It debates how and why the set issue has been interpreted in diverse ways
- It offers a supported judgement on the set issue

1.2 What is the purpose of the NEA?

The NEA reflects what are perhaps the most important aspects of an historian's work: to collate, analyse and evaluate evidence to reach a clearer understanding of a specific event, period, or person. To understand how and why something has occurred, and how and why people have interpreted it in diverse ways: sometimes to reflect their own world view, sometimes to shape how they want something to be interpreted, and sometimes to change the ways others think about something, either in the past, or sometimes in the present.

Successful completion of the NEA brings together the three Assessment Objectives that underpin GCE History:

- AO1** Demonstrate, organise, and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements, and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference, and significance.
- AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context
- AO3** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Key points

- The NEA allows learners to carry out a research-based task using the methods of a professional historian
- It enables learners to consider how evidence can be used – and manipulated – to form a narrative on how a period of history could be interpreted
- It draws together the three assessment objectives of GCE History: the use of knowledge to form substantiated judgements; the application of skills to judge contemporary source material in its own historical context; the understanding of how – and why – that past has been interpreted
- It enables learners to apply these skills to their everyday lives by encouraging an evidence-based approach to decision and opinion making

1.3 Can the NEA be on any topic?

The chosen NEA may allow learners to extend and enhance their understanding of aspects of the history studied in the broader parts of the specification, and – subject to the availability of contemporary sources – it may be drawn from any area of world

Key points

- The NEA can be on any topic in world history provided there is sufficient material, which is accessible to learners, to support the completion of the task

history. It may be on an area of history not studied elsewhere in the specification, an area of previous learning, or an area of other interest. While the NEA may be drawn from topics within Unit 1 (the period study) or Unit 3 (the breadth study), to avoid narrowness of coverage it must not be drawn from the content specified in the selected Depth Study for Units 2 and 4.

The selection of appropriate questions can add coherence and a broadening of knowledge to the overall course by allowing learners to extend and enhance their knowledge of aspects of the history studied in the broader units of the course; study a topic that extends or changes the range or scale of their historical knowledge; study a different type of history from that which they study in their other units, for example economic or social history; complement their learning in other areas of the course or, in some cases, their other subjects.

Please note that although the NEA cannot be based on the Depth Study selected at the centre, it can be based on the same years studied in the Depth Study. For example, learners studying Nazi Germany 1933 to 1945 in Unit 4 could look at the policy of appeasement from a British perspective or the Depression in the US during the 1930s.

- The NEA must not be drawn from the depth study (Units 2 and 4)
- The NEA may be drawn from the period study (Unit 1) or the breadth study (Unit 3)
- The NEA may complement or contrast the learners' wider study in History
- The NEA may be used to support another area of the learners' studies, for example music, art, science, language, and literature

1.4 How is the NEA set?

Centres and/or individual learners are free to propose an enquiry subject to the availability of an appropriate range of contemporary sources and an appropriate range of historical interpretations.

Across a three-year cycle, centres may offer up to four titles to the learners in the cohort – subject to the guidance provided by WJEC. The proposed investigation may focus on a topic in depth or an issue over an extended period. At the end of the three-year cycle, centres must submit new questions that do not replicate, or counter, the focus of any previously set NEA

Proposal forms for centres and for individual learners are available on the GCE History section of the WJEC website.

The GCE History section of the WJEC website also contains a range of possible titles for the NEA which centres may wish to consider. Individual learners may use these titles as the basis for their own titles, but they cannot copy them verbatim.

Key points

- Centres set up to four titles on a three-year cycle
- Centres must change the title at the end of the cycle and may not submit a new title or titles that replicate or counter previously used titles
- Individual learner submissions (entered via the centre) are also welcomed
- Submission forms and a range of approved titles are available on the WJEC website

1.5 What is the role of the learner in the NEA?

In completing the NEA, learners must independently and individually research the specific context of the enquiry, find, analyse, and evaluate, a range of primary and/or contemporary evidence, and research and find at least two alternative historical interpretations to that stated in the question. They must explain how, and why, there are differences in historical interpretations, ensuring that they answer the question set by providing a substantiated judgement.

Learners must sign a declaration stating that the work submitted is entirely their own.

Key points

- The NEA is an independent and individual task for each learner
- It is focused on the analysis and evaluation of contemporary sources and the development of historical interpretations
- Learners must sign a declaration stating that the work is entirely their own

1.6 What is the role of the teacher in the NEA?

Key points

Initially, it is the responsibility of the teacher(s) at each centre to attain approval of the centre-set, or learner-set titles prior to any work commencing on the NEA. After that, the teachers' key role is to exercise supervision over the work of learners. They are encouraged to support learners in the development of enquiry and presentation skills, for example, effective record keeping and referencing and planning skills and ensure that learners are shown how to make use of books, articles, libraries, record offices and the internet, as appropriate, to develop research and evidence gathering skills.

While teachers are prohibited from teaching the specific content of the NEA, they are encouraged to offer a short skills course that supports learners before they embark on their NEAs. This course may, for example, include a series of lessons or seminars on the criteria of the assessment objectives, research, record-keeping, good historical writing, referencing, how to avoid plagiarism, and the nature of historiography.

It is permissible also for teachers to provide an introduction to the area of history covered in the NEAs offered; however, they must not teach any aspect of the specific question. For more detail, please refer to the following example.

“Henry VI’s period of mental instability was the main cause of the outbreak of the Wars of the Roses in 1455.” How valid is this assessment of the reasons for the outbreak of war in England in 1455?

For this question, teachers may provide a general background to the situation in England in the early 14th century but must not provide any guidance on the causes of the outbreak of the Wars of the Roses.

Teachers are permitted to review one draft of the NEA, and make general observations regarding the work, but they must not make suggestions on improvements or amendments to the draft of the exercise beyond pointing out the criteria in the mark scheme. When the exercise has been completed, teachers must mark, annotate and – where relevant – moderate the NEA before submission.

- Teachers must attain approval for the titles prior to learners commencing work on them
- Teachers' key role is to supervise the process of the NEA
- Teachers are permitted to provide a skills course to facilitate the completion of the NEA
- Teachers may provide information related to the wider period, but are strictly prohibited from teaching any historical material that is specific to the NEA
- Teachers may review one draft of the NEA and offer general feedback
- Teachers must mark and annotate the NEAs

1.7 What does the NEA contribute to A-level?

Key points

In terms of the NEA's value to the marks available for GCE History, the NEA accounts for 20% of the overall GCE, which reflects a third of the A-level (the two AS Units are worth 40% and the three A-level units are worth 60%). In terms of what the NEA contributes to learners' achievements, the NEA is the only area of the course that enables learners to combine the three Assessment Objectives in one piece of work.

- The NEA constitutes 33.3% of the second year of the A-level course
- When combined with AS History, the NEA constitutes 20% of the overall GCE in History

2.1 How should the NEA be structured?

Key points

There is no preferred way of structuring the NEA. It is a task designed to enable learners to develop their skills in presenting a well-researched, effectively evaluated, and coherently judged argument. As such, writing frames must not be used as these stifle the independent nature of the task and may limit a learner's opportunity to develop how they express their ideas.

Nevertheless, there are certain expectations about the finished piece of writing.

It is expected to be a clear and coherent response to the set question that is written in continuous prose, integrates a range of contemporary sources, and evaluates several differing interpretations. These sources must be included in the main body of the NEA, and they must be clearly identifiable. The clearest way of doing this is by inserting each source into a one-cell table and labelling them numerically. However, it can also be done by indenting the sources within the text or italicising the source (in both cases clearly numbering them). Written sources must be transcribed. Too often learners submit poorly scanned sources which are, on occasion, unreadable. Such sources cannot receive credit. Visual sources can be scanned or copied and pasted, but the learner must make sure that it is readable. Any areas of text, for example in speech bubbles, must also be transcribed.

Learners will also utilise a range of interpretations or opinions about the set issue in their response. These too may be inserted in a one-cell table or indented, or they can be integrated within the prose of the NEA. Learners may also, if they choose to, label these. To differentiate them from the sources, it is advised that where these are labelled, it is done alphabetically.

No matter which style is used by learners, their focus as they complete the writing-up of the NEA must be to consistently emphasise the issue in the question they are answering.

Please note that the NEA is not a report, and it must **not** be written in the style of a report. To be clear, that means it must not include section headings and/or subheadings.

- The NEA does not have to be structured in a specific way
- It must not be based on a writing frame supplied by the teacher
- It must answer the set question in an extended piece of continuous prose
- It is not a report and must not be presented in the style of a report. Therefore, the NEA must not be split into sections with subheadings
- Sources and interpretations must be clearly identifiable
- Sources must be integrated into the body of the NEA
- Sources must be typed if they are written sources
- Sources must be intelligible if they are visual sources
- Sources must be listed numerically
- Sources must include an attribution explaining what they are and when they were created
- Interpretations may be fully integrated into the body of the NEA, or they may be indented or boxed
- Interpretations should be, if indented or boxed, listed alphabetically
- Sources and interpretations must be referenced in the bibliography

2.2 What is meant by “source”?

Key points

As far as WJEC History is concerned a source is a piece of contemporary evidence drawn from the period of the issue or event in the question. It could be an audio and/or visual source or a written source. Audio sources must be transcribed, and written sources can vary in length – from one sentence to c. one page. There is some leeway in the interpretation of “contemporary sources” depending on the period from which the NEA is drawn. To strictly impose the contemporary rule on questions from more distant periods of History would preclude them from being studied, and the NEA by design encourages learners to explore areas of history that are of interest to them and/or complement their wider studies. To aid learners in understanding what we require by “contemporary sources” please refer to the following rules:

- Sources are pieces of evidence that are contemporaneous with the issue or event being discussed; however, depending on the period in question, there are some differences in categorisation
- For modern history questions, sources must have been created at the specific time of the event
- For early modern history questions, must have been created in the near period of the event
- For medieval and early history questions, must have been

For **Modern History** questions (issues starting on or after 1750 CE), contemporary sources are those *created at the specific time* of the event.

- These can include, for example, written, recorded or filmed news reports, speeches, government reports/statutes, photographs, cartoons and other visual materials, diary entries. They may also include plays, films and novels which offer contemporary social comment or, where relevant, are propagandist (i.e., *Triumph of the Will*).
- They cannot include, for example, memoirs, documentaries, or recollections of persons present at an event made a significant amount of time after that event occurred. They may not include plays, films and novels which are historical or reflective in nature (i.e., *Dunkirk*).

For **Early Modern History** questions (issues starting on or after 1450CE and ending on or before 1750CE), contemporary sources are those *created in the near period* (that is, within a few decades) of the event, by a person or persons with specialist knowledge of that event.

- These can include pamphlets, reports in newspapers or periodicals, speeches, government reports/statutes, cartoons, woodcuts and other visual materials, diary entries, later recollections of persons present at an event, plays and novels written and/or produced about the event within a few years of it having occurred.
- They cannot include “History plays” (e.g., Shakespeare’s *Richard III*), biographies, annals, any piece of work created more than a few decades after the event.

For **Medieval or early History** questions (issues ending on or before 1450CE), contemporary sources are those *created in the wider period* (that is, within a century) of the event, by a person or person who may have first or second-hand knowledge of the people or of the events that took place.

- These can include recorded speeches, government reports/statutes, proclamations, woodcuts, paintings, and other visual materials such as illuminated manuscripts, maps, diary entries, later recollections of persons present at an event, chronicles, annals, poems, numismatic and/or archaeological evidence.
- They cannot include fictionalised accounts, re-enactments, any piece of work created more than a century after the event.

created in the wider period of the event

- Sources can take a variety of forms, for example written documents, pictorial evidence, or oral accounts; however, they must adhere to the guidelines relevant to the period of history upon which the question in the NEA is focused
- The guidelines differ according to the period of history being assessed in the NEA and so learners are advised to closely familiarise themselves with the guidelines specific to their selected historical period

2.3 How many sources are required?

A minimum of six contemporary sources is required for the completion of the NEA. More can be used, and, depending on the question and the length of the sources, this is encouraged; however, given the limits imposed by the word count learners are strongly advised not to exceed ten contemporary sources.

Key points

- Use **at least six** sources
- Try not to exceed ten sources
- Sources can be of a comparable size or can vary in length. They can be from one sentence up to c. one page

2.4 What is meant by “interpretation”?

Key points

For some questions about which there has been a substantial amount of historical debate, a range of schools of thought have developed. Learners are welcome to include these provided that they are able to discuss them, and their development, clearly and fluently. Where the debate is less developed and learners will have more difficulty discerning schools of thought, they may choose to view interpretations more loosely – as thoughts, ideas, or opinions on the issue. For example, learners studying an event that changed the lives of ordinary people may identify that these changes occurred because of political reasons, or economic reasons, or social reasons or religious reasons. These “reasons” are interpretations: political, economic, social, and religious interpretations. Alternatively, learners studying the actions taken by a person may identify that these occurred because of something that happened to them, someone they met, or something they saw. These too would be interpretations of the causes of that person’s action(s). What is paramount in the completion of the NEA is that learners reflect on these interpretations and, by using the contemporary sources, explain how and why these interpretations have been formed. They must use this knowledge to answer the question.

Interpretations must be attributable to a person or group, but all of these do not have to be historians and/or schools of history. For example, an interpretation could be the viewpoint of a politician or journalist speaking or writing about a past issue or event, or a documentary maker setting out a specific view. Interpretations may also be the viewpoint of a writer or director in a biography, novel, play, programme or film about the past issue or event. Where the viewpoint is one that is expressed in a biography, novel, play, programme or film, learners must avoid any discussion regarding the accuracy of the depiction and must avoid writing irrelevant passages of literary, theatre, television, or film criticism in their NEA.

- Interpretations are viewpoints on an issue of historical debate
- They may, but do not have to, offer the views of an established school of thought
- They may, but do not have to, be the views of an established historian
- Interpretations may be those of, for example, politicians, journalists, documentary makers, writers, or directors
- Interpretations should offer a reflection on the event/issue in the question that demonstrates that a period of time has elapsed between the event and the formation of the interpretation

2.5 How many interpretations are required?

Key points

In addition to the interpretation implied in the question it is expected that learners will include at least two alternative interpretations; however, given the limitations imposed by the word count, learners are advised not to exceed three alternative interpretations.

- In addition to the interpretation in the question, the NEA will include two or three other interpretations

3.1 How are the sources integrated?

Key points

While the presentation of the sources in the structure of the NEA is referred to in Section 2.1, the sources’ integration into the argument presented is up to each candidate. However, no matter what method is chosen the sources must be integrated. By integration we mean that they must: be relevant to the point being made in a particular part of the NEA; be referred to at that point in the NEA; be analysed and evaluated in terms of their relevance to the question at that point in the NEA. Later additional evaluation

- Sources must be integrated into the NEA
- They must be relevant to the point being made at a certain place in the NEA
- They must be analysed and evaluated in line with the point being made at a certain place in the NEA

can be included if/where necessary (e.g., to counter or support a subsequent point). If two or more sources offer supportive or opposing points, they can – but do not have to be – dealt with collectively.

Sources must be deployed to support – and form a coherent part of – the argument emerging throughout the NEA.

Where learners integrate their sources, they must ensure that they consider the relevance of the source to the point being made as well as how the analysis and evaluation of that source contributes to the wider argument and informs the development of the historical interpretations.

If a source has been edited for length, it must still make sense, be an accurate reflection of the author's view, and any omissions must be indicated by the use of ellipses. For further detail of the presentation of the source refer to 2.1.

- They must form a coherent part of the emerging argument
- Sources may be addressed singly, in pairs or in small groups throughout the NEA
- Sources may be used in a combination of the ways outlined above
- Whole sources may be used, or they may be edited into a smaller excerpt
- Edited sources must be an accurate reflection of the meaning in the original version

3.2 How are the interpretations integrated?

While the presentation of the interpretations in the structure of the NEA is referred to in Section 2.1, the interpretations' integration into the argument presented is up to each candidate. However, no matter what method is chosen, the interpretations must be integrated. By integration we mean that they must: be relevant to the point being made in a particular part of the NEA; be referred to at that point in the NEA; be analysed and evaluated in terms of their relevance to the question at that point in the NEA. Later additional evaluation can be included if/where necessary (e.g., to counter or support a subsequent point). The interpretations must be analysed and evaluated in terms of their relevance to the question and in terms of how they may have been developed in light of the sources deployed at a certain point in, or throughout, the NEA.

As indicated in Section 2.1, learners may indent or box the interpretations they are referring to, especially if those interpretations are neatly summarised by a passage in a book, or a speech by a later observer. If they choose to do this, then those indented or boxed sections do not contribute to the word count; however, the commentary, analysis and evaluation on those views must be integrated into the main body of the NEA and they must be included in the overall word count.

Key points

- Interpretations must be integrated into the NEA
- They must be relevant to the point being made at a certain place in the NEA
- They must be analysed and evaluated in line with the point being made at a certain place in the NEA
- The focus of the evaluation must consider how and why each interpretation has been formed using the evidence available in the sources

4.1 Should there be footnotes and/or endnotes?

Neither footnotes nor endnotes are required by WJEC; however, learners may use them if they wish, for example, to indicate the origin of an interpretation or quote (Note, the contemporary sources should be attributed at the point of inclusion in the NEA). Where a candidate has selected a source that is not in English or Welsh (for Welsh-language submissions) or is not in English (for English-language submissions), then they should translate or transcribe the source in the body of the NEA and include the

Key points

- Footnotes and endnotes are not required by WJEC, but learners may use them if they wish to
- Footnotes must not be used to develop arguments that should be included in the body of the NEA (thus bypassing the word count)
- Original versions of translated sources (i.e., sources translated

original version in the footnotes or endnotes. Where the original source has already been translated, for example if it is a German-language source that has previously been translated and included in a Welsh- or English-language book, then they do not need to include the original version, only include the reference to the book from where it was taken.

Footnotes or endnotes, if used, are for providing information that is outside of the requirements of the question: learners must not use them to develop their answers or to subvert the requirements of the word count (see Section 4.3).

4.2 Should there be a bibliography?

Yes. A bibliography is essential to allow assessors to verify the accuracy and authenticity of the NEA. WJEC does not specify how the bibliography must be laid out, just that it must be clear and consistent, making it possible for teachers, moderators or WJEC to check the provenance of sources and interpretations based on the bibliographical information provided by the learners. For History, it is good practice to use one of the recognized referencing systems, and teachers are encouraged to explain to their students how to use these accurately and effectively. Learners will not be penalised if they devise and use their own method; however, if this method is inconsistent and unclear, and it is not possible to verify the accuracy of the work then it will be difficult for centres to complete the required authentication forms. As per footnotes and endnotes, the bibliography does not contribute to the word count.

A bibliography of all works consulted as part of the NEA, and not just those used for sources and interpretations, must be included on a separate sheet at the end of the NEA.

4.3 What is the word count?

The NEA must not exceed 4,000 words. There is no lower limit on the number of words that may be used, but responses that are considerably shorter than this are likely to be self-penalising given the requirements of the task and the depth of analysis and evaluation required.

The sources used in the NEA do not contribute to the word count, nor do the interpretations if they are indented/boxed/separated from the rest of the NEA. Any subsequent quotes from the sources/interpretations will, however, be regarded as part of the analysis and evaluation and must be included toward the total number of words.

Where applicable, footnotes and/or endnotes are not included in the word count unless they are being used to develop the argument in the body of the NEA. Neither the title/question nor the bibliography are included in the word count.

Centres are expected to verify that each candidate's stated wordcount is an accurate calculation of the length of the NEA. WJEC will monitor a sample of NEA submissions to ensure that the maximum wordcount has been adhered to, and so it is

by the learners) must be included in the footnotes or endnotes.

Key points

- All learners must provide a bibliography outlining all works consulted as part of the NEA
- A recognised reference system would be preferred; however, learners do not have to use one of these. Nevertheless, the bibliography must be clear and consistent
- The bibliography does not contribute to the word count

Key points

- The NEA must not exceed 4,000 words
- There is no lower limit to the word count
- NEAs that are significantly shorter than 4,000 words will likely be self-penalising given the expectations of the assessment
- Sources do not contribute to the overall word count
- Interpretations do not contribute to the word count if they are indented or boxed
- Subsequent quotes from the sources and interpretations (to reiterate a specific point) or in-text discussion of these will contribute to the word count

imperative that centres monitor this. For more information refer to Section 5.1.

5.1 How is the NEA assessed?

The NEA is assessed by teachers within the centre using the mark scheme printed in the approved specification. The mark scheme is split across the three Assessment Objectives (AOs) and teachers must apply the marks based on the criteria outlined in the bands for each AO. Given the predominance of Assessment Objective 3 in the NEA, it is advised that teachers refer to this AO in the first instance, starting at Band 1 and working up until they find the band that offers the best fit to the response of a specific candidate. As a starting point, it is good practice to place the mark at the centre of the band before considering if there are features that would push it to the top of the band, or limitations that would draw it toward the bottom of the band. It may be that the NEA matches the criteria of two or more bands and where this is the case, it is advised that responses are placed in the band that most reflects the features of the NEA before using the material in the other bands to adjust the mark upwards or downwards. When the band has been decided for AO3, teachers are then advised to follow the same process when considering the other two AOs. In most cases, given the requirements of the mark bands, assessors will find that the mark awarded for AO1 and AO2 does not exceed the mark awarded for AO3; however, this is not always the case and atypical responses, for example, those which offer very good analysis of the sources, but very weak evaluation of the interpretation may find themselves achieving a higher band in AO2 than in AO3.

When marking the NEA, it is important to bear in mind that NEAs that exceed the word count cannot be deemed to have been concise, and so cannot access Band 6 of AO1; NEAs that do not include the minimum number of contemporary sources cannot be deemed to have deployed source materials appropriately and so cannot access Band 5 or above of AO2; NEAs that do not provide at least two alternative interpretations cannot be deemed to have discussed the question in the context of alternative interpretations and so cannot access Band 5 or above of AO3; In AO3, the issue of how and why interpretations may have developed is key to progression up through the mark bands.

All NEAs must be marked and annotated prior to the submission of marks to WJEC, and we request that the annotations used are specific to the mark scheme and clearly indicate why credit is being awarded for a particular issue.

5.2 Do centres moderate the NEA?

Prior to centres submitting their NEAs to WJEC for external moderation, it is expected that there will have been a process of internal moderation, but only when two or more teachers have assessed the cohort. If one teacher is responsible for marking every NEA within a centre, then there is no need for the work to

Key points

- The NEA is marked by teachers at the centre using the mark scheme in the approved specification
- Marks are awarded for each of the three assessment objectives
- Teachers should be guided by AO3 initially and should mark positively, starting at Band 1 and looking to credit work where possible
- A “best-fit” approach is applied when selecting the final mark band for each AO
- NEAs that exceed the word count cannot be deemed to have been concise, and so cannot access Band 6 of AO1
- NEAs that do not include the minimum number of contemporary sources cannot be deemed to have deployed source materials appropriately and so cannot access Band 5 or above of AO2
- NEAs that do not provide at least two alternative interpretations cannot be deemed to have discussed the question in the context of alternative interpretations and so cannot access Band 5 or above of AO3
- In AO3, the issue of how and why interpretations may have developed is key to progression up through the mark bands
- Teachers must provide annotations to support the allocation of marks on the NEA

Key points

- Centres must moderate the NEAs prior to entering marks **only when** more than one teacher at the centre marked the cohort

be moderated or reviewed by another teacher at the centre. However, centres are free to do this if they choose to.

6.1 How should the NEAs be presented?

WJEC is flexible in its requirements on how the NEA should be presented; however, there are some features which are a requirement for each piece of work submitted for moderation. All NEAs must be word processed, and the full, correctly written, question must be added to the start of the NEA; we advise that this is done at the top of the first page as there is no need to add a front cover. The candidate's name, their candidate number and their centre number should be included at the top of each page. In addition to this, each page must be clearly numbered. The NEA must be clearly presented, and so we recommend a clear typeface in a font size that is readable (e.g., Arial 11pt. or Times New Roman 12 pt.). Work can be presented in single, 1.5 or double spacing depending on the teachers' marking preference, and we encourage that printed work is double sided to reduce waste (electronic submissions from students that are then marked onscreen by the teachers are welcomed; however, currently these must be printed for postal submission to the moderators). An accurate word count must be provided at the end of the NEA, and WJEC will carry out spot-checks on these to ensure that there has been no attempt to bypass the word count.

A bibliography of all works consulted as part of the NEA, and not just those used for sources and interpretations must be included on a separate sheet at the end of the NEA. Appendices are not required as all relevant sources and interpretations must be included in the body of the NEA.

6.2 What should be sent to the moderators?

The sample of work that is sent to the moderators will be generated once all work has been marked and those marks have been provided to WJEC. The sample must be received by the moderator by the set deadline (please contact GCE History for confirmation of this each academic year). The sample received by the moderator must include all work that was requested by WJEC as well as a signed authentication form for each candidate and, where used, the specific advice record and learner log. It would also be useful if centres included the approved centre/learner submission form. Please be aware that WJEC may require additional work from a centre in order to clarify an issue such as rank order. This may be a focused sample of work at the higher or lower end of the mark range, or it may be the work of the whole cohort. Please ensure that you have all NEAs and the requisite forms to send to WJEC should these be required.

Key points

- The NEA must be word processed
- It must include the approved question
- Each page must be numbered and include the candidate's name, candidate number and centre number
- An accurate word count must be provided on the work
- There must be a bibliography printed on a separate page that outlines all works consulted as part of the NEA

Key points

- Each piece of work in the requested sample must be sent to the moderator
- Please have additional work ready to send in case it is requested
- All work must include the signed declaration/authentication form