

Qualification Assessment Framework for Summer 2021



A level History

1 Adaptations for 2021

Adaptations to examinations, as published in September 2020, are outlined [here](#).

2 Key requirements to ensure progression

To address all three assessment objectives, learners should demonstrate skills in the three A2 units. In line with the adaptation for Unit 3 that was proposed in autumn 2020, where the narrow timeframe questions would have been removed from the assessment in 2021, centres should assess their learners on the similarities and differences evident across the scope of each theme (route one). However, if they prefer to do so, centres may choose to assess their learners on specific elements from each theme, ensuring that the timeframe of each theme is fully covered (route two).

Unit 3, route one: Learners should demonstrate a coherent overview of, and reach a substantiated judgement on, the similarities and differences in each of the two themes, **or**;

Unit 3, route two: Learners should demonstrate knowledge and understanding of both themes: they should emphasise their understanding of, and reach a substantiated judgement on, key turning points in one of those themes; and demonstrate a coherent overview of, and reach a substantiated judgement on, the similarities and differences in the other theme.

Unit 4: Learners should demonstrate their ability to gauge the value to an historian of a range of sources that are contemporaneous with the events they have studied; they should also demonstrate their ability to organise and communicate an argument that draws upon their knowledge of both parts of the depth study.

Unit 5: Learners should demonstrate their ability to complete an individual investigation on an issue. This should incorporate an assessment of an extended range of sources that are contemporaneous with the events they have studied. The learners should address how and why historians may have used these sources to formulate their interpretations, and there should be an analysis and evaluation of at least three interpretations.

There should be sufficient coverage of the breadth of specification requirements with aspects, at the centre's discretion, covered in greater depth. Between the three A2 units taken, there should be coverage of all three assessment objectives.

3	Examples of learner evidence
	<p>Learners should demonstrate their knowledge, skills and understanding in each of the three assessment objectives.</p> <p>The past papers provided by WJEC, along with the NEA, may be used to provide sufficient evidence of each learner's knowledge, skills and understanding. If past papers are used to generate evidence of learning, they do not have to be completed in one session as an 'examination' but can be divided into sections to suit the programme of learning.</p> <p>Centres are not restricted to using the past papers provided. In designing their own assessments, centres should refer to WJEC's <i>Assessment Creation Guidance</i> here to help ensure the assessments provide fair access for learners; they sufficiently sample breadth and depth of knowledge, skills and understanding; and they can be marked accurately and consistently.</p> <p>When assessing the areas studied, centres are advised to consider how knowledge, skills and understanding are usually sampled by WJEC in each examination series.</p>
4	Making judgements
	<p>Each learner's grade should be determined using a best fit model where strengths in some areas may balance shortcomings elsewhere. When determining the grade, centres should take account of unit and assessment objective weightings in the specification (including the effect of any adaptations) and consider each learner's evidence in relation to the grade descriptions which will be provided by w/c 15 March 2021. Centres should also consider the conditions under which the assessment was taken, e.g. supervised/unsupervised, duration, etc.</p> <p>The final grade should be based on a judgement of evidence across units and assessment objectives, taking account of any adaptations made for 2021. Evidence of high achievement in a narrow aspect of the specification will not, on its own, justify a high grade.</p>

If you are a student: your school or college will need to make sure that you cover a sufficient breadth of the qualification so that you can be given a grade this summer and are able to progress.

If you are a teacher: detailed information and guidance for centres is available on our secure website.