



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



*Rewarding Learning*

# GCE A level performance descriptions for history

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## Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

## AS performance descriptions for history

	<b>Assessment objective 1</b>	<b>Assessment objective 2</b>
<b>Assessment objectives</b>	<ul style="list-style-type: none"> <li>• Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</li> <li>• Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgments of:               <ul style="list-style-type: none"> <li>○ key concepts such as causation, consequence, continuity, change and significance within an historical context</li> <li>○ the relationships between key features and characteristics of the periods studied.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</li> <li>• Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</li> </ul>
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) recall, select and deploy accurate, relevant and detailed historical knowledge appropriately</li> <li>b) show evidence of understanding through analysis and explanation reach appropriate judgements about key concepts</li> <li>c) show evidence of understanding through analysis and explanation and reach appropriate judgements about the relationships between key features / characteristics of the historical period</li> <li>d) communicate clearly and fluently, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) analyse and evaluate source material in its historical context with a degree of discrimination</li> <li>b) use the sources appropriately to support arguments</li> <li>c) show an understanding of, and comment on, how in relation to the historical context, aspects of the past have been interpreted and represented in different ways.</li> </ol>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) recall and select some relevant historical knowledge appropriately</li> <li>b) show some evidence of understanding through analysis and/or explanation and attempt some judgements about key concepts</li> <li>c) show evidence of some understanding through analysis and/or explanation and attempt limited judgements about the relationships between key features / characteristics of the historical period</li> <li>d) convey meaning clearly, although powers of expression may be limited and there will be errors in spelling, punctuation and grammar.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) comprehend, identify and extract some information from a range of sources. Offer limited analysis and evaluation of source material</li> <li>b) use some sources as evidence to support limited arguments</li> <li>c) show some awareness of different interpretations and representations of historical issues, events and/or individuals.</li> </ol>

## A2 performance descriptions for history

	Assessment objective 1	Assessment objective 2
<b>Assessment objectives</b>	<ul style="list-style-type: none"> <li>• Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</li> <li>• Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgments of:               <ul style="list-style-type: none"> <li>○ key concepts such as causation, consequence, continuity, change and significance within an historical context</li> <li>○ the relationships between key features and characteristics of the periods studied.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</li> <li>• Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</li> </ul>
<b>A/B boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) recall, select and deploy accurate, relevant and precise historical knowledge appropriately</li> <li>b) show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts</li> <li>c) show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features / characteristics of the historical period</li> <li>d) communicate accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) analyse and evaluate source material in its historical context with insight and discrimination</li> <li>b) use the sources appropriately to substantiate arguments</li> <li>c) analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted and represented in different ways.</li> </ol>
<b>E/U boundary performance descriptions</b>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) recall, select and deploy some relevant historical knowledge appropriately</li> <li>b) show evidence of understanding through limited analysis and explanation and reach some judgements about key concepts</li> <li>c) show evidence of understanding through explanation and analysis and offer some judgements about the relationships between key features / characteristics of the historical period</li> <li>d) convey meaning clearly and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.</li> </ol>	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> <li>a) comprehend, identify and select information from a range of sources. Offer limited analysis and evaluation of the source material making tentative links to the historical context</li> <li>b) use a range of sources as evidence to support arguments, although these may be limited in places</li> <li>c) show awareness that aspects of the past have been interpreted and represented in different ways and offer limited analyses and evaluation of these.</li> </ol>