



---

# A-LEVEL HISTORY

7042/C Non-exam assessment  
Report on the Examination

---

7042/C  
June 2023

---

Version: 1.0

---

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2023 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

---

## **Overall Comments**

It remains humbling to read the good number of impressive responses to the NEA. At the very top end there was obvious engagement with the task as students produced erudite, incisive and powerfully evaluative responses to a range of interesting questions. In addition, these excellent responses also provided analytical judgement, especially for AO3, which was in no small measure a result of carefully chosen interpretative and source material.

Unfortunately, there remained a number of largely narrative pieces that seemed to approach the NEA more as a research task than as a lengthy essay, and some again this year failed to produce an appropriately contextual response in AO1. Unlike previous years, there was an increase in partially completed work or of work that had, by the Centre's own admission, been done very much at the last minute. This has never before been a feature affecting more than the smallest minority.

## **Centre Administration**

This was something that caused moderators a good degree of extra work this year. The majority of centres did submit all paper work and the correct sample. There were quite a number of occasions, however, in which AQA needed to chase missing centre declaration sheets or the correct student signature. Some centres were involved in quite lengthy attempts to locate students that had already departed on exam leave in order to complete the required paper work.

The submission of Question Approval Forms with the sample was much better this year, no doubt because the practice has now become more of the norm, however it is worth emphasising that all Approval Forms, and not just those for the selected sample, are required. The question approved should be the same as that written by the student.

If circumstances mean that the student has written a response to a slightly different question to that approved then it is very helpful if AQA is informed before the submission of the sample. Such unofficial amendments can affect the validity of the award for the centre if not addressed and so early notification is very helpful.

## **Centre Marking and Moderation**

The great majority of the marking from centres is done very carefully indeed and it is very pleasing to note that there were many more examples this year of detailed and helpful annotation running throughout each NEA with a very effective summative comment for each AO.

Certainly, it is very helpful when making moderation decisions to have this insight into the methodology applied by the centre to their own marking. Interestingly, some of this annotation seemed directed more to the student than to justify or to explain the marking to the moderator – really the comments should be directed to the moderator or as impartial, academic rationale for the level and mark awarded.

There was some generosity noted in the marking, but this was much less prevalent than last year and in fact there were far more occasions in which centres had correctly identified issues either with the selection of source material or with the effective coverage of the date range. In addition, there were more examples in which centres identified that they suspected the student had received more external help than they were made aware of.

The quality of internal moderation, or at least the evidence for this, did vary quite considerably. In very general terms, a tick next to a mark with the phrase 'moderated' alongside it, is not sufficient to indicate that internal moderation had been anything more than cursory. Many centres provided

an additional internal moderation sheet and, whilst this is certainly not expected, it certainly did indicate that the process had been a rigorous and reflective one.

### **AO1**

This is of course where half of the total marks for the NEA are accumulated and therefore it is important that students are fully aware of the demands for this Assessment Objective. If students approach the NEA as they would for the demands of any essay then they are much more likely to hit the higher levels.

Simple narrative or description of lengthy periods is unlikely to allow the student to advance much beyond Level 2, and it is only when they really began to attempt an answer to the set question that they progressed to Level 3 or higher. It really is vital that the question chosen is an effective one. As in previous years, there were centres that had selected questions, which whilst valid, were very challenging indeed.

At times, the Advisor has suggested that these questions required a particular approach or for the centre to be mindful of potential difficulties, but it seemed that this advice was not heeded in all cases. Some questions, for example those on Tudor rebellion, the Crusades, or African-American civil rights, can prove tricky if certain aspects are not carefully considered. This is especially true in assessing the coverage of the date range.

Some questions seemed to encourage students to only consider a brief part of the chronology, such as civil rights, whilst others encourage a stepping stone approach, for example looking at each Tudor rebellion in turn but ignoring the events in-between rebellions.

Some topic areas have become more popular, and this is especially true of Women's rights. However here careful consideration should be made of the extent to which a question focusing on Britain in the years 1815 to 1925 has the potential for easy and effective coverage if the focus is only on women's political rights. Conversely, some centres decided to consider the broader topic of women's rights in the question but entirely ignored social, economic, sexual etc focusing only on the political.

### **AO2**

This was the strongest part of the overall NEA seen at moderation. It is clear that students have a good understanding of the concept of value and that this advanced some way beyond simply describing the content of a source. As in the examined units, there remained some students that confused accuracy with value and did not really try to link their evaluation to the set question.

Value cannot exist in the abstract and it is for the student to establish exactly what the source is valuable in doing and how this assists in advancing the response to the set question. This was however an area of the NEA that saw considerable improvement from previous years and it was relatively rare for a commentary to only consider content or to treat provenance in a cursory and generalised manner.

### **AO3**

This provided an opportunity for students that had really considered two alternative views to deploy their subject knowledge in a keenly argued exploration of historical views with a balanced awareness of how such views might prove convincing.

There does seem to be a tendency for students to select very simple interpretations which, whilst accessible, do occasional fail to provide the detailed and supported opinion that allows for the student to really assess the views. Provenance is also an important consideration, and those students that selected Historians for whom there was little that might be said about the nature of their scholarship did seem to struggle with providing a good and detailed exploration as to why the individual held the views and how this context might have affected their validity.

Another slight trend identified by moderators was that the interpretations were bolted on to the end of the NEA, almost a separate section. It is important that the whole NEA is approached as a single discursive piece in which all AOs are integrated with the objective of arriving at a clear and substantiated judgement related to the set question.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.