



**Magna Academy**

**Poole**

an Aspirations Academy

Principal: Ms N Ullah

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Dear Parent/ Carer

### **Re: History A-Level Non Examined Assessment**

Part of the History A-Level involves a Non Examined Assessment (NEA). This is a coursework assessment where students are allowed to work on a historical topic over a number of weeks to produce an essay which is then marked internally and constitutes 20% of their final A- Level mark.

Students need to study a topic over a 100 year period to assess change and continuity on a thematic basis. At Magna Academy our students study the Atlantic Slave Trade with an in depth focus on the Abolition of the Slave Trade in 1807 and Slavery in the British colonies in 1833. Students will get a choice of questions to allow them to pursue their own specific interest within this broader topic. Students need to write an essay a maximum of 4500 words and within their writing analyse primary sources and historical interpretations.

I am writing to let you know that students will need to complete some work towards this piece of work over the summer break and to provide a timetable of learning and deadlines for the NEA.

### **Monday 31st May- Thursday 22nd July**

Lessons and study during their British history lessons have covered the main themes, individuals, key dates and knowledge and understanding needed to put an argument together. Before the summer break, students will choose the key focus of their NEA to help shape their summer reading.

### **Summer break from the academy**

Students will need to complete significant reading and note- taking following a Cornell style of note taking. [This link](#) explains Cornell's style of note taking.

Students have been provided with a core text to support the research for this topic called A Short History of Slavery by James Walvin. In addition to this students can access a wealth of reading materials in Google Classroom and links to very helpful websites and documentaries. In addition I attach a proposed reading list. Students are not expected to purchase books to complete their research, but can do if they wish. I would, however, recommend that students become members of Poole Library to borrow texts to support their research. I also recommend that students do this in advance of, or at the beginning of, the summer break in case books need to be ordered by the library.

I also strongly recommend that students consult at least 10 different sources to complete the research for this piece of work. The sources must not be solely from the internet or documentaries, around half of their research should come from historical texts. Cornell style notes need to be completed from the various sources and ready to hand in during the first lesson back in September.

### **Monday 6th September - Friday 1st October**

Primary source analysis and evaluation of historical interpretations to support and include in the essay writing taught in British History lessons. For homework, students will be writing their own individual essays.

### **Interim deadlines**

In providing plenty of notice of the interim deadlines for completing work, students need to plan their time accordingly. It is crucial these deadlines are met as students will benefit from ongoing feedback on their writing to make the necessary amendments to reach a level that reflects their ability. Meeting deadlines is also very good practice for higher education courses or employment which students will move on to after year 13. If students do not meet these deadlines without reasonable explanation, students will be expected to remain in the academy after 3pm to get the work completed.

**Friday 17th September** - completion of the first section of the coursework- introduction and main argument. This should be around 1500 words.

**Friday 1st October** - completion of the first full draft of the essay.

**Monday 18th October** - completion of the second draft of the essay, taking into account suggested amendments from the first full draft.

**Monday 1st November** - completion of the third draft of the essay. At this stage students will be given until **Friday 12th November** to meet the final deadline and to make any further amendments if necessary.

To support students to complete the NEA, students will have lesson time to work on their NEA with teacher guidance until Friday 1st October. After this date, students will resume their work towards the examination for British history, focusing on Britain in the years 1929- 1957 in lesson time. Students will then have their homework time to work on their NEA until Monday 1st November. From this date separate homeworks will be set for the British History course in addition to working on the NEA.

I hope this guidance is helpful and I welcome your support in ensuring students meet these deadlines and produce a successful piece of work. Although the NEA is challenging, I sincerely hope the students enjoy a degree of freedom in pursuing their own research and arguments and experience a real sense of achievement once written.

Please do not hesitate to contact me if you wish to discuss the above [kstafford@magna-aspirations.org](mailto:kstafford@magna-aspirations.org)

Yours sincerely



Mrs K Stafford  
Assistant Principal

### Reading list

*A Short History of Slavery*: James Walvin (provided for the students)  
*Black and British: A Forgotten History*: David Olusoga  
*Abolition!: The Struggle to Abolish Slavery in the British Empire* Richard Reddie  
*Bury the Chains*: Adam Hochschild  
*Women Against Slavery*: Claire Midgley  
*The Great Abolition Sham*: Michael Jordan  
*William Willberforce*: William Hague  
*Natives, Race and Class in the Ruins of Empire*: Akala  
*Abolition. A History of Slavery and Antislavery*: Seymour Drescher  
*The Interest*: How the British Establishment Resisted the Abolition of Slavery, Michael Taylor  
*Island on Fire*: The Revolt That Ended Slavery in the British Empire, Tom Zoellner

A further suggested [reading list from Historic England](#).