GCSE (9–1) History
Supporting great history teaching

Look out for Pearson's published resources too!
Edexcel GCSE (9–1) History

This brochure will guide you through our new and accredited Edexcel GCSE (9–1) History qualification for first assessment in summer 2018. As both an awarding body and a publisher, we’ll outline how the course will engage your students, as well as the unparalleled support and resources you can expect from us.

Our qualification has:

1. a single unified specification with maximum choice and flexibility ............................................................Page 4
2. the right balance of familiar and new content ........Page 5
3. a manageable approach to the new Historic Environment requirement ............................................Pages 6-7
4. assessments that give every student the opportunity to succeed ..............................................................Pages 8-11
5. expert support every step of the way .........................Pages 12-19

Look out for Pearson’s published resources on pages 13, 15 and 17!

Supporting great history teaching

History matters. That’s why our brand-new qualification encompasses a wide range of themes, historical events and eras, so students can understand the past and its impact on the world around us.

There’s no particular way to teach history. With our specification, there’s choice and flexibility across options that means you can teach the topics that work best for you and your students. And when it comes to our assessments, they’re built to encourage every student to best show what they know and can do.

It’s shaped by you, for your students. We’ve worked with hundreds of practising teachers and the history education community to create a qualification that’ll help students become confident and successful historians. What’s more, we’ll support you every step of the way with tools and published resources to help you plan, teach, track and assess our course with confidence.

“Most of us spend too much time on the last 24 hours and too little on the last 6,000 years.”

Will Durant
A single unified specification with maximum choice and flexibility

Our new Edexcel specification brings together elements of the current Modern World and Schools History Project courses so GCSE students can explore a broader range of history than ever before.

- **There's more to choose from.** Our specification covers more than a thousand years of history, from medieval England and the American West to Mao’s China.

- **The choice is yours.** There are no prohibited topic combinations, meaning you have the freedom to choose themes and eras that will work for you and your students.

- **There's tailored support.** Creating one specification means that we’ve been able to focus on developing tools and resources that help you plan, teach, track and assess every element of our course with confidence.

- **There's consistency between our Edexcel GCSE, AS and A level qualifications.** We’ve shaped the specification alongside our new AS and A level courses so students can continue to succeed in history by building on what they’ve learned, rather than repeating it in further study.

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The right balance of familiar and new content

With help from hundreds of teaching professionals and the history education community, we’ve created a qualification we know teachers want to teach and students want to study.

- **Popular topics are staying.** We’ve kept the specification topics you’ve told us you want to continue teaching. Date ranges from these topics are also staying the same to enable you to use existing materials.

- **There are new topics to engage you and your students.** We’ve chosen to update and create new topics based on what you’ve said you liked in current controlled assessment units or want to start teaching.

- **Some topics will run up to the present day,** so students can link events of the past to what’s happening around them today.

- **You construct the course that works for your students.** Topics throughout the course can be combined thematically to create a coherent teaching and learning pathway.

- **Designed with progression in mind.** Our course builds on Key Stage 3 topics to help students confidently develop a more nuanced understanding of history. It also provides a stepping stone to further study at AS and A level with content and skills covered.

See more at www.edexcel.com/gcsehistory16.
A manageable approach to the new Historic Environment requirement

With our unique approach to the Historic Environment requirement, the sites we’ve chosen will stay the same throughout the lifetime of the course. That way, you can focus on teaching the history rather than planning and finding resources for a different site every year.

Based on your feedback, we’ve specified Historic Environment sites so you can be confident that they will meet the new requirements.

The sites are proven to engage students, as they relate to popular options in the current specifications. What’s more, teachers have told us they think the sites will help encourage students to choose to study GCSE (9–1) History.

We’ve chosen sites with a rich array of contemporary sources related to them, so there’re plenty of ways to bring the history of the site to life.

Each Historic Environment site is linked to a thematic study, so students only have to study four distinct areas of content rather than five. What students learn in Medicine, Crime, or Warfare will give a broad context for the detailed study of the associated site.

The sites give students an opportunity to study modern British history, as well as build on what they’ve learned in the British breadth and depth topics.

Our qualification at a glance

Our course is designed to help your students make conceptual, geographical, period and thematic links between topics.

We’ve linked topics in Paper 1 together, so students can apply their contextual understanding from the thematic study to the Historic Environment study.

Paper 1 – British Thematic Study with Historic Environment

52 marks  30% weighting  1 hour 15 minutes

Choose one of the combinations below.

<table>
<thead>
<tr>
<th>Thematic Study (20%)</th>
<th>Historic Environment (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime and punishment in Britain, c1000 to present</td>
<td>Whitechapel, c1870–1900: crime, policing and the inner city</td>
</tr>
<tr>
<td>Medicine in Britain, c1250 to present</td>
<td>The British sector of the Western Front: injuries, treatment and the trenches</td>
</tr>
<tr>
<td>Warfare and British society, c1250 to present</td>
<td>London and the Second World War, 1939–45</td>
</tr>
</tbody>
</table>

Paper 2 covers both British depth studies and period studies to act as a chronological and geographical "bridge" between Paper 1 and Paper 3.

Paper 2 – Period Study and British Depth Study

64 marks  40% weighting  1 hour 45 minutes

Choose one Period Study and one British Depth Study. All topic combinations are allowed.

<table>
<thead>
<tr>
<th>Period Study (20%)</th>
<th>British Depth Study (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain and the ‘New World’, c1490–c1555</td>
<td>Anglo-Saxon and Norman England, c1060–88</td>
</tr>
<tr>
<td>British America 1713–83: empire and revolution</td>
<td>The reigns of King Richard I and King John, 1189–1216</td>
</tr>
<tr>
<td>The American West, c1835–c1895</td>
<td>Henry VIII and his ministers, 1509–40</td>
</tr>
<tr>
<td>Superpower relations and the Cold War, 1941–91</td>
<td>Early Elizabethan England, 1558–88</td>
</tr>
<tr>
<td>Conflict in the Middle East, 1945–95</td>
<td></td>
</tr>
</tbody>
</table>

Having paper 3 solely on the non-British modern depth study enables students to focus on one era and explore how and why the historical interpretations of it differ.

Paper 3 – Modern Depth Study

52 marks  30% weighting  1 hour 20 minutes

Choose one of the topics below.

<table>
<thead>
<tr>
<th>Modern Depth Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia and the Soviet Union, 1917–41</td>
</tr>
<tr>
<td>Weimar and Nazi Germany, 1918–39</td>
</tr>
<tr>
<td>Mao’s China, 1945–76</td>
</tr>
<tr>
<td>The USA, 1954–75: conflict at home and abroad</td>
</tr>
</tbody>
</table>
Assessments that give every student the opportunity to succeed

Our assessments encourage all students to show what they know and understand about history to the best of their ability.

**Clear question papers**

1. Clear questions and accessible language are used throughout the exams, so each student can understand what they’re being asked to do.

2. Gradual ramping of demand throughout sections and papers encourages all students to engage with every part of the exams.

Each paper starts with an accessible question that all students can tackle with confidence.

The answer space for these questions reminds students to give two inferences and to support these with details from the source.

For high-tariff questions, students are given two stimulus points, which act as a prompt to help them focus their answers appropriately.

**Three papers: an assessment model teachers prefer**

1. With three papers, there are more opportunities for students to show what they can do.

2. There’s a maximum of two topics covered in every paper, so students don’t need to switch between topics too often in an exam.

3. We’ve balanced assessment objectives across the papers so students can focus on particular skills in the exams.

4. Papers are shorter, so students are less likely to be affected by exam fatigue.

**Straightforward level-based mark schemes**

1. We’ve researched and trialled our mark schemes with examiners and schools across the country to ensure they’re clear and reward responses appropriately.

2. Our mark schemes classify level descriptors as distinct ‘traits’, so you can see how individual traits progress across levels.

3. There’s a consistent approach across questions that test the same assessment objectives and comparable qualities, so you can focus on the historical skills and understanding rather than the mechanics of individual questions.

4. Our mark schemes are designed in a similar way at AS and A level too, so students can see how to progress in their history studies across the Key Stages.

Discover more on assessment overleaf
What assessment of Edexcel GCSE (9–1) History will look like

These tables give an overview of the question breakdown in each paper.

**Paper 1 – British Thematic Study with Historic Environment**

<table>
<thead>
<tr>
<th>Section A: Historic environment 10%</th>
<th>AO1</th>
<th>Describe two features of...</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO3</td>
<td></td>
<td>How useful are Sources A and B for an enquiry into...?</td>
<td>8 marks</td>
</tr>
<tr>
<td>AO3</td>
<td></td>
<td>How could you follow up Source [A/B] to find out more about...?</td>
<td>4 marks</td>
</tr>
<tr>
<td>Section B: Thematic study 20%</td>
<td>AO1/AO2</td>
<td>Explain one way in which X was [similar/different] to Y.</td>
<td>4 marks</td>
</tr>
<tr>
<td></td>
<td>AO1/AO2</td>
<td>Explain why...</td>
<td>12 marks</td>
</tr>
<tr>
<td></td>
<td>AO1/AO2</td>
<td>&quot;[Statement.]&quot; How far do you agree? Explain your answer.</td>
<td>16 marks + 4 marks for SPaG</td>
</tr>
</tbody>
</table>

**Paper 2 – Period Study and British Depth Study**

| Section A: Period Study 20% | AO1/AO2 | Explain two consequences of... | 8 marks |
|                             | AO1/AO2 | Write a narrative account analysing... | 8 marks |
|                             | AO1/AO2 | Explain two of the following: The importance of X for Y. | 16 marks |
| Section B: British Depth Study 20% | AO1 | Describe two features of... | 4 marks |
|                                  | AO1/AO2 | Explain why... | 12 marks |
|                                  | AO1/AO2 | "[Statement.]" How far do you agree? Explain your answer. | 16 marks |

**Paper 3 – Modern Depth Study**

<table>
<thead>
<tr>
<th>Section A</th>
<th>AO3</th>
<th>Give two things you can infer from Source A about...</th>
<th>4 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1/AO2</td>
<td>Explain why...</td>
<td>12 marks</td>
</tr>
<tr>
<td>Section B</td>
<td>AO3</td>
<td>How useful are Sources B and C for an enquiry into...?</td>
<td>8 marks</td>
</tr>
<tr>
<td></td>
<td>AO4</td>
<td>What is the main difference between the views?</td>
<td>4 marks</td>
</tr>
<tr>
<td></td>
<td>AO4</td>
<td>Suggest one reason why Interpretations 1 and 2 give different views about...</td>
<td>4 marks</td>
</tr>
<tr>
<td></td>
<td>AO4</td>
<td>How far do you agree with Interpretation [1/2] about...?</td>
<td>16 marks + 4 marks for SPaG</td>
</tr>
</tbody>
</table>

**Assessment objectives**

- **AO1**: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
- **AO2**: Explain and analyse historical events and periods studied using second-order historical concepts.
- **AO3**: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- **AO4**: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

See SAMs and more at: [www.edexcel.com/gcsehistory16](http://www.edexcel.com/gcsehistory16).
Expert support every step of the way

Our support takes many forms, all with the aim of helping you plan, teach, track and assess our new Edexcel GCSE (9–1) History with confidence. From free events and materials to paid-for published resources, much of this support is already available for you to get started with now.

Subject support

Got questions about the new course? Send them along to our team. You can sign up to receive emails from us and be kept up to date about training events, news and government announcements, entry deadlines and much more.

If you’d like to speak to one of our history experts about our specification, or how best to design a course to suit your school, let us know at:

📞 020 7010 2186
📧 teachinghistory@pearson.com
🔍 @Pearson_History

Plan

When it comes to planning, we’ll provide support and resources to help you design your course and get ready to teach our new Edexcel GCSE (9–1) History.

Free support

- Guide on constructing a coherent Edexcel GCSE (9–1) History course to help you see where you can make links between topics.
- Course planners for teaching a two-year or three-year Key Stage 4.
- Schemes of work for every topic.
- Getting Started guide to help you prepare for first teaching.
- Topic booklets with an overview of every topic, a student timeline and a list of useful materials for teachers and students.

More from our Pearson resources

Lesson plans with differentiation ideas

On our new ActiveLearn Digital Service, you’ll get lesson plans linked to the Edexcel schemes of work to help you teach the key new content and requirements. They also contain differentiation ideas to help you keep all your students engaged and making progress, and worksheets to make delivering your lessons even easier.

Find out more at www.pearsonschools.co.uk/gcsehistory16.
Teach

When it comes to teaching, we’ll provide support and resources to help you guide your students’ learning and success throughout the course.

Free support

1. Mapping documents from existing published resources
   Guidance to to help if you are planning to start teaching the new GCSE before new resources are ready.

2. Guide to Teaching Thematic Studies
   Advice from experienced teachers, guidance on likely barriers to progress and activity suggestions.

3. Guide to Teaching the Historic Environment requirement
   Suggestions for teaching strategies for this new requirement.

4. Materials to help develop source and interpretations skills
   Suggested strategies and activities to help students develop these skills.

5. Guide to Thinking Historically
   Guidance and information about our approach to improving students’ conceptual understanding.

Paid-for published resources

We’re committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of resources, produced by a range of publishers, including ourselves. However, it is not necessary to purchase endorsed resources to deliver our qualifications.

Please note: the resources listed overleaf have not yet been endorsed. All information is correct at the time of going to print, and is subject to change.

Endorsed resources will be available at www.edexcel.com/resources.

Supporting great history teaching

Pearson’s paid-for resources will support you in delivering Edexcel GCSE (9–1) History and help your students become confident, articulate historians able to access and develop the skills needed for the new assessments.

New resources from spring 2016 include:

1. Student Books for every option in the specification (also available as ActiveBooks and Kindle editions), series edited by Angela Leonard.

2. ActiveLearn Digital Service including:
   - front-of-class Student Books
   - lesson plans with differentiation ideas
   - worksheets and end-of-unit assessments
   - exam skills PowerPoints.

3. Revision Guides and Revision Workbooks.

These engaging textbooks will guide you and your students throughout the new course, from support with developing conceptual understanding and literacy skills, to offering sample answers and commentaries to help with all the new assessment requirements.

Other publishers looking towards getting their resources endorsed include:

1. Hodder Education
2. ZigZag Education.
Track and assess

When it comes to tracking progress and preparing for assessment, we’ll provide support and resources to help you and your students throughout the course.

Free support

- **Additional specimen papers** to help you become familiar with the new style of exams and to give students practice papers you can use to pinpoint and guide their progress.

- **Student exemplars and examiner commentaries** available for first teaching to help you and your students understand the standard that’s expected.

- **ResultsPlus**
  ResultsPlus provides the most detailed analysis available of your students’ exam performance. Widely used by teachers across the country, this free online service enables you to identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of history.
  www.edexcel.com/resultsplus

- **examWizard**
  examWizard is a free exam preparation tool containing a bank of past Edexcel GCSE History exam questions, mark schemes and examiners’ reports.
  www.examwizard.co.uk

The Pearson Progression Scale

The Pearson Progression Scale is a progression model designed to help track progress in history.

The Scale defines 12 steps of progress in history for students between the ages of 11 years and 16 years. Progress is defined along different ‘strands’ covering the second order concepts at the core of the GCSE qualification, and the necessary acquisition and understanding of historical knowledge. The average student is expected to make one step of progress per year.

In the example below, a student starting on step 4 at the start of Year 7 will be expected to be on step 9 at the end of Year 11.

The Pearson Progression Scale provides a simple and clear way of reporting progress to both students and parents.

Show the progress your students are making

Download a free, ready-made and editable Progression Scale and Map, covering ages 11-16, representing how learning progresses in history and how understanding and skills build upon each other at www.pearsonschools.co.uk/historyprogress.
Develop

When it comes to Professional Development, we’re running a range of events to support great history teaching. What’s more, these events also count towards your CPD hours.

Free launch events

At these face-to-face or online events, you can join our GCSE specialists to:

1. find out what’s changing, and get your questions answered
2. delve deeper into the structure and content of our new specification
3. understand the changes to the assessment of the qualification
4. hear about the wide range of support to help you make the transition.

Getting Ready to Teach events

At these events you can join our experts to:

1. discuss strategies for planning and teaching the course
2. explore and take part in activities around the new assessment
3. hear about and use support materials.

For teachers delivering a three-year Key Stage 4, we’re running events this term. If you’re teaching a two-year Key Stage 4, we’ll host more of these events from spring 2016.

“I’ve taken away a good understanding of what the course involves and it’s helped shaped my decision.”

Launch event attendee

Book your place at: www.edexcel.com/training.

GCSE History: what’s changing?

The new qualification won’t include controlled assessment; exams take place at the end of the course and will be graded using the 9–1 scale. These changes apply to every awarding organisation and all GCSE (9–1) History specifications include the following new content:

1. a thematic study covering a long period that spans medieval, early-modern and modern history
2. a period study covering at least 50 years
3. a British depth study and a non-British depth study from different eras (modern, early modern and medieval)
4. a study of the Historic Environment.

GCSE History: when is it changing?

<table>
<thead>
<tr>
<th>Current GCSEs</th>
<th>New GCSEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year 2014/2015</td>
<td>Spring 2015 Draft specifications and SAMs available.</td>
</tr>
<tr>
<td>Academic Year 2015/2016</td>
<td>Autumn 2015 Accredited specification available to schools. First teaching of new GCSE History for three-year courses.</td>
</tr>
<tr>
<td>Academic Year 2016/2017</td>
<td>September 2016 Official start date for the new GCSE History.</td>
</tr>
<tr>
<td></td>
<td>Summer 2018 First exams for the new GCSE History.</td>
</tr>
</tbody>
</table>
Why have we chosen to have chess pieces on the front of our new GCSE specification?

Chess has been played throughout the world for over 1,500 years. It was played by many of the famous characters in our history specification including William the Conqueror, King John, Henry VIII and Queen Elizabeth I. We chose chess pieces to highlight the chronological and geographical range of our new Edexcel GCSE (9–1) History specification. As well as being symbolic of conflict and power-relationships, they represent a link between the past and the present.