

# GCSE 2016 History

Launch event



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# Agenda

- Introducing our specification
- GCSE reforms and new requirements for History
- Our approach
- Overview of new specification content

## Break

- Overview of assessment of Papers 1, 2, 3
- New assessment requirements
- Changes to grading
- Support and resources
- Next steps



# Inspiring great history teaching

- A single specification, with the most popular topics from current Modern World and SHP specifications to give you maximum choice and flexibility
- The right balance of familiar and new content
- A manageable approach to the new requirements
- Clear and straightforward question papers and mark schemes
- Excellent support with preparing to teach new content and building students' historical skills



# The GCSE reforms

- Updated content and assessment requirements from DfE and Ofqual
- Fully linear structure
- New 9-1 grading scale, with 9 the top level
- Tiering only in certain subjects such as Maths (no tiering in History or Geography)
- External examinations only, unless coursework or controlled assessment is the only valid option – no controlled assessment for History
- No change to guided learning hours



# Timeline

	2015	2016	2017	2018
Current 2013 specification	First assessment	Summer series as normal	Final assessment	
New 2016 specification	First teaching of three-year GCSE	First teaching of two-year GCSE		First assessment

- The last available assessment for the current GCSEs will be June 2017
- The reformed GCSEs will be reported in the 2018 performance tables



## Certificate and International GCSE

- **Level 1 / Level 2 Certificates:** will no longer count in tables when new GCSEs become available. For History, the 2017 results will be the last ones to count. The Edexcel Certificate in History will be withdrawn.
- **International GCSE** will continue to be offered for independent schools, but will not count in tables or attract funding.



# New requirements for History

## Why is there so much change?

- “Modern World specifications are no longer either modern or world history”
- “The content offered at GCSE has hardly changed since the 1970s/80s”
- “The SHP development study is great as a way to build a framework of knowledge”
- “It’s madness that you can do only 20th-century history from Year 9 through to Year 13”



# Key requirements from 2016

New specifications have to include 5 elements:

- a thematic study spanning medieval, early modern and modern history
- a period study covering at least 50 years
- a British depth study **and** a non-British depth study from different eras (modern, early modern and medieval)
- a study of the historic environment.

Students will be required to study at least 40% British history.



## Our approach: one specification

- Changes mean it is no longer necessary – or desirable – to have two different specifications
- Wholly Modern World courses no longer possible
- Even current SHP specifications would not meet the new requirements
- Multiple specifications would actually limit choice and flexibility: one specification brings together the best of current Modern World and SHP specifications
- We can focus on getting that one approach right



# Our research



Research carried out since 2012 with:

- Hundreds of teachers from schools across the country in face-to-face interviews, phone interviews, focus groups and surveys
- Subject advisory group, including representatives from SHP, HA, RHS, the teaching community and universities.



# Teacher research: key findings

- Flexibility and choice of topics
- Continuity in topics with current specifications – but also the option to do something new
- Current SHP *and* MW teachers wanted to teach established Thematic studies – Medicine, Crime and Warfare
- Important that all options are well resourced and supported



# Our design principles

- Clear structure; no forbidden combinations or complex rules
- Three exam papers
- Flexibility and choice of content
- Manageable number of options
- Nested historic environment
- Thematic studies British: single geographical focus over broad chronological sweep
- Pre-modern British depth and modern non-British depth studies



# Our draft materials

- We are currently working with Ofqual on the draft specification and sample assessments
- Following feedback from Ofqual we are reviewing:
  - some aspects of the approach to the historic environment
  - some parts of the mark schemes
- Updated draft materials and a summary of any changes made will be available on our website in due course
- Sign up for our History e-mails to keep up-to-date with the changes, including when the specification and sample assessments have been accredited by Ofqual



# Overview of new specification



Paper	Title	British or non-British	Choice	Summary of assessment
<b>Paper 1</b> (30%) 1h 15	Thematic study (20%) <i>with</i> Historic environment (10%)	British	1 from 3 options	3 questions AO1/AO2 only  3 questions AO1 and AO3
	<b>Paper 2</b> (40%) 1h 45	British depth study (20%)	British	1 from 4 options
	Period study (20%)	Non-British or British	1 from 5 options	3 questions AO1/AO2 only
<b>Paper 3</b> (30%) 1h 20	Modern depth study	Non-British	1 from 4 options	6 questions AO1/AO2/AO3 /AO4



# Our content principles

Topics chosen, primarily, on the basis of:

- their potential to engage and interest students and teachers
- their relevance (e.g. focusing on aspects of the past that have played a major role in shaping the present or that help illuminate the present by offering parallels or contrasts)
- their potential for offering both contrast and coherence
- facilitating progression from KS3 and to A level
- their suitability for meeting the subject content requirements.



# Paper 1: Thematic study

“Thematic studies should require students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages.

They should reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.”

“While some overlap is likely, the thematic study must differ significantly in focus from the people, issues and events covered in the depth and period studies.”



# Thematic study options

- Crime and punishment in Britain, c1000–present
- Medicine in Britain, c1250–present
- Warfare and British Society, c1250–present

We chose these topics because:

- they are our current SHP development studies, so they're tried and tested
- they're established, popular and resourced
- there is no significant overlap between these and the depth or period studies.



# Paper 1: historic environment

“The study of the historic environment should focus on one particular site in its historical context. The study should examine the relationship between a place and historical events and developments.”

There is no requirement that students visit the site. This study may be linked to any other part of the course or may stand alone.”



# Historic environment options

- Whitechapel, c1870–c1900: crime, policing and the inner city (Crime and punishment)
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (Medicine)
- London and the Second World War, 1939–45 (Warfare)

We chose these topics because:

- they link coherently with each thematic study
- they're sites that will engage students
- there are links to topics in current specifications.



## Paper 2: British depth study

“Depth studies should focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.”



# British depth study options

- Anglo-Saxon and Norman England, c1060–88
- The reigns of King Richard I and King John, 1189–1216
- Henry VIII and his ministers, 1509–40
- Early Elizabethan England, 1558–88

We chose these topics because:

- they proved most popular in teacher research
- they provide interesting and engaging content.



## Paper 2: period study

“Period studies should focus on a substantial and coherent medium time span of at least 50 years and require students to understand the unfolding narrative of substantial developments and issues associated with the period.”

- Period studies can come from any era (medieval, early modern, modern)
- The period study can be from the same era as one of the depth studies.



# Period study options

- Spain and the 'New World', c1490–c1555
- British America, 1713–83: empire and revolution
- The American West, c1835–c1895
- Superpower Relations and the Cold War, 1941–91
- Conflict in the Middle East, c1945–95

We chose these topics because:

- American West and Cold War are established and popular in current specifications
- topics provide a range of countries and periods, and are different from new Edexcel A level.



## Paper 3: modern depth study



“Depth studies should focus on a substantial and coherent short time span and require students to understand the complexity of a society or historical situation and the interplay of different aspects within it.”

“British and wider world depth studies may not be taken from the same era of history or from the same overlapping fifty-year period.”



# Modern depth study options

- Russia and the Soviet Union, 1917–41
- Weimar and Nazi Germany, 1918–39
- Mao's China, 1945–76
- The USA, 1954–75: conflict at home and abroad

We chose these topics because:

- modern Russia, Germany, USA and China are important topics to study in depth at GCSE
- teacher research supported continuity with current date ranges and content
- these are suitable for an interpretations focus.



# Continuity with current courses



## Current SHP centres:

- Keep your development study: Medicine, Crime, Warfare
- Continue with American West or Germany
- Links with current controlled assessment topics: Russia, China, Vietnam, Castles

For example:

Paper 1	Paper 2		Paper 3
Medicine in Britain, c1250–present	Early Elizabethan England, 1558–88	The American West, c1835–c1895	Weimar and Nazi Germany, 1918–39



# Continuity with current courses



## Current Modern World centres:

- Keep Cold War
- Keep current depth: Russia, Germany
- Links with current controlled assessment topics: China, USA, Vietnam, Crime

For example:

Paper 1	Paper 2		Paper 3
Crime and punishment in Britain, c1000–present	Henry VIII and his ministers, 1509–40	Superpower Relations and the Cold War, 1941–91	The USA, 1954–75: conflict at home and abroad



# Putting it together

- There are many ways of constructing a coherent course from the new specification. For example:

Paper 1	Paper 2		Paper 3
Crime and punishment in Britain, c1000–present	Anglo-Saxon and Norman England, c1060–88	British America, 1713–83: empire and revolution	The USA, 1954–75: conflict at home and abroad
Warfare and British Society, c1250–present	Early Elizabethan England, 1558–88	Superpower Relations and the Cold War, 1941–91	Weimar and Nazi Germany, 1918–39



## Entry codes

- Entries will be in February of the year of assessment – 2018 for the first cohort
- Essential that the correct entry code is used – determines which examination papers are sent
- First digit determined by combination of Paper 1 and Paper 3; second digit determined by the choice of Paper 2.

*See specification pages 58–59.*



## Discussion and break

- Which options are you thinking of offering?
- How much continuity is there with your current course?
- What's the impact on your KS3 programme and/or A level course?



# Assessment objectives

<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
<b>AO4</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%



# Teacher research on assessment



- Desire to avoid an over-emphasis on formulaic approaches: avoid too much time being spent on exam technique
- Preference for AO1/2 to be assessed in each paper (no discrete 'skills' paper)
- Need for manageable number of questions and question types
- Need for clear and straightforward mark schemes



# Paper 1 assessment overview

- 1 hour 15 minutes, 52 marks

<b>Section A:</b> Historic environment	1	AO1	Describe two features of....	4 marks
	2a	AO3	How useful are Sources A and B for an enquiry into...?	8 marks
	2b	AO3	How could you follow up Source [A/B] to find out more about...?	4 marks
<b>Section B:</b> Thematic study	3	AO1/2	Explain one way in which X was similar to Y.	4 marks
	4	AO1/2	Explain why....	12 marks
	5 or 6	AO1/2	'[Statement.]' How far do you agree? Explain your answer.	16 marks + 4 SPaG marks



# Paper 2 assessment overview

- 1 hour 45 minutes, 64 marks

<b>Section A:</b> Period study	1	AO1/2	Explain two consequences of ...	8 marks
	2	AO1/2	Write an account which explains...	8 marks
	3	AO1/2	Explain two of the following: The importance of X for Y.	16 marks
<b>Section B:</b> British depth study	4a	AO1	Describe two features of ...	4 marks
	4b	AO1/2	Explain why...	12 marks
	4c(i) or (ii)	AO1/2	['Statement.'] How far do you agree? Explain your answer.	16 marks



# Paper 3 assessment overview

- 1 hour 20 minutes, 52 marks

<b>Section A</b>	1	AO3	Give two things you can infer from Source A about...	4 marks
	2	AO1/2	Explain why...	12 marks
<b>Section B</b>	3a	AO3	How useful are Sources B and C for an enquiry into...?	8 marks
	3b	AO4	What is the main difference between the views?	4 marks
	3c	AO4	Suggest one reason why Interpretations 1 and 2 give different views about ...	4 marks
	3d	AO4	How far do you agree with Interpretation [1/2] about ...?	16 marks + 4 SPaG marks



# New assessment requirements: narrative



“Specifications should require students to develop and demonstrate:

- the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate”



# New assessment requirements: narrative



Paper 2, Period study question 2, e.g.

- Write an account that explains the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You **must** also use information of your own.

- Write an account that explains the ways in which the cattle industry grew in the years 1865–74.
- Write an account that explains the key events of 1945–48 which led to the creation of Israel.



# New assessment requirements: frame historical questions



“Specifications should require students to develop and demonstrate:

- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period ... to frame their own valid historical questions and make their own valid historical claims”



# New assessment requirements: frame historical questions



Paper 1, historic environment question 1c, e.g.

- How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.



# New assessment requirements: why interpretations differ



“Specifications should require students to develop and demonstrate:

- understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed”



# New assessment requirements: why interpretations differ



Paper 3, questions 3(b) and (c), e.g.

(b) Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(c) Suggest one reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement.

You may use Sources A and B to help explain your answer.



## Mark schemes

- Points-based mark schemes used when a maximum of 2 marks is available for a distinct part of a response and the application of a single mark can be defined
- Levels-based mark schemes have clear strands running through each level
- Approach to level descriptions rewards progression to higher levels of understanding
- Progression to new Edexcel AS and A level mark schemes
- Indicative content clearly laid out





# Planning: ways of ordering topics

<b>Chronological</b>	Crime and punishment in Britain, c1000–present	The reigns of King Richard I and King John, 1189–1216	Conflict in the Middle East, c1945–95	The USA, 1954–75: conflict at home and abroad
<b>Assessment complexity</b>	British America, 1713–83: empire and revolution	The reigns of King Richard I and King John, 1189–1216	Crime and punishment in Britain, c1000–present	The USA, 1954–75: conflict at home and abroad
<b>Following on from KS3</b>	Weimar and Nazi Germany, 1918–39	Superpower Relations and the Cold War, 1941–91	Early Elizabethan England, 1558–88	Warfare and British Society, c1250–present
<b>Thematically</b>	Early Elizabethan England, 1558–88	British America, 1713–83: empire and revolution	Warfare and British Society, c1250–present	Weimar and Nazi Germany, 1918–39



# Planning: impact on KS3

- Impact for content choices?
  - history on different scales: short, medium and long term
  - thematic approaches
  - historic environment and local history
- Embedding skills at KS3
  - change and continuity over broad period
  - Narrative
  - evaluation of source utility
  - why interpretations differ



# Inspiring great history teaching

- A single specification, with the most popular topics from current Modern World and SHP specifications to give you maximum choice and flexibility
- The right balance of familiar and new content
- A manageable approach to the new requirements
- Clear and straightforward question papers and mark schemes
- Excellent support with preparing to teach new content and building students' historical skills



# Support for planning

- Guidance on ways to construct a course
- Course planner
- Scheme of work for every topic
- Topic booklet for every topic



# Support for assessment

- Additional specimen papers so that you can get to grips with the format of the new papers and the level of demand as quickly as possible, and have extra papers to use with students in preparing for the exams.
- Student exemplars with commentary
- Mock marking training



# Getting Ready to Teach training

- Free, full-day events with more detailed information and activities on planning, delivery and assessment
- Events this term designed for those delivering a three-year GCSE – available to book now
- More events in 2016 for those delivering a two-year GCSE



# ResultsPlus and examWizard

- **ResultsPlus** provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of History.
- **examWizard** is a free exam preparation tool containing a bank of past Edexcel History exam questions, mark schemes and examiners' reports, so you can create mock papers, homework or practice tests in minutes.



# Teaching and learning support

Our teaching and learning support is designed to help students with thinking historically and writing historically.

Guidance on:

- new topics areas
- teaching thematic studies
- the historic environment
- supporting students' work with sources and interpretations.



## Published resources

We are 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 high-quality resources, produced by a range of publishers, including ourselves.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.



# Pearson Published Resources

Our teaching and learning resources will support you in delivering great GCSE (9–1) History teaching, creating confident, articulate historians able to access and develop the skills needed for the new assessments.

New resources from spring 2016 include:

- **Student Books** for every option in the specification (also available as ActiveBooks and Kindle editions), series edited by Angela Leonard
- **Active Learn Digital Service** including:
  - Front-of-class Student Books
  - Lesson plans with differentiation ideas
  - Worksheets and end of unit tests
  - Exam skills PowerPoints
- **Revision Guide** and **Revision Workbook**
- **Sign up** to get a glimpse of the new resources at: [www.pearsonschools.co.uk/history16samples](http://www.pearsonschools.co.uk/history16samples).



## Endorsed resources\*

We are working with a range of publishers who are looking towards getting their resources endorsed:

- **Hodder:** The Hodder GCSE History for Edexcel Student's Book helps students achieve their full potential while ensuring pace, enjoyment and motivation.
- **ZigZag Education:** photocopiable resources for learning, revision and exam practice.

**\*These resources have not yet been endorsed. This information is correct as of 8th April 2015, but may be subject to change.**



# Contact details

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- [www.edexcel.com/gcsehistory16](http://www.edexcel.com/gcsehistory16)



# Edexcel GCSE and A level

- New GCSE and A level History specifications planned together to provide progression.
- Differentiation of content – in terms of topic choices and detailed content of topics.
- At A level students can build on, but not directly repeat, what they've done at GCSE.
- A similar approach to mark schemes, with clear progression from the new GCSE to the new AS and A level.



# Pearson is recruiting for GCSE and GCE History

We have exciting opportunities to become an examiner for History and:

- get closer to the qualification you are teaching
- gain insight on National Standards
- grow your career.

To find out more please visit:

[www.edexcel.com/aa-recruitment](http://www.edexcel.com/aa-recruitment)

Information email: [aaresourcing@pearson.com](mailto:aaresourcing@pearson.com)



## Next steps

- Please complete your evaluation form for today's event
- Sign up to subject advisor updates: email [teachinghistory@pearson.com](mailto:teachinghistory@pearson.com)
- Visit the website to download further copies of the draft specification and support materials: [www.edexcel.com/gcsehistory16](http://www.edexcel.com/gcsehistory16)



# Questions?