

Pearson Edexcel GCSE History

American West Amendments Event

Online event
18 May 2021

First teaching in Sept 2016

Spec first assessment 2018

First assessment with amended spec 2022



Pearson



Aims



This GCSE History event will allow delegates to:



Learn about the amendments that have been made to *Option P3 The American West, c1835–c1895* for Issue 3 of the GCSE (9-1) History specification



Consider any adjustments which they may wish to make to their teaching.



Ask questions, share teaching ideas and good practice, and find out more about the support available.

Agenda

16.00–16.10	Introduction and update
16.10–16.30	The reasons for the changes to the American West option
16.30–16.50	How has the content for the American West changed?
16.50–16.55	How might these changes affect your planning?
16.55–17.00	What support is available to help you?

The key message

- Issue 3 of the GCSE History specification has introduced changes to the content of the American West option.
- Issue 3 has been published and is now 'live' ([here](#)).
- The changes to the American West content have clarified what students need to learn and will aid teachers.
- No new content has been added, and no resources which departments have bought/made are obsolete.
- The assessment of the topic has not changed.

Changes to the specification

Issue 3 has brought with it the following changes to Pearson Edexcel GCSE (9-1) History:

- The introduction of a new Paper 1 Option 13, *Migrants in Britain, c800–present*.
- Amendments to the content of the American West.
- Minor amendments to improve the readability of some questions on exam papers.
- Minor grammatical or punctuation changes throughout the specification for clarity.

Paper 1 Option 13: Migrants in Britain, c800–present and Notting Hill, c1948–c1970

- This is a new option for Paper 1.
- It is available for first teaching from September 2021, with first assessment 2022.
- It follows the style and assessment of the other Paper 1 Thematic Study with Historic Environment options.
- Pearson and other publishers will soon be publishing textbooks, revision guides and other support materials.

NB You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

Minor amendments to the readability of exam questions

- Every question with a stimulus box will now have the word '**may**' in bold. The box is also smaller.
 - Paper 1 – Q4, Q5/6
 - Paper 2 Booklet P – Q2
 - Paper 2 Booklet B – Q1(b), Q(c)(i)/(ii)
 - Paper 3 – Q2

2 Write a narrative account analysing the ways in which the cattle industry grew in the years 1865–74.

You **may** use the following in your answer:

- the Goodnight-Loving Trail (1866)
- the introduction of barbed wire (1874)

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

- Italics and bold added to key words in Paper 3, Q3(a)–(d).
- The assessment and wording of questions has not changed.

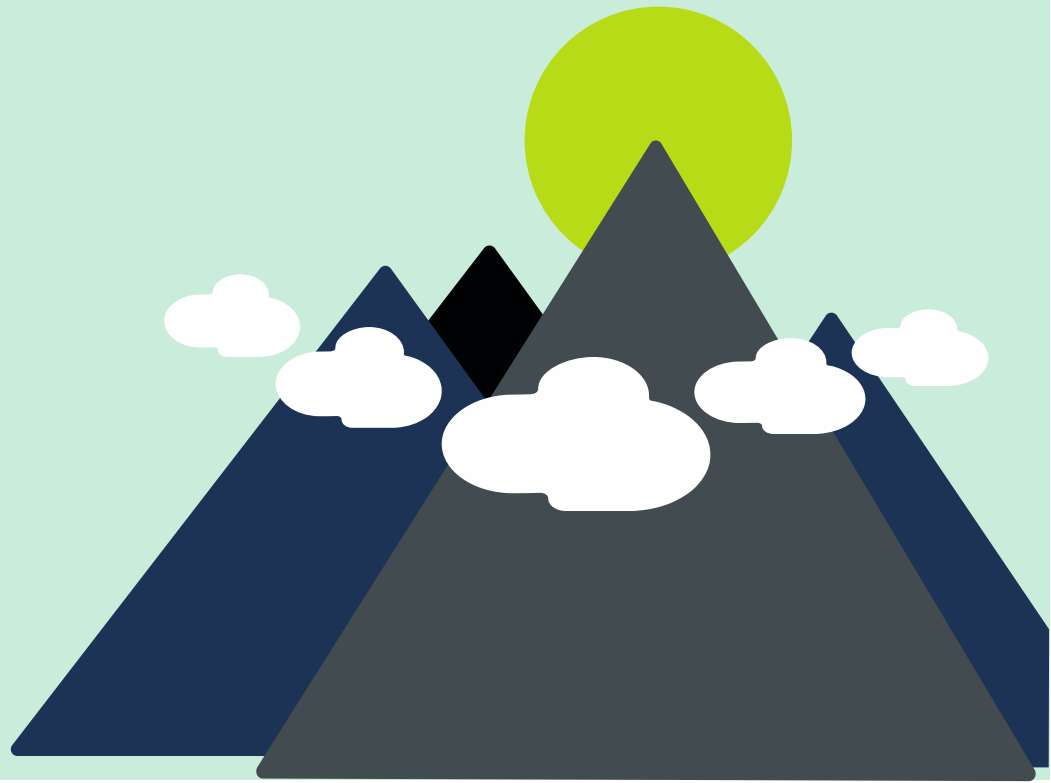
General changes for clarification

- Some changes have been made to clarify what is intended by content.
- These have not added, deleted or changed content.
- A full list of changes is available ([here](#)).

E.g. Paper 2 Option P2, KT1 ST1 – ‘Atlantic Triangle’ clarified as ‘Atlantic Trade Triangle’.

Paper 3 Option 33, KT2 ST1 – date (1961) added to ‘Anniston bomb’.

The reasons for the changes to the American West option content



Why were the changes made?

Overall, the changes fall into one of three reasons:

- To clarify the content
- To reorganise the content
- To remove some unnecessary minor content.

The changes have not added any new content to be taught.

To clarify the content

- Some changes have been made to help teachers to better understand what was intended by the content.
- These changes are intended to avoid confusion or teaching unnecessary content.

E.g.

Key Topic 1, sub-topic 3

‘The Fort Laramie Treaty 1851’ has been clarified as the
‘first Fort Laramie Treaty (1851)’

To reorganise the content

- Some changes were made to regroup the content in a way that emphasises the ongoing narrative threads found in a Period study, and that teachers may find easier to teach and students to revise.
- These changes are intended to help students to better grasp the links within and across key topics.

E.g.

Key Topic 2

The content relating to the Homestead Act (1862) has been grouped with the content on the problems faced by homesteaders.

To remove some unnecessary minor content

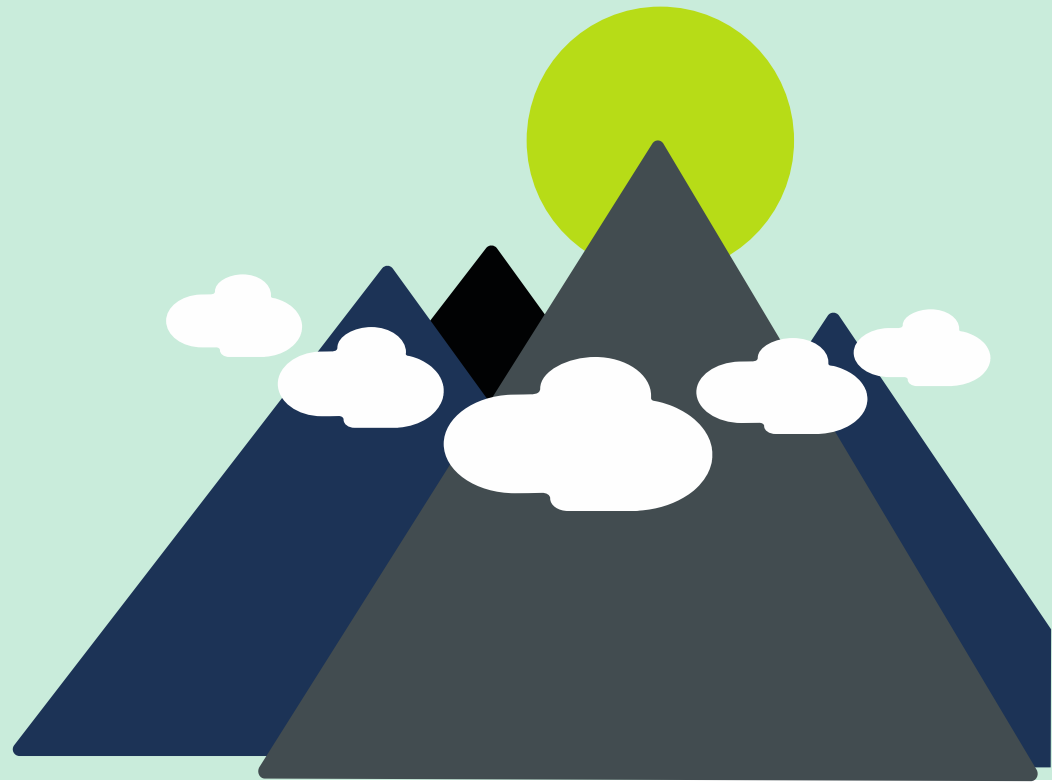
- Some content was removed since it was of minor significance.
- This will aid teachers in focusing on the key information which needs to be taught.
- If this content has already been taught, it can still be used to support an answer, if relevant to the question.

E.g.

Key Topic 2, sub-topic 1

Civil War and post-war reconstruction has been removed

How has the content for the American West changed?

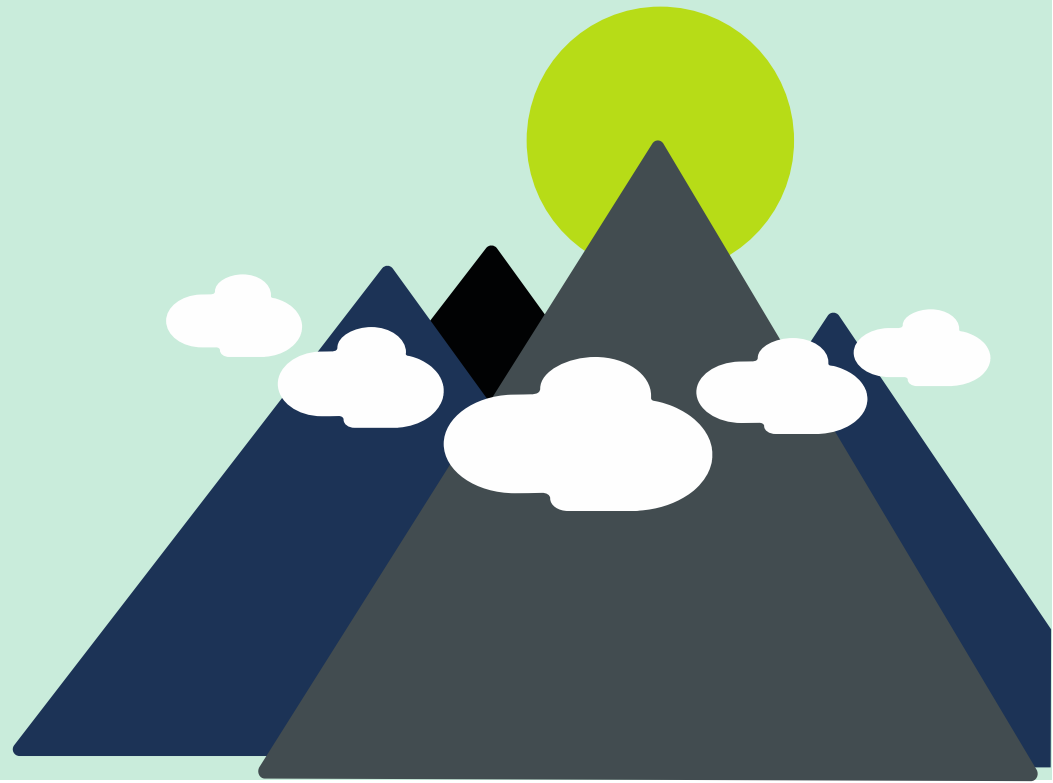


Identifying the changes

To identify the changes, there are two documents that will be useful for you:

- Amendments to option P3 The American West c1835–c1895 (April 2021)
 - Main document is a summary of the key changes
 - The appendix contains a detailed list of changes and a copy of the content with ‘tracked changes’ visible.
- GCSE History specification
 - Pages 34–35 for the option P3 content.

**How might these changes
affect your planning?**



The simplest answer is...

...the changes can affect your teaching and planning as much or as little as you want them to.

- Since no content has been added, and the assessment has not changed, all existing resources and planning can be used.
- However, you may wish to use this change as a chance to streamline or improve how you teach the option.

Possible impacts

- What possible changes (if any) are you already thinking about based upon what has been said?
- How will this affect your:
 - order of teaching
 - use of resources
 - structure of lessons
 - approach to revision?

Possible impact on planning

- Deleting lessons from the scheme of work?
- Number of lessons?
- Order of lessons?

Possible impact on lessons

- Changed focus of lessons?
- Language changes?
- Covering a former topic as a starter or homework task?

Possible impact on resources

- No published resources are obsolete, but do you need everything on the page?
- A chance to trim down your own resources?
- Are resources hitting the focus you need?
- Could resources be reorganised?

What support is available to help you?



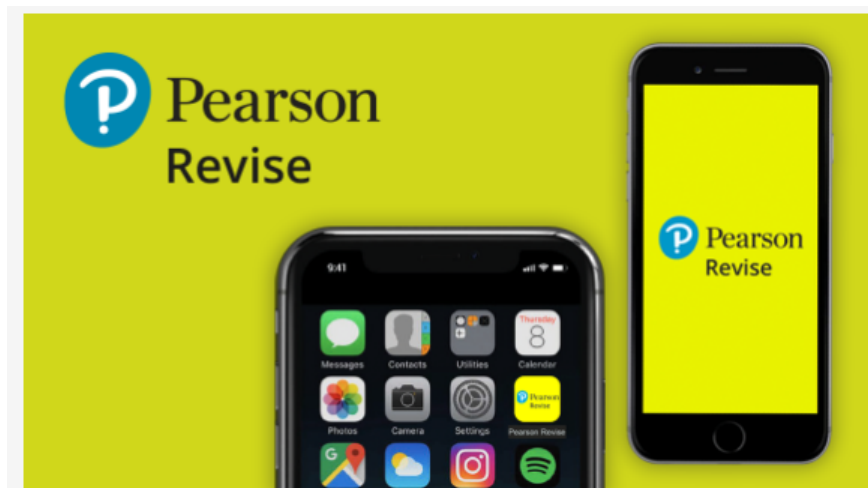
New support materials: Paper 2 guide

- The Paper 2 guide has been updated.
- It contains useful information on the assessment, as well as the content.
- It includes teaching strategies, as well as activities to help students with the second-order historical concepts.

Cause and consequence	
<i>For more able students, it can be a worthwhile exercise to consider that some consequences can be intended, whereas other consequences can be unintentional. Equally, a policy or action can fail in its intended purpose and still have as large consequences as successful events or actions. The first event has been given as an example, the teacher can add examples for the other two events. Being able to distinguish between unintended and intended consequences can help students to think analytically. If students are only able to link decisions and policies to specific intended outcomes, they may struggle to write with a breadth of analysis and knowledge.</i>	
Option for this example	P3: The American West, c1835–c1895
Consequences may be deliberate. However, often the consequences may also be unintended. Even events that did not succeed in their aims may have significant consequences.	
The Fort Laramie Treaty, 1851	<div>Intended consequence: Tribal territories were clearly marked out, which was the first step toward reservations. /5</div> <div>Unintended consequence: With the end of the 1834 Permanent Indian Frontier, more white settlers moved into tribal territory. /5</div>
	<div>Intended consequence: /5</div> <div>Unintended consequence: /5</div>
	<div>Intended consequence: /5</div> <div>Unintended consequence: /5</div>
<p>1) For each of the events above, identify:</p> <ol style="list-style-type: none">One consequence that was intended.One consequence that was unintended (e.g. something that was not deliberate).In the small box at the end of each answer space, assign the consequence a score from 1–5 for how significant you consider it to be (1= a minor consequence with little significance, 5= a major consequence with significant impact). <p>2) In your opinion, do the intended or unintended consequences of these developments seem more significant? Explain your answer.</p>	

New support materials: Revise App

- Revise App (from Publishing team, but free) <https://revise.pearson.com/>



Free new revision app

Download from your app store from September 2020

The new Pearson Revise app shows you all your revision topics in one place. You can test yourself, to check what you already know or what you need to work on, and keep track of your progress. There's also the option to link to relevant content in the Pearson Revise Edexcel Revision Guides as needed.

- All your revision topics in one place. Quick quizzes covering all topics for the Edexcel GCSE.
- Track what you know and what you need to work on.
- Links directly to relevant sections of your Pearson Revise Revision Guide.*
- Available for Pearson Edexcel GCSE (9-1) maths, history, sciences and business.

- The available content includes revision questions for the American West option.

New support materials: The American West knowledge booster

- Available now on our support page.
- Designed to support students with AO1 Knowledge and understanding.
- Quizzes, not exam-style questions – covering the whole topic.
- If popular/useful we will try to create more for other Paper 2 topics.
 - There is also an Early Elizabethan England knowledge booster on the website.

Edexcel training events

- Materials from previous Edexcel training events are available on the website:
 - Autumn 2020 network event on the significance question
 - Autumn 2019 network event on Paper 2
 - Autumn 2020 network event on revision strategies and planning.
- If there is specific training you want (or any resources), please mention it in the chat box or on the event review form.

Other support materials

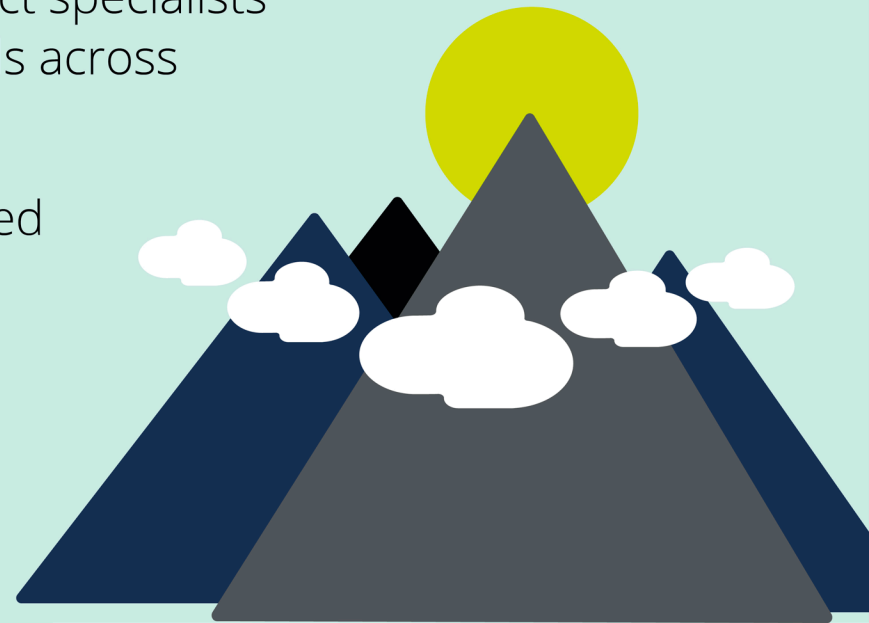
- New mock marking service for GCSE and A level (paid-for service)
<https://qualifications.pearson.com/en/campaigns/pearson-edexcel-mocks-service.html>
- Results Plus
- Updated Getting Started Guide
- Paper 1, 2 and 3 guides
- Topic booklets for all options
- Exemplar answers

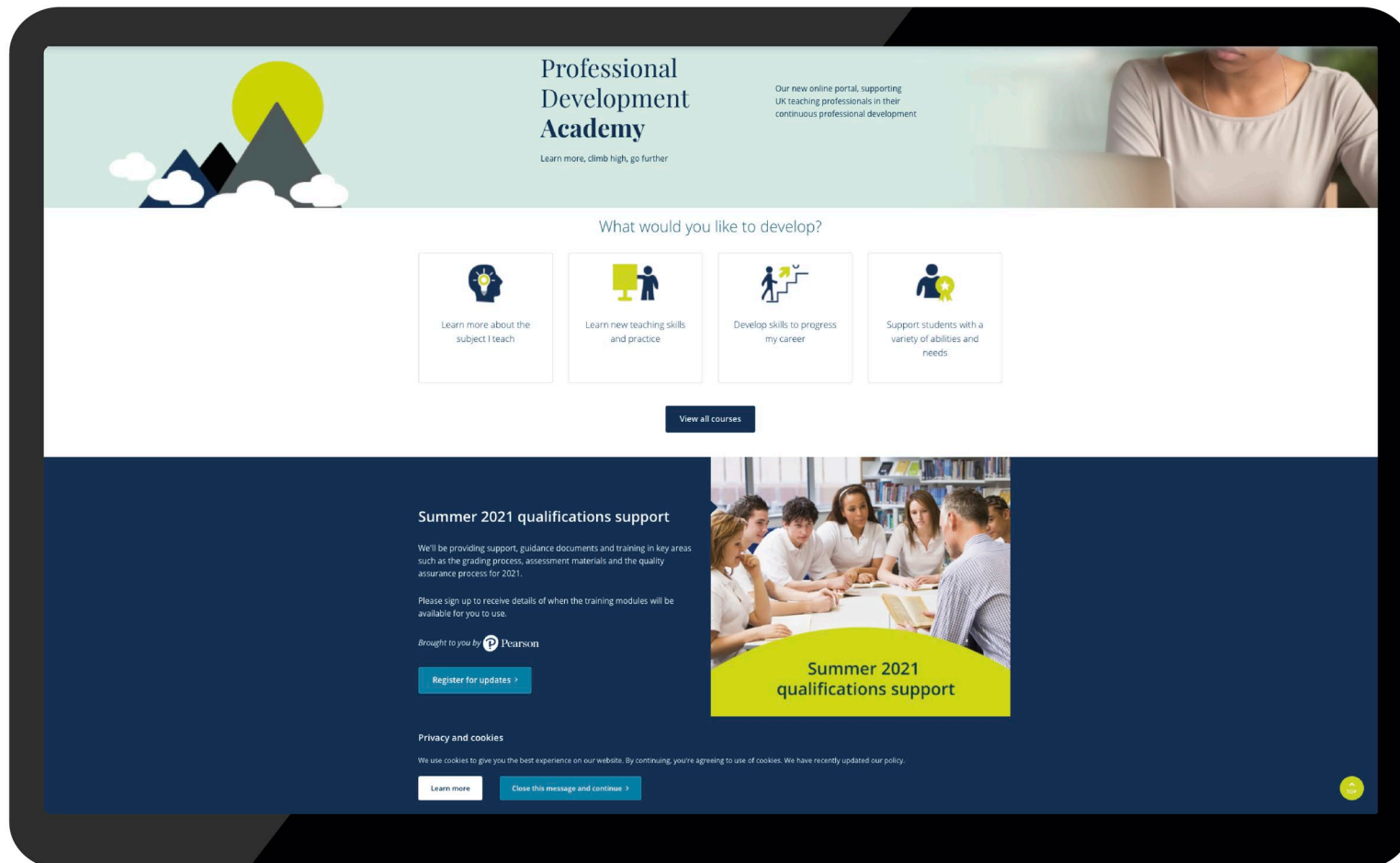
New resources are regularly being added and updated on the GCSE History [teaching and learning materials webpage](#).



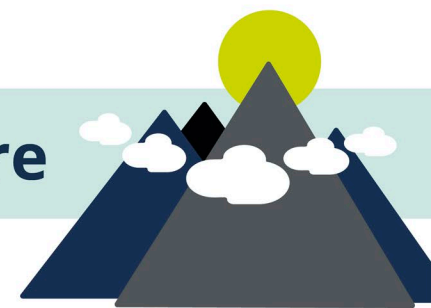
Professional Development Academy

- Easy and flexible access to a wide variety of courses designed to meet every teacher's individual career aspirations.
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Questions?

What can Pearson do for you?

