

GCSE History

Summer 2023 series
feedback event



Agenda

- Summer 2023 entry data
- Percentage outcomes, grade boundaries and statistics
- ResultsPlus and Access to Scripts
- Paper 1 Medicine and Paper 3 Germany
- Senior examiner feedback / exemplar student answers
- Summer 2024, upcoming support and training

Summer 2023 entry data



GCSE History entries

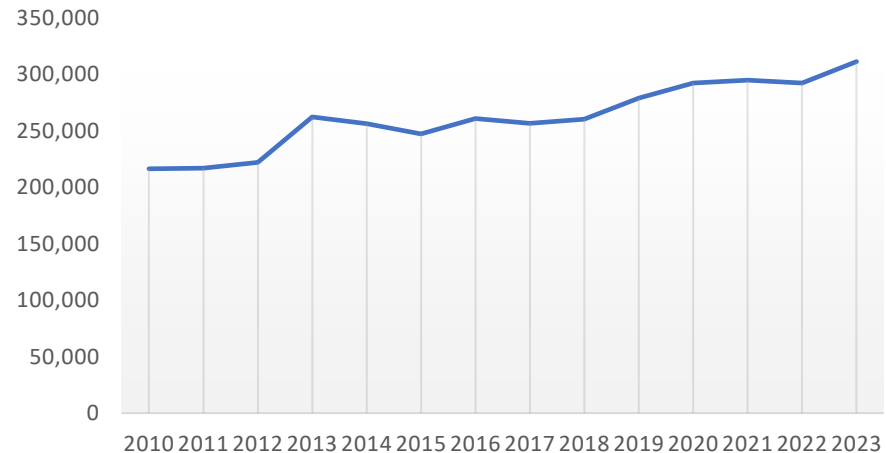
Total entries (all boards)

- GCSE History continues to be very popular.
- In Summer 2023, over 310,000 students entered for GCSE History – an increase of nearly 19,000 from the previous summer.

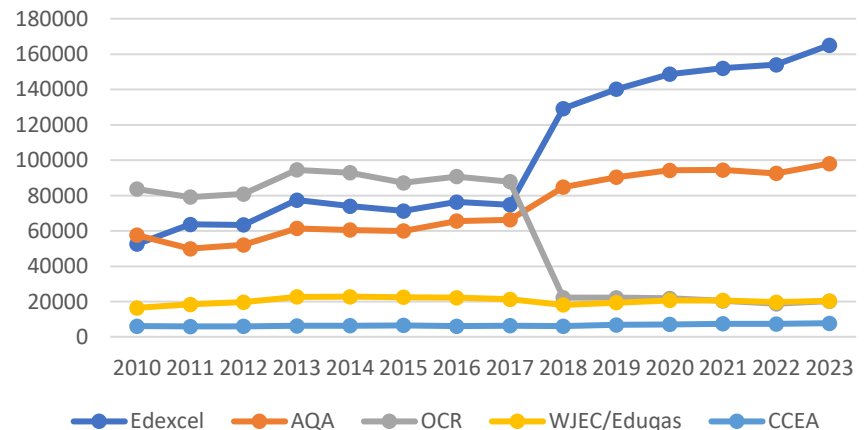
Pearson Edexcel

- We had 165,047 entries this summer.
- Our entries have increased c.27% since first assessment in 2018.
- This is largely due to increased cohort sizes (average 65 in 2018; 74 in 2023).

GCSE History entries (Eng/Wal/NI) 2010-23



GCSE History entries, 2010-23



Impact of Ebacc / looking ahead

- The introduction of Ebacc has driven the significant growth in GCSE History entries.
- As a result, more lower-attaining students are choosing to study GCSE History.
- The popularity of GCSE History is clearly positive! Feedback from students suggests they are enjoying studying the subject from KS3 onwards.
- However, we have received a lot of feedback from teachers about the volume of content and about exams being too difficult for some students.
- GCSE 9–1 specifications were designed to be more challenging: e.g., in History we saw the removal of internal assessment and the emphasis on knowledge over skills.
- The increased content demands have made it difficult for teachers to get through the content in the available teaching time – cf. optionality in summer 2022.
- **We are listening!**
- We are reviewing our assessment model to identify ways to improve the student experience.
- We are also considering what changes would improve GCSE History at next reform.

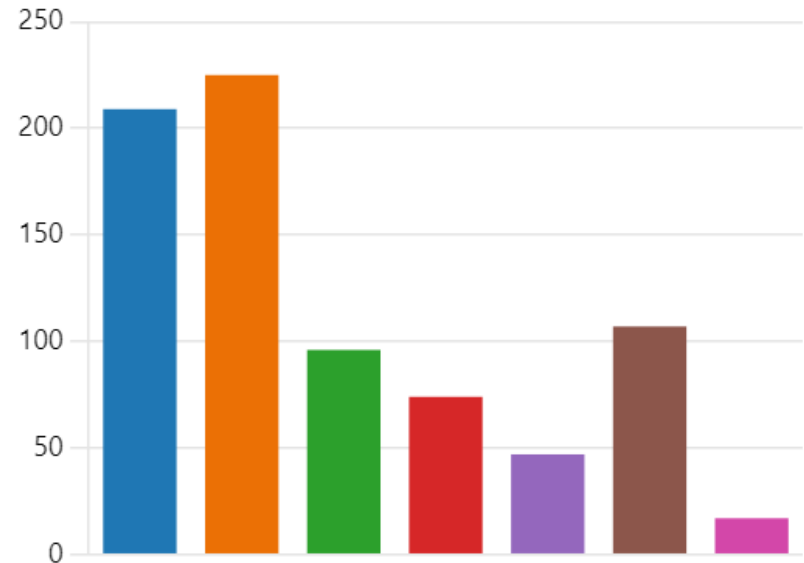
Student feedback

- Following this summer's exams we ran a student survey which had 412 responses.

1. Why did you choose to study GCSE History?
Please select any relevant choices.

[More Details](#)

● I enjoy reading about History	209
● I enjoyed History at Key Stage 3	225
● I intend to study History at A level	96
● The skills I learn will help me pursue my career	
● It fits well with my other subject...	47
● I had to study History or Geogra...	107
● Other	17



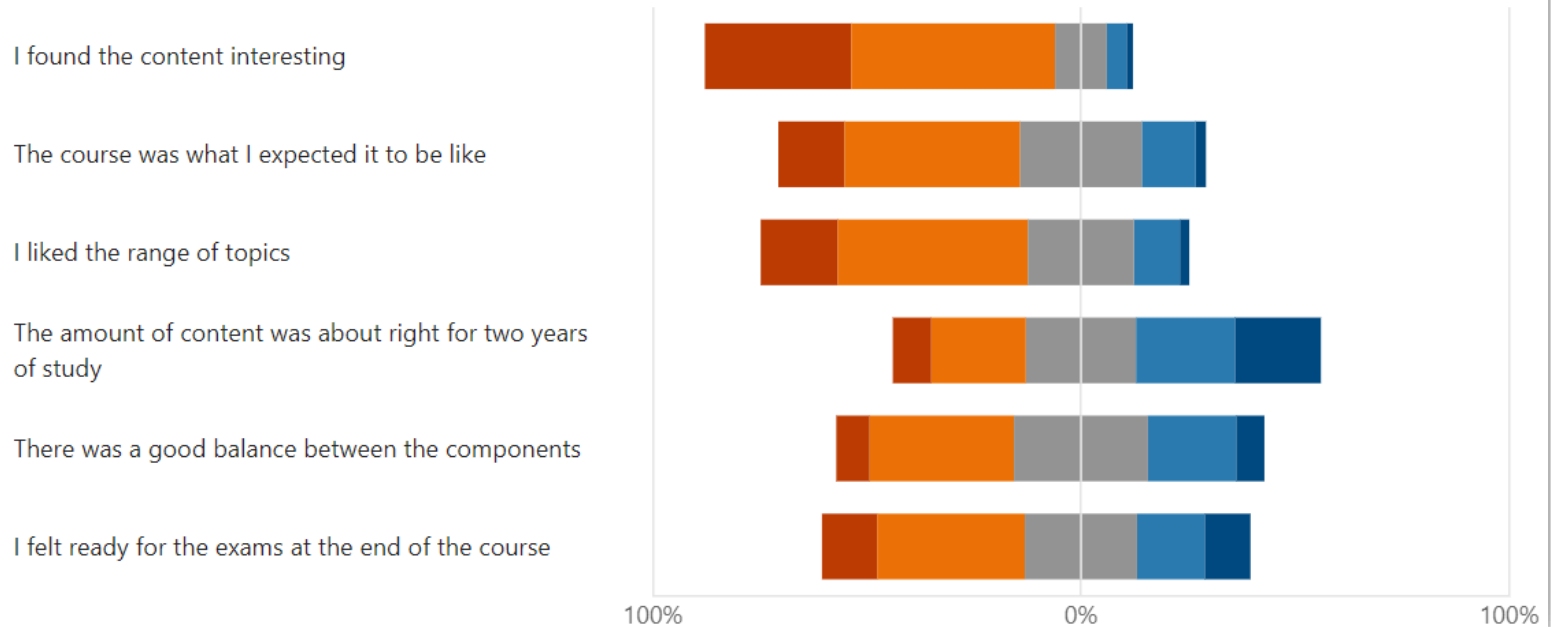
Student feedback

- Students clearly enjoy studying the content; however, they are less positive about the amount of content.

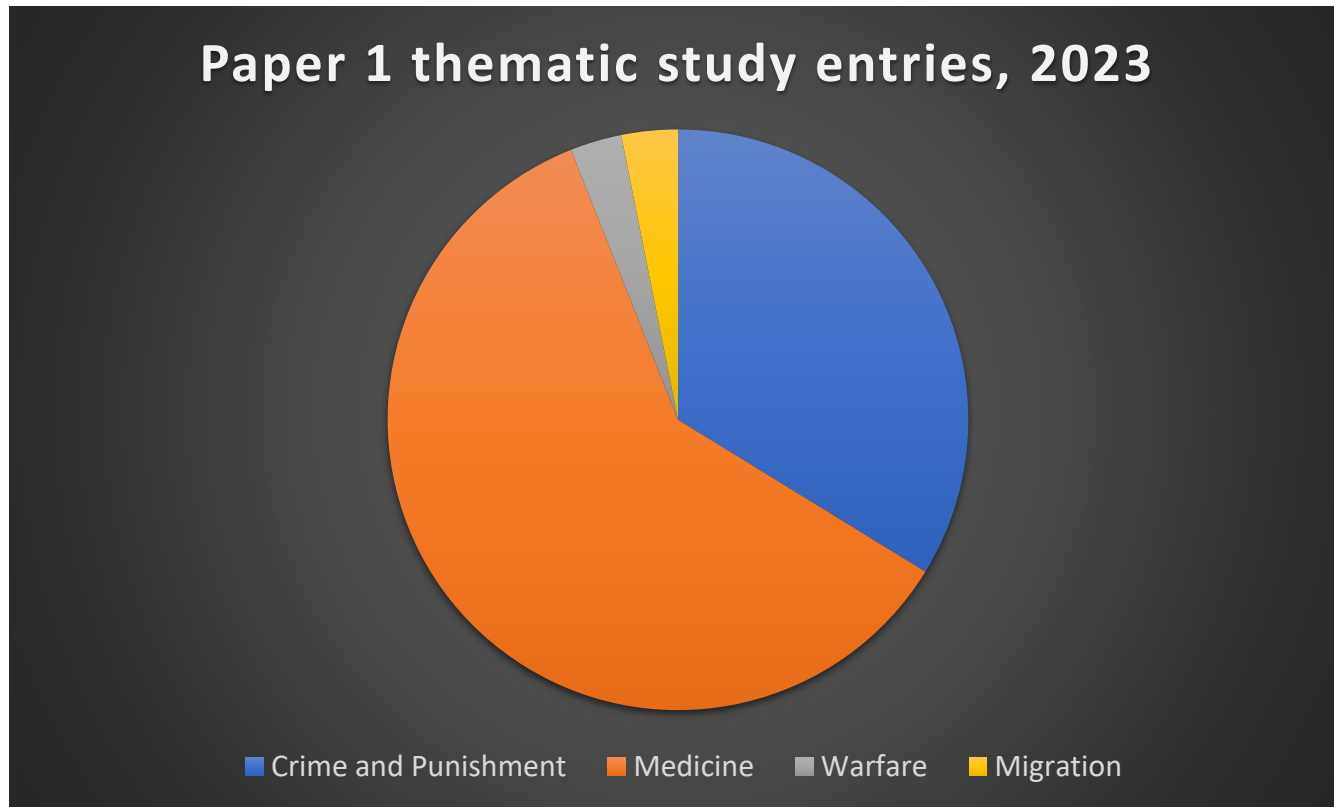
8. To what extent do you agree with the following statements about our GCSE History course?

[More Details](#)

Strongly agree Agree Neutral Disagree Strongly disagree

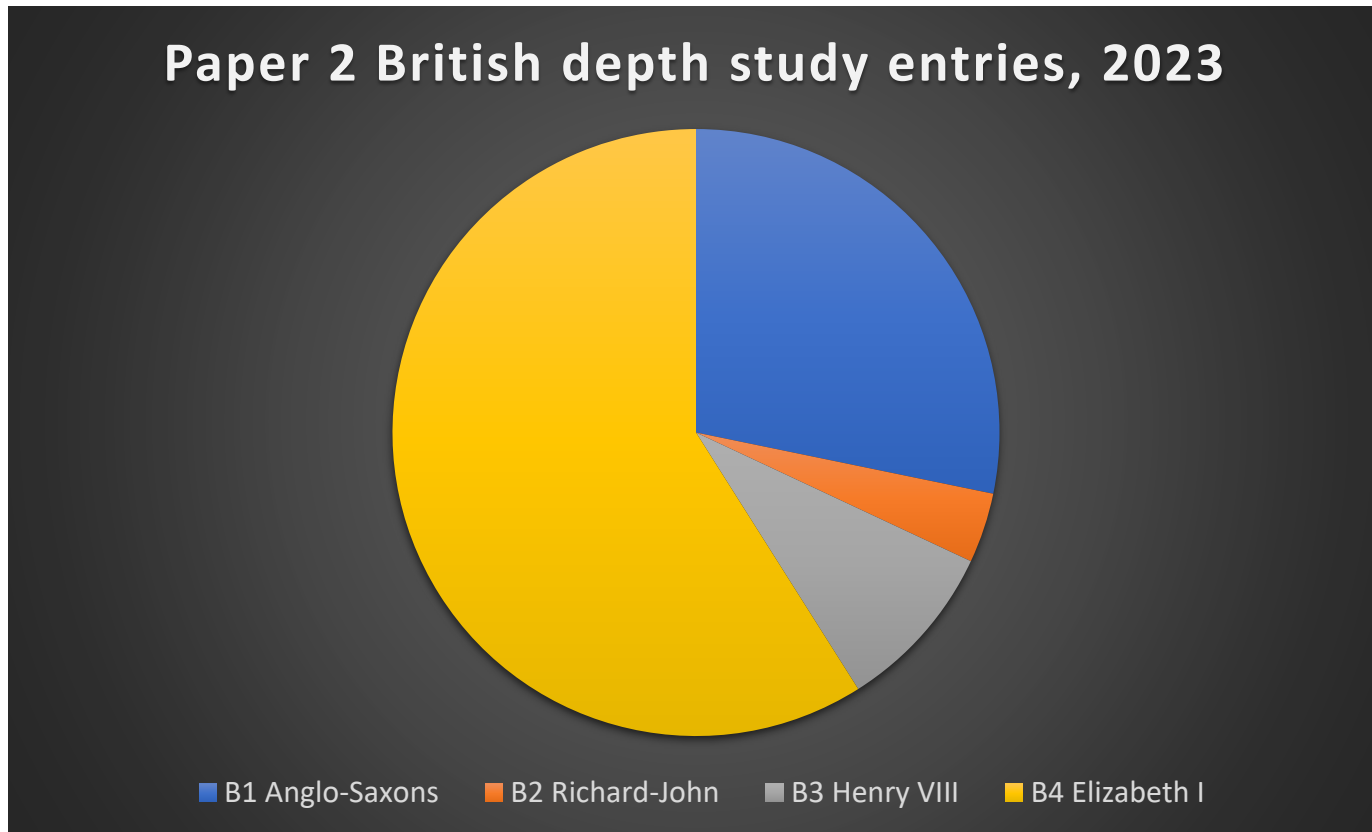


Paper 1 entries by option



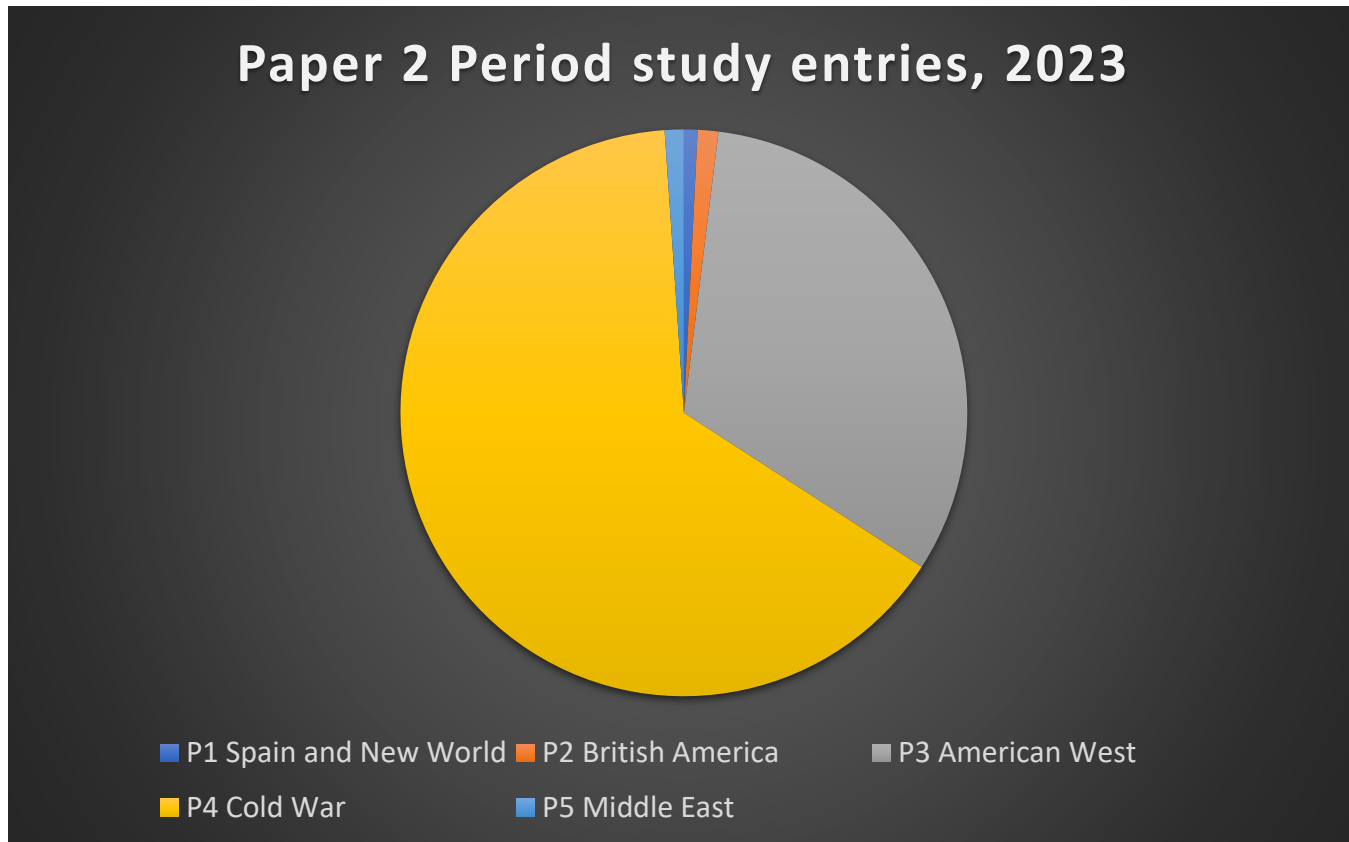
- **Medicine** continues to be the most popular thematic study, with 60% of entries.
- We were very pleased to see the rapid uptake of **Migrants in Britain** – this summer it overtook Warfare, with over 5000 entries from 64 centres.

Paper 2B entries by option



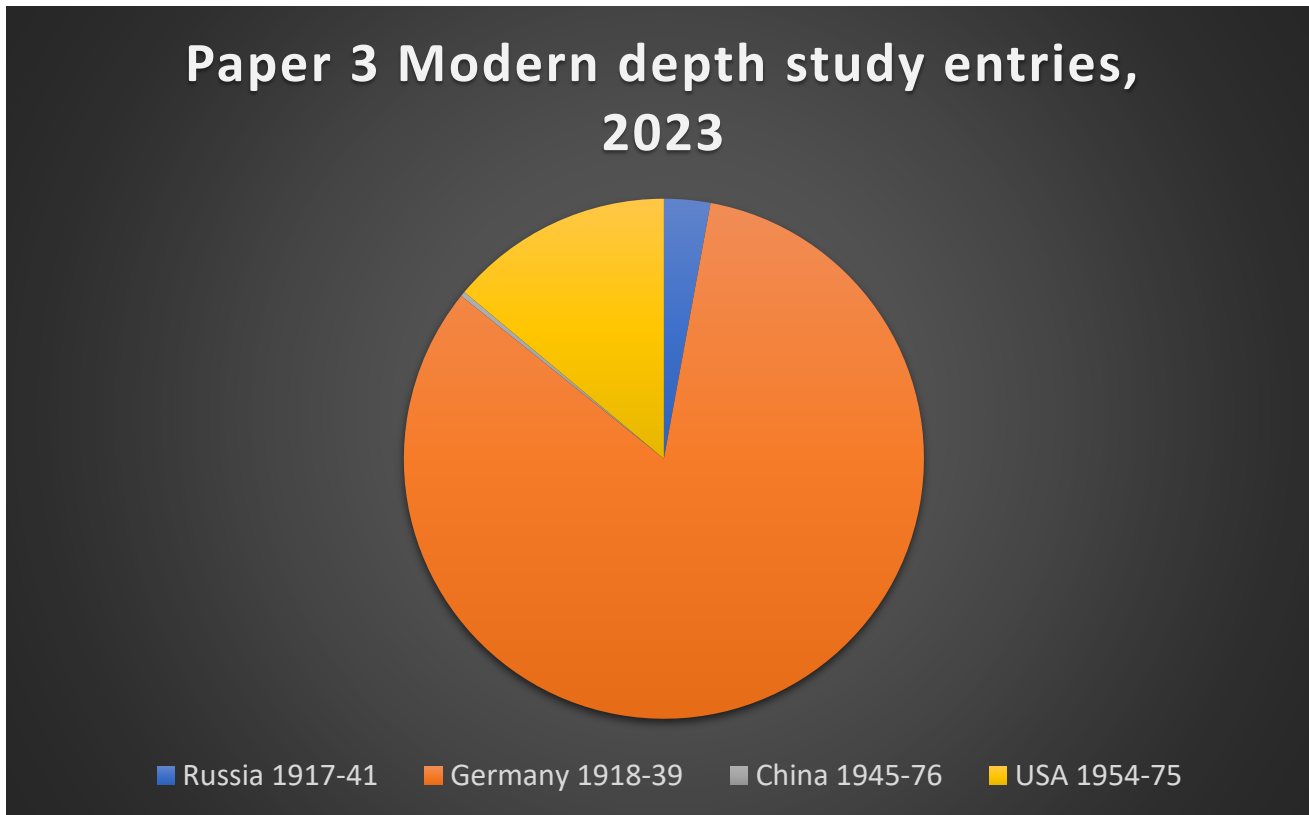
- **Early Elizabethan England** and **Anglo-Saxons and Normans** remain the most popular options (87% of British depth study entries).

Paper 2P entries by option



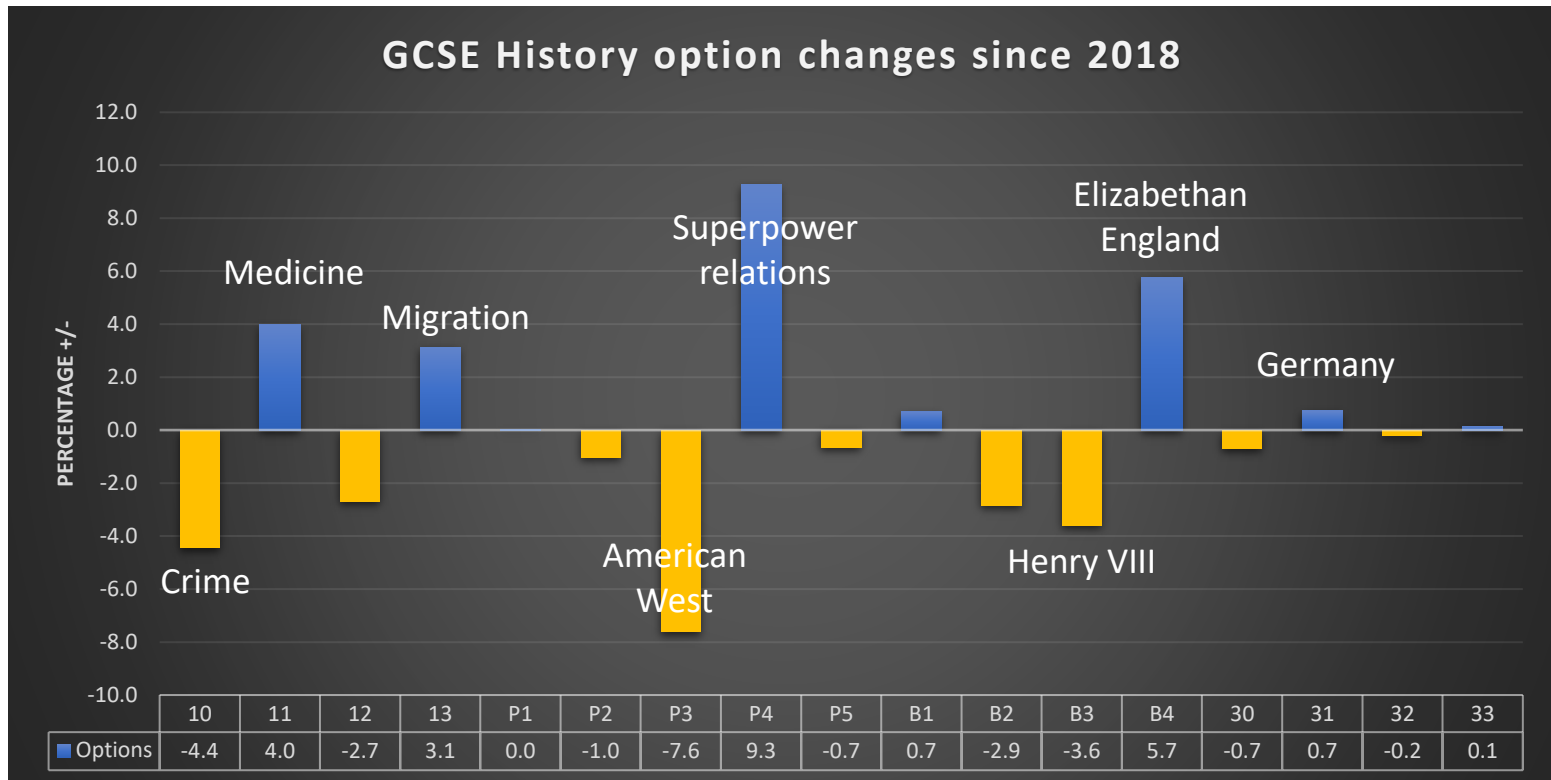
- **Superpower relations** and **American West** account for 97% of Period study entries.

Paper 3 entries by option



- **Germany** continues to dominate.
- Germany and **The USA** together account for 96% of Modern depth study entries.

Movement between options



- Centres have gravitated towards the bigger topics since 2018.
- Germany hasn't grown by much because it was already so dominant.

GCSE History topics: all exam boards

- The following JCQ data shows entries for each option in 2019.
- Edexcel's new Migration thematic study is growing rapidly.
- Popular topics like Germany dominate in all exam boards' specifications.

2019 entries across boards (Eng)	Type	Edexcel	AQA	OCR A	OCR B	Total	Percentage
Germany 1890-1945/1918-39/1925-55/1933-45	Non-Br depth/Period	116,464	49,798	3,430	15,805	185,497	73.3%
Medicine/Health	Thematic	79,675	67,332		10,400	157,407	62.2%
Elizabeth I/Elizabethans	British depth	76,253	51,244		7,930	135,427	53.5%
Cold War 1941-91/Conflict and tension 1945-1972	Period/Non-Br depth	78,583	20,245			98,828	39.1%
Anglo-Saxons/Norman Conquest	British depth	40,452	32,084		7,755	80,291	31.7%
American West 1835-95/1840-95/C19 Making of Am	Period	56,493	9,128		14,160	79,781	31.5%
Crime and Punishment	Thematic	54,260			4,280	58,540	23.1%
USA 1919-48/1920-73/1954-75/1945-74	Non-Br depth/Period	19,293	27,475	1,860		48,628	19.2%
Conflict and tension 1918-1939	Non-Br depth		37,688			37,688	14.9%
Power	Thematic		15,545	2,525		18,070	7.1%
Henry VIII	British depth	17,183				17,183	6.8%
Conflict and tension in Asia 1950-1975	Non-Br depth		17,081			17,081	6.8%
Conflict and tension 1894-1918	Non-Br depth		14,641			14,641	5.8%
Migration	Thematic		7,501	1,040	1,320	9,861	3.9%
Warfare	Thematic	7,127		1,925		9,052	3.6%
Russia 1917-41/1894-1945	Non-Br depth/Period	4,670	3,977			8,647	3.4%
Richard-John	British depth	7,174				7,174	2.8%
International relations 1918-75	Period			5,490		5,490	2.2%
Restoration England	British depth		4,338			4,338	1.7%
Edward I	British depth		2,711			2,711	1.1%
English Reformation	British depth			2,525		2,525	1.0%
British America 1713-81	Period	2,483				2,483	1.0%
Middle East 1945-95	Period	2,341				2,341	0.9%
Personal Rule to Restoration	British depth			1,925		1,925	0.8%
Viking Expansion, c750-c1050	Period				1,620	1,620	0.6%
Aztecs and Spanish Conquest 1490-1555/1519-35	Period/Non-Br depth	1,162			195	1,357	0.5%
Empire/Britain 1688–c.1730	British depth			1,040		1,040	0.4%
Conflict and tension in Gulf and Afghan 1990-2009	Non-Br depth		723			723	0.3%
China 1945-76/1950-81	Non-Br depth	635		70		705	0.3%
Brit Peace&war 1900-18	British depth				315	315	0.1%
Mughal Empire, 1526-1707	Period				220	220	0.1%
South Africa 1960-94	Non-Br depth			130		130	0.1%
1st Crusade, c1070-1100	Non-Br depth				0	0	0.0%

Percentage outcomes, grade boundaries and statistics



Grading outcomes in 2023

- **Grade statistics** are available on our website:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-statistics.html>
- For Summer 2023, the approach all exam boards have taken was to return to pre-pandemic grading. The outcomes of the GCSE History award this summer were therefore in line with Summer 2019.
- Combined cumulative % outcomes for Edexcel GCSE History over time:

Edexcel	9	8	7	6	5	4	3	2	1	U
2018	4.8	13.2	23.9	37.4	51.0	63.1	78.3	89.9	97.3	100.0
2019	4.8	12.7	23.4	36.7	50.1	62.3	77.4	89.0	96.8	100.0
2020	6.6	15.9	28.1	42.8	57.8	73.4	86.6	94.6	99.0	100.0
2021(A)	6.8	16.6	29.3	44.6	59.9	74.6	86.9	94.5	98.5	100.0
2021(B)	9.1	20.8	34.2	48.9	63.1	76.5	87.2	94.6	98.4	100.0
2021	7.3	17.4	30.3	45.4	60.6	75.0	87.0	94.6	98.5	100.0
2022(A)	6.8	15.8	27.7	42.1	56.6	69.2	83.5	92.7	97.8	100.0
2022(B)	11.0	21.9	33.6	48.2	61.5	72.8	83.7	92.0	97.2	100.0
2022	7.5	16.9	28.7	43.2	57.5	69.8	83.5	92.5	97.7	100.0
2023	5.3	14.0	24.9	38.1	51.0	62.8	77.6	88.9	96.7	100.0

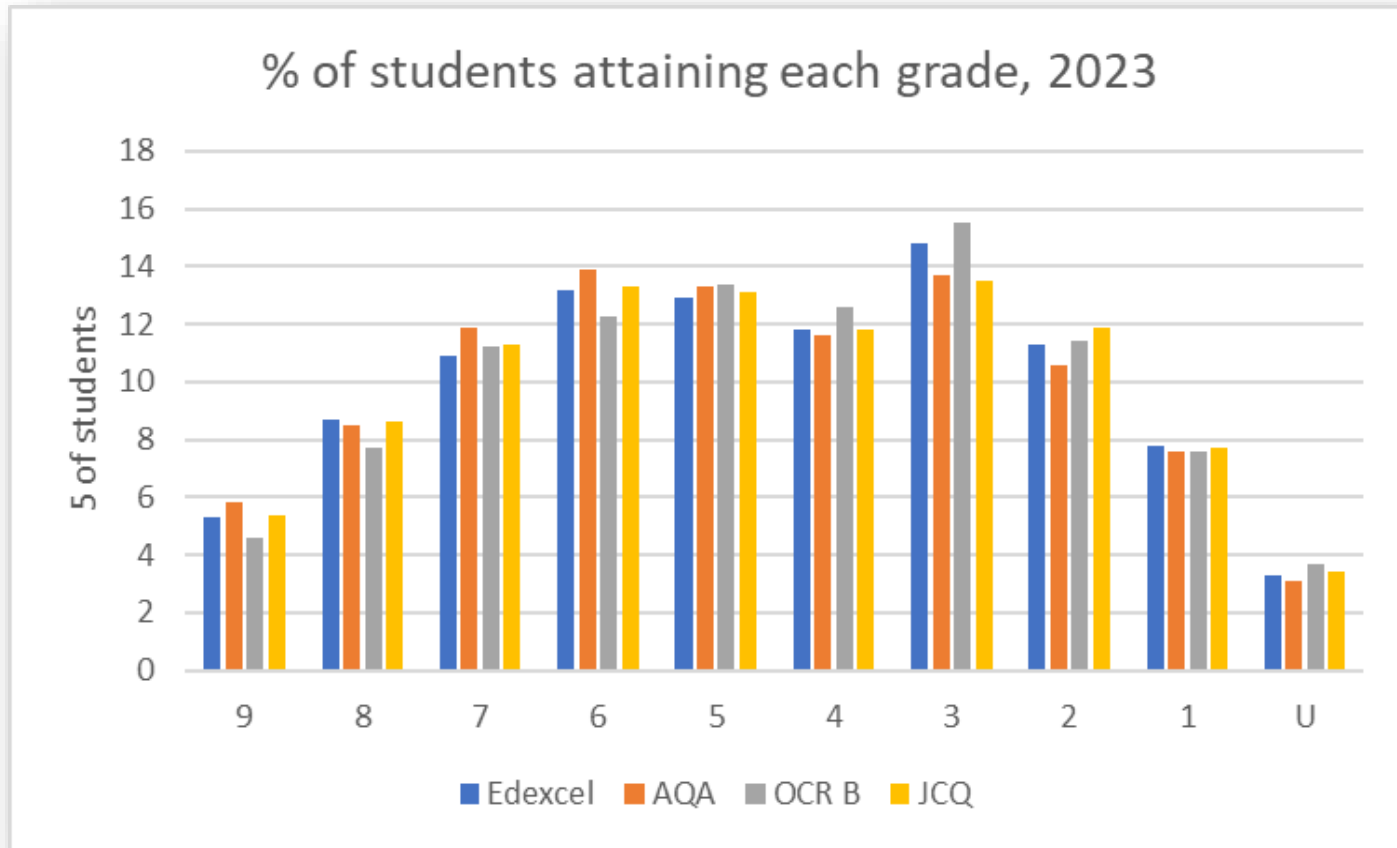
Grading outcomes in 2023

- The table shows the cumulative % outcomes at key grade boundaries for 2023 and 2019 across the main exam boards, with the JCQ data for England at the bottom.
- Edexcel awarded slightly more grade 9–7 compared to Summer 2019 – this was in line with technical and statistical data – the cohort was slightly more able at the top end.

Grade statistics - cumulative percentages

Edexcel	9	7	4
2019	4.8	23.4	62.3
2023	5.3	24.9	62.8
AQA	9	7	4
2019	5.6	26.3	65.6
2023	5.8	26.2	65.0
OCR A	9	7	4
2019	6.8	31.4	70.9
2023	9.3	34.7	72.6
OCR B	9	7	4
2019	5.1	24.2	62.4
2023	4.6	23.5	61.8
Eduqas	9	7	4
2019	4.9	23.6	62.0
2023	4.6	23.1	61.6
JCQ (Eng)	9	7	4
2019	5.1	24.6	63.6
2023	5.4	25.3	63.5

Grading outcomes in 2023



- The table shows the % outcomes at each grade for 2023 for Edexcel, AQA, OCR B and JCQ (All – England).

Grade boundaries

- You can find grade boundaries on our website:
<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>
- Subject-level grade boundaries** are available for each possible combination of topics available.
- This means we can adjust for any difference in level of demand on different options and award grades more accurately to reflect student performance, for example:

History			Max Mark	9	8	7	6	5	4	3	2	1	U
1HI0	History Paper(s) 10 2A 30	Subject	168	147	133	120	105	90	76	55	34	14	0
1HI0	History Paper(s) 10 2E 30	Subject	168	142	128	115	100	85	71	51	32	13	0
1HI0	History Paper(s) 10 2F 30	Subject	168	141	127	114	99	84	70	51	32	14	0

- Notional paper-level grade boundaries** are also available for each paper.
- Paper 2 codes are available on the subject page:
<https://qualifications.pearson.com/en/news-policy/subject-updates/history/gcse-history-grade-boundaries-summer-2023.html>

Grade boundaries

- Our **grade boundaries** were slightly higher in 2023 than they were in 2022 or 2019.
- The tables below show estimated average grade boundaries at key grade points across the main exam boards in 2023.

Edexcel	9	7	4	AQA	9	7	4	OCR B	9	7	4
2019	82%	67%	42%	2019	69%	55%	35%	2019	82%	67%	46%
2022	81%	66%	41%	2022	70%	56%	33%	2022	78%	63%	40%
2023	85%	69%	44%	2023	70%	56%	33%	2023	77%	60%	37%

- Grade boundaries can vary each year depending on how question papers perform.
- Increased grade boundaries mean that examiners are looking more for what students can do than what they can't. They also mean that students have been able to access more of the marks across the entire assessment.
- Mean marks in Summer 2023 were up on Summer 2022 and Summer 2019 across several popular options, suggesting more students found the papers accessible or were more familiar with the assessment requirements.
- Detailed information on mean marks by question and topic is available on the qualification page.

Mean mark trends: Medicine vs Germany

- The mean mark on Medicine has risen each year.
- Students on average perform better on Paper 1 than on Paper 3.

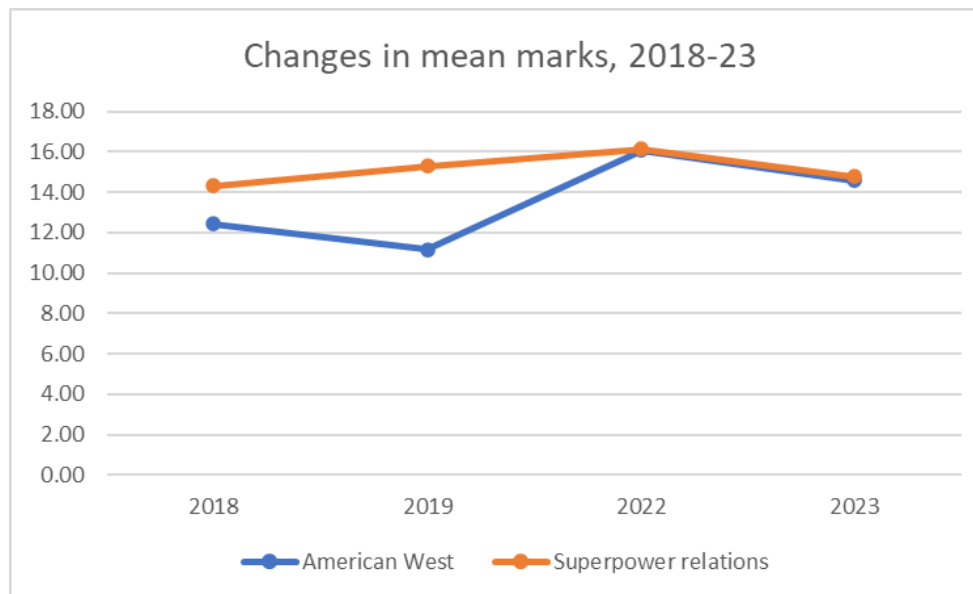
Series	Paper	Score	Total	Percent
2018	Paper 1 Medicine	27.63	52	53.1%
2018	Paper 3 Germany	25.93	52	49.9%
2019	Paper 1 Medicine	28.17	52	54.2%
2019	Paper 3 Germany	26.41	52	50.8%
2022	Paper 1 Medicine	26.06	48	54.3%
2022	Paper 3 Germany	28.56	52	54.9%
2023	Paper 1 Medicine	29.38	52	56.5%
2023	Paper 3 Germany	25.79	52	49.6%

NB no SPaG marks on Paper 1 in 2022.

- **Source utility** has performed consistently in each series on both papers, with average marks of 4.27 on Medicine and 4.19 on Germany, 2018-23.
- **Explain why** has performed better on Paper 1 than on Paper 3, with average marks of 6.36 on Medicine and 5.61 on Germany, 2018-23 (thematic vs depth?).
- The **judgement essay** on Paper 1 has performed better than the **interpretations essay** on Paper 3, with average marks of 8.05 on Medicine and 6.75 on Germany, 2018-23 (skills and choice?).

Mean mark trends: Am West vs Cold War

- The mean marks on American West have improved since 2018 and are now in line with those on Superpower relations.



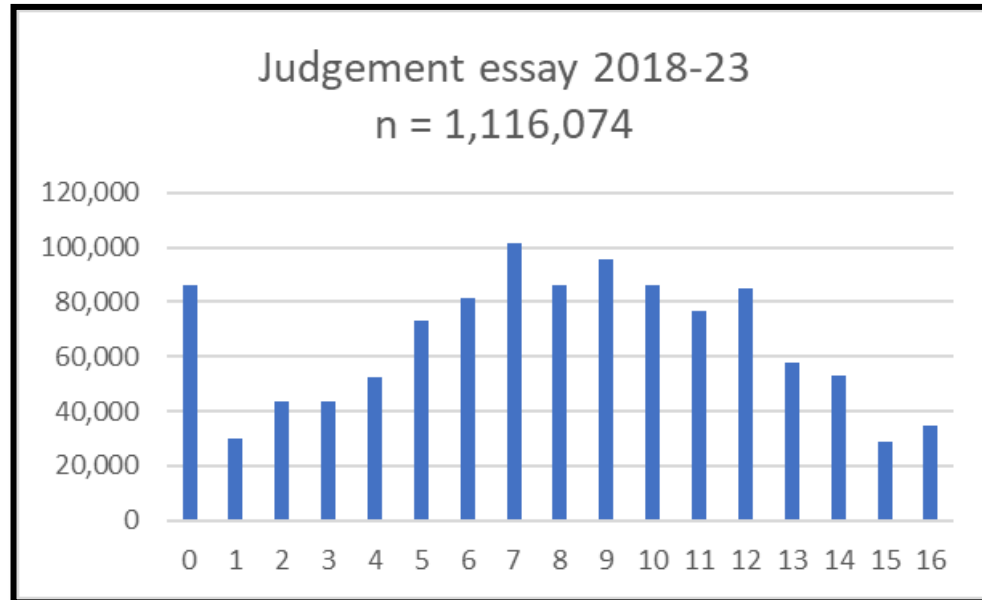
- Narrative account** performance has improved on American West, from 1.95 in 2018, 2.60 in 2019, to 3.53 in 2023. Superpower relations performance has been consistent.
- Importance of x for y** performance has also improved on American West, and again been consistent on Superpower relations.

Mean mark trends: question types

- The table below shows how each question type performed across all options in 2023, ordered by average mark given as a percentage.
- The column on the right shows performance in 2023 compared to 2019.
- Look through the data below – does this reflect your own students' experiences?

Paper	Qu.	Question type	AOs	marks	avge (2023)	avge % (2023)	avge mark as % 2023 vs 2019
Paper 3	3b	How interps differ	AO4	4	3.16	78.9%	3.1%
Paper 3	1	Source inference	AO3	4	2.71	67.8%	-3.8%
Paper 1	1	Describe two features	AO1	4	2.47	61.8%	8.0%
Paper 1	3	Similar/different	AO1/AO2	4	2.36	59.1%	8.2%
Paper 1	2b	Follow up enquiry	AO3	4	2.35	58.8%	12.1%
Paper 2B	1a	Describe two features	AO1	4	2.25	56.3%	-4.5%
Paper 3	3a	Source utility	AO3	8	4.37	54.7%	4.9%
Paper 1	2a	Source utility	AO3	8	4.37	54.6%	3.4%
Paper 1	4	Explain why...	AO1/AO2	12	6.24	52.0%	-1.6%
Paper 2P	3opt1	Importance of x for y	AO1/AO2	8	4.09	51.1%	5.3%
Paper 1	5/6	Judgement essay	AO1/AO2	16	8.10	50.6%	3.1%
Paper 2B	1b	Explain why...	AO1/AO2	12	5.96	49.7%	7.0%
Paper 2B	1c	Judgement essay	AO1/AO2	16	7.76	48.5%	3.5%
Paper 2P	2	Narrative analysis	AO1/AO2	8	3.79	47.4%	5.3%
Paper 3	3c	Why interps differ	AO4	4	1.87	46.8%	5.7%
Paper 2P	3opt2	Importance of x for y	AO1/AO2	8	3.43	42.8%	3.3%
Paper 3	3d	Interpretations essay	AO4	16	6.85	42.8%	1.8%
Paper 2P	1	Two consequences	AO1/AO2	8	3.40	42.5%	0.9%
Paper 3	2	Explain why...	AO1/AO2	12	4.66	38.8%	-10.1%

Mark distribution



In Summer 2023 the Norman Conquest essay asking about the main reasons for Harold's defeat at the Battle of Hastings still had c.10% zero marks

- The table above shows the distribution of marks for all students on the 16 mark 'judgement' essay question (Paper 1 and Paper 2B).
- The number of students scoring zero marks is not in line with what we would expect from a 'normal distribution' curve.
- The mean mark is 7.91; however, the curve shows a slight dip at 8 marks where we'd expect to see a plateau. The peak at 7 marks is because a few Level 2 students are being capped by the requirement to 'go beyond the stimulus points'.

Mark scheme amend: stimulus points cap

2	4–6	<ul style="list-style-type: none">• An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</p>
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- We have made a minor amendment to the **stimulus points cap** in the mark scheme – this has been approved by Ofqual.
- From exams in Summer 2024, the Level 2 cap will no longer exist on any question.
- The cap remains unchanged for higher levels.
- The Sample Assessment Materials have been updated to reflect this alongside some minor language amendments.
- The cap applies to the following questions:
 - **Explain why** (12 marks) – Paper 1, Paper 2B, Paper 3
 - **Judgement essay** (16 marks) – Paper 1, Paper 2B
 - **Narrative analysis** (8 marks) – Paper 2P

ResultsPlus and Access to Scripts



ResultsPlus



- ResultsPlus is our free results analysis tool which lets you analyse your students' results from the summer series:
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>
- Use your [Edexcel Online](#) account to log in – ask your Exams Officer to grant you ResultsPlus access if you don't currently have it. You will be able to:
 - view detailed analysis of your students' performance
 - identify areas where students could develop their learning further
 - compare student performance with class or national averages
 - use the data to support more effective teaching and learning.
- **Global data** (all students who entered for a qualification in a particular series) is available on ResultsPlus.
- We also create a spreadsheet for each series with the data tidied up. Look under the Guide dropdown on the GCSE History [Teaching and learning materials](#) tab.



GCSE History June 2023 Results Plus data
Global data from the June 2023 series
| XLSX 60.5 KB | 25 August 2023

Access to Scripts



- Use our **free Access to Scripts service** to view your students' marked exam scripts: <https://qualifications.pearson.com/en/support/Services/access-to-scripts.html>
- The service is available from results day until **15 December 2023**.
- This **case study** with a GCSE History centre offers ways you can use Access to Scripts:
<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/GCSE-History-Access-to-scripts-South-Bank-case-study.pdf>
 - understand student performance
 - professional development
 - model answers for classroom teaching
 - motivating and encouraging students.
- Plan time to use the service, e.g., to download scripts and set up departmental time to review them.
- Use Access to Scripts with ResultsPlus – the two complement each other.

Paper 1 Medicine and Paper 3 Germany



Paper 1 Medicine

- Question 5 on this paper contained an incorrect date. One of the stimulus points for the question, Sydenham's *Observationes Medicae*, was incorrectly stated as 1576 rather than 1676.
- This meant that in terms of turning points in the period c1500-c1700, the stimulus point placed Sydenham chronologically between Vesalius and Harvey, when the chronology should be Vesalius, Harvey, then Sydenham.
- As a result of the error in the stimulus it was decided that both the correct chronology and the given chronology would be treated as valid when rewarding responses.
- The majority of students used the date error as a matter of fact (i.e. copied out the date) and were not affected by the incorrect date. They were still able to provide a relevant argument then come to a judgment based on valid criteria. A substantial number of answers to this question were answered to a high standard.
- The mean marks on Question 5 and 6 this summer were comparable to the mean marks on these questions in Summer 2019.

Paper 1 Medicine

- Question 5 on this paper was an optional essay and 33 per cent of students answered it, compared to 67 per cent answering Question 6.
- The table below shows the mean marks at each grade point for Question 5 and 6:

Question	Average score	Max score	9	8	7	6	5	4	3	2	1	U
Q05	9.91	16	14.44	13.13	11.84	10.51	9.18	7.86	6.05	3.87	1.97	0.54
Q06	7.94	16	14.38	12.92	11.59	10.23	8.96	7.74	6.32	4.63	3.13	1.32

- At grades 9, 7 and 4 we can see that students performed at similar levels across both Question 5 and Question 6, with similar mean marks on each question.
- Performance on Question 6 was stronger at grades 3 and below.
- We found that higher attaining students were more likely to choose Question 5 than other students – possibly because it was a turning point question.
- This explains the higher overall mean mark on Question 5 compared to Question 6.

Paper 3 Germany

- Aspects of the package of sources and interpretations for Q3 were problematic.
- The provenance of **Source B** and its inclusion of cinema are on specification; radio and sport are not mentioned in the key topic this question is drawn from.
- Students were not expected to have specific knowledge of the use of radio in Weimar culture, and valid contextual knowledge of the wider period, including Nazi use of radio, was rewardable.
- Students could use knowledge to support inferences about cinema, which is specifically listed in the specification, or by referring more generally to the 'Golden Years' of economic recovery which meant people had more disposable income to spend on leisure and cultural activities.
- **Interpretation 1** refers to Weimar culture in the 1920s, but it also refers to the 1930s which is outside of the date range included in the question.
- References to the 1930s encouraged students to bring the 1930s into their own answers, and any use of contextual knowledge from the 1930s to validate the interpretation was valid. This included Nazi use of radio during Nazi rule as a validation of the power of radio. However, since the question specifically targets the years 1924-29, students were not required to go beyond 1929.

Paper 3 Germany

- Despite the issues identified, many students were able to answer the questions effectively and examiners saw some excellent responses.
- Overall, the performance on Weimar and Nazi Germany Paper 3 was comparable to Summer 2019 and the mean marks in both series was similar.

Question	Summer 2019 (mean)	Summer 2023 (mean)
1 (4 marks)	2.8	2.7
2 (12 marks)	6.0	4.4
3a (8 marks)	4.0	4.4
3b (4 marks)	3.1	3.1
3c (4 marks)	1.7	1.9
3d (16 marks)	6.5	6.7
3d SPaG (4 marks)	2.6	2.4
Total (52 marks)	26.4	25.8

- It was **Question 2** which performed least well. This ‘Explain why’ question was on specification, but students found it challenging.
- We have to acknowledge this was a challenging question. Feedback from teachers told us the stimulus points could have been more helpful to lower-attaining students.
- This is also evident from the number of students who simply did not attempt the question.

Paper 3 Germany

- The table below shows the difference in % of zero marks 2023 vs 2019:

Question	Change in % of zero marks
Question 1	-1.0%
Question 2	+11.0%
Question 3 (part a)	+1.9%
Question 3 (part b)	+2.1%
Question 3 (part c)	-3.7%
Question 3 (part d)	+1.3%

- Overall, in Summer 2023 we saw more zero marks than in Summer 2019 on Paper 3.
- When students perform less well on a question, we can address this through the setting of grade boundaries, but if a student doesn't attempt a question they can't receive any marks.
- Notional grade boundaries on Paper 3 Germany in 2023 were similar to those in 2019 because the mean marks were comparable between the two series.
- The proportions of students scoring zero marks on certain questions is a priority issue in our review of the assessment model.

Paper 3 Germany replacement Question 3

Paper 3 Weimar and Nazi Germany Source C

- Source C originally contained two sections of the painting 'Big City' by Otto Dix.
- Having reviewed the source we have decided that it contains a stereotypical depiction which does not align with our Diversity, Equity and Inclusion commitments.
- We recognise that, as students develop their skills as historians, they may encounter sources, such as this one, that include words or images they find upsetting or challenging.
- We need to balance this against our greater responsibility to students as an exam board, and for this reason we have taken the decision to redact the source from this question paper.
- In light of this, and the feedback we have received from teachers regarding the package of sources and interpretations, we have decided to provide an alternative practice question 3 parts a-d which centres will be able to use for mock exams. We will provide more information about this later in the Autumn term.

Post-series review

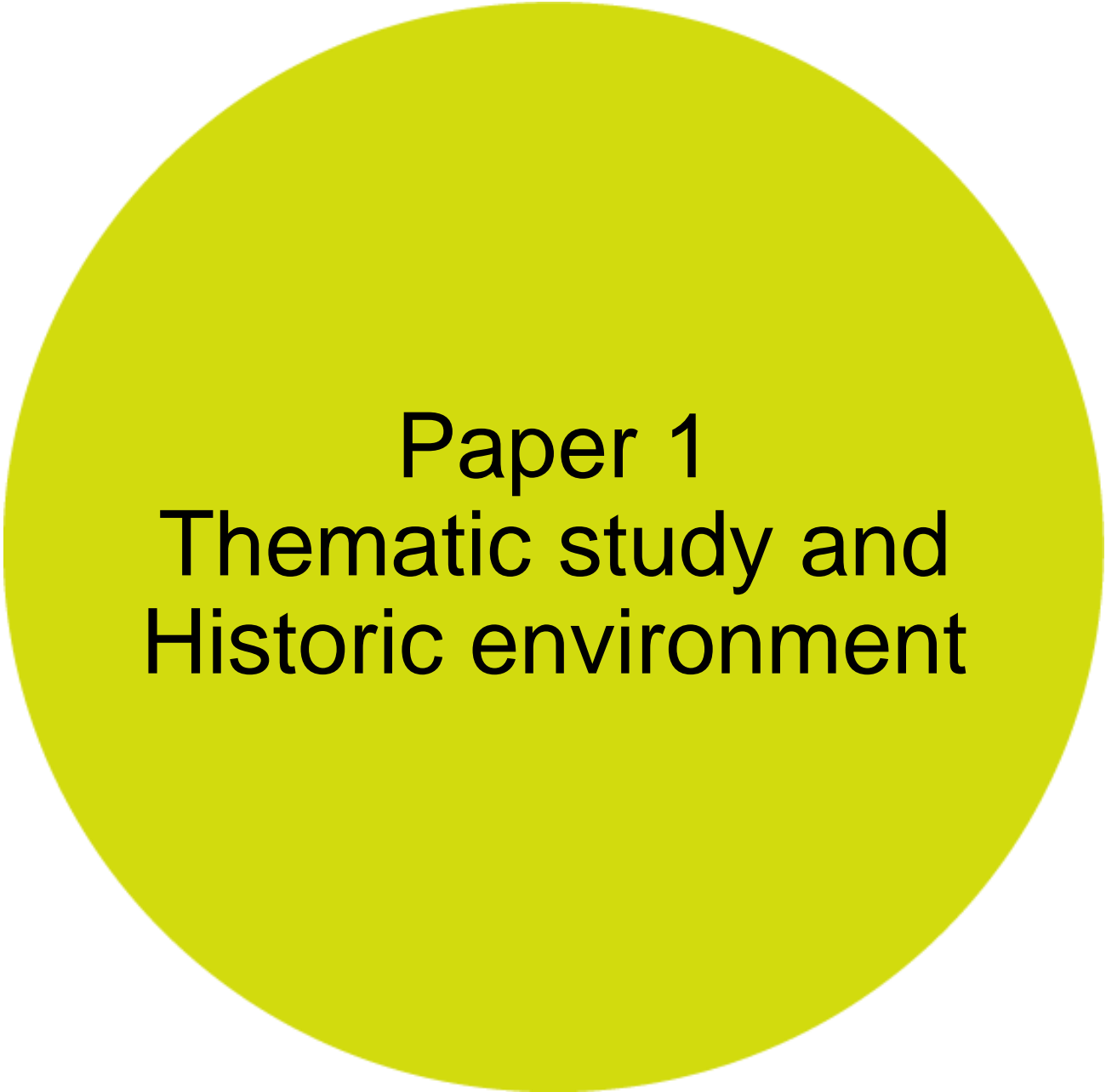
- This summer examination series has seen a return to the full GCSE History examination requirements for the first time since 2019. We appreciate fully the hard work which students put into their studies and revision, as well as the dedication and support which teachers provide.
- Our senior examiners and colleagues in the wider Pearson History team work very hard to ensure our assessments are error-free and we are very sorry for the issues that arose in this Summer's papers.
- We want to thank everyone who has taken the time to contact us directly and we really do value your input.
- We have had several conversations with teachers to ensure we fully understand your concerns and we have also gained useful insight via our Summer 2023 post-exam series teacher and student surveys.
- Our key priority is to ensure that future question papers are free from error, and we are currently in the process of reviewing our quality assurance processes.
- We are also carrying out a comprehensive review of our assessments in order to provide students with a better exam experience – more on this to follow.

Post-series review

- We are undertaking a rigorous review of our assessment in response to teacher feedback:
 - **Opening questions on Papers 1 and 2:** some teachers have said these opening questions are not consistently accessible to a wide range of students.
 - **More time in exams:** student surveys have raised this as an issue to address.
 - **Paper 3 assessment:** students are required to learn and revise a lot of content that is not assessed due to the skills-based enquiry focus of the assessment.
 - **Choice of questions:** we know students prefer a choice of questions and it can help improve the range of content being assessed. We also need to be mindful of keeping question papers clear and simple for students to navigate.
 - **Stimulus points:** we have successfully used stimulus in questions since 2001. We are reviewing them to ensure they are useful to as wide a range of students as possible.
- We may have to wait until reform to address some of these issues. However, we will try to incorporate improvements before reform where possible (***subject to Ofqual approval***).

Senior examiner feedback and exemplar student answers





Paper 1
Thematic study and
Historic environment

Paper 1 Thematic study and Historic env.

General comments

- Many students responded well to the examination papers for all four options and were clearly well-prepared in terms of both knowledge and understanding (AO1), the use of second-order concepts (AO2) and the source skills (AO3) required for Paper 1.
- For all four options, many students seemed confident on both the Historic environment and the Thematic study sections, and there were relatively few unfinished papers.
- Centres should remember that the Thematic study focuses on change and continuity over time, and therefore a good sense of chronology is vital. Students should be familiar with the dates and names given to the different time periods in the Thematic study. Students also need a clear understanding of the key themes and the factors involved in the Thematic study as identified in the specification (see "The process of change" box).

Paper 1 Historic environment – question 1

Describe two features – what went well

- This four-mark question asks students to identify key features of something named in the specification. (This question type and mark scheme are identical to Paper 2 British depth study Q1.)
- Many students were awarded full marks by giving a valid feature (1 mark) with supporting information (1 mark) – e.g., contextual detail or some explanation of each feature’s importance – for both responses.
- Overall, the mean mark for this question across the four options was higher in 2023 than it was in the previous three series.

This response from Notting Hill exemplifies the type of answer that was rewarded full marks.

1 Describe **two** features of the British Black Panther movement in Notting Hill.

Feature 1

One feature of the British Black Panthers was that it was founded after and named after the American Black Panther group. They did this because the American Black Panthers were a well supported black activism group, so by modeling themselves after they hoped for similar notoriety.

Paper 1 Historic environment – question 1

Describe two features – room for improvement

- Some students gave generic comments which did not relate to the focus of the question and could not be rewarded. On Medicine, for example, a number of students did not focus on the **transporting** of soldiers away from the battleground.

1 Describe **two** features of the problems involved in transporting wounded soldiers away from the battleground.

The soldiers could die on the way. So there has to be someone who is making sure the soldier stays alive.

This is not a problem involved in transporting wounded soldiers from the battlefield so scored zero marks

- Students should remember there is a maximum of 2 marks available for each key feature. Some responses used up valuable examination time by writing far more than was necessary.
- The Whitechapel question (growth of socialism) was not well-answered compared to the other three options. All four options are awarded separately, but we're reviewing the performance of these questions.

Paper 1 Historic environment – question 2a

Clarifying our required approach to source utility questions

- Students only need to deal with one relevant aspect of provenance (nature, origin, or purpose), they do not need to deal with all three. At Level 3, students should show how the provenance affects the usefulness of the source content, e.g., linking the fact that someone was writing to their family to examine the specific content of a letter.
- Students must comment on **source content**, consider **one relevant aspect of provenance**, and use **one linked aspect of relevant contextual knowledge**. They need to make a judgement on how useful the source is for the specific enquiry, making clear the criteria for judgement; then move on to the next source. Comparison between the sources is not required.
- The strongest responses will link an appropriate aspect of provenance and own knowledge to evaluate source content rather than focus on extensive discussion of source content or adopting a generic NOP checklist type approach.
- There is no requirement for students to consider the **limitations of the source**. Comments which focus on limitations of source content in terms of 'completeness' are often invalid because no source can include everything - such an approach is only valid if it is something the author has intentionally omitted.

Paper 1 Historic environment – question 2a

Source utility – what went well

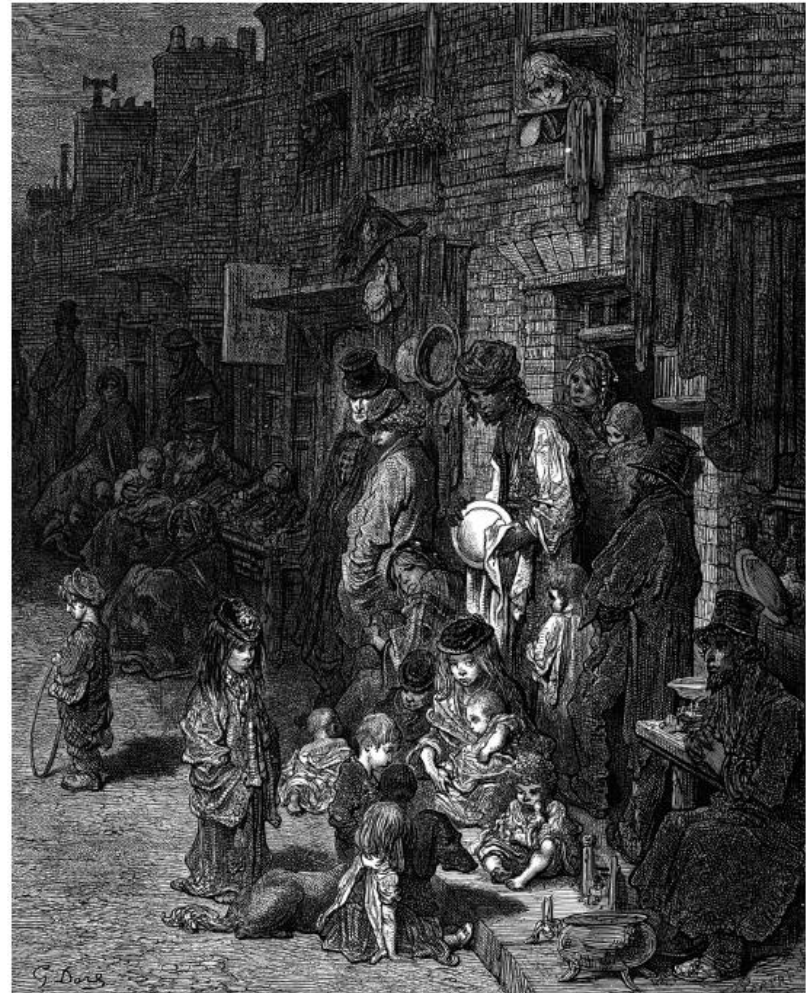
- This is an eight-mark question assessing source utility. As this question type and mark scheme is identical to Paper 3 Modern depth study Q3a, the comments raised are applicable to both papers.
- Many students successfully considered the usefulness of the content, e.g., assessing its accuracy or explaining its relevance to the enquiry, as well as the provenance to see if this gave added weight to the source or undermined its reliability, and whether the source could be seen as representative of the wider situation.
- Many students successfully applied **valid criteria** to analyse the **usefulness of the sources for the specific enquiry** given in the question. *Valid criteria could consider, for example, the accuracy, reliability, limitations, knowledge of the author, special insights or valuable information provided by the sources.*

Paper 1 Historic environment – question 2a

Source utility – what went well

- The following exemplar from the Whitechapel Historic environment demonstrates the qualities of a Level 3 response.
- Q: How useful are Sources A and B for an enquiry into **how the conditions in Whitechapel affected policing?**

Source B: An illustration in a book about London by B Jerrold and G Doré, published in 1872. It shows a street in Whitechapel. Jerrold and Doré visited many areas of London and in some dangerous areas they were protected by policemen.



Paper 1 Historic environment – question 2a

Source B is also useful for an enquiry as it shows the dangerous parts of Whitechapel, cramped and crowded, affected policing as they had to patrol this area too which ~~did~~ gave them less time to ~~focus~~ focus on Jack the Ripper. The nature of the source of an illustration in a book about London done in 1872. ~~This would be~~ It depicts sad, starved and ~~unemployed~~ unemployed children looking hopeless. However the nature of the source makes it limiting as they could have drawn exaggerate to publish their book but to also draw attention from the authorities. Mostly, it is true as I ~~know~~ know from my contextual knowledge that ~~at the~~ Whitechapel was a poor place where immigrants ~~lived~~ and families stayed in one room which was paid on a weekly basis. ~~The source~~ Due to its nature being a picture, it could be open to interpretation. Overall, the value of the source is that it provides insight into why crime increased ~~and~~ and how ~~so~~ vulnerable people were, which affected policing as they had to try to resolve many issues.

The analysis of Source B reaches Level 3. There is a **clear focus on the enquiry** of how conditions in Whitechapel affected policing.

The answer assesses the **usefulness of the source content**, by taking into account the provenance, and uses **contextual knowledge** in the process of interpreting the source's usefulness.

Criteria for judgement are also applied when assessing the source and a judgement is offered on its usefulness.

Paper 1 Historic environment – question 2a

Source utility – room for improvement: contextual knowledge

- Some very good answers could not access the higher marks because the responses did not include contextual knowledge. Contextual knowledge is mentioned at every level of the mark scheme and failure to include it impacted a number of otherwise good responses.
- What's the highest mark students can get without using contextual knowledge? The mark scheme allows L2 for a good answer about source content **and/or** provenance, together **with** some contextual knowledge and a judgement, so an answer based on source content and/or provenance could not get top of L2 as it has not met all the criteria. However, it could get a mid-L2 mark.
- Contextual knowledge should be relevant to the specific enquiry and used to assess the source, for example, to add detail about something mentioned in the source, to add weight to an aspect of the provenance, to place the source in a broader context, or to assess whether the source gives an accurate view or showed a typical situation.
- The following extract is an example of a typical Level 2 response – it is a response to the same Whitechapel Source B question.

Paper 1 Historic environment – question 2a

Source B is quite useful into an enquiry into how conditions in Whitechapel affected policing. The source is an illustration in a book about London by B Jerrald and G Doré, published in 1872. It shows a street in Whitechapel. Jerrald and Doré visited many areas of London and in some dangerous areas they were protected by police. The source was created ~~to~~ to plant a visual image of ~~the~~ the conditions in Whitechapel to show reader of the time period and future time periods. The source shows a large area of the street in darkness which shows that lighting was a factor that may have affected policing at the time.

Unsupported judgement on utility (red).

Student simply repeats the provenance.

Student makes comment about 'purpose' of source (orange).

Student makes a valid inference about content of source linked to the enquiry (blue).

No contextual knowledge offered therefore Level 2.

Paper 1 thematic study

Where can I find more guidance and exemplification on Paper 1 questions?

- The 'Explain why' and 'judgment' question types also appear on Paper 2 and 3 so will be covered in later slides.
- The Paper 1 Principal Examiner reports contain detailed exemplars with examiner comments for all questions asked this Summer.
- We have provided packs of exemplar responses from previous exam series on the qualification page under 'exemplar student material'.
- You can also find exemplification and guidance for Paper 1 questions in the pre-recorded Summer 2022 feedback video via the History subject page: <https://qualifications.pearson.com/en/subjects/history/updates.html?article=%2Fcontent%2Fdemo%2Fen%2Fnews-policy%2Fsubject-updates%2Fhistory%2Fedexcel-gcse-history-summer-2022-pre-recorded-feedback&pageTypes=>



Paper 2
British depth study

Paper 2 British depth study

General comments

- For question 1a, many students, as for Paper 1, were able to give valid features with supporting information.
- Question 1b focused, as is always the case, on causation. We will cover this question type in the Paper 3 feedback.
- For 1c, students had a choice of two questions, focusing on a range of different second-order concepts.
- For questions 1b and 1c, two stimulus points were provided to prompt students. It should be noted that the stimulus points will usually relate to aspects of content; their use is not compulsory.

Paper 2 British depth study – question 1c

Judgement essay – what went well

- This question is worth 16 marks and the mark scheme takes a similar approach to the 12-mark causation question. The first two bullet points are identical across the levels, but each level has an additional bullet point evaluation strand to reward the judgement that students make.
- As this question type and mark scheme is identical to Paper 1 Thematic study Q5/6, the comments are applicable to both papers.
- On question 1(c), many students demonstrated good knowledge and understanding (AO1), and focused their responses clearly on the second-order concept in the set question (AO2).
- The most successful students developed a line of argument, with the evaluation sustained throughout the response given.

Paper 2 British depth study – question 1c

Judgement essay – what went well

- The following extract is from Henry VIII and is a clear example of a response in high-Level 4. The full response is in the Principal Examiner report.
- It is in response to the following question:

(c) (i) 'In the years 1513–29, Wolsey's main reform in England was the Eltham Ordinances.'

How far do you agree? Explain your answer.

(16)

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

- the Privy Chamber
- enclosure

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

Paper 2 British depth study – question 1c

This candidate has written an analytical explanation directed consistently at the conceptual focus of the question. It deploys wide-ranging accurate and relevant information that has been precisely selected to show a coherent, sustained and structured line of reasoning in reaching an overall judgement.

Between the years 1513–29, Wolsey's reforms changed many aspects of society and peoples lives, with some done for the good of the people and some less popular reforms done for Henry VIII's benefits.

Wolsey created a domestic reform known as the Enclosures... At the time landlords were illegally enclosing land... having a detrimental effect on many, increasing unemployment, vagrancy. Wolsey's policy made enclosing off such land now a crime... however, this reform proved to be fairly unsuccessful... and due to the lack of success the enclosure reform was not a very significant reform.

Wolsey introduced another reform... the Eltham Ordinances... at the time the cost of the Royal Household was extremely great... these were seen as huge changes to the way the government was run and there was now an element of control and order established... These reforms were only partially useful as royal spending was still too great.

Paper 2 British depth study – question 1c

Another reform of Wolsey was the reform of the justice system. In the 1500s society was deeply unfair with corrupt courts... This disadvantaged a vast number in society... Wolsey made the justice reform to fix this problem. He set up courts for the poor to attend... and made corruption illegal in the courts. This reform was in the best interests of the people... but the number of poor people wanting cases heard was simply too great... Consequently, this was only a partial success.

To conclude, all of Wolsey's reforms did create an impact on society in the 1500s, with some reforms creating more significant and bigger impacts than others. In my opinion, the Eltham Ordinances was the biggest reform... as it had the most successful and biggest impact... Whilst the justice reform was a good idea, Wolsey was tasked with so many different things to please Henry, he couldn't keep up with all the poor people asking for cases and many were rejected. The Enclosures were also seen as a failure. The Eltham Ordinances saw the biggest attempt at change, and although targets weren't fully met, money was in fact saved by a huge amount.

The judgement is fully supported, using criteria: considering the breadth of impact of each of the reforms discussed. This response scores at Level 4 across all strands of the mark scheme.

Paper 2 British depth study – question 1c

Judgement essay – room for improvement

- The following extract is from Elizabethan England and is a clear example of a response in mid-Level 2. The full response is in the Principal Examiner report.
- It is in response to the following question:

(c) (ii) 'New technology was the main reason why exploration by the English increased in the years 1558–88.'

How far do you agree? Explain your answer.

(16)

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

- navigational instruments
- Sir Francis Drake

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

Paper 2 British depth study – question 1c

I strongly disagree that new technology was the main reason, it played a large role but not as significant as other things.

I think that Sir Francis Drake and the glorification of ~~the~~ exploration played the biggest role. Sir Francis Drake's circumnavigation of the globe and his treasures he brought back from several islands, made people believe they could do it themselves. Sir Francis Drake's writings were also published which had ~~not~~ much ~~more~~ ~~information~~ information made young men eager to explore and be rich in fame. The Knighthood of Drake further encouraged others because it made people believe that you could earn recognition.

For AO1 student does attempt to go beyond stimulus (Drake, navigational instruments, bigger boats) - student shows 'some' not 'good' knowledge (L2).

AO2: some limited analysis with some development (L2).

AO2: overall judgement is given but insecure (L2)

Some people may say that new technology was the main reason because it made ~~that~~ exploring the globe easier and safer. There was new maps which showed which way was east and west was and new ~~tech~~ technology which helped guide direction. Boats ~~th~~ were becoming bigger and more stable meaning more weight could be held benefitting those bringing treasures back from countries.

In conclusion Sir Francis Drake ~~is~~ was the main reason because people were desperate to explore and be rich and would have taken the risk even with poor navigation and technology.



Paper 2
Period study

Paper 2 Period study

General comments

- The five Period study options focus on a time span of at least 50 years and requires candidates to understand the unfolding narrative of substantial developments and issues associated with the period.
- In this examination students answer three questions which all target AO1 (knowledge and understanding) and AO2 (analysis of second-order concepts). Both AOs are assessed equally on all questions.
- Progression in AO1 is shown by a student's increasing ability to select information precisely and to show wide-ranging knowledge and understanding.
- Progression in AO2 is shown by a student's response moving from simple or generalised comments to analytical explanations which show a line of reasoning that is coherent, logical, and sustained.
- There is a recorded training event specifically on the Period study, which can be accessed [here](#).

Paper 2 Period study – question 1

Explain two consequences – what went well

- Many students across all five options were able to analyse features of the period to explain two clearly distinct consequences (AO2) which were supported with good knowledge and understanding of the period (AO1).
- High scoring candidates were able to explain how the consequences happened as a result of the given event/development rather than merely describing the consequence (AO2). Their explanations were supported with specific information showing good knowledge and understanding (AO1).

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none">• Simple or generalised comment is offered about a consequence. [AO2]• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3-4	<ul style="list-style-type: none">• Features of the period are analysed to explain a consequence. [AO2]• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]

Paper 2 Period study – question 1

Explain two consequences – what went well

- The following is an example of a high-Level 2 response from British America.
- The first explains a valid consequence with people 'more likely to oppose the British' (AO2) and specific information is added with the reference to Thomas Paine (AO1).
- Overall, the response scored 7/8 marks – the second consequence demonstrates stronger AO1.

1 Explain **two** consequences of the Enlightenment for British America.

Consequence 1:

One consequence was that it led to independence. Enlightenment ideas stated that reason, education and thinking for yourself is valuable. These ideas of thinking for yourself lead to people being much more likely to oppose the British and spread ideas such as in Thomas Paine's common sense.

Consequence 2:

Another consequence is great technological advancements. The enlightenment led to many new ideas and technologies such as the lightning rod and types of lamps. These inventions as well as new groups such as the American Philosophical Society led to ideas being spread much faster and therefore led to many new advancements.

Paper 2 Period study – question 1

Explain two consequences – room for improvement

- Some students repeated the same consequence with slightly different language – therefore only one of the two responses could be rewarded.
- Some students were able to explain a consequence (AO2) but remained at low Level 2 as the response was not supported with good knowledge and understanding (AO1).
- To get full marks, it is not enough to simply describe what happened afterwards; answers need to **explain the link** between the event and the consequences that are identified (see previous examples from British America).
- Some students gave far too lengthy a response than is necessary, even at times using additional paper for Question 1. This invariably lost them valuable examination time for Questions 2 and 3.

Paper 2 Period study – question 1

Explain two consequences – room for improvement

- The following is an example of a Level 1 response from American West.

1 Explain **two** consequences of new technology for farmers in the American West.

Consequence 1:

New technology made it easier for farmers to look after and treat their land, for example the machines/equipment used to lift up land and to get through thick roots.

Consequence 2:

New technology also saved the farmers in the America West a lot of time as not everything would have to be done all by hand, ~~was~~ the new technology made it quicker to get jobs done.

For consequence 1, the candidate has provided a simple comment about it being easier to treat their land, making the answer Level 1.

For consequence 2, the candidate has a simple statement of consequence about saving a lot of time but lacks knowledge, thus making it the bottom of Level 1.

Better responses explained the problems farmers were facing and how advances in technology helped, identifying specific examples such as barbed wire.

Paper 2 Period study – question 2

Narrative analysis – what went well

- Many students focused on the date range specified in the question.
- Responses linked events/developments together to show a clear sequence of events (AO2) which was supported with good knowledge and understanding (AO1).
- On all 5 Period study options many students were able to use the provided stimulus materials as part of their overall narrative as well as providing additional aspects of content to access high Level 2 or Level 3.
- It was pleasing to see that many teachers had taken on board our feedback from earlier exam series about the approach to this question. We saw some very impressive responses from students across all options.

Year	Mean mark	% in Level 3
2018	2.84	20%
2019	3.37	25%
2023	3.79	30%

Paper 2 Period study – question 2

Narrative analysis – what went well

- The following exemplar is a high-Level 3 response from Superpower Relations. It's taken from the Principal Examiner report.
- It is in response to the following question:

2 Write a narrative account analysing US-Soviet relations in the years 1945–47.

(8)

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

- Yalta Conference (February 1945)
- Cominform (1947)

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

Paper 2 Period study – question 2

Firstly, relations started positive with the Yalta Conference. The USSR and USA had agreed to both fight Germany as well as Japan together. This meant they had a common goal. However the US deployed the atomic bomb on Nagasaki and Hiroshima in August 1945. This led to the beginning of the arms race as the Soviet Union felt intimidated by the sudden American display of power and wanted to catch up. The arms race began after the dropping of the atomic bomb and involved a souring of relations as the two were now directly competing with each other. It was compounded by the Long and Navikov telegrams which both highlighted anxieties at the other and the need for the preparation of war. It also highlighted ideological differences. This led to the Truman Doctrine and Cominform as the two countries also sought to settle their ideological dominance. The Truman Doctrine focused

The response has a clear beginning, middle and end, effectively using the stimulus to frame their response.

For AO2 there is a clear narrative giving a coherent and logical sequence of events leading to a conclusion and there is clear linkage between the events (red).

Paper 2 Period study – question 2

on the containment of the spread of communism and therefore resulted in Marshall Aid being given to European countries to alleviate their ^{economic} struggles ~~in~~ after the war, making them less likely to turn to communism. Cominform was created by the Soviets as a direct response to this and organised communist countries, urging them to reject the Marshall plan. This therefore increased tension between the two countries as they were competing against each other for the control of Europe and therefore US-Soviet relations decreased in 1947.

For AO1 accurate and relevant information shows good knowledge and understanding of the key features and characteristics of events within the specified time period of the question (blue).

Candidates can only access Level 3 by going beyond aspects prompted by the stimulus points. In this response there is a wide range of material outside of the aspects prompted by the stimulus points.

Paper 2 Period study – question 2

Narrative analysis – room for improvement

- Responses included material outside of the time frame in the question. In some instances, the response was entirely outside the timeframe of the question.
- Some students wrote irrelevant responses about Columbus' expeditions (Spain and the 'New World'); or unrewardable material on the Berlin Airlift, Berlin Blockade, COMECON and the setting up of NATO (Superpower relations).
- Some students had a confused chronological understanding of events and so gave an incorrect narrative account.
- Individual events or developments were **not linked** and there was **little sense of an over-arching narrative**. Such responses often write two or three descriptive paragraphs of individual events rather than an 'unfolding narrative'.
- There was still the occasional response that used a 'story-like' approach written in the first person. Such an approach should be avoided.

Paper 2 Period study – question 2

Narrative analysis – room for improvement

- The following extract is an example of a low-Level 2 response from American West scoring 3/8 marks.
- It is in response to the following question:

2 Write a narrative account analysing the developments in the spread of the railroad network in the years c1862–75.

(8)

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

- Pacific Railroad Act (1862)
- immigration

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

Paper 2 Period study – question 2

The pacific railroad act was the first act to allow white settlers and the army to ~~begin~~ begin the building of the railroad through out the plains. With the Indians placed onto reservation there would know be no conflict between the two ~~and~~ people.

Due to increasing demand for migration from east to west a railroad seemed to be the best choice. As the trails were long and they also could be very hard to navigate. This led to the building of alot of railroad to help transport people and also ~~the~~ belong across the country. The train also allowed farmers to transport cows making it much easier to sell them.

There is **some** sequencing of events for AO2 with 'due to increasing demand' and 'led to some building' (red).

There is **some** knowledge and understanding for AO1 with 'east to west' and 'easier to sell' (blue).

The response was not secure in Level 2 and only just met the requirements of the level descriptors

2	3-5	<ul style="list-style-type: none">• A narrative is given, showing <u>some</u> organisation of material into a sequence of events leading to an outcome. The account of events shows <u>some</u> analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]• Accurate and relevant information is added, showing <u>some</u> knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
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Paper 2 Period study – question 3

Importance of x for y

- **Question 3** focuses on the impact of one event or development (X) on a specific situation or issue (Y).
- Answers which explain the general consequences or importance of the event (X) without explaining its impact on Y are not likely to reach Level 3.
- Students answer two from three questions, and they regularly perform better on their first significance answer than on their second one. Why is this?
- The following is an example of a low-Level 3 response from Superpower Relations, taken from the Principal Examiner report. It is in response to the following question:

- The importance of Soviet relations with Cuba for tension between East and West in the 1960s.

(8)

Paper 2 Period study – question 3

Soviet relations with Cuba increased tension between East and West in the 1960's

Khrushchev's good relationship with Castro meant that Soviet missiles were placed in Cuba. This increased tensions between USA and USSR because Soviet missiles were now close enough to be able to bomb the Capital, Washington and the White House where Kennedy was living. This increase in tensions put East and West on the edge of potential nuclear war. This forceful move by the USSR was important in the worsening of East West relations and potential MAD (mutually assured destruction).

Response demonstrates Level 3 for AO2 as it explains the importance of X [Soviet relations with Cuba] for Y [tension between East and West].

Paper 2 Period study – question 3

Also, soviet union and Cuba started trading, and USA and Cuba's trade was stopped. This was detrimental for the USA's economy as it relied on trade with Cuba heavily. This is important in the increase of tensions between East and West in the 1960's as USSR took key trade from the USA, worsening their already bad relationship. USA did not trust USSR at all.

Performance in AO1 is relatively weak (Level 2) so the overall best-fit mark is low-Level 3.

Lower-level responses to this question provided a narrative account of events in Cuba, from the USA's failed Bay of Pigs invasion to the events of the Cuban Missile Crisis with only an implicit focus on why relations between Cuba and Soviet Union led to increased tensions between East and West



Paper 3
Modern depth study

Paper 3 Modern depth study

General comments

- Many students were very well-prepared for their Paper 3 option with a clear understanding of the demands of all the various question types. Most students were familiar with the AO2 causation focus for Q2 and many were able to provide material in addition to the aspects of content prompted by the stimulus material to gain good marks for AO1.
- Many students responded well to the enquiry 'package' for Q3. Many were clear on the demands for Q3a and were able to add contextual knowledge in their responses. Many students were confident in responding to the 'how' question (Q3b), but we are still seeing a lot of students fail to address the 'why' question (Q3c) effectively.

Paper 3 Modern depth study – question 1

Source inference – what went well

- Most students understood that inferences should go beyond the source content.
- Most students understood that the inferences must be based on the source provided (AO3) and not base their response on their own knowledge as AO1 is not assessed on this question.

Give **two** things you can infer from Source A about education in Nazi Germany.

Source A: From *Growing up in Nazi Germany* by Marianne Gärtner, published in 1987. Gärtner grew up in Berlin during the 1920s and 1930s.

In line with Nazi educational policies, there had been a lot of changes in schools after the Nazis came to power in 1933. Some changes had hardly been noticed, others had been introduced with a lot of publicity.

My neatly-dressed, well-behaved school friends did not question the new books, the new songs, the new curriculum, or the new rules.

The number of Physical Training lessons was increased while the number of lessons for Religious Education and other subjects was reduced.

The student makes 2 valid inferences about education in Nazi Germany supported by details from the source: 4 marks

(i) What I can infer:

I can infer that the Nazi regime wanted to ~~to~~ keep ^{children} people fit and healthy.

Details in the source that tell me this:

This is shown by 'the number of Physical Training lessons increased'.

(ii) What I can infer:

I can infer that the Nazi regime highly regulated the education system.

Details in the source that tell me this:

This is shown by 'the new books, the new songs, the new curriculum, or the new rules'.

Paper 3 Modern depth study – question 1

Source inference – room for improvement

Common reasons across the four options for responses failing to score highly were:

- Students describing the source content rather than making a valid inference (see below).
- Making a valid inference but not correctly identifying the part of the source on which the inference is based.
- Making an inference that ignores the focus of the question.
- Making an inference based on own knowledge that is not supported by the source and so cannot be rewarded.

Source A: From a report on the Strategic Hamlet Program, 1962. The report was written for the US Air Force.

The Strategic Hamlet Program is part of the US policy for the rural areas of Vietnam. So far, strategic hamlets have been set up in three areas but the Program will be increased to cover ten areas.

In a strategic hamlet, the main living areas are surrounded by a ditch almost 2 metres deep and 4 metres wide and also a mound of earth of similar height and width. Outside the ditch, there is usually a bamboo fence, although occasionally the fence will be barbed-wire.

Give **two** things you can infer from Source A about the Strategic Hamlet Program in Vietnam.

(i) What I can infer:

From the I can infer that so far there are three strategic hamlets that have set up in rural ^{areas} so far.

Details in the source that tell me this:

The details in the source tell me it will be increased to cover 10 areas.

Paper 3 Modern depth study – question 2

Explain why – what went well

- Successful responses across the four options focused on the second-order concept of causation which always forms the conceptual focus of this question. Students clearly know how to approach this question.
- This **12-mark causation question** is identical to Paper 1 Q4 and Paper 2B and the comments raised are applicable all three papers.
- Successful responses went beyond the stimulus points and therefore accessed Level 4 or the top marks in Levels 3 or 2.
- In the mark scheme, the first bullet point in each level relates to AO2 (analysis). Although the two AOs are equally weighted, the focus of the analysis (AO2) is considered first. Successful responses displayed knowledge and understanding (AO1) that was ‘relevant’ and at Level 4 was ‘precisely selected’ to support their analysis.

Paper 3 Modern depth study – question 2

Explain why – what went well

- The following is an example of a high-Level 4 response from China which scored 12/12 marks. It's taken from the Principal Examiner report.
- It is in response to the following question:

2 Explain why there were changes in education in Mao's China.

(12)

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

- Pinyin
- the economy

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

Paper 3 Modern depth study – question 2

One reason why there ~~was~~ were changes in education in Mao's China was due to the introduction of Pinyin as China's official language. In China at the time, literacy rates were very low due to ^{China's countries} the ~~main~~ main language, Mandarin, being very difficult to learn due to its complex nature. As well as this, lots of people spoke other languages ~~as well~~ which ~~was~~ other than Mandarin meaning very few people could read and write. This caused the Chinese government to appoint Pinyin, a much simpler language based on sound, as the ~~country's~~ official language. Pinyin was far simpler partly due to ~~the~~ the amount of letters in its alphabet being much lower than traditional Chinese languages which had thousands. By introducing Pinyin, the literacy rates ~~the~~ rose ~~significantly~~ significantly, meaning more people had access to books leading to a better educated workforce.

The analytical explanation is directed consistently at the analytical focus of the question (orange).

The student goes beyond the stimulus with 3 aspects of content: Pinyin, university admissions and the economy (blue).

Another reason for changes in education in Mao's China was the process for accepting students into universities. Whilst originally ^{universities} ~~students~~ accepted students off grades, which tended to favour ~~students~~ students with wealthier families that could afford better education and thus defected Socialist ideas of equality, universities were now required to look at references for students which meant people from poorer backgrounds became accepted more often. In the past, ~~the~~ ~~student's~~ ~~with~~ ~~CCP~~ members in their family were ^{also} ~~also~~ for more likely to attend better schools due to their families influence, which ~~meant that~~ ~~that~~ ~~was~~ ~~disagreed~~ ~~with~~ due to its elitist nature. Mao used references to ~~increase~~ increase the diversity of those accepted to help expand education in China to more people.

Paper 3 Modern depth study – question 2

Another ^{reason} ~~reason~~ why there were changes in China's economy was due to Mao's belief that a better educated workforce would lead to increased productivity.

During ~~his control, and especially~~ the cultural revolution, Mao increased funding to schools in poorer areas such as in the countryside. The CCP ~~government~~ Government also created a syllabus to be followed in schools with textbooks compared to the lack of syllabus before that lead to different teachings in different people. This helped increase the percentage of the population that were literate which helped the economy as it's

workers had increased skills and so their productivity and efficiency improved. Due to an increase in the % of the population who were ~~educ~~ education, China had a higher skilled workforce.

There is accurate and relevant information which is precisely selected for the set question.

The response meets all the requirements for a high-Level 4 to be awarded

Paper 3 Modern depth study – question 2

Explain why – room for improvement

Many learners were confident when answering this causation question but there were three main areas where students' responses often failed to achieve higher-level marks:

- Detailed responses which provided a narrative of events or description of the situation and therefore lacking the **AO2 focus on explaining causation**.
- Some responses missed the **focus of the set question**.
- Some responses did not recognise the **date range** within the set question.

As mentioned earlier, the Germany explain why question did not perform well this year (average mark of 4.40 compared to an overall average of 5.7 since 2018), and understanding why this happened is part of our review.

Paper 3 Modern depth study – question 2

Explain why – room for improvement

- The following exemplar is an example of a high-Level 2 response from Germany.
- It is in response to the following question:

2 Explain why the Nazi Party was reorganised in the years 1924–28.

(12)

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

- elections
- the Bamberg Conference (1926)

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

Paper 3 Modern depth study – question 2

The Nazi party was reorganised in 1924-28 due to elections. ~~Germany became a~~ ~~republic~~ and Hitler became leader of the Nazi Party and after going to prison he wanted to legally become chancellor. This reorganised the Nazi Party as they had to win 5% or more in the Reichstag to be able to become chancellor. It also reorganised it as they had never tried to run in the Reichstag before meaning it was new ^{for them.}

These extracts are typical of a borderline Level 2 / Level 3 response.

The student shows **some** knowledge and understanding for AO1 (Level 2).

There is **some** analysis which attempts to engage with the second order concept of the concept but it is not strong.

In addition the Nazi party was reorganised due to the Bamberg Conference. This was a meeting set up by Hitler to convince those apart of the NSDAP to become extreme Nationalists. This reorganised the Nazi party as before it had ~~strawled~~ in it ~~answer~~. But after made the Nazi Party have an basis (Nationalists) it

Paper 3 Modern depth study – question 2

hastily, the Nazi party was reorganised in the years 1924-28 due to the Munich Putsch. After trying to illegally overthrow Germany Hitler decided to ^{do it} legally. This helped as Hitler couldn't be stopped as he was doing it correctly. This reorganised it as the ~~the~~ Nazi Party had to have speeches, rallies and propaganda to convince people to vote for him, this meant the Nazi party had to reorganise what their main priority was to get ^{51%} ~~51%~~ ^{51%} which changed how the Nazi Party was run and their beliefs were, leading to it being reorganised.

The answer goes beyond aspects prompted by the stimulus points.

Paper 3 Modern depth study – question 3c

Suggest why Interpretations 1 and 2 give different views

- The mark scheme always provides three examples of different ways this question could be answered.
- Students only need to use one of these examples; using bullet point 1 as an example, **this approach recognises that historians might use different sources in their research** – the question states: 'You may use Sources B and C to help explain your answer.'
- Students who do well with this approach often simply state that one reason why the interpretations differ is because the historians used different sources to help form their views.
- These students often then use the two sources provided (which give different views on the issue) to explain the differences in interpretation. Comments should be supported by each interpretation (and each source if using this method).
- **Do not over-complicate this question.** Students do not need to worry about the provenance of the interpretations – knowledge of provenance (e.g., publication date, author's nationality, or book vs website) is not required in the specification.

Paper 3 Modern depth study – question 3c

What went well – Suggest why Interpretations 1 and 2 give different views

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the Freedom Summer (1964).

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

(4)

One reason why interpretations 1 and 2 give different views about the Freedom Summer 1964 is because they ^{may} have used different sources. Interpretation 1 may have used Source B as it talks about the number of things Mississippi Freedom Summer achieved, which closely links with Source B. ~~Interpretation~~ where it says "it made a big change in our city" and interpretation 1 says "Freedom Summer achieved a number of things. However interpretation 2 seems to have used Source C as they both link closely to the consequences the Black American civil rights activists faced as a result of the Freedom Summer. Source C states "shots fired at home of a church minister" closely linking to interpretation 2, "fifteen were killed."

We have not provided the sources and interpretations so just focus on the technique used by the student.

The student explains how the writers may have different views as they have referred to different pieces of evidence. They evidence that by referring to the interpretations and the sources: 4 marks.

Paper 3 Modern depth study – question 3d

Interpretations essay – general guidance

- Question 3d is the culmination of the **enquiry package** on Paper 3.
- Having worked with the sources and interpretations for parts a–c, students are then asked how far they agree with Interpretation 2. In doing so, students are directed to make use of **both** interpretations, as well as their knowledge of the historical context, in their answers.
- Students should remember that this question is about **whether they think the historian who produced Interpretation 2 ‘got it right’**.
- Students are not expected to evaluate the interpretations for reliability or utility, and they are not being asked to offer their own views on the question in the enquiry.
- The emphasis should be on analysing the views in the interpretations. There should be references to each interpretation and contextual knowledge should be integrated into their evaluation of the interpretations rather than being offered as information.

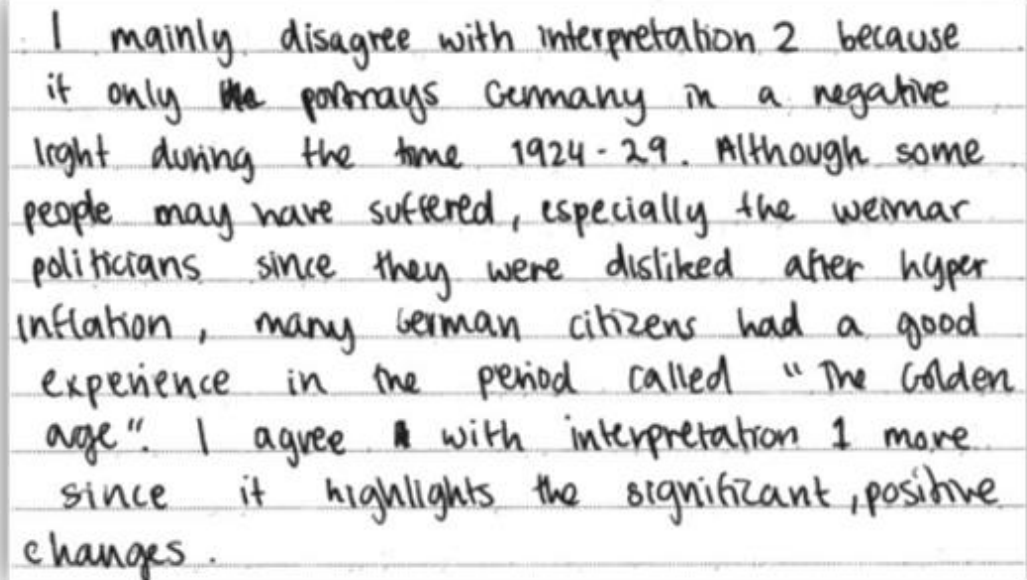
Paper 3 Modern depth study – question 3d

Interpretations essay – what went well

High-level answers typically have the following features:

- They focus on analysing and assessing the interpretations
- They cover both interpretations
- They integrate contextual knowledge into the evaluation
- They develop a line of reasoning that runs within the answer
- The judgement is consistent with the comments in the answer
- The judgement is justified.

High-level responses often start with a clear judgment and rationale. This is an extract from a high-level 4 response found in the Germany Principal Examiners Report.



I mainly disagree with interpretation 2 because it only ~~the~~ portrays Germany in a negative light during the time 1924-29. Although some people may have suffered, especially the Weimar politicians since they were disliked after hyperinflation, many German citizens had a good experience in the period called "The Golden Age". I agree ~~A~~ with interpretation 1 more since it highlights the significant, positive changes.

Paper 3 Modern depth study – question 3d

Interpretations essay – what went well

The best answers also show how the authors of the interpretations have created different views; this could be through use of language, tone, emphasis, selection of details etc.

Eg: Interpretation 2 gives a positive view of Stalin, stating that he was a 'clever politician'... Walsh [author Interpretation 2] emphasises how smart Stalin was using words like 'extremely'...

However, Interpretation 1 only gives views on Trotsky's weaknesses...

This response from the USA Examiner Report refers to how the difference of views has been conveyed when discussing the exaggeration of the interpretation.

Rights but which led to long-term success. ^{moreover} ~~Therefore~~, interpretation two shows a level of accuracy when it suggests the freedom summer contributed to divisions in the URM which is an exaggeration as at this point in the stage progress from non-violent direct action could still be seen, and it wasn't until 1965 that black power and the ideologies of Malcolm X fully emerged. Therefore, whilst interpretation

Paper 3 Modern depth study – question 3d

Interpretations essay – room for improvement

Common limitations that result in a lower-level answer include:

- Answers which offer the candidate's own view in response to the enquiry
- Answers which focus on one interpretation rather than analysing both
- Answers which simply identify valid points in each interpretation in turn
- Answers which treat the interpretations as sources, to be evaluated for reliability or utility
- Answers which do not include contextual knowledge or which do not link contextual knowledge to an evaluation of the interpretations.

Answers which simply offer an explanation of the different views with acknowledgement that each had some valid points (eg I agree with interpretation 2... I also agree with interpretation 1... I partially agree with...) are unlikely to reach the higher levels of the mark scheme. There is little sense of evaluation and they simply offer an explanation of the different views.

Upcoming support and training



Upcoming support and training

- We will update you on the **outcomes of our review** later in the autumn term and update guidance accordingly.
- We are currently developing ideas for more **GCSE and A level History training events** for the 2024 Spring term and more information will be available about these events later in the autumn term.
- Following the positive feedback received about our free GCSE History Knowledge Booster tests we are now working on some new **Medicine Knowledge Boosters** and they will be released towards the end of the Autumn term.
- We will continue to develop our **KS3 History Topic of the Month** resources and start to publish new worksheets and posters each month. Upcoming topics include Licoricia of Winchester and the Bristol Bus Boycott.

GCSE History language amendments

- We recently reviewed our GCSE History specification for sensitivity of language and identified a number of terms (such as Plains Indians) which are now considered outdated and problematic.
- We have therefore decided to update some of the language in our specification. The changes come into effect for first teaching September 2023, **first assessment Summer 2025**. The options most affected are Period study options P1–P3.
- A new version of the specification (Issue 4) is now available online ([here](#)), along with details of the specific changes.
- You can also find detailed FAQs and a rationale for each change at the link above.
- The focus has been on **language changes only** - there are no content changes.
- We recognise that some students will need a bit of time to get up to speed with one or two of the language changes.
- To support students, we will provide a transition period, and will gloss the term Indigenous peoples in live series from June 2025, for the remainder of the current specification.
- Publishers will be updating textbooks in due course to reflect these changes.

Find out more

For more courses see our [Pearson Professional Development Academy](#).



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