

GCSE (9-1) History

Autumn Term Network 2019





Aims of the network

- Discuss 2019 summer results.
- Look at how the Paper 2 Period study and British depth study are assessed.
- Talk through some marked exemplar work.
- Network and share teaching ideas and strategies.



History subject advisor

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Latest support materials

- Summer 2019 papers, mark schemes and examiner reports (Edexcel Online login)
- quals.person.com/GCSEHistSupport
 - updated topic booklets (Sept)
 - updated getting started guide (Sept)
 - Results Plus guide for History teachers (Oct)
 - Paper 2 guide (Oct)
 - pre-recorded feedback events for each paper (Nov)
 - updated Paper 1 guide (Nov)
 - Summer 2019 exemplar packs (Nov)
- Keep checking for new additions



Reflection on 2019 series

- In small groups:
 - What are your main takeaways from the 2019 exams?
 - What do you feel more confident about?
e.g. subject knowledge/a particular paper etc.
 - What areas do you still want to improve?
e.g. teaching and learning of particular
aspects/assessment etc.

Feedback on 2019 Series





Positives

- Candidates across the cohort got to grips with the assessment requirements more effectively.
- Candidates showed their ability to use the knowledge they have – this was important across the spectrum of attainment.
- There was a definite improvement in performance in the British Depth Study options.
- Evidence that there was some improvement for the 8-mark source question – less rigid structure, more focus in responding to the sources.
- Paper 3, Q3d – candidates across the attainment spectrum were able to analyse the interpretations. Good to see little evidence of overly structured responses.



Areas for improvement

- Encourage students to attempt each question and to write something of what they know.
- Paper 1, Question 2b – candidates should see this as a package (see Spring Term network pack).
- Paper 3, Question 3c – this is not a question on ‘historiography’ – focus on the intention of the author (see Spring Term Network pack and Getting Started Guide).
- Overly structured answers hindering top level performance.



Results Plus data

- <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html> (Edexcel Online login)
- Use with Access to Scripts to evaluate student performance and refine teaching plans
- GCSE History summer 2019 RP data available on the Teaching and Learning materials tab

2								Edexcel averages by grade:			
3	Question	Question type	AO	Average score	Max score	Percent		9	%	8	%
58											
59	P4 SUPERPOWER RELATIONS										
60	Q01	Explain two consequences of...	AO1/AO2	4.01	8	50.1%		7.42	92.8%	6.82	85.3%
61	Q02	Write a narrative account analysing...	AO1/AO2	3.92	8	49.0%		7.45	93.1%	6.87	85.9%
62	Q03Ans1	Explain the importance of x for y	AO1/AO2	3.94	8	49.3%		7.25	90.6%	6.51	81.4%
63	Q03Ans2	Explain the importance of x for y	AO1/AO2	3.41	8	42.6%		7.20	90.0%	6.43	80.4%
64	Total			15.28	32	47.8%		29.32	91.6%	26.63	83.2%
65											

Paper 2

Period Study and British Depth Study (AO1 and AO2)





Paper 2 options

- British depth study
 - 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
- Period study
 - 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
- Which options do you teach?
- When do you teach them?
- Has anyone changed options?



Paper 2 assessment model

- 1 hour 45 minutes
- 64 marks
- 40% of the total examination
- Only paper covering two discrete topics
- Paper 2 assesses AO1 and AO2
 - AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied
 - AO2: Explain and analyse historical events and periods studied using second-order historical concepts
- AO1 and AO2 account for 70% of the total marks awarded for GCSE History



Paper 2 assessment: Booklet P – Period study

	Question description	Example question stem	AO and marks
1	Explanation of consequences	Explain two consequences of ...	AO1 + AO2 8 marks (2 × 4)
2	Writing an analytical narrative	Write an account which explains ... + <i>two stimulus points</i>	AO1 + AO2 8 marks
3	Explanation of importance	Explain two of the following: • The importance of ... for ...	AO1 + AO2 16 marks (2 × 8)



Paper 2 assessment:

Booklet B – British depth study

	Question description	Example question stem	AO and marks
1a	Description of features	Describe two features of ...	AO1 4 marks
1b	Explanation of causation	Explain why ... + <i>two stimulus points</i>	AO1 + AO2 12 marks
1c	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	['Statement.'] How far do you agree? Explain your answer. + <i>two stimulus points</i>	AO1 + AO2 16 marks

Paper 2 Feedback





Paper 2 Overview

- Some evidence that the British Depth Studies were being done first.
- Candidates should be encouraged to:
 - Share the knowledge that you have learned: if you are not sure how to answer the question, pick out the topic specified and write down what you can remember about it. Aim to write something for every question.
- Two physical question-and-answer booklets (from June 2019 onwards)
 - More information on the layout changes on the Edexcel website: quals.pearson.com/gcsehistorypaper2
- Where extra paper is used, candidates should ensure that separate sheets are used for the British Depth Study and Period Study, with each attached to the relevant booklet.



Thinking about types of knowledge

- In small groups:
 - Have you considered the different types of disciplinary knowledge needed for different papers?
i.e. change and continuity/narrative
 - How could you adjust your teaching to make this more explicit/part of student learning?
 - Have you got any great tips for this?

Period Study – Marking and Discussion





Period Study

- Remember this paper has set second-order concepts:
 - consequence (qu.1)
 - causation/consequence/change (qu.2)
 - significance (qu.3)
- No question is worth more than 8 marks.
- Consider how students should use their knowledge to succeed in this question.
- Candidates should be encouraged to write what they know.



Consequences

- How do you help students to define a consequence?
- Choose two clear consequences.
- Consequences are not necessarily negative.
- Support with specific detail.



Consequences: American West

- Read the two responses to the question:
Explain two consequences of the Fort Laramie Treaty (1868)
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.2–4 Delegate booklet



Consequences: Response 1

- For consequence 1, the candidate has provided a consequence in terms of the white settlers no longer being able to reach the gold but the supporting knowledge is not specific due to an error in referring to the “Chisholm Trail”. Thus, the AO2 is a secure Level 2 and AO1 is a weak Level 2.
- For consequence 2, the candidate provides a valid consequence in the form of splitting up reservations, making the AO2 Level 2, but the knowledge is not specific so only AO1 is credited at Level 1. This is a low Level 2 response.



Consequences: Response 2

- The candidate has provided two clear consequences, with improved relations and reduction in areas for Plains Indians, both of which have been explained with reference to specific details such as no more forts and the Great Sioux reservation.
- Therefore, the candidate gained full marks for both consequences.



Consequences: Cold War

- Read the response to the question
Explain two consequences of the Cuban Revolution
- Using the generic and indicative content mark scheme, decide in which Level it should be placed.

pp.16–17 Delegate booklet



Consequences: Response 1

- Two consequences have been clearly identified and analysed. Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period.
- This response is awarded 8 marks.



Narrative Account

- Write a narrative – what makes a good narrative?
- Focus on the date range to establish chronology.
- This is an analytical account – establish a chain of events.
- Not first person – a historical narrative is like a television documentary, as opposed to a drama, and it needs to be clear that the events you're writing about actually happened.
- Stimulus points – reminders of sign posts along the narrative.



Narrative Account: American West

- Candidates were familiar with the key elements of the story, with winter quarters, research in maps, splitting into teams, military discipline and trail finders regularly referenced.
- More able candidates were aware of the appeal of the Great Salt Lake as outside the USA, isolated and unsettled.
- Weaker answers included the basic events but failed to explain how one event linked to the other. Weaker candidates also struggled to remember who the Mormons were, confusing them with Indians, gold miners or the Donner Party.
- Some candidates began their narrative before 1846 and ran out of time to write about rewardable material.



Narrative Account: American West

- Read the two responses to the question

Write a narrative account analysing the key events of the Mormon migration in the years 1846–47.

*Stimulus points:
attitudes towards Mormons, Great Salt Lake*

- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.5–8 delegate booklet



Narrative Account: Response 1

- This response provides a clear narrative about the Mormon migration with some linking of events, as demonstrated with phrases such as ‘influenced his decision’ and ‘finally’, but the nature of the link is not well explained resulting in the AO2 being a weak Level 3.
- The content goes beyond the stimulus points, with details regarding role of Brigham Young and preparation of the route providing clear knowledge and understanding. Therefore, AO1 is also in Level 3.
- Overall, this response is awarded a mid-Level 3.



Narrative Account: Response 2

- This candidate has provided an account with some sequences but has not developed the links. This makes the narrative weak earning the AO2 a weak Level 2.
- The candidate has written more about the background of the Mormons rather than the migration making most of the knowledge irrelevant, yet there is enough to award the AO1 a Level 1.
- Overall, this response was placed at low Level 2.



Narrative Account: Cold War

- A significant number of candidates were able to produce an analytical narrative response on the key events of the Hungarian Uprising in 1956 with good knowledge and understanding.
- Mid and low Level 2 responses often had accurate and relevant knowledge but were more limited in their analysis of the linkage between events or had an element of confusion in their narrative such as Nagy's immediate demands for Hungary to leave the Warsaw Pact or his reforms as a consequence of the Soviet invasion.



Narrative Account: Cold War

- Read the two responses to the question

Write a narrative account analysing the key events of the Hungarian Uprising in 1956.

Stimulus points: Imre Nagy, Soviet tanks

- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.18–20 Delegate booklet



Narrative Account: Response 1

- This response is Level 3 for both AO2 and AO1.
- The narrative is organised and shows a clear sequence of events leading to an outcome. The account shows linkage between them. Accurate and relevant information is included showing good knowledge and understanding.
- The misunderstanding at the end of the response regarding US funding is noted but does not detract from the final award of high Level 3.



Narrative Account: Response 2

- This response is low Level 2 for AO2 as there is some sense of events leading to an outcome.
- Some accurate information is added showing some knowledge and understanding of the events for AO1 to also be awarded at Level 2.
- The overall award is therefore mid-Level 2.



Significance

- Good answers for Question 3 will explain why the development/event/person specified was important, but better answers explain the impact they had on the second development/event/person named in the question.
- So try to ensure that you can explain the impact for the second development/event/person, rather than keeping it general.
- Importance does not necessarily mean something positive.



Significance: American West

- Read the three responses, one for each of the significance questions.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss what differences there are between the responses.

pp. 9–15 Delegate booklet



Significance: Response 1

- Exoduster – provides an explanation such as reference to growth of the economy, with some line of reasoning making the AO2 a Level 3. There is understanding of the importance of settlement but the knowledge lacks depth making the AO1 a Level 2.
- Overall, this is a low Level 3.



Significance:

Responses 2 and 3

- Cowboys – provides a clear analysis of the changes in ranching in relation to the cowboys' way of life, such as the way the cowboys worked and them becoming more trustworthy along with a line of reasoning being developed. This makes the AO2 Level 3. Knowledge is accurate and relevant so AO1 is also Level 3.
- Overall the response is a high Level 3.
- Buffalo – has good analysis and reasoning, with reference to the Plains Indians being forced “to live like white Americans” and becoming reliant upon the US Government. AO2 is a secure Level 3. There is accurate and relevant information to support the analysis making the AO1 a secure Level 3.
- Overall, the response is a high Level 3.



Significance: Cold War

- Read the three responses, one for each of the significance questions.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss what differences there are between the responses.

pp.21–26 Delegate booklet



Significance:

Responses 1 and 2

- Both responses are awarded mid Level 2. The response for the refugee problem in Berlin attempts an explanation and some of the knowledge is accurate and relevant. The response for the 'Second Cold War' is quite generalised and is initially predominantly focused on Afghanistan.



Significance: Response 3

- This response clearly shows analysis of importance and focuses clearly on the set question.
- Accurate and relevant information is included, showing good knowledge and understanding of the features and characteristics of the period studied.
- It fulfils the Level 3 criteria for AO1 and AO2 and therefore is awarded full marks.

British Depth Study – Marking and Discussion





Explain why...

- Spend the time available analysing the points made.
- NB – Level 4 maintaining conceptual focus of the question. Therefore students should be used to defining this focus.
- Stimulus points are not part of the question – they are prompts to help.



Explain why...

Anglo-Saxons and Normans

- Read the two responses to the question *Explain why there was a succession crisis after the death of Edward the Confessor.*
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.27–31 Delegate booklet



Explain why... Response 1

- This response gives an analytical explanation with a line of reasoning which is directed consistently at the focus of the question.
- There is also accurate and relevant information which is precisely selected to address the question directly.
- Therefore the response is awarded high Level 4.



Explain why... Response 2

- The explanation gives a limited analysis of why there was a succession crisis after the death of Edward the Confessor which mainly focuses on claims to the throne.
- There is some knowledge and understanding but this is limited to Harold Godwinson.
- The response is therefore awarded low Level 2.



Explain why... Elizabeth I

- Read the two responses to the question *Explain why Raleigh's first colony in Virginia failed.*
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.40–46 Delegate booklet



Explain why... Response 1

- This answer focuses on the concept of the question and shows a line of reasoning that is generally sustained, although the analysis is occasionally left implicit.
- The knowledge and understanding are good, covering three points of content in a level of detail characteristic of Level 3 and showing a particularly good understanding of the worsening relations with the native population.
- This answer was scored at high Level 3.



Explain why... Response 2

- This candidate has maintained a strong focus on the concept of the question throughout and has analysed the material to provide a sustained and logical answer to the question with some impressive links across the points made.
- The evidence in this response demonstrates both depth and breadth of knowledge and understanding, with the key issues explained and evidenced with precisely selected content – sometimes two or three pieces per point of analysis.
- This response was awarded full marks.



16-mark question

- Where candidates achieved Level 4, this evaluation was most often evidenced throughout the essay, demonstrating linked analysis and showing nuance. Conclusions usually involved discussion of the conceptual focus and a weighing up of the different evidence to reach an overall judgement.
- Responses in Levels 2 and 3 often included a judgement, but this was often stated or repetitive and did not supply justifications and select criteria that were relevant to the question.



16-mark question

- When forming a judgement, use criteria to help with this and, when revising, spend some time thinking about what criteria might go with each question style.
- Short-term/long-term go well with causation and consequence styles, for example, while change and significance styles lend themselves particularly well to considering different groups of people or the nature of the change/impact.



16-mark question: Anglo-Saxons and Normans

- Read the response to each 16-mark question.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the approach of each response.

pp.32–39 Delegate booklet



16-mark question: Response 1

- For the first strand of the mark scheme of AO2 the response gives an analytical explanation which is directed consistently at the conceptual focus of the question. There is a line of reasoning that is coherent, sustained and logically structured.
- For AO1 there is accurate and relevant information which is precisely selected to address the question directly and the response shows wide-ranging knowledge and understanding.
- For the second strand of AO2 the response processes and justifies the overall judgement made.
- The response meets all the criteria for Level 4.



16-mark question: Response 2

- For the first and second strand of the mark scheme the responses fulfils the criteria for Level 4. The response is an analytical explanation which is consistently directed at the focus of the set question. There is a coherent, logical and sustained line of reasoning. For AO1 the response demonstrates precisely selected accurate and relevant information and shows wide-ranging knowledge and understanding of the period.
- For the third strand of the mark scheme the response justifies an overall judgement for Level 3.
- The overall award is therefore low Level 4.



16-mark question: Elizabeth I

- Read the response to each 16 mark question.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the approach of each response.

pp.47–56 Delegate booklet



16-mark question: Response 1

- The response has been organised as a series of causes with a brief conclusion in which importance is stated, rather than organised to address relative (most) importance. This means that the answer has been rewarded at Level 3 against the AO2 strand.
- The knowledge and understanding are clear though sometimes lacking in precise detail, placing this answer in Level 3 for the AO1 strand also.
- The judgement is present but lacks supported justification.
- Therefore, this response was awarded a mark in Level 3.



16-mark question: Response 2

- From the outset, this response is organised according to the judgement criteria laid out by the candidate, and each point of content is assessed against the criteria throughout the answer. The candidate has made some sophisticated points about the nature of a significant achievement, showing a good grasp of the relevant second order concept.
- This response demonstrates wide-ranging knowledge and includes some very specific details and achieves Level 4 against each of the strands.



Reflection

- With the person next to you:
 - What two things can you take away today that can be implemented/discussed tomorrow that will improve your teaching?



Feedback

- www.surveymonkey.co.uk/r/edexcel



Questions?

