

Pearson Edexcel GCSE History

Explain why... questions

Online network event
4 November 2020

First teaching in 2016

First assessment 2018



Aims



This GCSE History network will allow delegates to:



Receive a brief update on the qualification and ask questions



Revisit the Explain why... question and how it is assessed



Talk through some marked exemplar student answers Network and share teaching ideas and strategies

Agenda

16.00–16.15	Introduction and update
16.15–16.20	Review of the explain why... question
16.20–16.40	Marked exemplars from past exam sessions
16.40–16.55	Discussion and sharing of best practice
16.55–17.00	Reflection and a chance to network

GCSE History updates

- Autumn 2020 series
- Summer 2021 series
- New Migration thematic study
- New support materials (at the end of the session)

- Mark Battye recorded a 15-minute back-to-school update in September which can be seen [here](#).

Autumn 2020 series

- GCSE exams taking place between 2 and 23 November.
- GCSE results day: 11 February 2021.
- Key dates for Autumn 2020 post-results services available on our website:
 - <https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services/post-results-key-dates.html#%2Ftab-UK>
- All GCSE topics had entries for the autumn series.
- Question papers and mark schemes will be released with a padlock so they can be used to support decisions about post-results services. We are reviewing the best time to release these materials to make sure they retain their value for mock exams.

GCSE History Summer 2021

- We have now officially confirmed the changes to Edexcel GCSE History in Summer 2021 following the Ofqual consultation.

Students must complete:

Paper 3
Modern depth study (compulsory)

along with 2 of the 3 remaining units:

Paper 1 Thematic study
with Historic environment

and/or

Paper 2 Booklet B
British depth study

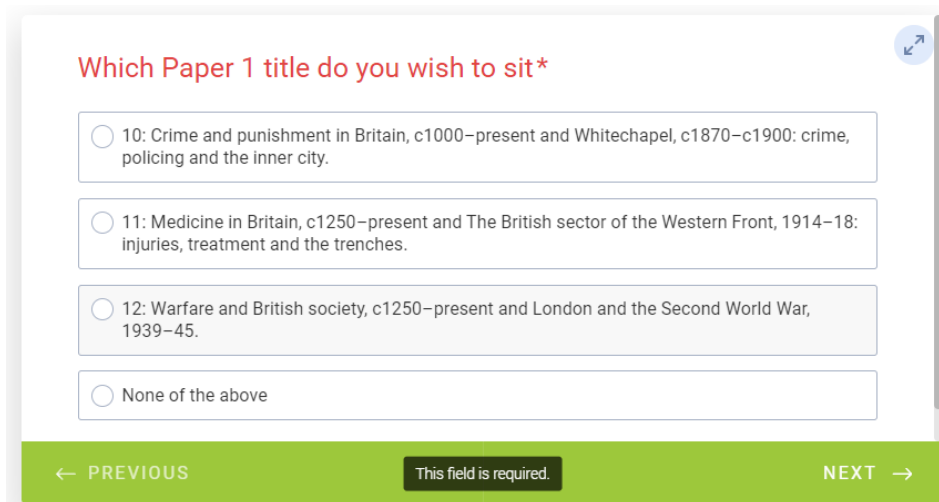
and/or

Paper 2 Booklet P
Period study

- There are no changes to the assessments in terms of question style.
- SPaG will be removed from Paper 1 to ensure comparability with Paper 2.
- Paper 2 British depth study and Period study to be examined on different days – exam time 55 minutes each (currently 1hr 45 minutes total).

GCSE History 2021: support

- Keep an eye on our [summer 2021 support page](#) for up-to-date information and support on these changes:
 - An [overview](#) of topics available in Summer 2021:
 - An [FAQs](#) document to support teachers
 - Detailed overview of [assessment arrangements](#) in Summer 2021
- There will be brand new entry codes for the summer 2021 series.
- We will be using an updated [entry code calculator](#), available Nov 2020:



Which Paper 1 title do you wish to sit*

☐ 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

☐ 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

☐ 12: Warfare and British society, c1250–present and London and the Second World War, 1939–45.

☐ None of the above

← PREVIOUS This field is required. NEXT →

Summer 2021 examinations

- The DfE have confirmed the start of the summer series will be moved back by three weeks: announcement [here](#).
- Provisional exam timetables available now on the Edexcel website [here](#).
 - Tuesday 8 June – Paper 3 Modern depth study
 - Thursday 10 June – Paper 1 Thematic study and historic environment
 - Thursday 17 June – Paper 2 British depth study
 - Thursday 24 June – Paper 2 Period study
- GCSE results day will be Friday 27 August 2021.

New Migration Thematic Study

- We are preparing to add a brand new Migration thematic study to Paper 1 of our GCSE (9-1) History specification (subject to Ofqual approval).
- We have been working with examiners, teachers and stakeholders to ensure the content is fit for purpose and engaging for teachers and students.
- Plan to submit final draft to Ofqual November 2020, when we will also place draft content on the website.
- Topic will be first teaching September 2021, first exam Summer 2022.
- There will be lots of free support for teachers.
- Publishers will be supporting the topic with textbooks.

New Migration Thematic Study

- Title: Migrants in Britain c800-present
- Key factors: government, religion, economic influences, attitudes in society
- Theme 1: The context for migration, e.g. reasons for migration, patterns of settlement, context of society
- Theme 2: The experience and impact of migrants in Britain, e.g. language, culture, trade, role of media
- Case studies, e.g. City of York under Vikings, C19 Liverpool, Asian migrants in Leicester post 1945
- Historic Environment: Notting Hill c1948-c1970
- See this recent [news item](#) written by Mark Battye.

Review of the explain why... question



Explain why...

- Appears in three places
 - Paper 1 Thematic study qu.4
 - Paper 2 British depth study qu.1b
 - Paper 3 Modern depth study qu.2.
- 12 marks awarded
 - AO1 (knowledge and understanding) – 6 marks
 - AO2 (explain and analyse) – 6 marks.

Generic mark scheme: Levels 1–2

12-mark questions		Level
0	No rewardable material.	
1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1] 	1
4–6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustained 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><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	2

Generic mark scheme: Levels 3–4

7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>	3
10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</p>	4

Features of strong answers

- 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.

Exemplar answers



Paper 1 Explain why...

Explain why there were improvements in medical knowledge in the years c1500–c1700.

Explain why there have been changes in the work of the police in the period from c1900 to the present day.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- What are the differences in AO1 and AO2 for each response?

Response 1 – Medicine

- The first paragraph demonstrates the importance of the work of Vesalius in disproving Galen's previous theory of the four humours. For AO2, there is good analysis of the scale and limitations of the change this led to whilst demonstrating accurate and relevant knowledge of the time period.
- The next paragraph addresses the work of Thomas Sydenham, cited as a stimulus point in the question. Again, there is accurate knowledge and an analytical approach to addressing the changes which resulted from his work.
- Finally, the response considers the impact of the printing press from the stimulus points and concludes with the work of the Royal Society, although this is incorrectly stated as being established under Charles I rather than Charles II. Despite this error, the answer has already met all of the criteria for Level 4 by this point.

Response 1 – Medicine cont.

- There is accurate and relevant knowledge across the time period c1500–1700 to support each point for AO1, the response considers at least three aspects of content which is a requirement to access Level 4, and at AO2 there is a consistent approach to analytical explanation which is directed at the conceptual focus of the question.
- Level 4 awarded.

NB See [examiner reports](#) and [exemplar packs](#) for more exemplar answers for this question.

Response 2 – Crime

- The opening paragraph addresses forensic science, which is cited as a stimulus point in the question. For AO1 there is some relevant knowledge, but this is not developed through the use of specific examples such as DNA or fingerprinting. For AO2 the response offers a sense of change, but the analysis is limited as the explanation is left implicit. No explanation as to how forensic science changed the work of the police is offered other than the assumption that it made things easier than without it.
- The rest of the response follows in similar fashion; the candidate addresses changes to transport, but the provided knowledge refers to examples pre-1900 and not those that led to change through technological examples.
- There is a little more focus in the final paragraph which addresses the impact of computers on police work.

Response 2 – Crime cont.

- Whilst there is no need to provide an overall judgement the candidate presents one, but again the focus on change is left implicit with an overall impression that things have got 'easier'.
- Throughout the answer AO2 is judged to be limited analysis with an implicit link to the conceptual focus of the question. For AO1 there is some accurate knowledge and understanding of the time period. The response does go beyond the stimulus points considering three aspects of content.
- Awarded top of Level 2.

Paper 3 Explain why...

Explain why the Nazis were able to create a police state in the years 1933–39.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- What are the differences in AO1 and AO2 for each response?

pp.10–15 Delegate booklet

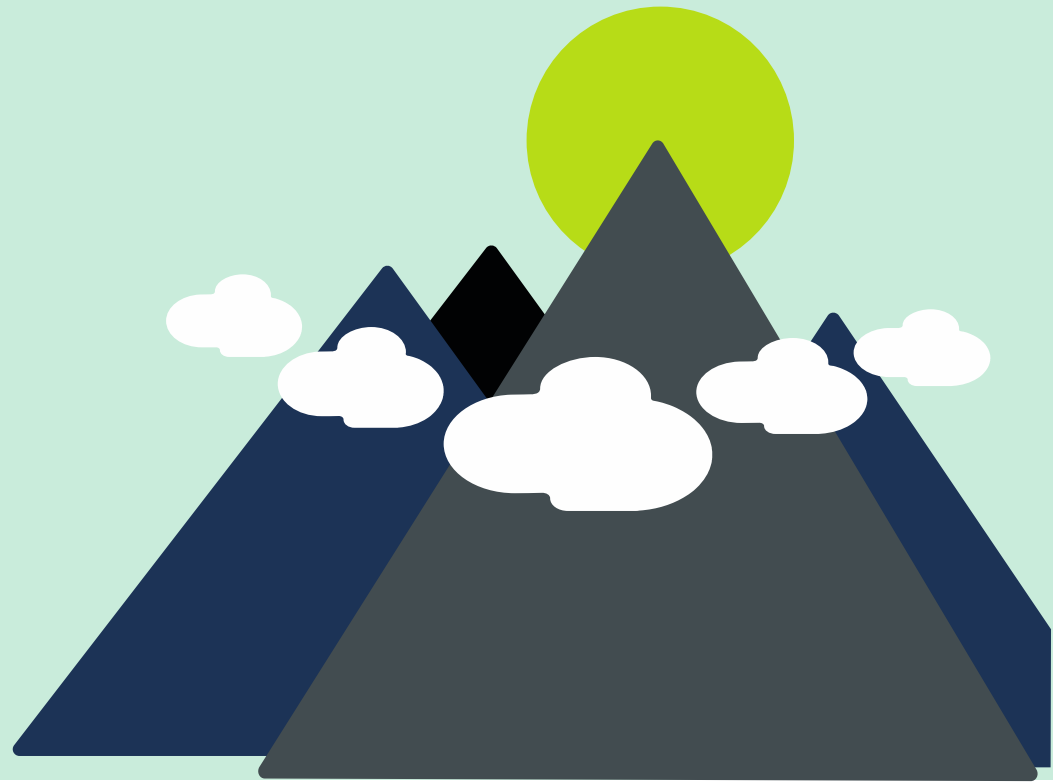
Response 3 – Germany

- The analysis is mainly directed at the focus of the question and the line of reason is generally sustained and is placed in Level 3 for AO2.
- The knowledge goes beyond the stimulus points and is good, rather than wide-ranging and, again, is placed in Level 3 for AO1.
- The answer securely achieves both elements of Level 3 so a mark at the top of the Level must be awarded – 9 marks.

Response 4 – Germany

- This response provides three aspects of content and some good knowledge and understanding of the period.
- An explanation is given with implicit links to the question but the line of reasoning is not sustained.
- This means that the response meets the Level 2 criteria securely.

Sharing good practice



Teaching in practice

- What are some of the challenges your students face in answering this question?
- What methods or solutions have you found to help your students deal with challenges?
- Do you have any suggestions for effective ways to teach this question?

Lacking sufficient supporting knowledge

Issue:

Some students do not approach the questions with sufficient depth or range of knowledge.

Suggestions for addressing:

Whilst teaching topics, create lists or spider diagrams of factors and consequences of key events.

Spend some time with exam questions making lists of possible content, to instil the idea that there are many points of content that could be used.

Describing instead of analysing

Issue:

Some students describe, rather than analyse, the events. The question requires an analytical focus on a second-order concept, rather than a simple narrative or description of events.

Suggestions for addressing:

Use a non-historical question to address the issue of causation as a second-order concept.

While students are learning to write analytically, have a phrase to encourage them to focus.

Have key words visible on the wall with analytical phrases.

Activity from the Paper 2 Guide

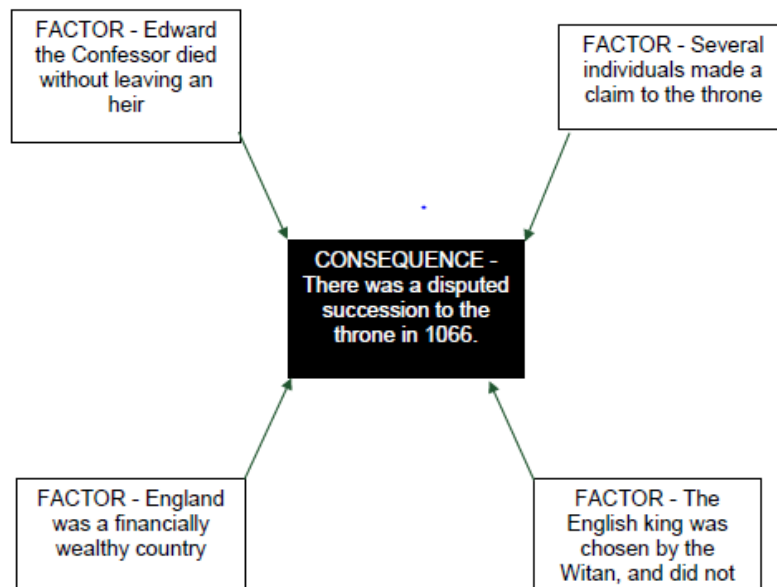
Cause and consequence

Whilst students usually grasp simple cause and consequence, they can struggle to explain that an event or development can be the consequence of a range of causes acting in combination. It can also be hard to grasp that the causes may operate on different time scales. This is an example of a task that could be used to help students think about cause and consequence. Simple tasks like this will help students to see the connection between different factors and their consequences.

Option in this example

B1: Anglo-Saxon and Norman England, c1060–88

Historical events often have more than one cause. Sometimes the causes can be events, or decisions, but other times they might be the result of a gradual change or popular attitude. Some causes can run for a long-time period before leading to the consequence, whilst others could be short-term and have an immediate impact.



- 1) Label the lines connecting each factor (the white boxes) with the consequence (the black box) by saying how the factor led to the consequence.
- 2) Can you link any of the factors (the white boxes) together? Draw lines and label them.
- 3) Next to each factor draw a clock face. Make it larger for factors that were long-term issues, and smaller next to factors that were short





Reflection

Based upon this network event, what are you planning to take away to use in your classroom or department:

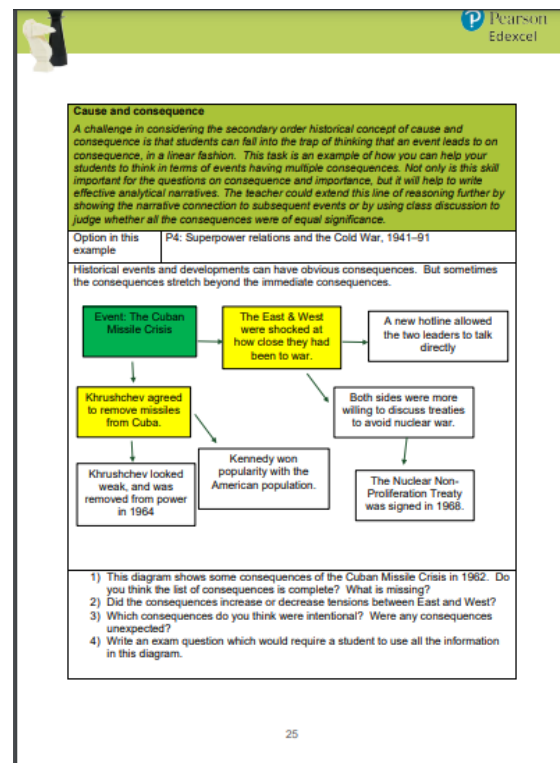
- Is it something about how the question works?
- Is it something about how the question is marked?
- Is it something about supporting lower attaining students?
- Is it a teaching strategy or classroom idea?

New support materials



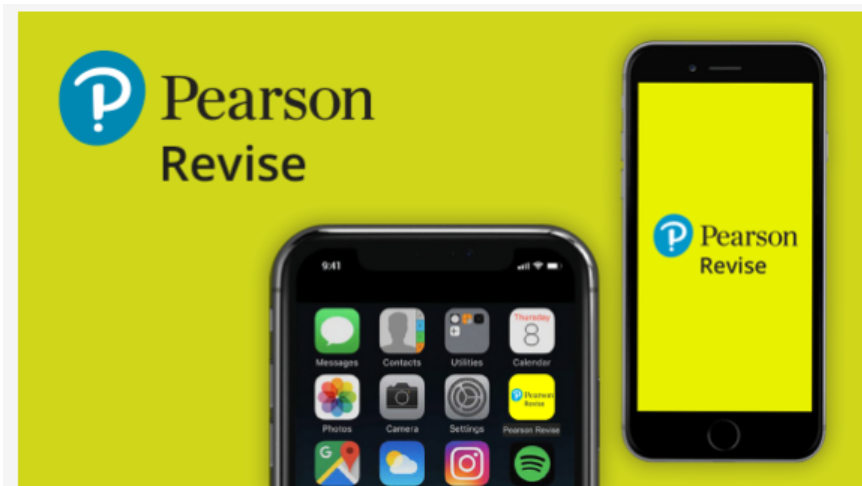
New support materials: Paper 2 guide

- GCSE Paper 2 guide available on qualification page:
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching%20and%20learning%20materials/GCSE-History-Paper-2-Guide.pdf>
- Contains guidance on:
 - how to approach teaching
 - how the topics are assessed
 - second order concepts
 - useful resources
- GCSE Paper 1 and 3 guides coming soon
- GCSE Whitechapel guide coming soon



New support materials: Revise App

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



Free new revision app

Download from your app store from September 2020

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

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

- Coming soon: GCSE revision tips.

New support materials: Early Elizabethan England knowledge booster

- Available now on our qualification page:
- <https://qualifications.pearson.com/content/dam/secure/silver/all-uk-and-international/gcse/history/2016/teaching-and-learning-materials/GCSE-History-B4-Early-Elizabethan-England-knowledge-booster.zip?783766134772011>
- Designed to support students with AO1 Knowledge and understanding.
- Quizzes not exam-style questions – covering whole topic.
- If popular/useful we will try to create more for other Paper 2 topics.

Mary, Queen of Scots

Mary's claim to the throne

1. Decide which statements are true and which are false. Circle your answers.

A. Mary did not have a legitimate claim to the English throne.	True	False
B. Mary's great grandfather was Henry VII.	True	False
C. Mary's grandmother was Margaret Tudor, Henry VIII's sister.	True	False
D. Mary was Elizabeth's first cousin.	True	False

Mary's background and religion

2. Which crown did Mary inherit when she was a baby?

New support materials: Mock marking service

- New mock marking service for GCSE and A level (paid-for service)
- <https://qualifications.pearson.com/en/campaigns/pearson-edexcel-mocks-service.html>
- Papers are sat by your students and marked by either Pearson examiners or school teaching staff, with the results and item level analysis being made available via ResultsPlus.
- 3 windows: Autumn term, Spring term 1, Spring term 2
- Uses last available series of question papers (currently Summer 2019)
- There are three levels of service:
 - Paper-based Pearson-marked: GCSE £9.00 / A level £14.00 per exam paper
 - Onscreen Pearson-marked: £5.50 per exam paper (GCSE only)
 - Onscreen teacher-marked: £3.50 per exam paper (GCSE only)

History Subject Advisor

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Feedback



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Questions?

What can Pearson do for you?

