

Pearson Edexcel GCSE History

Judgement questions

Online network event
19 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 judgement essay 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 judgement 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

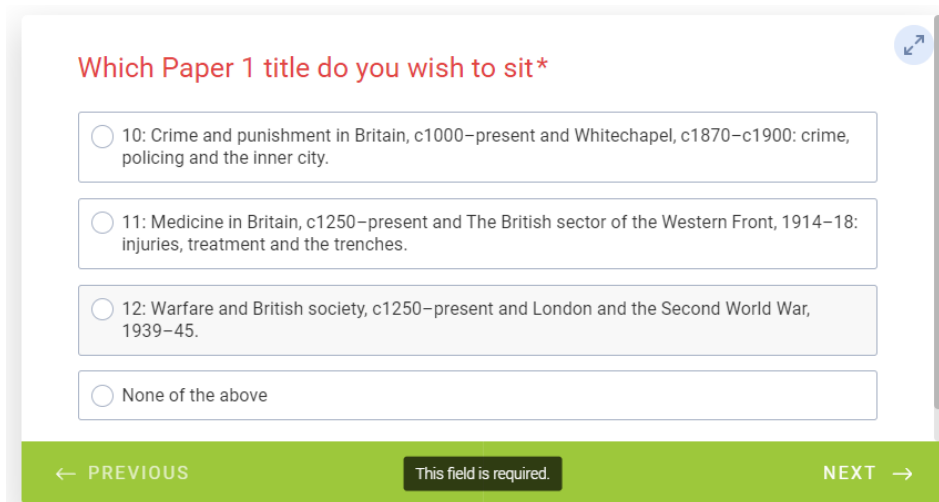
and/or

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.

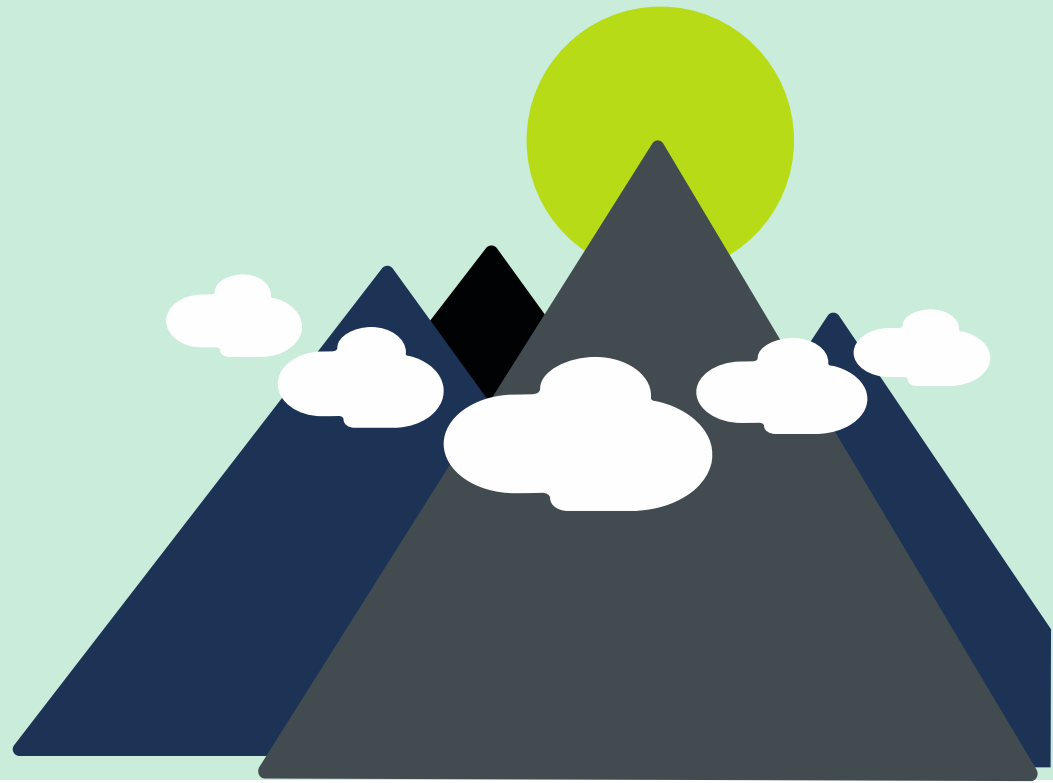
New Migration Thematic Study

- 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.
- Final draft has been submitted to Ofqual; you can see the draft content on our website [here](#).
- 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 judgement question



Judgement essay

- ‘Statement.’ How far do you agree? Explain your answer.
- Appears in two places
 - Paper 1 Thematic study qu.5/6
 - Paper 2 British depth study qu.1c
- 16 marks awarded
 - AO1 (knowledge and understanding) – 6 marks
 - AO2 (explain and analyse) – 10 marks
 - plus 4 SPaG marks for Paper 1 qu.5/6

Paper 3 qu.3d involves judgement too – 16 marks + 4 SPaG marks.
This question is AO4 (analysis and evaluation of interpretations).

Generic mark scheme: Levels 1–2

Level	16-mark questions	
	No rewardable material.	0
1	<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] • The overall judgement is missing or asserted. [AO2] 	1–4
2	<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] • The overall judgement is given but its justification is asserted or insecure. [AO2] <p>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</p>	5–8

Generic mark scheme: Levels 3–4

3	<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] • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>	9–12
4	<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] • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</p>	13–16

SPaGST

Performance	Mark	Descriptor
No marks awarded	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning.
Threshold performance	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
Intermediate performance	2-3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
High performance	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate

Best-fit marking

- Mark schemes for judgement questions are generic.
- The third (green) bullet point in each level is used to reward the judgement being made.
- ‘Best-fit’ approach to marking considers a level for AO2 (analysis), AO1 (knowledge and understanding), and for AO2 (judgement) before reaching a final mark.
- When the separate strands of the mark scheme are in different levels, the examiner has to decide an overall ‘best-fit’ final mark.

Features of strong answers

- 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.

Making a judgement

- 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.
- When answering the questions on Paper 1 – which are focused on change – think about judging, for example, the extent of change, the pace of change, the process of change or the impact of change.
- When considering questions on Paper 2 (British Depth Study) think about how judgements can be made for causation, significance, similarity and difference, and change and continuity.

Exemplar answers



Paper 1 Judgement

‘The main reason why medical care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen’s ideas.’ How far do you agree? Explain your answer.

‘The Norman Conquest (1066) led to significant changes in law enforcement in medieval England.’ How far do you agree? Explain your answer.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- How have you used best-fit marking to decide a level?

Response 1 – Medicine

- The response begins with an asserted judgement that the candidate agrees with the statement presented in the question.
- There is little structure to the response, with all of the knowledge and argument being presented in one long continuous prose. The response considers how the statement is accurate by basing its argument on the fact that all medical knowledge at the time was based on the ideas of Galen.
- There is some attempt to demonstrate how other medical professionals were not keen to expand beyond Galen's theories, and how those who did often had their ideas met with opposition, but this argument is not well supported with specific knowledge at AO1.

Response 1 – Medicine cont.

- For AO2 there is an attempt to follow a line of reasoning, but the answer is largely disorganised and, therefore, this is not sustained. A judgement is asserted but this is not secured with the providing of accurate or precise knowledge.
- This response has met the Level 2 criteria for each of the three strands of the mark scheme and, therefore, is awarded an overall judgement of Level 2.
- The spelling, punctuation and grammar are correct but there is limited specialist terminology so it received 3 marks for SPaGST.

Response 2 – Crime

- The introduction here sets the context of the Norman Conquest and provides an asserted judgement from the offset that there were some changes but also some elements of continuity.
- The first main paragraph offers an accurate explanation as to why the Normans continued, because it was 'effective' and, therefore, there was little need to make change. This argument demonstrates some analysis, but lacks development through the use of supporting knowledge to show why this form of law enforcement was effective.
- There is analytical explanation offered to show change through the use of two examples (Wergild and the Murdrum fine), demonstrating how the end of one naturally progressed into the establishment of the other, which demonstrates precise knowledge of the period.
- The conclusion offers a judgement which partly agrees with the statement in the question.

Response 2 – Crime cont.

- This response demonstrates an explanation which offers some analysis, with a line of reasoning which is mostly sustained. The judgement is mostly justified but it is not fully supported by the argument presented throughout the answer.
- For AO1 there is good knowledge and understanding of the time period, but this is slightly weaker in the first paragraph.
- This response has met the Level 3 criteria for each of the three strands of the mark scheme and, therefore, is awarded a judgement of Level 3.
- The spelling, punctuation and grammar are correct and it has also used relevant specialist terminology so it received 4 marks for SPaGST.

Paper 2 Judgement

‘The late arrival of the Danes was the main reason for the failure of the Revolt of the Earls (1075).’ How far do you agree? Explain your answer.

‘Drake’s most significant achievement, in the years 1558–88, was the raid on Cadiz.’ How far do you agree? Explain your answer.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- How have you used best-fit marking to decide a level?

pp.11–19 of the delegate booklet.

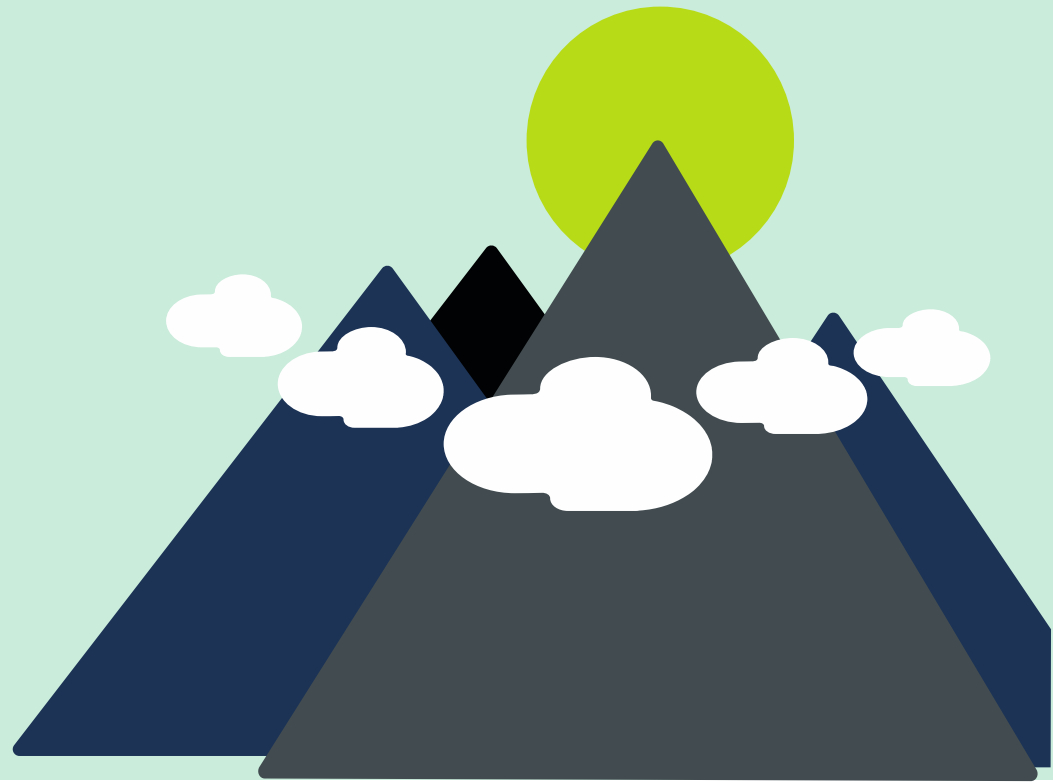
Response 3 – Anglo Saxons and Normans

- This 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, therefore this is Level 4 for AO2.
- 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, therefore this is Level 4 for AO1.
- For the second strand of AO2, the response processes and justifies the overall judgement made. Again, this is Level 4.
- This response meets all the criteria for Level 4 and is, therefore, awarded the full 16 marks available.

Response 4 – Early Elizabethan England

- This response gives an explanation showing some analysis which is mainly directed at the focus of the question. It shows a line of reasoning that is generally sustained but limited in coherence and organisation. Therefore, this is Level 3 for AO2.
- For AO1, relevant information is included showing some good understanding, but some of the knowledge is a little confused and limited within Level 3. Therefore, AO1 is Level 3 – but not secure Level 3.
- For the second strand of AO2, a judgement is given with some justification, giving this Level 3.
- Overall, this response, although covering aspects of content beyond the stimulus points, is Level 3 – 11 marks.

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 examples to back up statements

Issue:

Students need precise examples of knowledge they can use to support the change/continuity or development being discussed (Paper 1).

Suggestions for addressing:

In class discussion, when a student identifies a thematic change or feature, ask another student to back the point up with an example that shows (or disproves) the point.

Use highlighters to analyse model answers by identifying the main point and the subsequent supporting detail.

Create a living graph, showing change in a theme (e.g. law enforcement, medical knowledge, tactics in battle), and label it with examples that support each phase.

Weak judgements

Issue:

Some students assert rather than support a judgement.

Suggestions for addressing:

Use a phrase to help students learn to write analytically, and encourage them to develop more phrases as they become more confident in supporting their judgements.

Have students read each other's or model judgements and colour-code them for whether the judgement is supported.

Set short multiple-choice comparisons to choose between two options (e.g. was x or y a more important consequence?) and discuss reasons to lean one way or the other.

Activity from the Paper 1 Guide

Change and continuity

Students often struggle with the idea of judging the significance of a change in order to reach a conclusion. A common problem is to reach the conclusion of an essay and simply assert a judgement that something is more or less important than something else because it happened, or because it sounds more important. Thinking in terms of criteria should help students to think critically about how they can reach supported conclusions.

Option in this example

Option 12: Warfare and British society, c1250–present

Changes happen all the time. Every second, things are changing. If historians just listed changes, they would never stop. Therefore, historians have to weigh how important a change is. One way to do this is to decide criteria – that means how you measure change. For example, if you were measuring change in a school, you could look at how grades improved, or how much bullying there was, or the quality of equipment in the school. Using criteria helps to judge how significant, or important, a change is.

Look at these changes in the development of artillery in the years 1700–1900:

c.1700 Bronze used to make cannon lighter and therefore easier to move on the battlefield	c.1700 The British army formed the Royal Regiment of Artillery	1700–1800 Artillery had a longer range than previously.	1803 The British army started to use shrapnel shells	1860 Artillery pieces were cast more quickly and cheaply from solid steel
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Imagine you are investigating how far artillery was responsible for changing warfare c1700–c1900.

- 1) With a partner, make a list of different criteria you could use to judge the importance of changes in artillery for changes in warfare. For example, it could be how long the change lasted, or its impact on battlefield tactics. Choose your best three criteria.
- 2) As a class, discuss your criteria. You can now keep your three or change any of them if you heard a better idea from the class.
- 3) Using your three criteria, judge the importance of the development of artillery for changing warfare in the period c1700–c1900.

Now we need other reasons to compare against artillery to help reach a judgement.

- 4) Think of two more reasons why warfare changed in the period c1700–c1900 that are different from the development of artillery. Support each reason with two or more examples.
- 5) Judge the importance of your two new reasons using the same criteria you used to judge the development of artillery.
- 6) Write a paragraph to explain which of the three changes was more important in changing warfare in the years 1700–1900. Explain why you have made this judgement.



Reflection

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

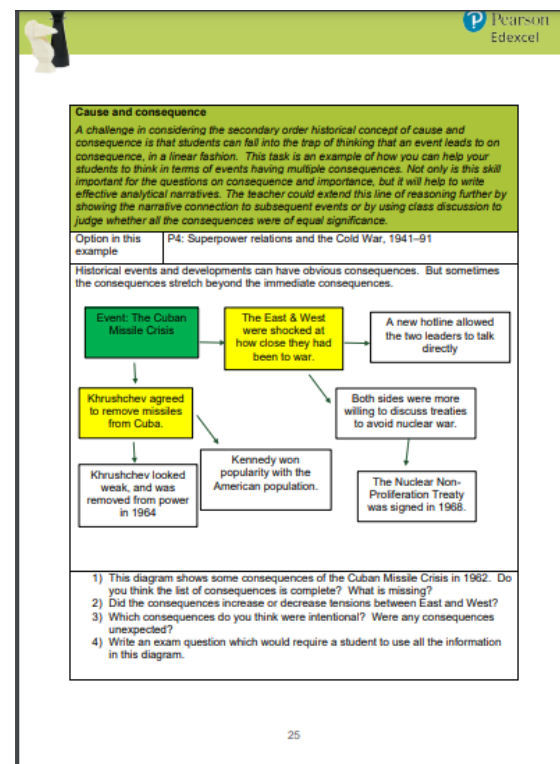
- Is it something about how the question works?
- Is it something about how the question is marked?
- Is it something about supporting lower attaining students?
- Is it a teaching strategy or classroom idea?

New support materials



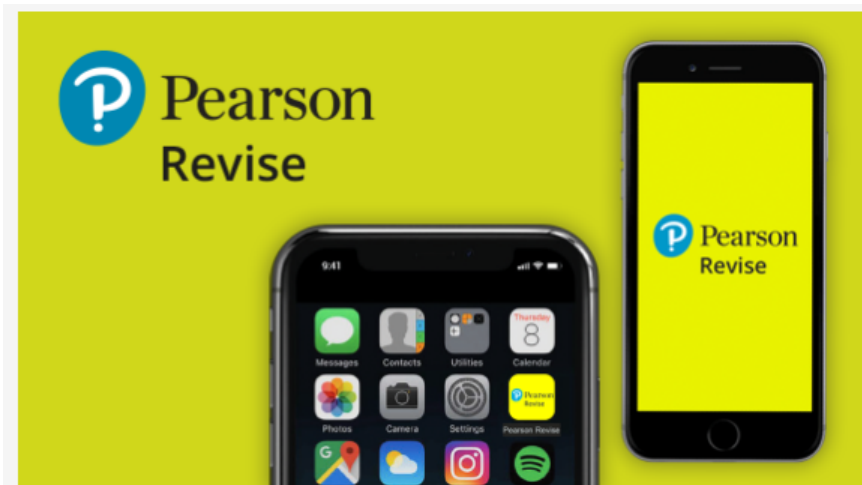
New support materials: Paper 2 guide

- 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 guide new on website [here](#)
- GCSE Paper 3 guide 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

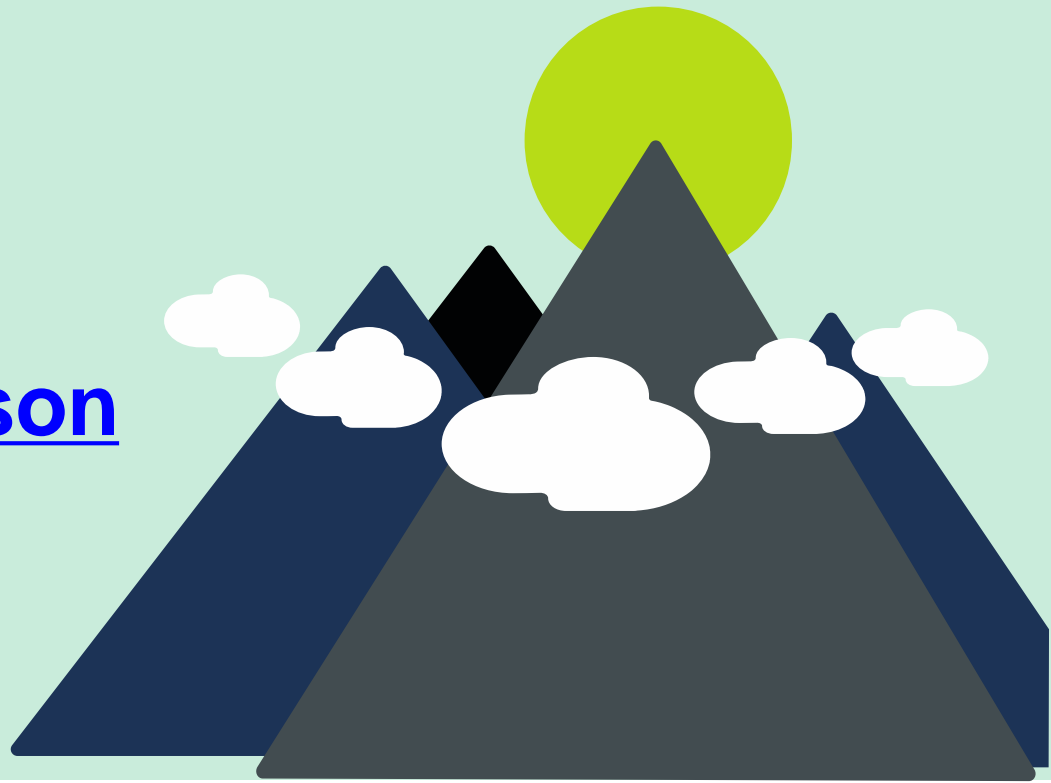
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Feedback



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Questions?

What can Pearson do for you?

