

Pearson Edexcel GCSE History

Significance questions

Online network event
24 November 2020

First teaching in Sept 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 significance question and how it is assessed



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

Agenda

16.00–16.10	Introduction and update
16.10–16.20	Review of the significance 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 and retain their value for mock exams:
 - Question papers – 7 December
 - Mark schemes – 22 December

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

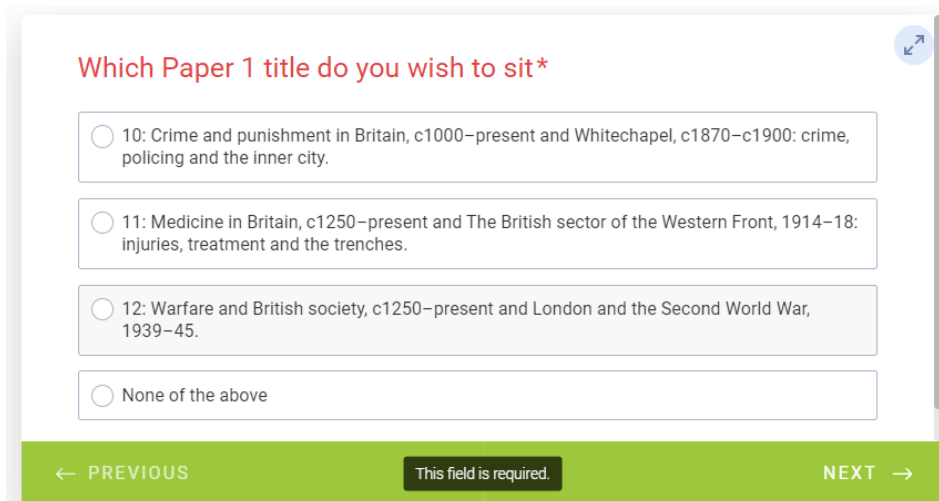
and/or

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](#).
- Exam timetables available now on the Edexcel website [here](#).
 - Tuesday 8 June – Paper 1 Thematic study and historic environment
 - Thursday 10 June – Paper 3 Modern depth study
 - Thursday 17 June – Paper 2 British depth study
 - Thursday 24 June – Paper 2 Period study
- GCSE results day will be Friday 27 August 2021.

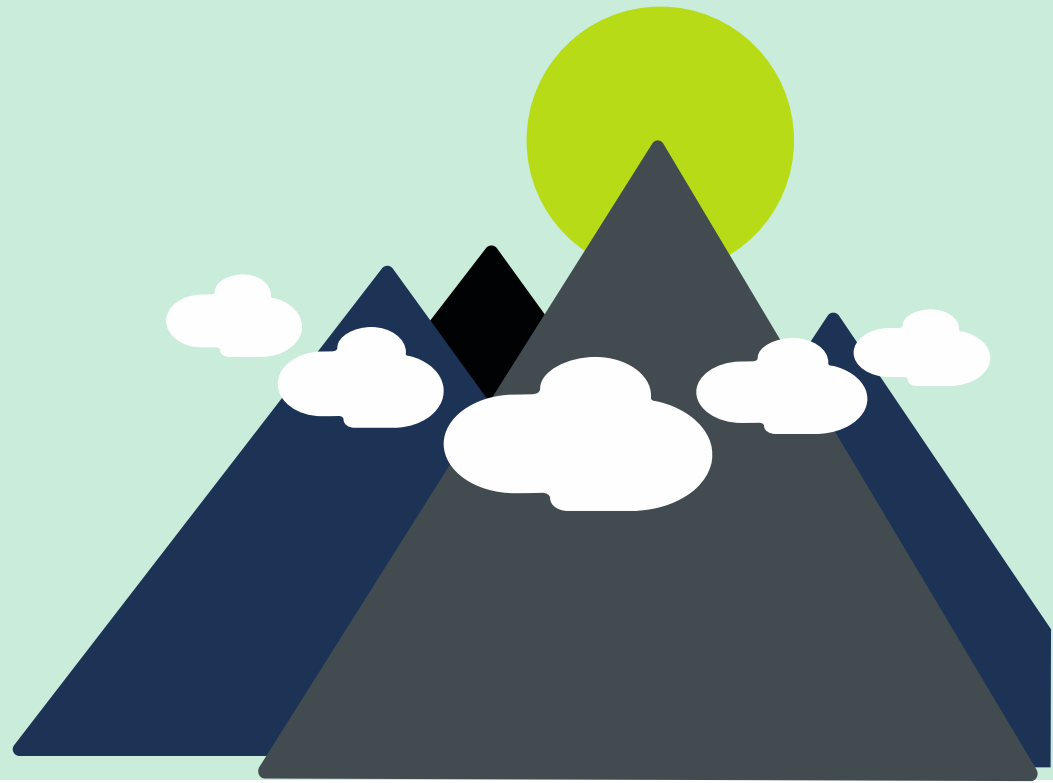
New Migration Thematic Study

- 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 significance question





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.*

*in this question, the second-order concept will always be consequence/significance



What is 'significance'?

Please use the comment box to share your views:

How do you explain the concept of 'significance', or 'importance', to your students?

How easy to understand do your students find this concept?



The significance question

3 Explain **two** of the following:

- The importance of X for/in/on Y. **(8)**
- The importance of A for/in/on B. **(8)**
- The importance of K for/in/on L. **(8)**

(Total for Question 3 = 16 marks)



An example of the question

3 Explain **two** of the following:

- The importance of the Potsdam Conference for early Cold War tension between the USA and the Soviet Union. (8)
- The importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958–61. (8)
- The importance of the ‘Second Cold War’ for relations between the Superpowers. (8)

(Total for Question 3 = 16 marks)



Breaking down the question

The importance of

Secondary concept
identified

the Potsdam Conference

The event/ person/
development

for early Cold War tension
between the USA and the
Soviet Union.

Focus for
significance



Using the mark scheme

- The mark scheme identifies the strands of AO1 and AO2 that are assessed.
- Each of the two answers is marked separately out of 8 marks.
- The answer is marked by ‘best fit’ marking:
 - Decide a level for AO2
 - Decide a level for AO1
 - Identify the ‘best fit’ mark for the two
 - E.g. if both strands are L3, the final mark will be L3. If AO2 is L3 but AO1 is L2, the answer will be low L3.



The generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none">• A simple or generalised answer is given, showing limited development and organisation of material. [AO2]• Limited knowledge and understanding of the topic is shown. [AO1]
2	3-5	<ul style="list-style-type: none">• An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2]• Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6-8	<ul style="list-style-type: none">• An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2]• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]

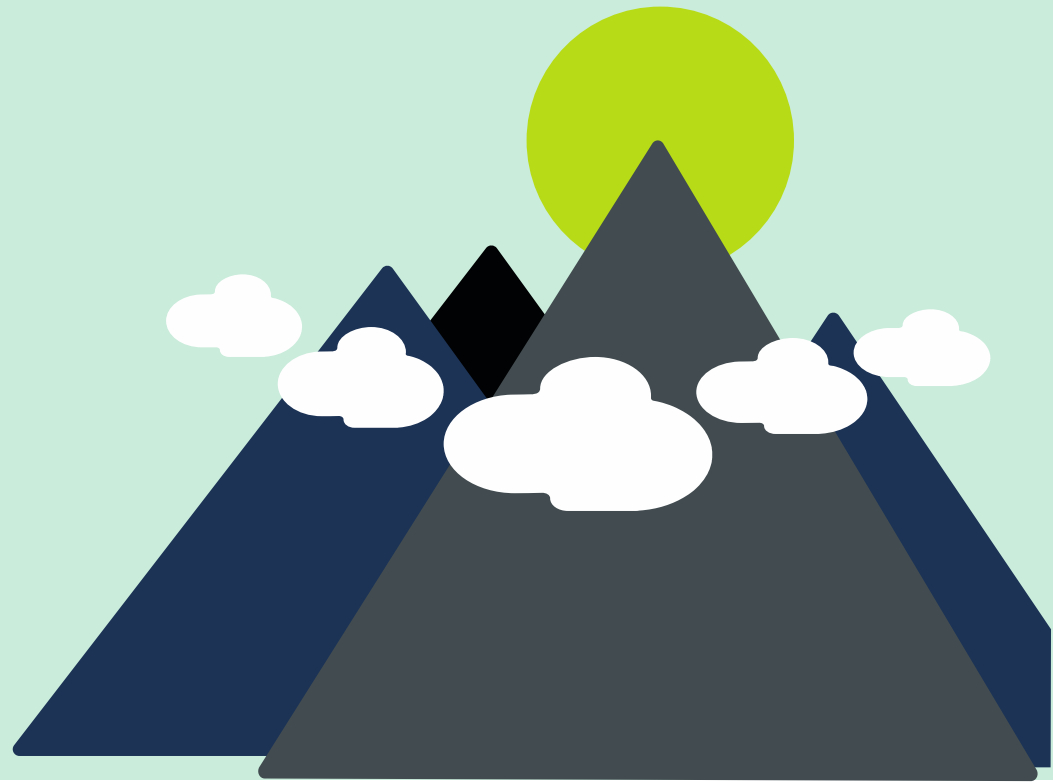


Summary

Please use the comment box to share your views:

Considering how the question is worded and the review of the mark scheme, what would you say are features of a strong answer?

Exemplar answers





Exemplar 1 – Level 3 example

Exemplar 1 in the delegate pack (page 4) is an example of a Level 3 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 3.



Exemplar 2 – Level 2 example

Exemplar 2 in the delegate pack (page 6) is an example of a Level 2 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 2.

Note – the candidate did not complete the answer, it is not missing a page.



Exemplar 3 – Level 2 example

Exemplar 3 in the delegate pack (page 7) is an example of a Level 2 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 2.



Exemplar 4 – Level 3 example

Exemplar 4 in the delegate pack (page 9) is an example of a Level 3 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 3.



Marking activity

Please find the scripts in your delegate pack labelled “Marking activity A” (page 11) and “Marking activity B” (page 13).

- Read both answers
- Mark each answer for AO2, then for AO1.
- Using the two levels, apply the ‘best fit’ principle.

Put your final level for each answer in the comment box. You could add a comment to explain your decision.

Sharing good practice






Teaching in practice

What are some of the challenges that 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 methods to teach this question?

Activity from the new Paper 2 Guide

 Pearson Edexcel

Significance
Significance, or importance, is an essential secondary order historical concept. Whilst it is easy to think of significance in absolute terms, in reality a development can be very significant in one area whilst having little or no impact in another area. Students need to be able to think flexibly about significance. To be able to explain the importance of an event, students need to be able to focus on the importance in relation to a key focus, such as how important it is for a particular group or country, or for tensions between groups. This will help them to avoid generalised and subjective statements about importance which are not relevant to the question being asked. The task below has one question focus, teachers can add other foci into the spaces.

Option for this example: P5: Conflict in the Middle East, 1945-95

The importance of an event will depend upon the focus of the question. For example, an event or development might be significant for changing how a government runs its country, but less significant for the relationship that the country has with other countries. This means that when thinking about significance, we cannot just have a fixed answer for each event, individual or development in the key topic. Instead, we need to think about importance in relation to the focus of the question.

The Cairo Conference in 1964

How was it important for the Arab States, 1964-73?

How was it important for...

How was it important for...

Judgement – in what way was the Cairo Conference most important?

1)	2)	3)
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Reason:

- 1) Read back over your notes on the Cairo Conference, 1964.
- 2) In each box, summarise two examples of how the Cairo Conference was important, or significant. Make sure that your examples are relevant to the topic focus.
- 3) In the three spaces at the end, put the three different topic foci (the three boxes from task 2) into priority order from most to least significant. Give a reason for your choice.

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focus of the question

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Identifying relevant consequences

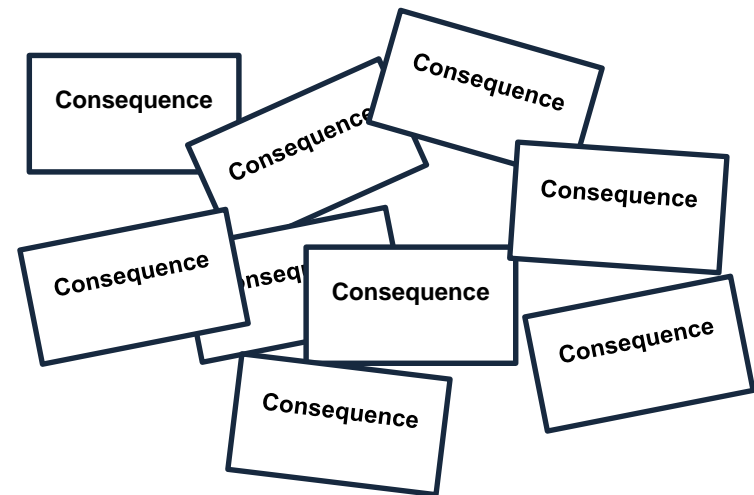
Make a grid of different consequences for a major event. Include a wide variety of consequences.

Students use counters to choose events or facts that are relevant for the question you have set.

You could change the question and use a second colour of counter.

Alternatively, cut the grid up to make cards, and sort the cards to sort the relevant consequences into piles.

Consequence	Consequence	Consequence	Consequence
 Consequence	Consequence	  Consequence	Consequence
Consequence	Consequence	Consequence	 Consequence
 Consequence	Consequence 	Consequence	Consequence



Activity from the new Paper 2 Guide

Edexcel

Cause and consequence

Sometimes students treat causes and consequences as if they were inevitable, rather than seeing developments as occurring only because of the factors that led up to them. This challenging task can be used to help students to realise that events need not have happened in that precise manner, and that dramatically different outcomes were possible.

Although it doesn't help to confuse lower attaining students with alternative events, for higher attaining students one way of assessing the significance of an event or decision is to consider the possible impact of it not happening. This will help students to understand that the way that the events happened was not simply an inevitable consequence but that it was the result of deliberate decisions.

This task is a challenging concept, best used as an extension task for higher attaining students.

Option for this example P4: Superpower relations and the Cold War, 1941–91

Events and consequences are rarely inevitable. Often, whether deliberate or unintended, events are the consequence of the decisions made by political and military leaders.

One example is the Cuban Missile Crisis. Nuclear warfare was threatened and subsequently avoided by the decisions taken by the political leaders. One way to assess them is to ask 'what if'. Even though we can't be certain what would happen, it is a way of thinking through the significance of the consequences of a decision or event.

What if...	Possible consequence?	How significant was the decision they really made?
...American had not stopped aid and imports of Cuban sugar when Castro took power and nationalised American companies?	Cuba could have carried on trading with USA. They probably wouldn't have asked for support from USSR, so the USSR would not have established a military presence there.	The decision to stop trade was crucial as it gave the USSR an ally which resented the USA and that was within reach of North America. The Cuban Missile would not have happened without this relationship.
... Kennedy had not agreed to the CIA plans for the Bay of Pigs?		
... American military forces had attacked the Russian ships carrying the warheads?		
... Khrushchev did not back down but continued to try to place warheads on Cuba?		
... Khrushchev had publicised that the USA was also removing warheads from Turkey.		

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What if...	Possible consequence?	How significant was the decision they really made?
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... Khrushchev did not back down but continued to try to place warheads on Cuba?		
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Reflection

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

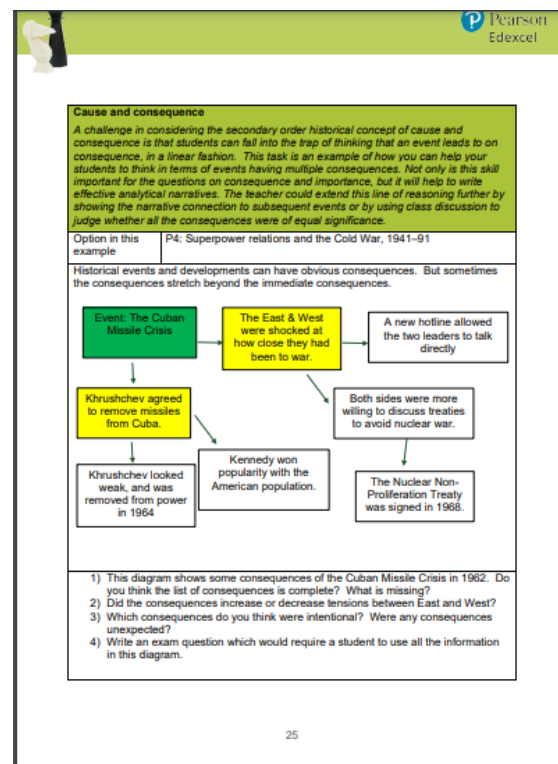
- Is it something about how the question works?
- Is it something about how the question is marked?
- Is it a teaching strategy or classroom idea?

New support materials



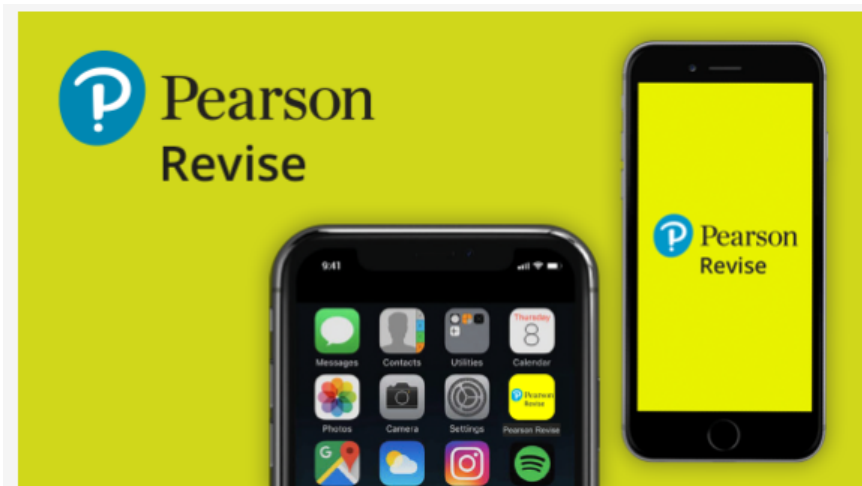
New support materials: Paper 2 guide

- 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

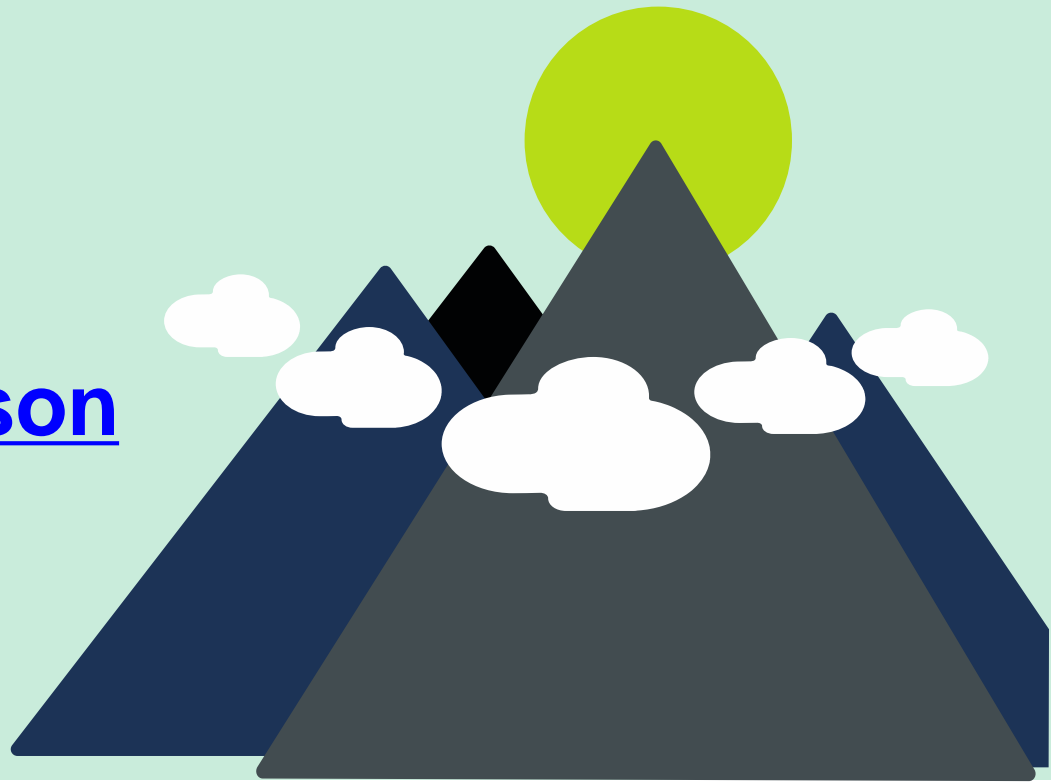
- Mark Battye
 - 0333 016 4084
 - qualifications.pearson.com/contactus
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Feedback



[http://bit.ly/Pearson
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Questions?

What can Pearson do for you?

