

Pearson Edexcel

GCSE History

Managing revision

Online network event
30 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



Plan departmental strategies for revision, and consider ways to help students revise and prepare for mock and live exams



Network and share teaching ideas and strategies

Agenda

16.00–16.10	Introduction and update
16.10–16.30	Planning for effective revision
16.30–16.50	Making revision activities effective
16.50–16.55	New support materials
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.
 - GCSE question papers – 7 December
 - GCSE 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

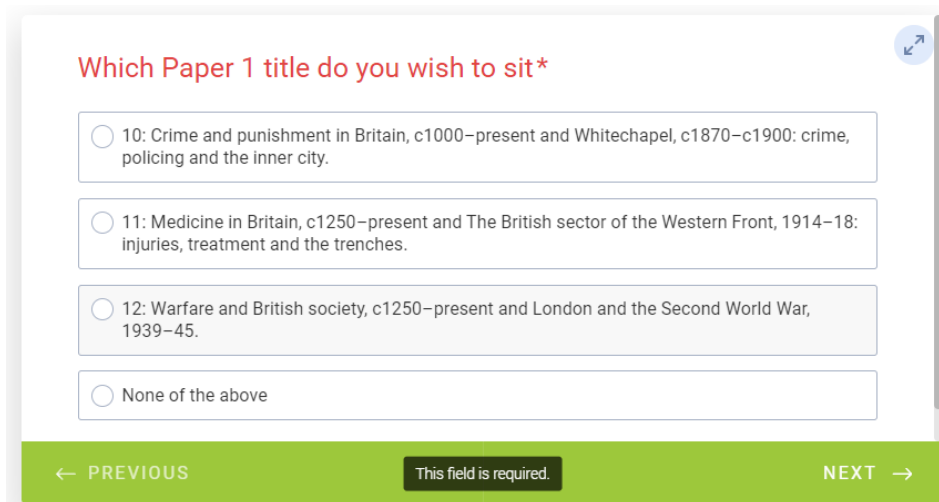
and/or

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.
- An updated [entry code calculator](#) is now available:



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](#).
- Final 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.

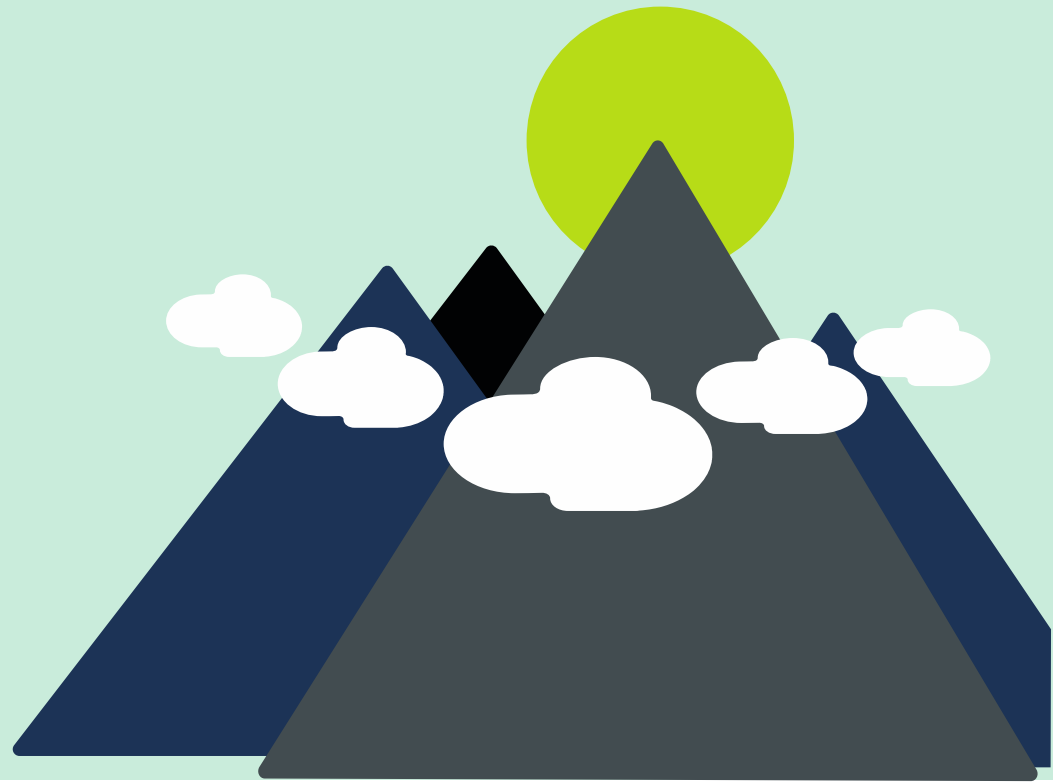
New Migration Thematic Study

- We are preparing to add a brand new Migration thematic study with historic environment 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 the Vikings, C19 Liverpool, Asian migrants in Leicester post-1945
- Historic Environment: Notting Hill c1948-c1970
- See this recent [news item](#) written by Mark Battye.

Planning for effective revision





Planning for effective revision

For a department to be effective with revising, planning is important.

Thinking in advance about revision, rather than just leaving it to the end of the year can be helpful.

What are some of the factors to consider when planning your departmental approach to revision?



Planning when to revise

Planning when you will revise is important.

- Find the balance between starting revision too early and leaving it too late and rushing.
- The plan has to work for students, but also for you.
- Will you have planned revision for the mock exams, or just for the 'live' exams?
- What time will work best for your students?
 - After school? Lunchtime? Before school?
 - Has remote learning opened up new possibilities?



Planning what to revise

- The order of revision is important to allow students to focus on each paper and have enough time to cover all topics.
- Students will need to be ready for the first exam, but delaying revision for other exams until after that date is a common pitfall.
- The order of teaching the units may affect the order in which you revise the four topics.



Planning how to revise

- For some students, a teacher-led revision structure may be the best option to introduce the discipline and organisation students need.
- For others, individual revision is more effective.

Do online resources and methods help or hinder good revision?



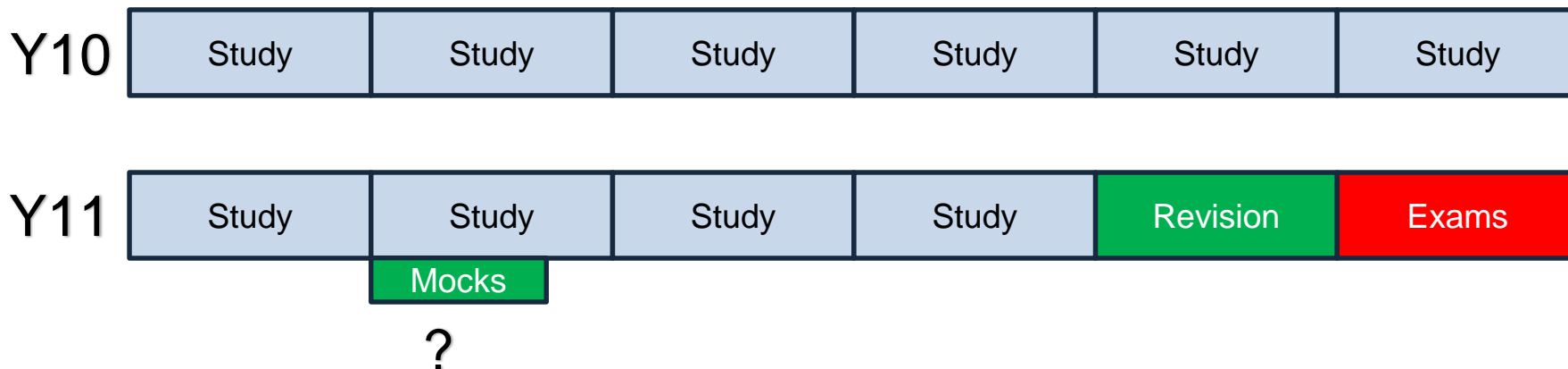
Planning to engage

- The most effective revision is when students are engaged with the topic.
 - Can you make the revision more relaxed so that it does not feel like ‘just another lesson’?
 - What is the most effective duration?
 - Are there any ways to avoid revision lessons being new note-taking or teaching sessions?
 - Can the way we talk about the session affect our students’ engagement?



What could this look like in practice?

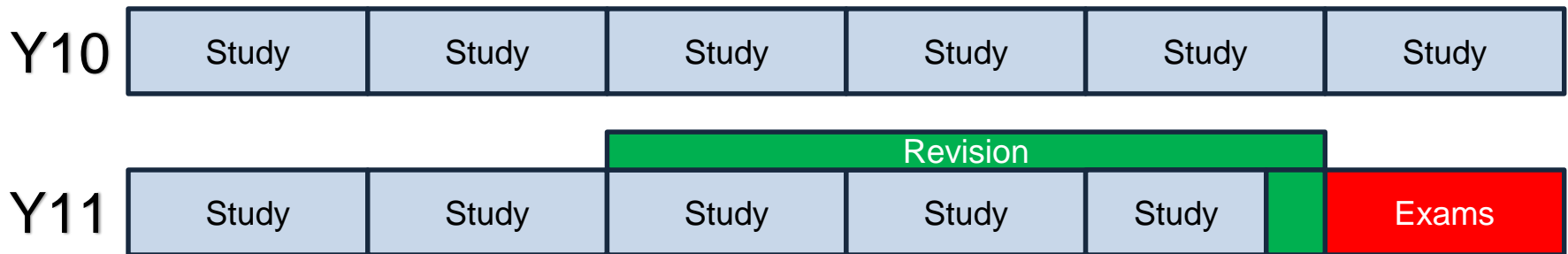
Some centres aim to teach the course with a number of weeks free at the end, then use lesson time to address revision.





What could this look like in practice?

Other centres will teach until much nearer the exams, but start revision in extra-curricular slots from mid-Y11.





What could this look like in practice?

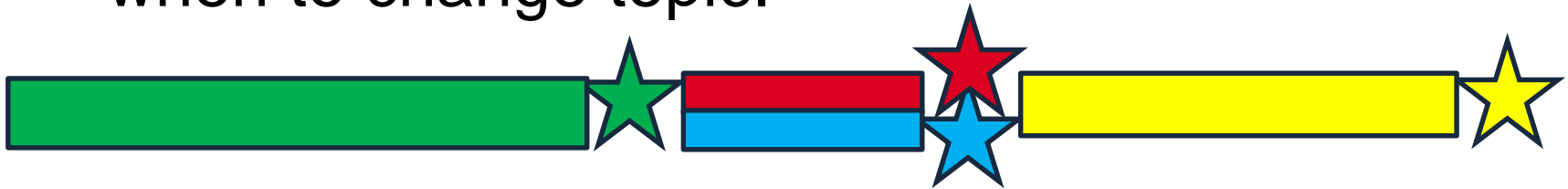
One centre has a model of not setting homework from the current class topic. Instead, from mid-Y10, students do a task per week in a revision booklet from a past topic, with a revision exam question every 4th week.

Y10				Revision		
	Study	Study	Study	Study	Study	Study
Y11	Revision					Exams
	Study	Study	Study	Study	Study	



Revising around the exams

- Balancing revision around the exams takes some careful thought. It is important to balance when to change topic.



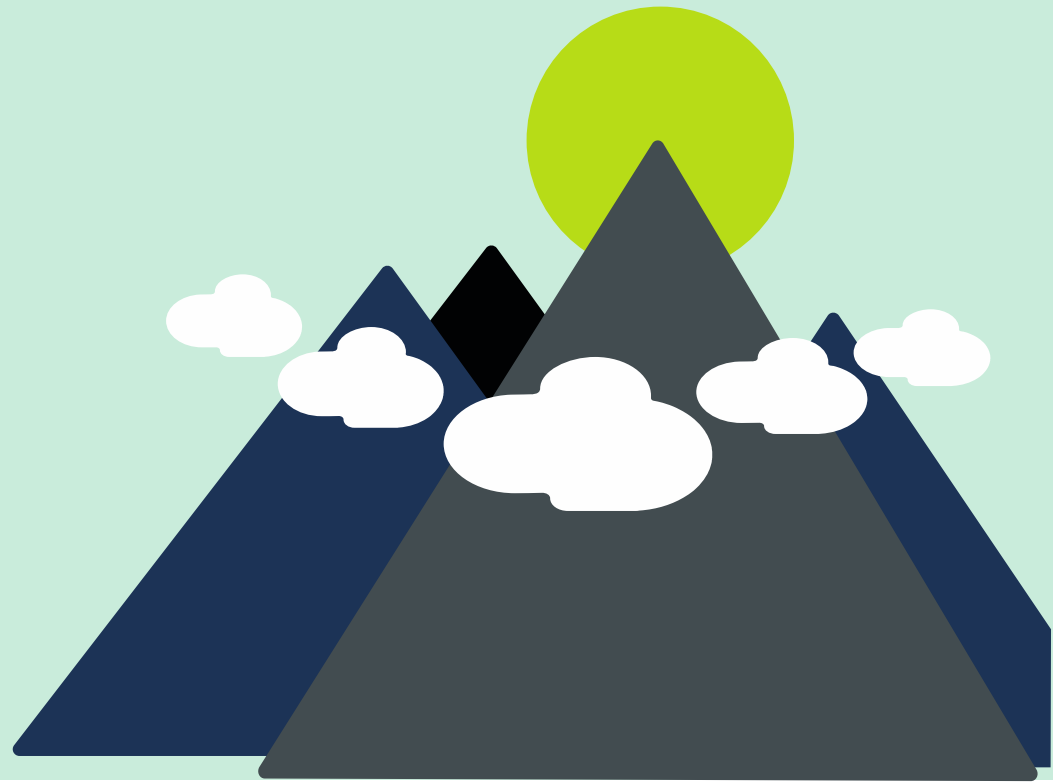


How will you plan for effective revision?

Think about the issues and questions raised:

- What will work for your students, and for you?
- When will you start revision revision?
- How will you plan to make revision effective?

Making revision tasks effective





Why does the design of revision tasks matter?

For revision to be effective, students need to be engaged with the task.

This matters because:

- Much revision is extra-curricular and therefore hard to enforce
- In many instances, the students most in need of revision are the least likely to engage
- Good revision needs to go beyond factual recall
- Students need to be doing their own revision as well.



Targeting revision activities – the content

The choice of topics is important for focused revision.

The reality is that for a two-year course with four units (three for 2021), it may not be possible to revise every topic.

How do you decide what topics to revise?

An example resource

- This is an example approach to think about the topics which are most urgent
- Students self-review using clear assessment descriptors.
- The teacher can use this to inform revision priorities.

1= I have no real memory of the topic.
 2= I have some memory of the topic in general terms.
 3= I can remember the topic and think of a couple of examples like names, dates or key words.
 4= I can remember a range of specific examples like names, dates and key words.
 5= I have revised well and I am ready to try an exam practice question.

Self review- Nazi Germany, 1929-39

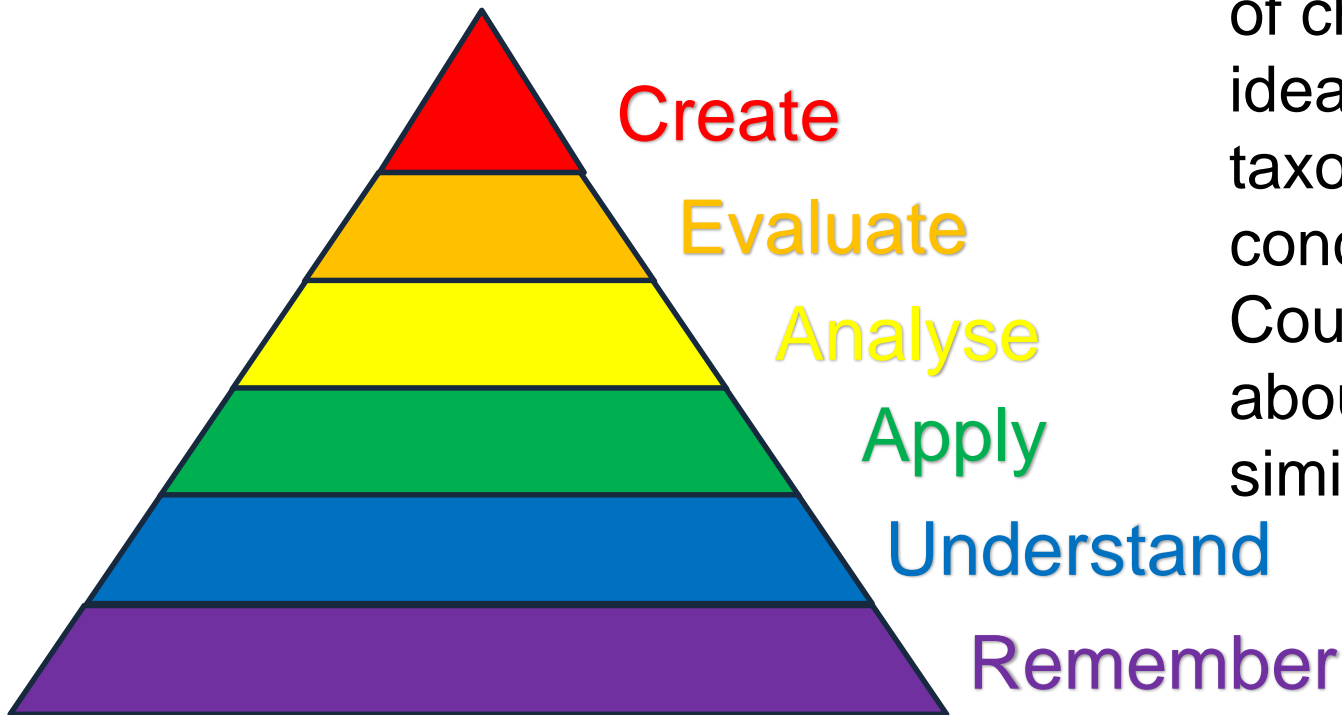
	1	2	3	4	5
HOW AND WHY WAS HITLER ABLE TO BECOME CHANCELLOR IN JANUARY 1933?					
What was the impact of Depression and Wall St. Crash on Germany?					
Why did the Nazi Party gain popularity in the 1920s?					
How/why did democracy fail in the Weimar Republic?					
What were the reasons that allowed Hitler to come to power?					
How did the German people react to Hitler becoming chancellor?					
HOW DID HITLER CHANGE GERMANY FROM A DEMOCRACY TO A NAZI DICTATORSHIP, 1933-34, AND THEN REINFORCE THIS?					
How did the Reichstag Fire and March 1933 election help Hitler?					
How did the Enabling Act help Hitler					
How were political opponents eliminated?					
How did the Night of the Long Knives help the Nazis?					
How did Hitler become Fuhrer?					
Can you explain how the Nazis kept law and order with? <ul style="list-style-type: none"> • SS, Gestapo & concentration camps • Propaganda, media and censorship • Education and youth movements • Control of religion and churches 					
Can you describe opposition groups during the 1930s and explain their tactics, including at least 3 examples?					
TO WHAT EXTENT DID NAZIS BENEFIT FROM NAZI RULE?					
Can you describe Nazi economic plans in the 1930s and how they benefitted Germans, including self-sufficiency and employment?					
Can you explain how the Nazis met their promises to people over living standards?					

Topics which I need to focus on revising:

1.
 2.
 3.
 4.
 5.



Targeting revision activities – the level of challenge



In the classroom, we often think about levels of challenge, using ideas like Bloom's taxonomy, or similar concepts.

Could it help to think about revision in a similar way?



Targeting revision activities – the level of challenge

One thought process that can be helpful is to keep a focus in mind for the revision task:

- Revision to recall
- Revision to use knowledge
- Revision to evaluate and argue



Revising for recall

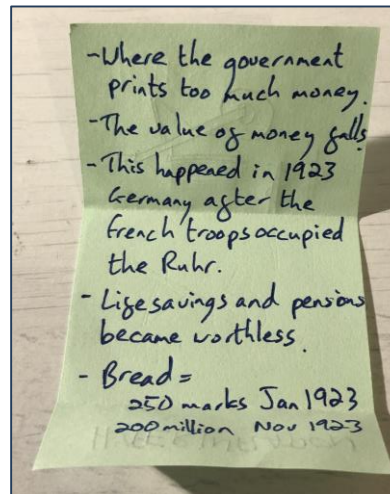
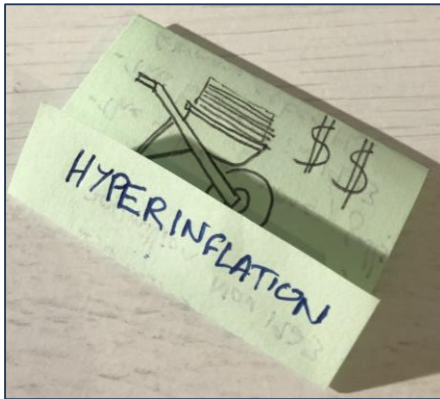
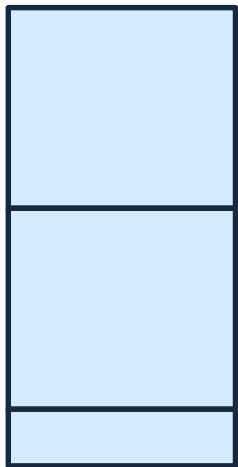
One idea...

Matchbook notes

After learning a key topic, students summarise by folding up and filling in:

- On front edge, write the label.
- Draw a picture or symbol on front cover.
- Inside write a bullet point summary.
- Glue onto a piece of card, or inside back cover of book, folded up.
- Use for revision tasks.

How do you like to help your students to revise to recall knowledge?



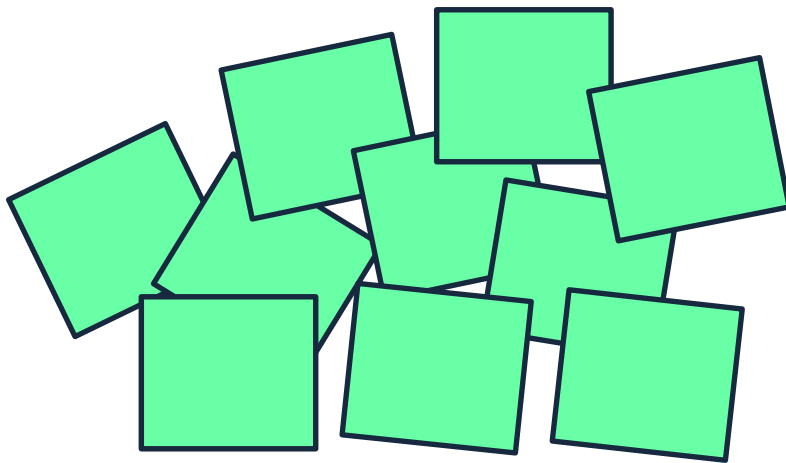


Revising to use knowledge

One idea...

- Students have a set of cards with relevant facts for the topic, e.g. a set of information on Nazi economy like the word 'self-sufficient' and 'Nazi work schemes'.
- Put a question on the board like 'Explain why', students select three examples of cards that could help them answer.

How do you like to help your students to revise to use/apply their knowledge?





Revising to evaluate and argue

One idea...

- Get another history teacher (or yourself) to write a one-sided history statement, one paragraph long, which uses specific examples.

Stalin was so powerful simply because he was a popular leader. The education system taught young people that Stalin was not only a great leader, but that he was also a father-figure to the country. This belief meant that everyone in the country completely supported his economic and social demands. No one wanted to give anything less than their best for the USSR because they believed in communism completely...

- Challenge students to prove the teacher wrong. They need to have evidence to back up their views.

How do you like to prepare your students to revise to evaluate and argue?

New support materials



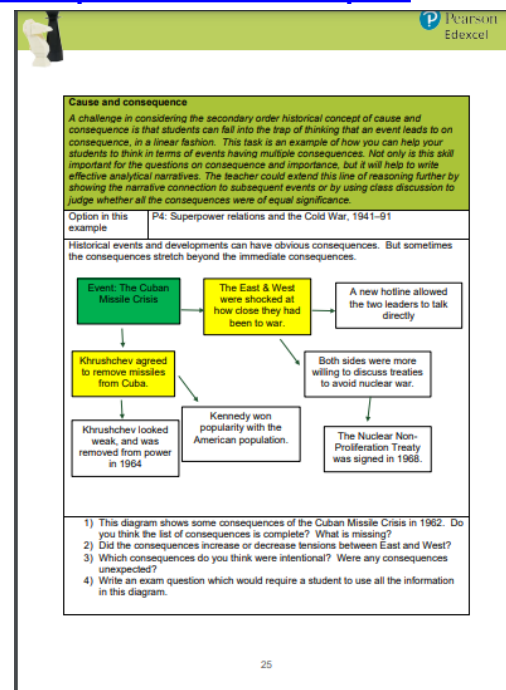
New support materials: Paper 2 guide

- GCSE Paper 1 and 2 guides available on qualification page:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching%20and%20learning%20materials/GCSE-History-Paper-1-Guide.pdf>

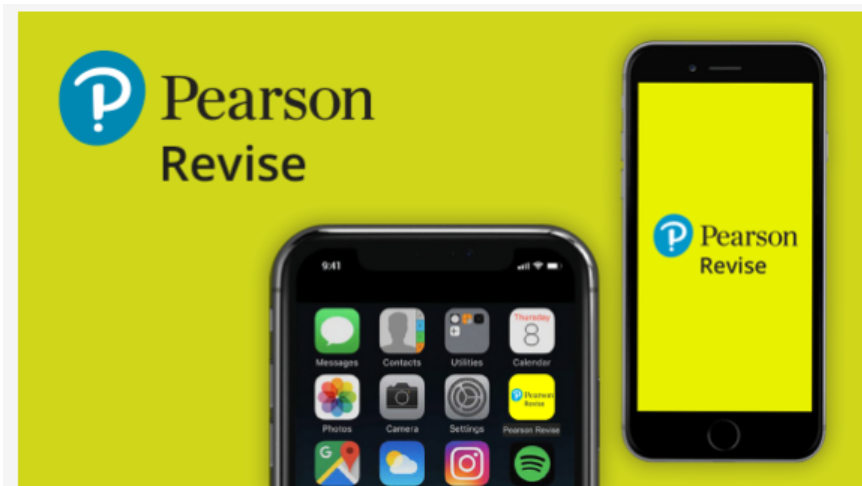
<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching%20and%20learning%20materials/GCSE-History-Paper-2-Guide.pdf>

- Contain guidance on:
 - how to approach teaching
 - how the topics are assessed
 - second order concepts
 - useful resources
- 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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 - [Sign up](#) to regular subject advisor updates
 - qualifications.pearson.com/history



Feedback



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

What can Pearson do for you?

