

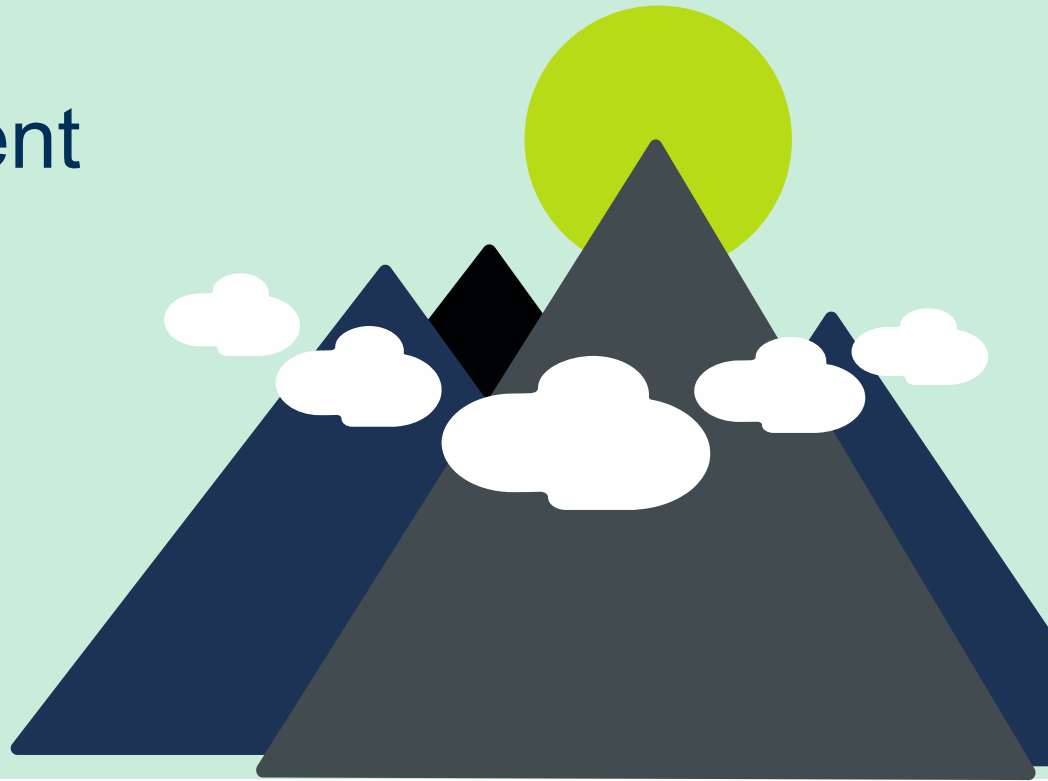
Pearson Edexcel GCSE History

Explain why... questions

Online network event
16 November 2021

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



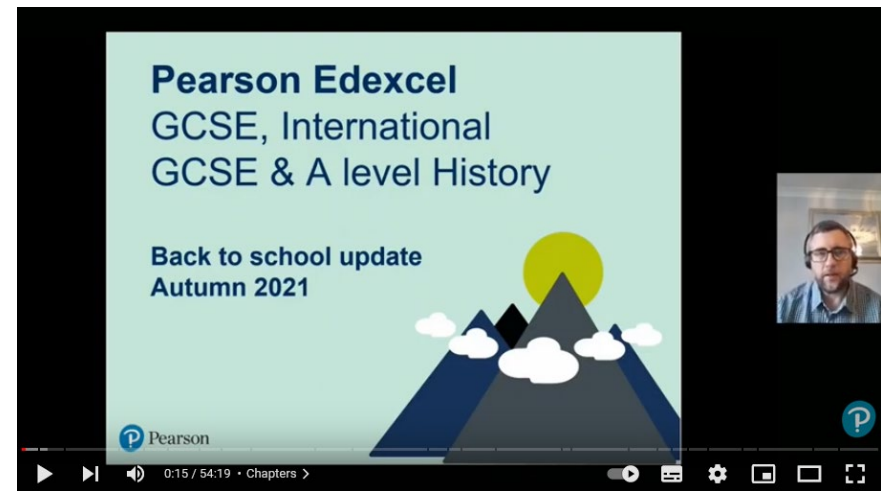
Talk through some marked exemplar student answers Network and share teaching ideas and strategies

Agenda

16.00–16.10	Introduction and update
16.10–16.15	Review of the explain why... question
16.15–16.40	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 2021 series
- Summer 2022 series
- New Migration thematic study and Specification Issue 3
- New support materials (at the end of the session)
- Mark Battye recorded a back-to-school update in October which can be seen [here](#).



Autumn 2021 series

- GCSE exams taking place between 18 November and 2 December.
- The content adaptations which were put in place for the cancelled summer 2021 exam series will be carried forward for the autumn series.
- GCSE results to centres: 23 February; results to students: 24 February.
- Key dates for Autumn 2021 post-results services available on our website [here](#).
- Most GCSE History topics had entries for the autumn series.
- In Autumn 2021 grading outcomes will be broadly in line with Summer 2021. This is the same approach that was taken in Autumn 2020.

Summer 2022: Keeping up to date



- [Summer 2022 support page](#) updated with latest news & developments, sign up for general qualifications bulletins and read old bulletins:
- [History subject page](#) contains history-specific news and guidance, sign up for history subject advisor email updates:
- Each qualification page has a 'Summer 2022 support' tab which contains qualification-specific support and guidance.

Specification

Course materials

Published resources

Teaching support ▼

Switch to Pearson

Summer 2022 support

GCSE History Summer 2022

- The Ofqual Summer 2022 consultation outcome confirmed the same optional flexibility in place for Summer 2021 would be carried forward.

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

Summer 2022

- There are no proposed changes to 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 will be examined on different days – exam time 55 minutes each (currently 1hr 45 minutes total).

GCSE History 2022: support

- Keep an eye on our GCSE History [summer 2022 support](#) page for up to date information and support on these changes.
- An [overview of assessment options available in summer 2022](#).
- Detailed [assessment arrangements in summer 2022](#).
- GCSE History [summer 2022 FAQs](#).

Summer 2022 support



GCSE History summer 2022 FAQs

| PDF 311.1 KB | 01 October 2021



GCSE History summer 2022 assessment options

| PDF 251.5 KB | 01 October 2021



GCSE History summer 2022 assessment arrangements

| PDF 161.8 KB | 01 October 2021

GCSE History 2022: entry codes

- There are new entry codes for Summer 2022.
- Use the entry code calculator – available on our website:
- <https://qualifications.pearson.com/en/forms/gcse-history-entry-calculator.html>

Which Paper 3 title do you wish to sit?*

☐ 30: Russia and the Soviet Union, 1917–41

☐ 31: Weimar and Nazi Germany, 1918–39

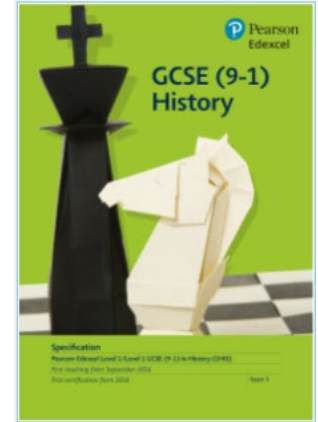
☐ 32: Mao's China, 1945–76

☐ 33: The USA, 1954–75: conflict at home and abroad.

← PREVIOUS

NEXT →

GCSE History Specification Issue 3



- We recently updated [GCSE History specification \(Issue 3\)](#).
- Applies first assessment Summer 2022.
- Migration thematic study added to Paper 1.
- Minor amendments made throughout to improve consistency and clarify content where appropriate.
- Minor amend to Paper 1 question 2b marking instructions to help clarify how to apply mark scheme.
- [Guide to the amendments](#) available on our website.

Amendments to American West

- Issue 3 of the specification resulted in more substantial amendments to American West:
 - To clarify the content.
 - To reorganise some content to where it better fits, with intention of helping students to see links within & across the three key topics.
 - In some instances, inconsequential content has been removed, meaning that it no longer needs to be taught.
- [Guide to American West changes](#).
- Pre-recorded training which explains the changes is now available via the On-demand training tab [here](#) (filtered for GCSE History – scroll down list).
- Changes apply for first assessment Summer 2022.

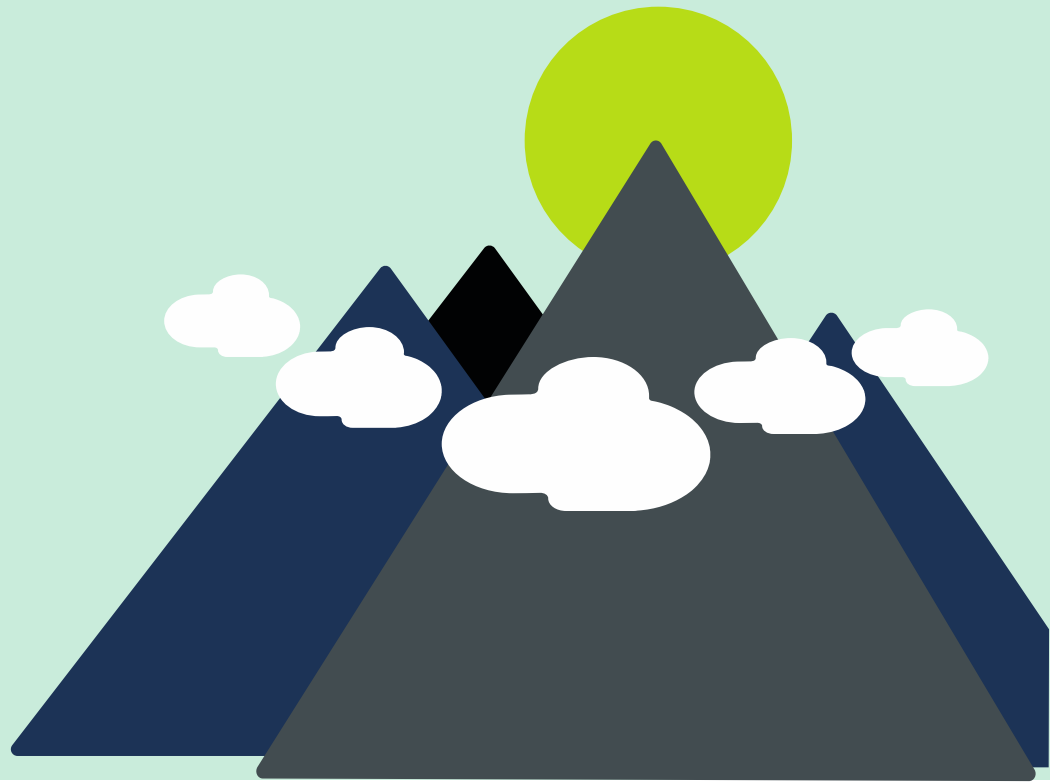
New GCSE Migration Thematic Study

- New GCSE History Migration Thematic Study first assessment summer 2022.
- Pre-recorded Getting Ready To Teach available [here](#).
- Case study from teacher introducing topic to school [here](#) (two posts now available and more to follow).
- Free support for teachers [here](#), including topic booklet, scheme of work, information booklet.
- Resource mapping [Our Migration Story](#) to new Migration topic [here](#).

Diversifying the curriculum

- We hope the new Migration topic will be a valuable addition to our specification and an important step in our plans to make our History qualifications more diverse and inclusive.
- Now this topic has been developed we're starting to work with key stakeholders to think about how future specifications can be designed to be more inclusive and welcome suggestions from History teachers.
- The HA have been running a series of workshops to bring teachers and awarding bodies together to explore how we can make existing popular GCSE topics Elizabeth, American West and Medicine more diverse.
- Following these events we will be asking our examiners to come up with some ideas about how we could incorporate more diversity into these topics to plan for future specification redevelopment.
- Please email teachinghistory@pearson.com if you'd like to get involved with this process.

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.
- Two short stimulus points provided
 - Updated Getting Started Guide, p.33.

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>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</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 2 Explain why...

Explain why there was a succession crisis after the death of Edward the Confessor.

Explain why Raleigh's first colony in Virginia failed.

- 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.2–10 Delegate booklet

Response 1 – Anglo Saxons and Normans

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

Response 2 – Elizabeth

- 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 9 marks.

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.11–16 Delegate booklet

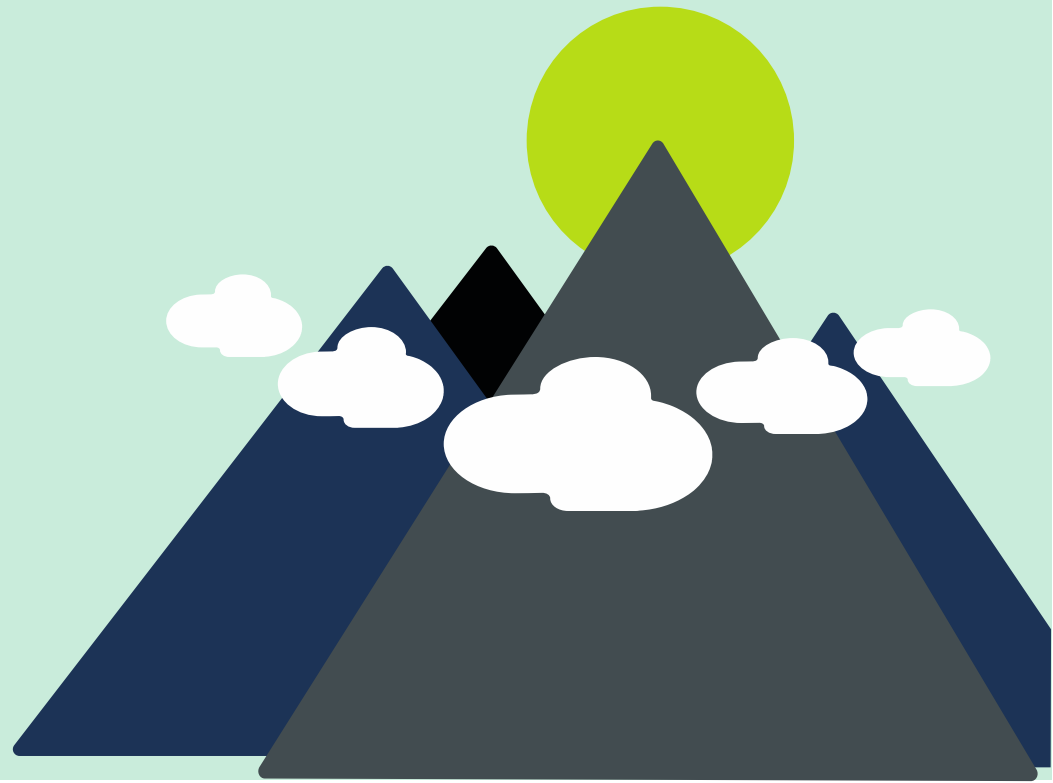
Response 3 – Germany

- 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

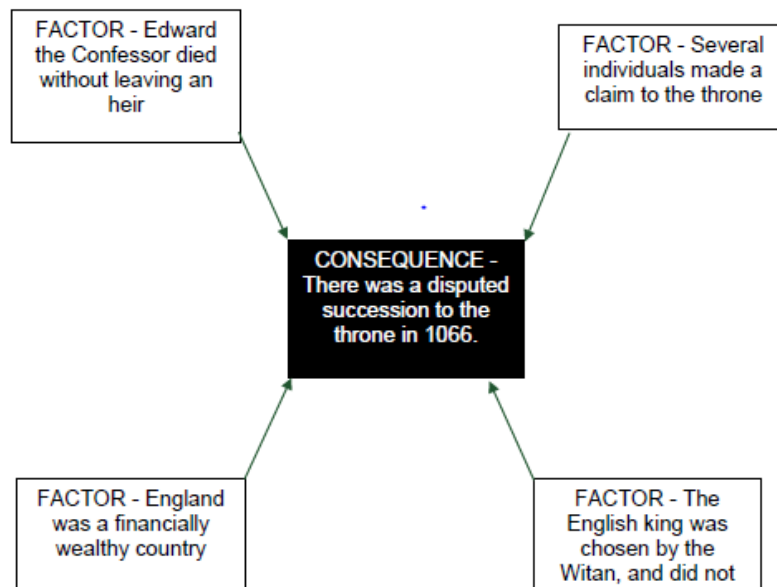
Cause and consequence

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



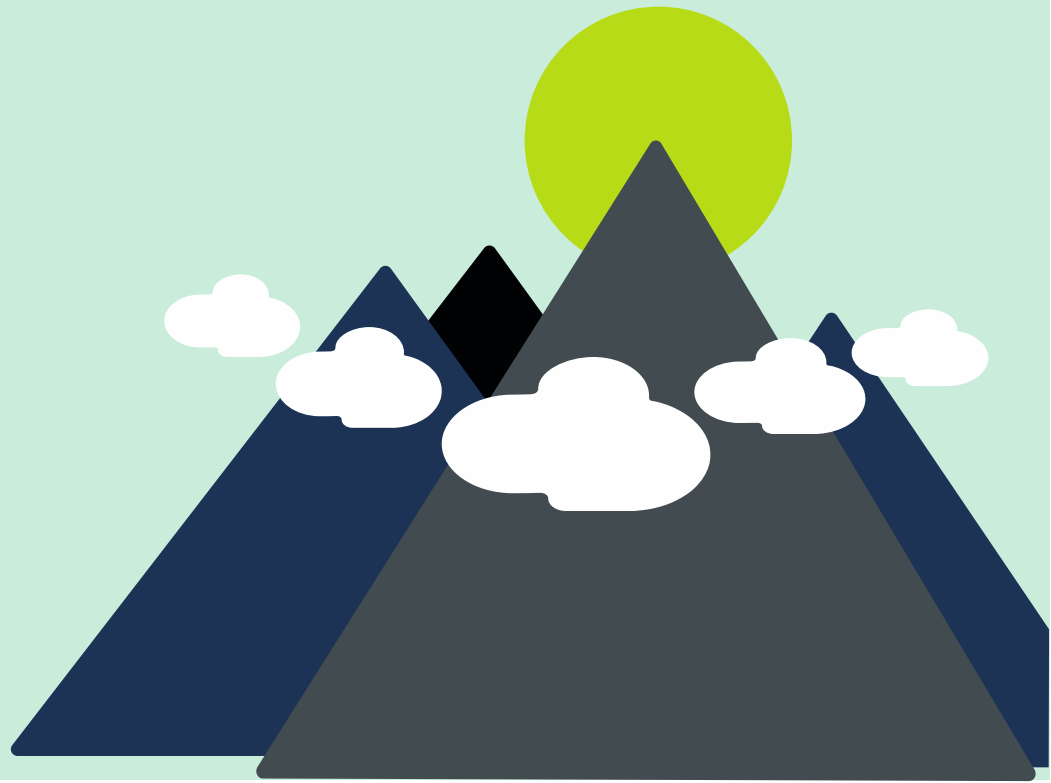


Reflection

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

On-demand training:

- Migrants in Britain Getting Ready to Teach
- American West changes
- Paper 3, Question 3 assessment and teaching strategies
- New to Edexcel (by end of term)

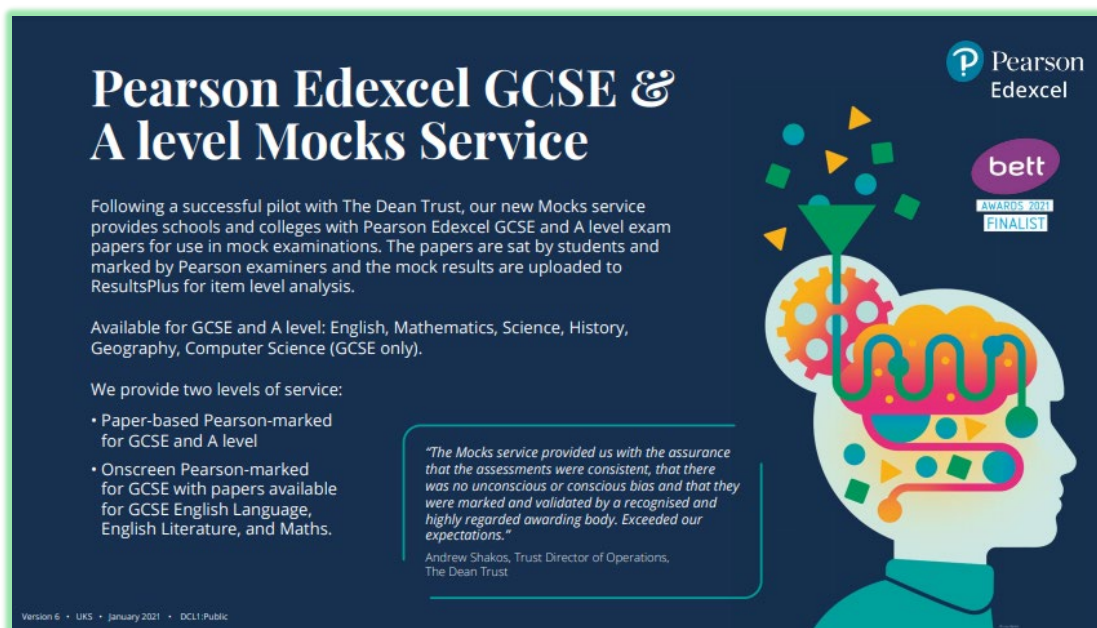
New/recent GCSE History materials available on our website:

- [Updated Getting Started Guide](#) to include Migration and amends
- Paper guides: [Paper 1](#), [Paper 2](#), [Paper 3](#)
- [American West Knowledge Booster tests](#)
- [Whitechapel historic environment teaching resource](#) now available!
- Women in the West: [a case study on The American West](#) (similar case study on Medicine to follow)
- [History topic of the month series](#) (aimed at KS3 students)

Mocks service

<https://qualifications.pearson.com/en/support/Services/pearson-edexcel-mocks-service.html>

- The papers are sat by students and marked by Pearson examiners, and the mock results are uploaded to ResultsPlus for item-level analysis.
- Take a look at our [short video](#) to find out more about the Mocks service.
- You can now submit entries for the Spring 2022 mock exam series. From January 2022 we'll be offering brand-new November 2021 exam papers across all subjects.
- Download the guide [here](#).



Pearson Edexcel GCSE & A level Mocks Service

Following a successful pilot with The Dean Trust, our new Mocks service provides schools and colleges with Pearson Edexcel GCSE and A level exam papers for use in mock examinations. The papers are sat by students and marked by Pearson examiners and the mock results are uploaded to ResultsPlus for item level analysis.

Available for GCSE and A level: English, Mathematics, Science, History, Geography, Computer Science (GCSE only).

We provide two levels of service:

- Paper-based Pearson-marked for GCSE and A level
- Onscreen Pearson-marked for GCSE with papers available for GCSE English Language, English Literature, and Maths.

"The Mocks service provided us with the assurance that the assessments were consistent, that there was no unconscious or conscious bias and that they were marked and validated by a recognised and highly regarded awarding body. Exceeded our expectations."

Andrew Shakos, Trust Director of Operations, The Dean Trust

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Teaching about the Holocaust at history GCSE or A Level?

The **UCL Centre for Holocaust Education** want to hear from history teachers about their experiences of teaching about the Holocaust and related topics at both GCSE and A Level.

Colleagues from UCL are working in partnership with Edexcel Pearson, AQA and OCR. We are very keen to know more about what is happening in schools and colleges who are teaching about the Holocaust as part of the GCSE and A Level specifications.

This knowledge will inform us and our partners at the exam boards. Your responses are invaluable to us as we continue to support teachers and students covering this complex yet important topic.

Teaching about the Holocaust at history GCSE or A Level?

The survey

<https://ucl.onlinesurveys.ac.uk/teaching-about-the-holocaust-gcse-and-a-level-history>

Many of the questions in the survey are multiple choice but there are also opportunities for you to elaborate using the textboxes and open-ended questions. The survey will take between 20 and 30 minutes to complete, dependent on the level of detail you wish to give in your answers. You can skip any questions you do not want to answer.

Thank you for your time and support with this. If you have any questions about this survey please email Helen McCord helen.mccord@ucl.ac.uk

History Subject Advisor

- Mark Battye
 - 0333 016 4084
 - qualifications.pearson.com/contactus
 - Live chat via contact us page
 - [@PearsonHistory](https://twitter.com/PearsonHistory)
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Questions?

What can Pearson do for you?

