

# Pearson Edexcel GCSE History

## Revision planning and preparation

### Online network event 30 November 2021

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



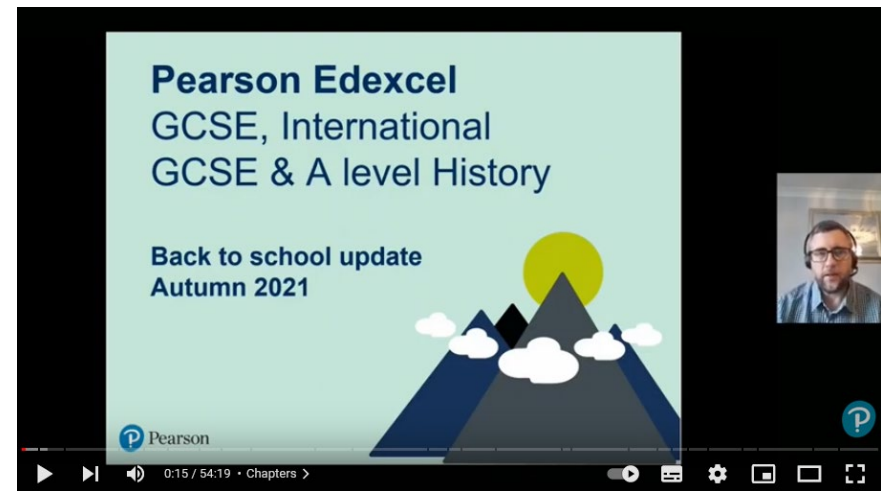
Network and share teaching ideas and strategies

# 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 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.

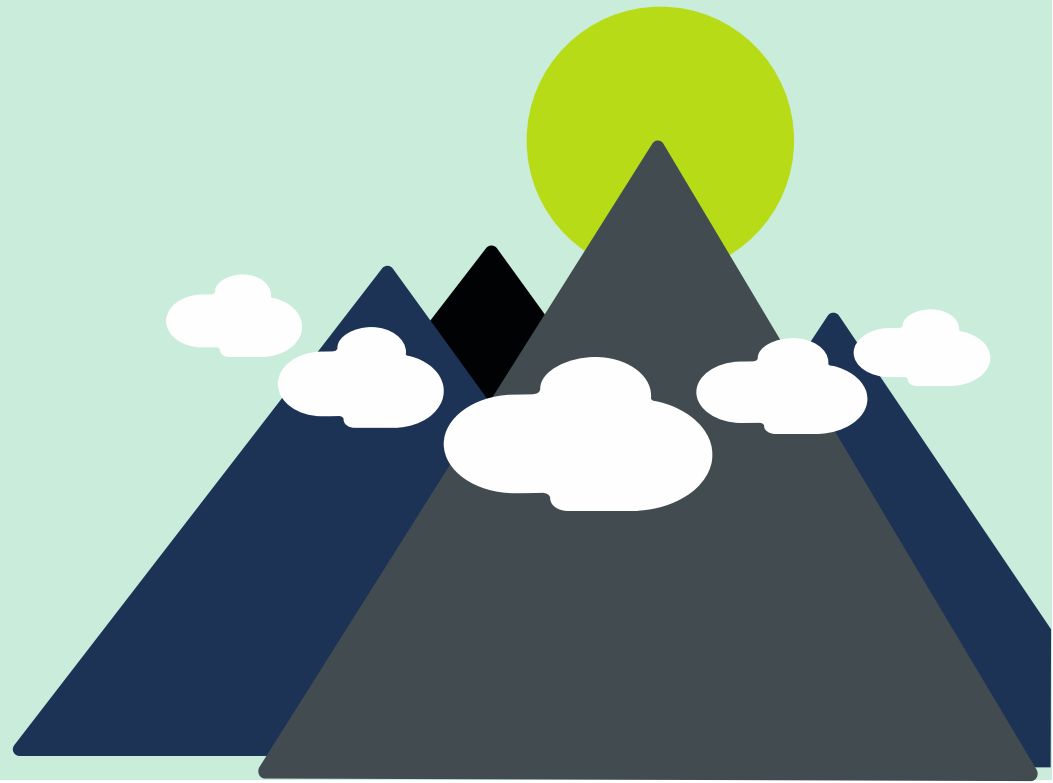
# New GCSE Migration Thematic Study

- 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](mailto:teachinghistory@pearson.com) if you'd like to get involved with this process.

# 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?



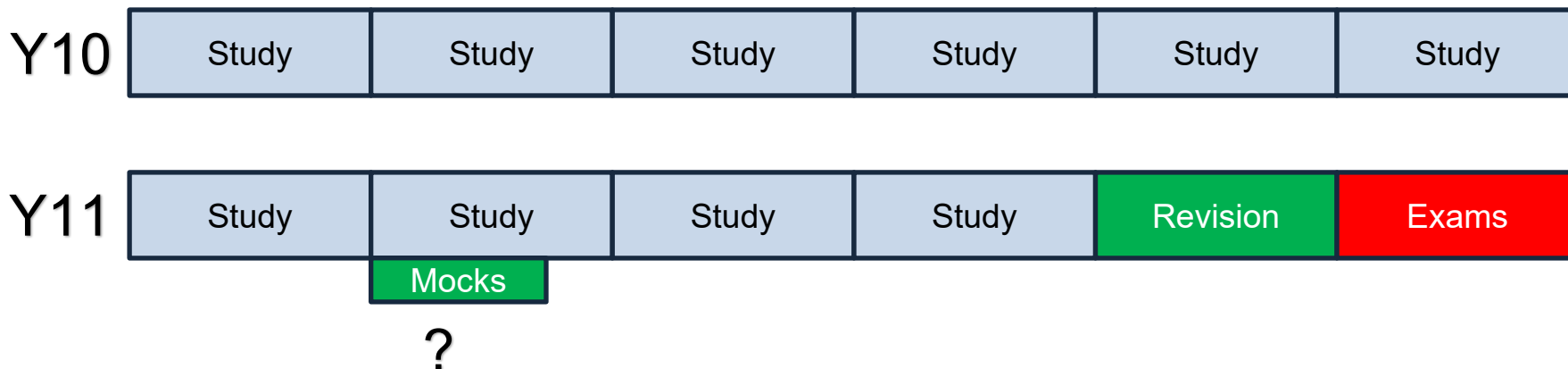
# Planning to engage

- 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?

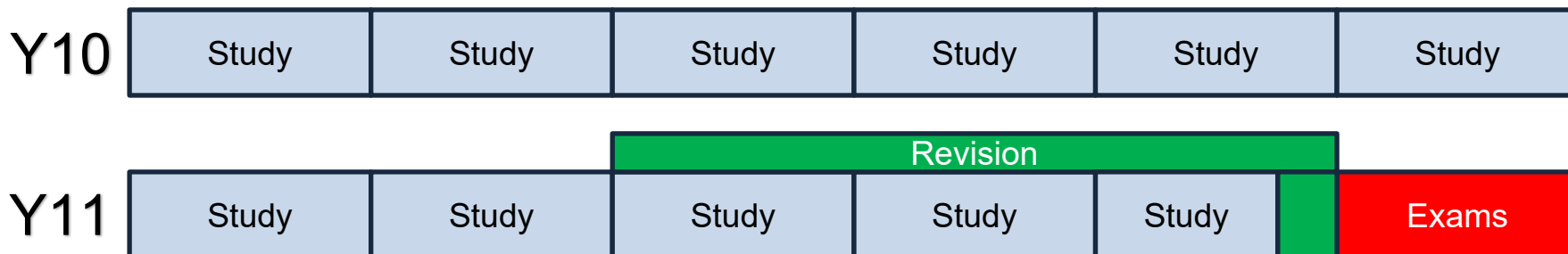
Some centres aim to teach the course with a number of weeks free at the end, then use lesson time to address revision.





# What could this look like in practice?

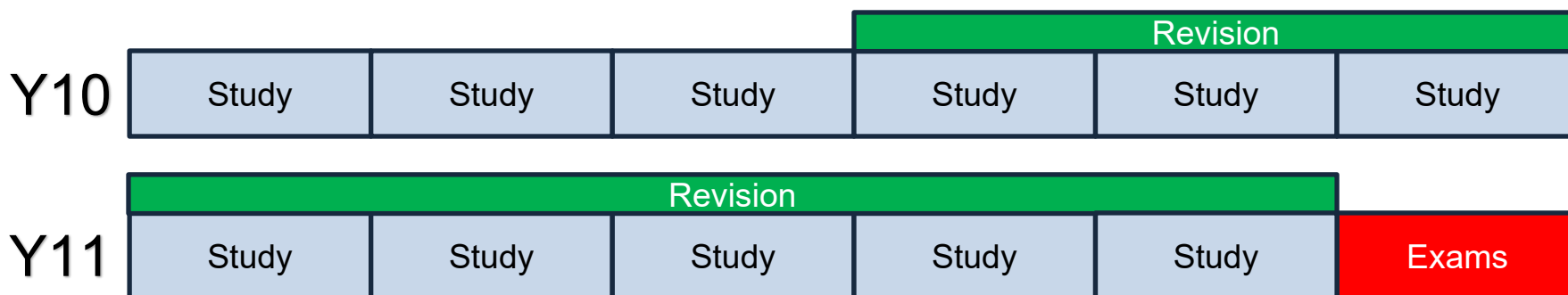
Other centres will teach until much nearer the exams, but start revision in extra-curricular slots from mid-Y11.





# What could this look like in practice?

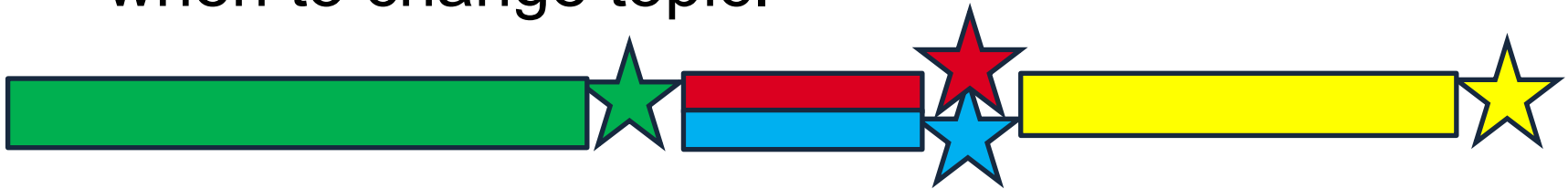
One centre has a model of not setting homework from the current class topic. Instead, from mid-Y10, students do a task per week in a revision booklet from a past topic, with a revision exam question every 4<sup>th</sup> week.





# 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?
- 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 2022), 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

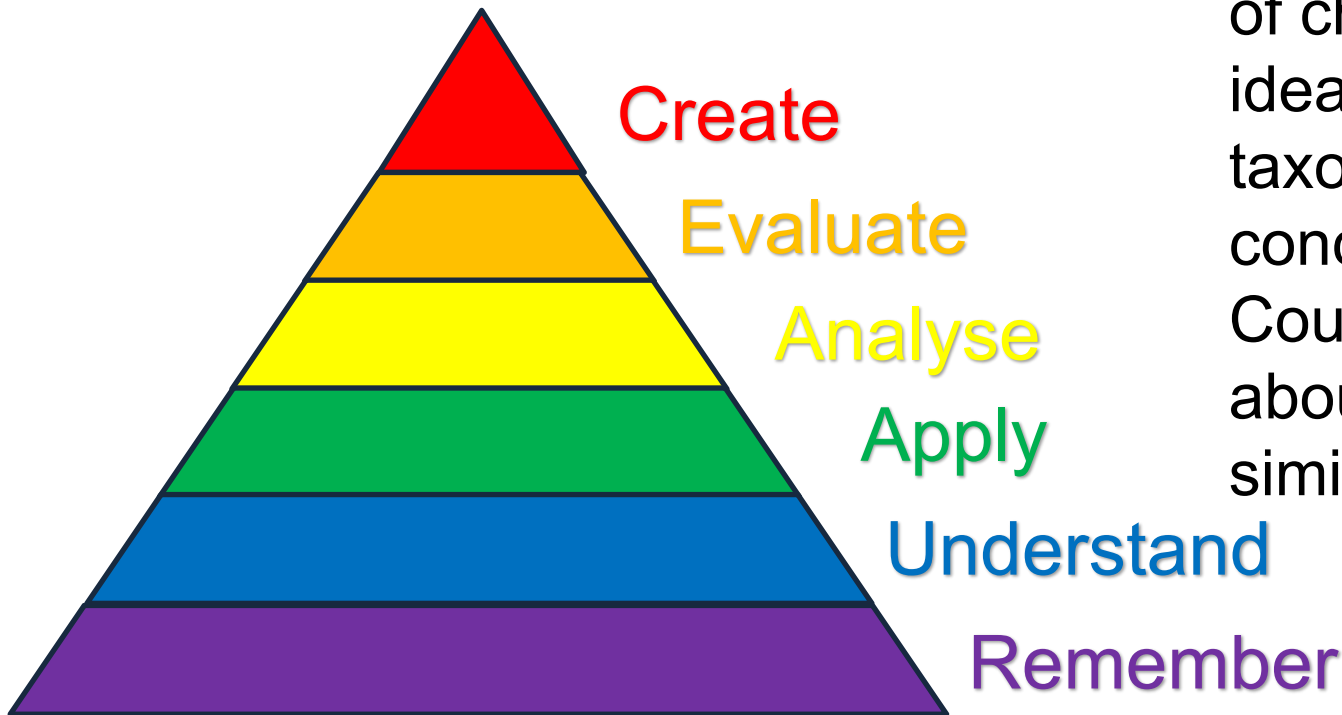
	1	2	3	4	5
<b>HOW AND WHY WAS HITLER ABLE TO BECOME CHANCELLOR IN JANUARY 1933?</b>					
What was the impact of Depression and Wall St. Crash on Germany?					
Why did the Nazi Party gain popularity in the 1920s?					
How/why did democracy fail in the Weimar Republic?					
What were the reasons that allowed Hitler to come to power?					
How did the German people react to Hitler becoming chancellor?					
<b>HOW DID HITLER CHANGE GERMANY FROM A DEMOCRACY TO A NAZI DICTATORSHIP, 1933-34, AND THEN REINFORCE THIS?</b>					
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"> <li>• SS, Gestapo &amp; concentration camps</li> <li>• Propaganda, media and censorship</li> <li>• Education and youth movements</li> <li>• Control of religion and churches</li> </ul>					
Can you describe opposition groups during the 1930s and explain their tactics, including at least 3 examples?					
<b>TO WHAT EXTENT DID NAZIS BENEFIT FROM NAZI RULE?</b>					
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

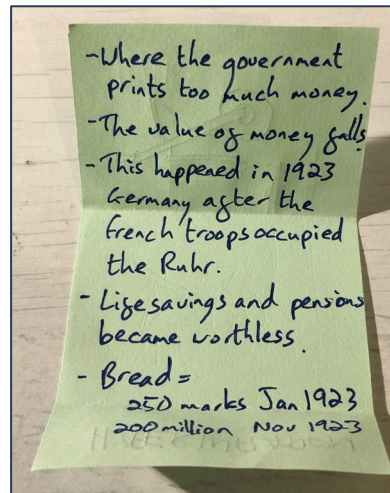
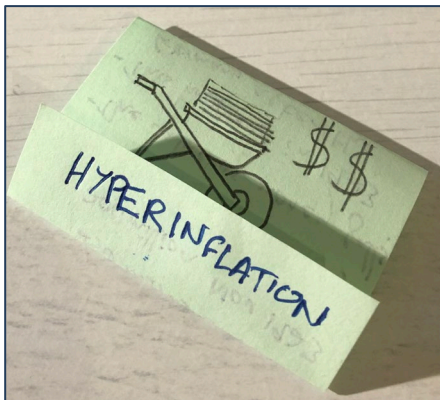
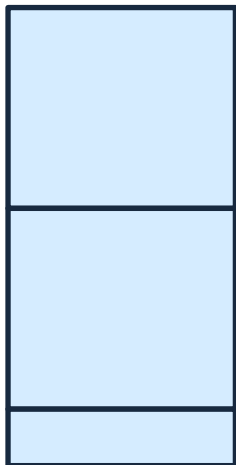
## One idea...

### 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?



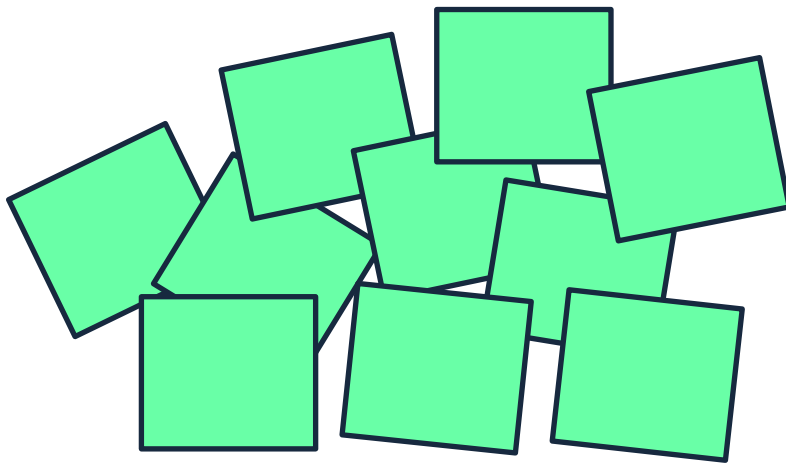


# Revising to use knowledge

## 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...

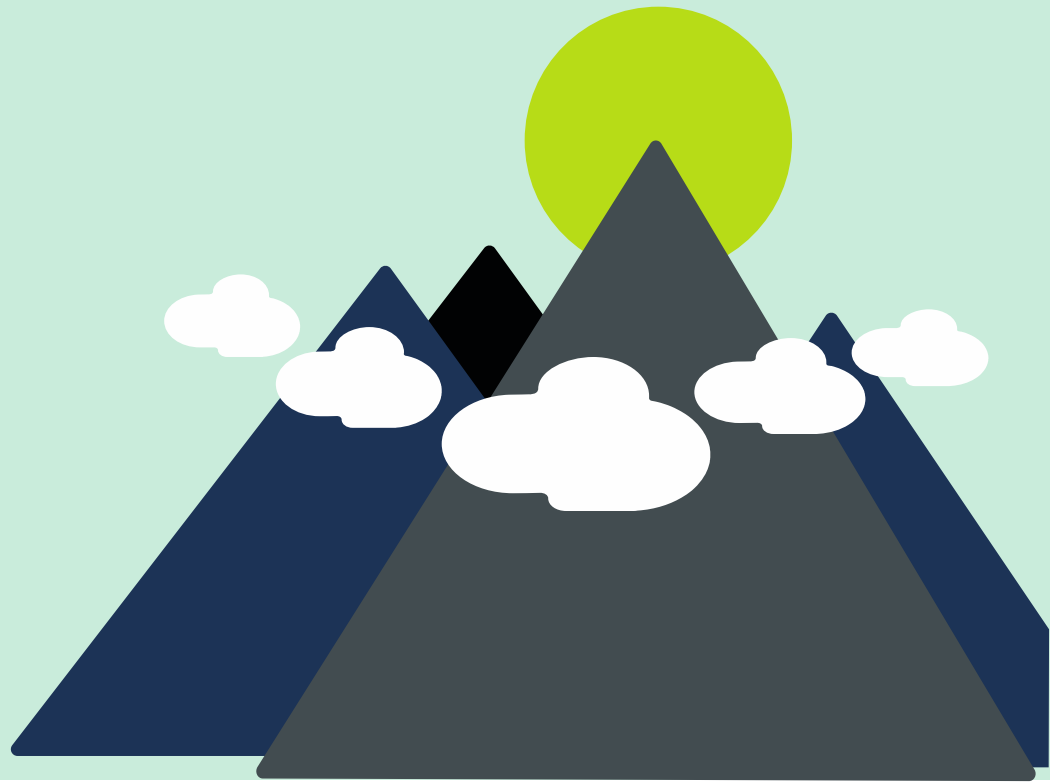
- Get another history teacher (or yourself) to write a one-sided history statement, one paragraph long, which uses specific examples.

*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

## 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)

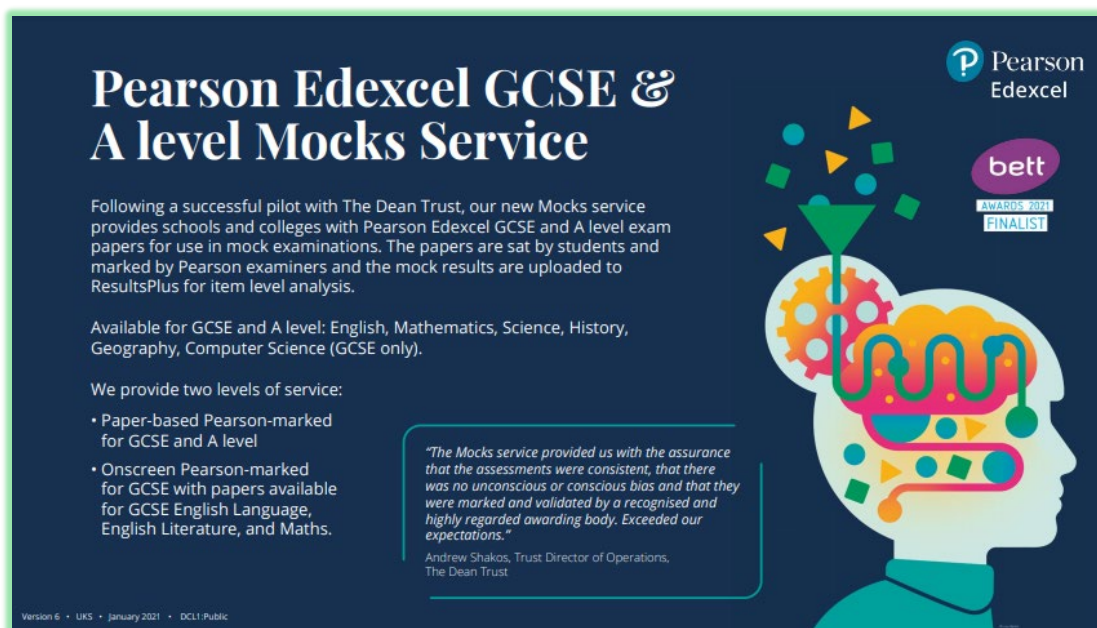
New/recent GCSE History materials available on our website:

- [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

Version 6 • UKS • January 2021 • DCL1:Public

Pearson Edexcel  
bett  
AWARDS 2021  
FINALIST

The graphic features a stylized profile of a human head in white and blue, filled with colorful gears and circuitry. A green funnel is positioned above the head, with colorful geometric shapes (triangles, squares, circles) falling into it. The background is dark blue with a green border at the top.

# 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](mailto:helen.mccord@ucl.ac.uk)

# History Subject Advisor

- Mark Battye
  - 0333 016 4084
  - [qualifications.pearson.com/contactus](https://qualifications.pearson.com/contactus)
  - Live chat via contact us page
  - [@PearsonHistory](https://twitter.com/PearsonHistory)
  - [Sign up](#) to regular subject advisor updates
  - [qualifications.pearson.com/history](https://qualifications.pearson.com/history)



**Questions?**

**What can Pearson  
do for you?**

