

GCSE (9-1) History

Spring Term Network 2020

Paper 1
Thematic study and
Historic environment





Aims of the network

- Look at how the Paper 1 Thematic study and Historic environment are assessed
- Talk through some marked essay and source question exemplar student answers from the summer 2019 series
- Network and share teaching ideas and strategies



History subject advisor

- Mark Battye
 - 0333 016 4084
 - qualifications.pearson.com/contactus
 - [@PearsonHistory](https://twitter.com/PearsonHistory)
 - Sign up to Mark's regular subject advisor updates
- qualifications.pearson.com/history
 - Live chat – coming soon



History

Overview

News

Live events

Pre-recorded feedback on Summer 2019

GCSE and A level History network events

GCSE History entry code calculator

Pre-recorded feedback on Summer 2019

This term we are providing pre-recorded feedback events which will be available free of charge on our website for everyone to view. There will be events for GCSE History, International GCSE History and A level History. They will be available on our training page in early November.





Latest support materials

- quals.pearson.com/GCSEHistSupport
 - updated topic booklets
 - pre-recorded feedback events for each paper
 - new guide to Paper 2
 - Exam Wizard updated
 - Summer 2019 exemplar packs (Feb)
 - updated Paper 1 guide (Feb/March)
 - updated getting started guide (March)
 - Results Plus/Access to scripts guide for Humanities teachers (summer)
- Keep checking for new additions

Paper 1 Feedback and Overview





Paper 1: reflections

- Thematic study
 - Crime and punishment in Britain, c1000–present day
 - Medicine in Britain, c1250–present
 - Warfare and British society, c1250–present
- Which option do you teach?
- Are you new to thematic studies or did you teach SHP previously?
- How has your teaching of the thematic study evolved since specification launch?



Paper 1: summer 2019

- Candidates that did well:
 - were able to respond to the conceptual focus of the question, e.g. show similarity or difference; utility, causation, nature of change
 - were able to select relevant knowledge for both Historic Environment and Thematic Study questions
 - had a good understanding of the chronology of the Thematic Study.
- Candidates that did not do so well:
 - offered descriptive rather than analytical answers
 - found it difficult to link content, historical context and provenance in the AO3 utility question
 - did not appear confident enough to write an answer for every question; Q5/6 have marks awarded for SPaGST, so if nothing is written no marks can be awarded.
- Does this reflect how your candidates performed?



Paper 1: Results Plus data

- [Results Plus landing page](#)
(Edexcel Online login required)
- Compare your cohort's performance with the global averages (including by grade)
- GCSE History summer 2019 RP data available on the Teaching and Learning materials tab

2						
3	Question	Question type	AO	Average score	Max score	Percent
18	11 MEDICINE IN BRITAIN					
19	Q01	Describe two features of...	AO1	2.87	4	71.8%
20	Q02a	How useful are Sources A and B for an enquiry into...	AO3	4.18	8	52.3%
21	Q02b	How could you follow up Source [A/B] to find out more about...	AO3	2.00	4	50.0%
22	Q03	Explain one way in which x was similar/different to y	AO1/AO2	2.20	4	55.0%
23	Q04	Explain why...	AO1/AO2	6.09	12	50.8%
24	Q05	Statement'. How far do you agree? Explain your answer	AO1/AO2	8.32	16	52.0%
25	Q05Spag		SPaG	2.83	4	70.8%
26	Q06	Statement'. How far do you agree? Explain your answer	AO1/AO2	7.48	16	46.8%
27	Q06Spag		SPaG	2.70	4	67.5%
30	Total (est)			28.01	52	53.9%

Paper 1

Thematic Study (AO1 and AO2)





Paper 1: Thematic Study Questions

	Question description	Example question stem	AO and marks
3	Comparison of similarity <i>or</i> difference (over time)	Explain one way in which xxxx was similar to yyyy.	AO1+ AO2 4 marks
4	Explanation of the process of change (at least 100 years)	Explain why.... + <i>two stimulus points</i>	AO1+ AO2 12 marks
5/6	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change (at least two centuries)	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>	AO1+ AO2 16 marks + 4 SPaG



Paper 1: knowledge in breadth

- What knowledge do students need to be able to exemplify the main patterns and trends in the focus areas of change over time?
- The process of change:
 - the two strands – information to exemplify change
 - the case studies – more specific knowledge.

Delegate booklet p.2



Q3 Medicine: exemplars

Explain one way in which ideas about the causes of illness in the years c1700–c1850 were different from ideas about the causes of illness in the years c1900–present.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.3–4 Delegate booklet



Q3 Medicine: Response 1

- Response 1 received the full Level 2 – 4 marks.
- Miasma is identified as a key idea in the period c1700–c1850 and linked to the shift to an understanding of microbes in the later period.
- In each case, the ideas are explained, not simply named.

Many candidates wrote confidently about the shift from a belief in miasma, the Four Humours or spontaneous generation, to a more scientific understanding of the cause of illness based on knowledge of microbes or of genetic or lifestyle problems.



Q3 Medicine: Response 2

- Response 2 received Level 1 – 2 marks.
- This answer identifies key ideas about the cause of disease in each period, but in each case the idea is named but not explained.

Some answers strayed from the focus on ideas about the cause of disease and included details about prevention or treatment. For example, some answers compared the idea of miasma with vaccination or Salvarsan 606.



Q3 Crime: Exemplars

Explain one way in which the treatment of the Tolpuddle Martyrs was similar to the way Conscientious Objectors during the First World War were treated.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.29–30 Delegate booklet



Q3 Crime: Response 1

- Response 1 was awarded Level 2 – 4 marks.
- Harsh treatment by the authorities is identified as a similarity between the two groups and further details about the harsh treatment of each group are given to support this.

It was disappointing to see that a number of candidates did not know about the Tolpuddle Martyrs. Their ‘prosecution and treatment’ is listed in the specification. However, candidates who did know about the Tolpuddle Martyrs produced excellent answers, clearly identifying similarities in their harsh treatment by the authorities.



Q3 Crime: Response 2

- Response 2 was awarded Level 1 – 2 marks.
- The claim that both groups were treated by the authorities as if they were ‘enemies’ can be seen as valid because both groups were punished. However, the supporting details are about the groups’ aims and why they were seen as a threat. No details are offered about their treatment.



‘Best-fit’ marking

- Mark schemes for Questions 4, 5 and 6 are generic.
- Questions 5 and 6 have an additional bullet point in each level to reward the judgement being made.
- ‘Best-fit’ approach to marking considers a level for AO2 (analysis), AO1 (knowledge and understanding), and – for qus.5 and 6 – 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.



Q4 Medicine:

Explain why... exemplars

Explain why there were improvements in medical knowledge in the years c1500–c1700.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.5–10 Delegate booklet



Q4 Medicine: Response 1

- The answer meets the demands of the mark scheme for AO2 at Level 3. There is a clear focus on reasons why knowledge improved. However, the significance of these reasons is not fully developed, so this is not a strong Level 3.
- The knowledge and understanding (AO1) is mostly accurate but not precise; it is Level 3.
- Although 3 aspects of content are covered, performance is not strong and therefore the 'best-fit' approach produces a mid-Level 3 mark of 8.



Q4 Medicine: Response 2

- The answer reaches Level 4 for Assessment Objective 2 (analysis), with a sustained focus on the question throughout the answer.
- Assessment Objective 1 (knowledge and understanding) is also Level 4. There is accurate and relevant supporting knowledge on Vesalius, the Royal Society, the printing press and Sydenham.
- It also covers at least three aspects of content.



Q4 Crime:

Explain why... exemplars

Explain why there have been changes in the work of the police in the period from c1900 to the present day.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.31–35 Delegate booklet



Q4 Crime: Response 1

- The answer meets the demands of the mark scheme for AO2 at Level 3. It shows that police work has changed because forensic science and CCTV have provided new ways to catch criminals, how cars have provided new transport and radios have improved communication. Changes are discussed in terms of police work becoming quicker or more efficient but the analysis of change tends to be brief, so this is not a strong Level 3.
- There is a range of supporting knowledge covering the use of fingerprinting, cars, CCTV and radios. This is mostly accurate but is not always fully developed; it is Level 3 AO1.
- Three aspects of content are covered.
- The 'best-fit' approach used produces a mid-Level 3 mark of 8.



Q4 Crime: Response 2

- The answer reaches Level 4 for AO2, with a sustained focus on changes within the period, explaining how police work changed to become faster or more efficient but also explaining changes in police training.
- AO1 is also Level 4. There is accurate and relevant supporting knowledge on forensic evidence; the answer is less thorough when discussing changes in police work involving cars and training but it does have a good sense of context and chronology.
- It covers three aspects of content but the unbalanced coverage means that it receives 11 rather than 12 marks.



Q4 Warfare:

Explain why... exemplars

Explain why the role of the knight changed during the period c1250–c1500.

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.53–59 Delegate booklet



Q4 Warfare: Response 1

- The answer reaches Level 4 for AO2 (analysis), with a sustained focus on the question throughout the answer.
- AO1 (knowledge and understanding) is also Level 4. There is accurate and relevant supporting knowledge showing the failure of the knights to be effective against schiltrons until archers had broken their formation, Edward III's increasing emphasis on archers within his army, and the impact of archery at the Battle of Agincourt.
- Three aspects of content are covered.



Q4 Warfare: Response 2

- The answer reaches Level 2 for AO2. It is descriptive in approach and there is little focus on causation except for the explanation about the danger of horses being impaled.
- AO1 is also at Level 2. Some knowledge and understanding is demonstrated, but it is often generalised or is not shown to be related to the focus of the question.
- Performance is not strong in Level 2 for either AO, and so a mid-Level mark was awarded.



Q5/6: 16-mark question

- 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.



16-mark 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 in this paper – 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.



Q5/6 Medicine: exemplars

- Read the responses to each of the 16-mark questions for the Medicine option.
- What elements of judgement can you see?
- Which level would you place each response into using 'best-fit' marking?

pp.11–18 Delegate Booklet



Q5/6 Medicine: Response 1

- There is a clear focus on the question and some of the analysis is valid, for example, the role of the Church – AO2 Level 2.
- AO1 was also marked at Level 2; the answer lacks detailed evidence but the knowledge is broadly accurate.
- It does cover three aspects of content but it focuses on treatment and there is little coverage of care.
- The judgement is not clear since the answer both agrees and disagrees with the statement in the question, but it does offer a judgement and explanation at the end.
- All elements of the Level 2 mark scheme were met, so a mark of 8 was awarded.



Q5/6 Medicine: Response 2

- The answer has a clear focus on different aspects of the government's role.
- It builds up a clear line of reasoning that, while providing access to medical care was an important aspect of the government's role, its work in prevention of illness was more important.
- The conclusion makes the criteria clear (the amount of evidence relating to different aspects of the government's role).
- The analysis (AO2) is Level 4; the range and accuracy of the selected detail (AO1) is Level 4.
- The judgement is consistent and based on clearly explained criteria – Level 4.



Q5/6 Crime: exemplars

‘There was little change in the nature of criminal activity in the period c1500–c1900.’

How far do you agree? Explain your answer.

- Read the two responses (both Q6).
- What elements of judgement can you see?
- Which level would you place each response into using ‘best-fit’ marking?

pp.36–43 Delegate booklet



Q5/6 Crime: Response 1

- There is a clear focus on changes in criminal activity.
- The introduction sets out the judgement and this is supported by analysis of poaching, highway robbery and smuggling.
- Change is identified in highway robbery and smuggling, but it is suggested that there is little change in the crime of poaching.
- The application of criteria is not clear and there is no overall line of reasoning leading towards a judgement.
- The answer has met the demands of the mark scheme at Level 3 (AO2 L3, AO1 L3, judgement L3).



Q5/6 Crime: Response 2

- A judgement is outlined in the introduction and the answer consistently focuses on whether the nature of the crime changed or simply the legislation and perception of the activity as criminal.
- The analysis (AO2) is Level 4; the range and accuracy of the selected detail (AO1) is Level 4.
- The judgement is consistent and based on clearly explained criteria – Level 4.
- The answer fulfils the Level 4 demands.

Paper 1

The Historic Environment (AO1 and AO3)





Paper 1: Historic environment questions

	Question description	Example question stem	AO and marks
1	Description of features	Describe two features of ...	AO1 4 marks
2a	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into ...?	AO3 8 marks
2b	Framing historical questions	How could you follow up Source [A/B] to find out more about ...?	AO3 4marks



Teaching the Historic Environment

- When do you teach the Historic Environment?
- Has your teaching of the Historic Environment evolved since specification launch?
- How do you engage students with the Historic Environment?
- Any extra-curricular activities? (e.g. trips)
- What extra support can we provide?



Q2a: utility

- The generic mark scheme identifies three key strands of evaluation. The usefulness of a source for an enquiry depends on:
 - how the historian could use the content of the source as evidence for the enquiry.
 - how contextual knowledge could be applied, e.g. here to consider whether the source is evidence of the 'typical' situation.
 - whether the provenance of the source strengthens or weakens its usefulness.
- An overall judgement on each source should be based on a combination of these three elements.



Q2a Medicine: exemplars

How useful are Sources A and B for an enquiry into the work of stretcher bearers on the Western Front?

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.

pp.19–25 Delegate booklet



Q2a Medicine: Source B





Q2a Medicine: Response 1

- Response 1 is a good example of a Level 3 response:
- Clear focus on the usefulness of the sources as evidence for the work of stretcher bearers.
- Thoughtful evaluation of the effect of the provenance, suggesting that the content may be inaccurate in some respects but could still be useful as evidence for the work of stretcher bearers. Own knowledge is integrated into a discussion of the content of Source A.
- The evaluation of Source B integrates consideration of its purpose and the author's personal experience with the content of the painting and some own knowledge, in order to reach a judgement.



Q2a Medicine: Response 2

- Recognises the focus on the work of stretcher bearers and shows how the content of Source A is relevant.
- Comments about provenance are not developed.
- No explanation is offered to support the comment that the source is useful because the author is a captain in the RAMC.
- The suggestion that Source B is 'slightly more reliable' because it is a primary source is not developed.
- The claim that the value of B is limited because it only represents one person's view and part of the trenches, is not developed.
- The evaluation of each source fits Level 2 of the mark scheme but the answer does not receive the top mark in the level as there is no use of contextual knowledge.



Q2a Crime: exemplars

How useful are Sources A and B for an enquiry into the link between poverty and crime in Whitechapel?






- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Discuss the differences between the two responses.
- pp.44–49 Delegate booklet



Q2a Crime: Source B



Key

	Black	Poorest area, people often criminal and violent
	Dark blue	Very poor people, often unemployed
	Light blue	People poor but they are employed
	Pink	People fairly comfortable. Good ordinary earnings
	Red	Middle-class people



Q2a Crime: Response 1

- Response 1 is a good example of a Level 3 response:
- Clear focus on the usefulness of the sources as evidence for the link between poverty and crime.
- Own knowledge is integrated into a discussion of the content of Source A.
- Provenance is taken into account, with the explanation that the nature of the source makes it potentially unreliable.
- The evaluation of Source B integrates own knowledge of the rookeries with the content of the poverty map and takes account of Booth's purpose, when reaching a judgement.



Q2a Crime: Response 2

- The answer recognises the focus on the link between poverty and crime and shows how the content of Source A is relevant.
- The purpose of Source A is considered and linked to an evaluation of the source but there is no additional contextual historical knowledge.
- The content of B is related to the enquiry and an aspect of the provenance is stated. However, the effect of the stated purpose is not explained and there is no additional contextual knowledge.
- The evaluation of each source fits Level 2 of the mark scheme but the answer cannot receive the top mark in the level as there is no use of contextual knowledge.



Q2b: Follow-up enquiry

- The question should be treated as a package that is linked to the enquiry that was identified in question 2a, and the aim is for candidates to show that they know how historians work.
- The first sub-question simply asks them to identify a detail from the source. This was most commonly done by quoting a phrase from the source; candidates should be aware that a detail from the provenance cannot be rewarded.



Q2b: Follow-up enquiry

- The next section asks for a question – this should be linked to the broader enquiry rather than a detail in the source.
- The suggested source should be both realistic and something which could answer the question.
- Some responses to the final section were too general – ‘it would tell me what I need to know’ – the response should concentrate on how the source would help them to answer their question.



Q2b Medicine: exemplars

How would you follow up Source A to find out more about the work of stretcher bearers on the Western Front?

- Read the two responses.
- What mark would you give each response using the mark scheme?
- Discuss the differences between the two responses.

pp.26–28 Delegate booklet



Q2b Medicine: Response 1

- Response 1 received the full 4 marks.
- The detail from A leads to the question in stage 2; a specific source is suggested with a clear explanation of how this can help to answer the proposed question.



Q2b Medicine: Response 2

- Notice that the mark scheme says:
 - Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for a question which is linked to it.
- No detail has been identified and therefore, although the question is a valid one, no mark can be given for either of the first two stages.
- However, the valid question allows marks to be awarded for stages 3 and 4. The suggested source and the explanation of how that could help to answer the proposed question are both valid, and therefore the answer was given 2 marks.



Q2b Crime: exemplars

How would you follow up Source A to find out more about the link between poverty and crime in Whitechapel?

- Read the two responses.
- What mark would you give each response using the mark scheme?
- Discuss the differences between the two responses.

pp.50–52 Delegate booklet



Q2b Crime: Responses 1 and 2

- Response 1 received 2 marks. The detail and question are valid but the suggested source needs to be a contemporary source, as indicated in the list of appropriate sources in the specification; this means that no marks can be given for stages 3 and 4.
- Response 2 received the full 4 marks. The detail from A leads to the question in stage 2; a specific source is suggested with a clear explanation of how this can help to answer the proposed question.

Feedback

Opportunities for networking





Feedback form

<http://bit.ly/PearsonEdexcel>





Developing a network: a case study



- *Objective:* To provide a space to discuss KS3 history across schools, particularly in light of the new Ofsted framework and changes between two-year and three-year KS3s.
- *Organisation:* Colleagues shared their email addresses with me to keep in touch after the Pearson meetings. I used those to email a possible meeting date and invite colleagues to get together. We provided the room and the biscuits.
- *Benefits:* A useful discussion was had about curriculum and our priorities for the year ahead, as well as an opportunity for one school to share a project they're doing with the Holocaust Educational Trust and UCL.



Developing a network: a case study



- *Pitfalls:* It's trickier to get colleagues together for this, as schools are more likely to let teachers out for exam board CPD if cover is required. Twilight sessions are always challenged for time by so many other after-school demands too.
- *Future options:* I might try to offer suggested dates in advance next year to see if there are better options. We might also try to meet at different schools as that might help travel. I'm intending to offer to organise again but it will of course depend on demand from other schools.

Is this something you would like to try?

How could you begin to organise it? Can we help?

Reflections and Questions





Reflections and questions

- What are your key takeaways from today's network event?
- Any questions?