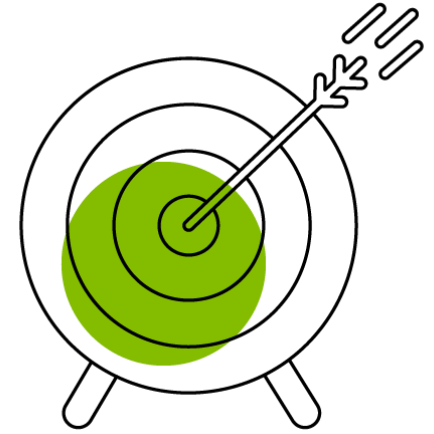


# GCSE History

Improving the student  
experience



# Objectives



This is an updated version of the event we ran for Edexcel GCSE History teachers in March 2024.

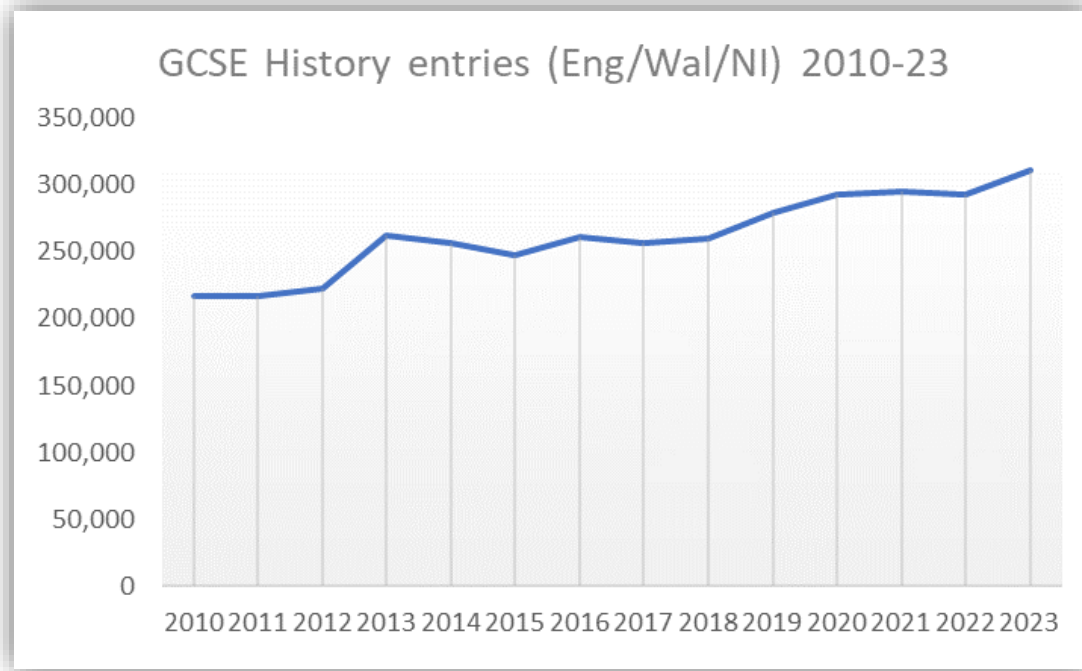
## Objectives:

- find out more about the improvements we are making from the summer 2024 series – *updated information on support for students*
- learn about the improvements we are making from the summer 2025 series – *updated information on availability of sample papers*
- find out about our plans to update specification content for first teaching September 2024 – *first opportunity to see Germany draft content*
- opportunity to discuss changes with colleagues and give us feedback.

# GCSE History and the impact of Ebacc



# GCSE History entries: impact of Ebacc



- Since 2010 there has been significant growth in GCSE History due to the introduction of Ebacc (non-Ebacc subjects have seen a decline).
- Total UK GCSE History entries have risen from c.216,000 to c.315,000 since Ebacc.
- Cohort sizes have increased – Edexcel averages: 65 in 2018; 80 in 2024.
- We are seeing more lower-attaining students choosing to study GCSE History.

# GCSE History vs Geography

Chart A

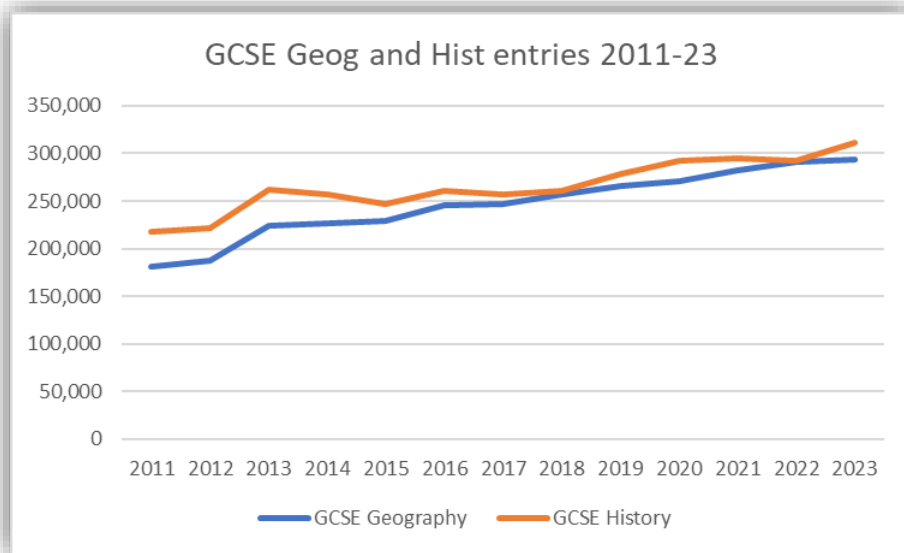
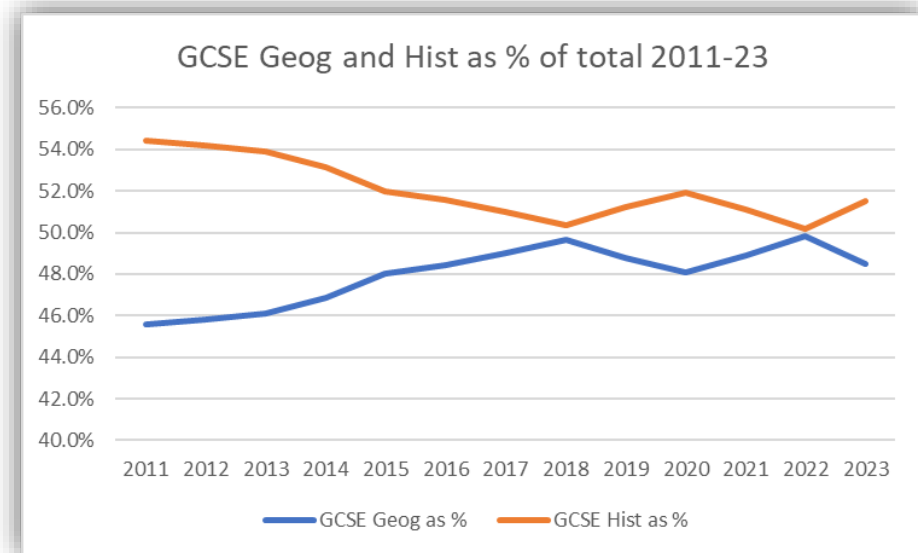


Chart B



- These charts show the total entries for GCSE History and Geography since 2011.
- **Chart A** shows how both subjects have increased significantly as a result of Ebacc.
- **Chart B** shows the relative popularity of the two subjects against each-other.
- Prior to 9-1 reform, GCSE Geography was catching up on History.
- Since 9-1 reform the pattern is less clear - judging by 2023 and 2024 entries, GCSE History is growing more at the expense of Geography.

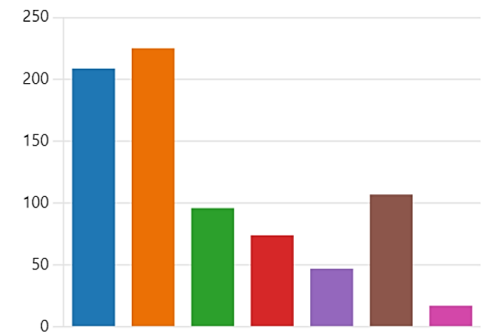
# GCSE History: the student experience

- The popularity of GCSE History is clearly positive! Feedback from our recent student survey suggests they are enjoying studying the subject from KS3 onwards.

1. Why did you choose to study GCSE History?  
Please select any relevant choices.

[More Details](#)

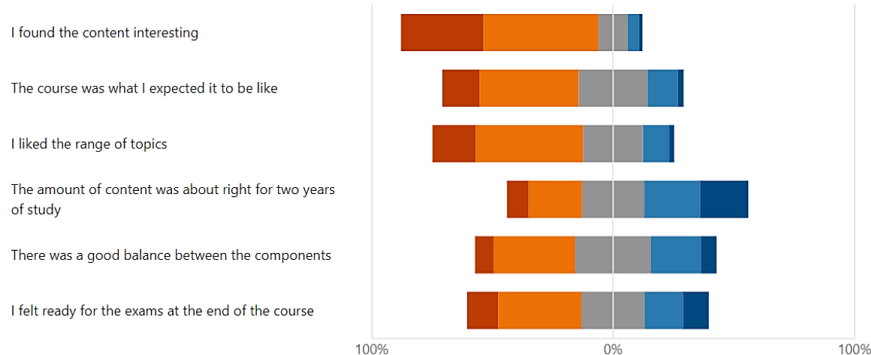
<span style="color: blue;">●</span> I enjoy reading about History	209
<span style="color: orange;">●</span> I enjoyed History at Key Stage 3	225
<span style="color: green;">●</span> I intend to study History at A level	96
<span style="color: red;">●</span> The skills I learn will help me pursue my career	
<span style="color: purple;">●</span> It fits well with my other subject...	47
<span style="color: brown;">●</span> I had to study History or Geogra...	107
<span style="color: pink;">●</span> Other	17



8. To what extent do you agree with the following statements about our GCSE History course?

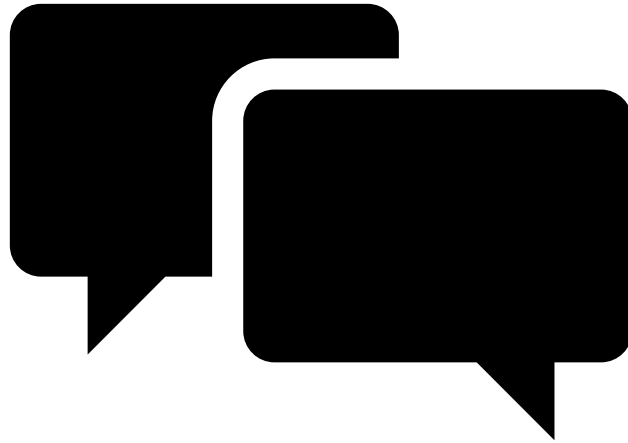
[More Details](#)

Strongly agree Agree Neutral Disagree Strongly disagree



- However, students are less positive about the amount of content and assessment.
- We have also received a lot of feedback from teachers about the volume of content and about exams being too demanding for some students.

# Group discussion

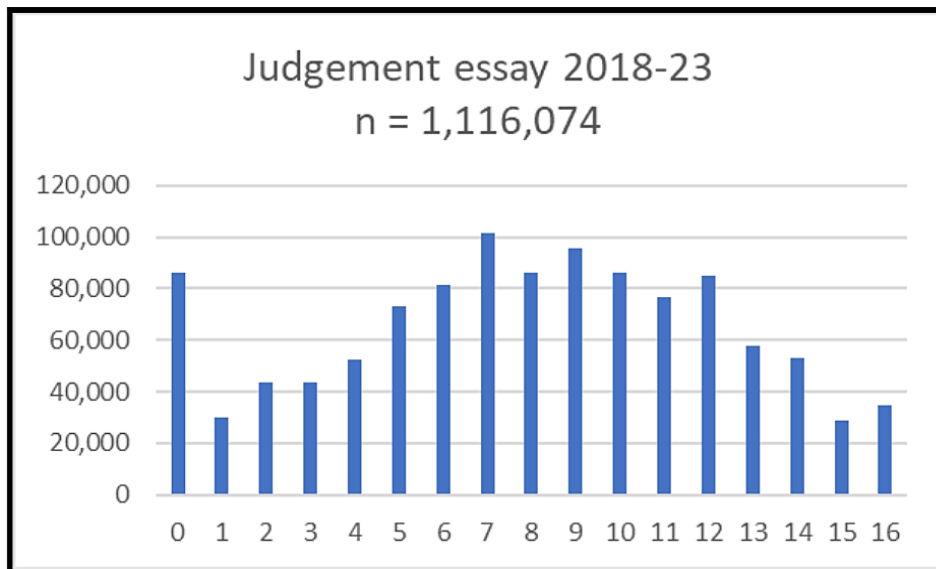


## **In small groups discuss the following points:**

- Do these charts reflect the experience in your school?
- Are your GCSE History cohort sizes increasing or decreasing?
- Are you seeing more lower-attaining students choosing to study GCSE History?
- What do your students like and dislike about GCSE History?

# GCSE History: the student experience

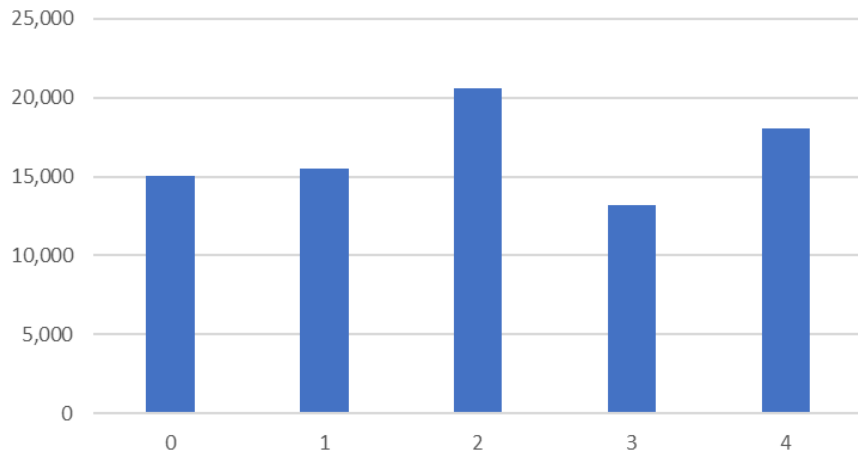
- The GCSE (9-1) reforms were designed to be more demanding, both in terms of content and assessment.
- The **increased content demands** means qualifications are sometimes being taught in a way that is less engaging and this can leave some students behind.
- The **increased assessment demands** means examiners see a lot of blank responses in exams, particularly in questions targeting substantive knowledge.



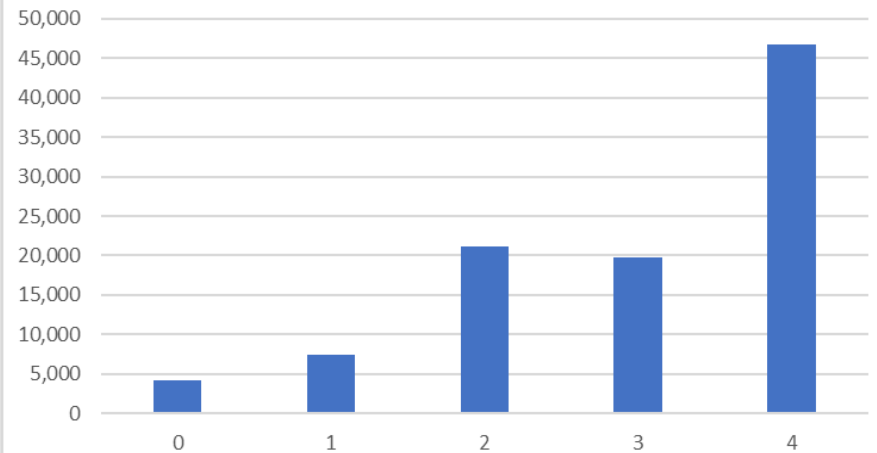
- This chart shows distribution of marks for all students on 16-mark 'judgement' essay questions (Paper 1 & Paper 2B).
- The number of students scoring zero marks is not in line with what we would expect from a 'normal distribution' curve.

# GCSE History: opening questions

Underground hospital at Arras (2022)



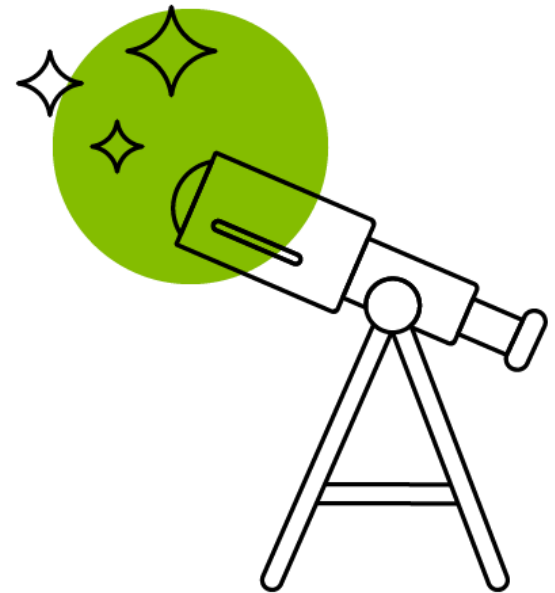
Transporting wounded soldiers (2023)



- These charts show the distribution of marks on our opening 'describe two features' questions for two specific Medicine examples.
- The 'underground hospital at Arras' performed significantly worse than the 'transporting wounded soldiers' question – 18% of students scored 0 marks. However, many students were able to identify one valid feature: 63% got 2+ marks.
- Opening questions on exam papers should be as accessible as possible to a wide range of students - this is a key issue we want to address to improve the student experience of our assessments.

# Summer 2023 post-series review

- Following the Summer 2023 exam series, we undertook a thorough and comprehensive review of our assessments.
- We sought the views of hundreds of students and teachers through our post-exam series surveys, and we are very grateful to everyone who provided feedback.
- We also carried out detailed analysis into how our different question types have performed since 2018 to identify areas for improvement.
- As a result of our research, we are now introducing some small changes which we feel will benefit all students and improve the overall exam experience.



# Improving the student experience

## Pearson Edexcel GCSE History Improvements

In response to your feedback, we are making improvements to our GCSE History qualification. We are confident that these small changes will make a big difference.

Summer 2024	Summer 2025	Summer 2026 (tbc)	Next reform
<ul style="list-style-type: none"><li>➤ <b>Additional review of all 17 papers:</b><ul style="list-style-type: none"><li>clarity of questions</li><li>stimulus points that are accessible to a wider range of students.</li></ul></li><li>➤ <b>Removal of Level 2 stimulus points cap.</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>Improvements to the assessment model:</b><ul style="list-style-type: none"><li>better ramping on opening questions</li><li>adding choice to Paper 3</li><li>extra time on each paper</li><li>minimising disruption for teachers and students.</li></ul></li><li>➤ <b>Language amendments.</b></li></ul>	<ul style="list-style-type: none"><li>➤ <b>Review of content:</b><ul style="list-style-type: none"><li>Ongoing research with teachers</li><li>Minor amendments to improve the way topics can be taught</li><li>For first teaching September 2024.</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ <b>Making GCSE History more accessible to a wider range of students.</b></li><li>➤ <b>Making our qualification more diverse and inclusive.</b></li></ul>

**2025 now approved by Ofqual**



# Summer 2024 exam series



# Summer 2024 question paper review

- Following feedback received on our Summer 2023 question papers we carried out a review and additional checks on all 17 of the Summer 2024 question papers.
- We have reviewed the papers with a focus on the clarity of questions, the use of stimulus and the use of dates in questions.
- Senior examiners and the Pearson History team have worked to ensure the Summer 2024 papers are free from error and improve the student experience.
- The **only change** to the assessment in Summer 2024 concerns the **stimulus points** which are used in the following question types:
  - Explain why (12 marks) – Paper 1, Paper 2B, Paper 3
  - Judgement essay (16 marks) – Paper 1, Paper 2B
  - Narrative analysis (8 marks) – Paper 2P.

Explain why the Nazi Party was reorganised in the years 1924–28.

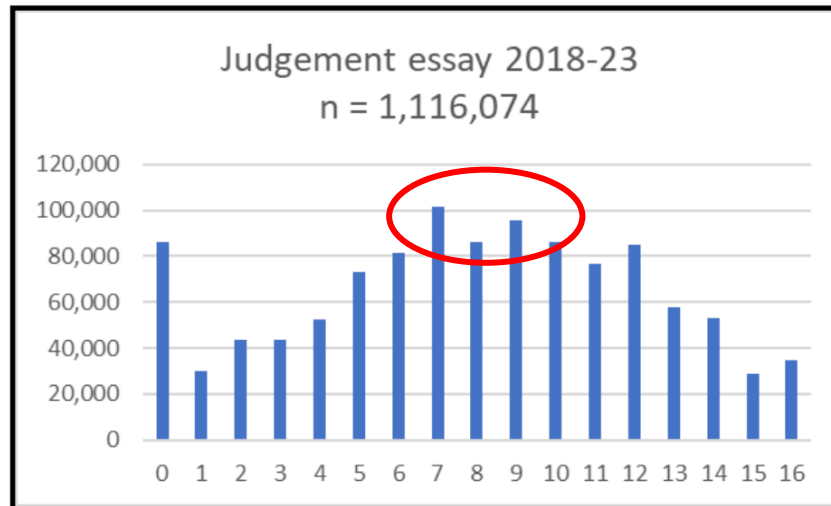
You **may** use the following in your answer:

- elections
- the Bamberg Conference (1926)

You **must** also use information of your own.

# 2024: Level 2 stimulus cap removed

Impact of stimulus cap at **Level 2** on 16-mark judgement essays:



- The mean mark is 7.91; however, the curve shows a slight dip at 8 marks where we'd expect to see a plateau. The peak at 7 marks is because a few Level 2 students were being capped by the requirement to 'go beyond the stimulus points'.
- The intention of the stimulus cap is to ensure higher-attaining students are rewarded for using wider contextual knowledge. The Level 2 cap is not supporting this intention and so we have decided to remove it at Level 2.

# 2024: Level 2 stimulus cap removed

- From Summer 2024, the **Level 2 cap will no longer exist on any question.**
- This means that Level 2 students can now achieve the top of the level without going beyond aspects prompted by the stimulus.

2	4–6	<ul style="list-style-type: none"><li>• An explanation is given, showing limited analysis and with implicit or unsustainable 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]</li><li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li></ul> <p><del>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</del></p>
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- **The stimulus cap remains in place for higher levels (Level 3 and 4).**
- This should not affect how you prepare students for Summer 2024 exams: students should still aim to provide three aspects of content in questions with stimulus to access the top of Level 3 or get into Level 4 [causation and judgement essays].
- SAMs mark schemes were updated in September 2023 to reflect this change.

# 2024: Level 3 & 4 stimulus cap rephrased

- We have updated the wording of the stimulus cap in Level 3 and Level 4 of the mark scheme to make the requirement **clearer to students**.
- This does **not** affect how you prepare students for exams in Summer 2024.
- For example, this is the 12-mark causation question wording in the mark scheme:

Wording up to 2023	Wording from 2024 onwards
<i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i>	<i>Maximum 8 marks for answers that do not address three or more aspects of content.</i>
<i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i>	<i>No access to Level 4 for answers that do not address three or more aspects of content.</i>

# Review of stimulus points: 2024 and beyond

- We have successfully used stimulus in GCSE History questions since 2001.
- We commissioned an independent report – following feedback from teachers – on how stimulus points have been used in previous exam series.
- This report, together with statistical data such as mean marks and mark distributions, was discussed in depth with our senior examining team and they are committed to making improvements in the way we use stimulus.
- We're aware that many lower-attaining students fail to attempt essay questions and the main purpose of the stimulus should be to give such students more confidence to attempt these questions.
- As part of our review of the Summer 2024 exam papers we asked reviewers and examiners to focus on the stimulus provided to ensure they are accessible to a wide range of students, and we will continue with this emphasis in future exam series.
- Following this Summer's exams, we will be sending out surveys to both teachers and students to get feedback on the question papers.

# Supporting students: Summer 2024

## Student walkthrough videos

- We've created a series of walkthrough videos to help students prepare for this summer's exams.
- In each video we remind students about the structure and focus of the paper, the specific questions and what they are assessing, and suggest revision tips.

What might a good answer look like?

Source A is also useful for an enquiry on it shows the dangerous parts of Whitechapel, cramped and crowded, congested gutting, as they had to park their carts, so when the door was less than a foot from the door, the noise of the source of an illustration in a book about London date in 1872. The illustration is a busy street, several and some of the unemployed as children looking, workers, some of the noise of the source is also a list of the things that could have caused the source to be written about, such as the police station, from the illustration, it is not as if we know from my contextual knowledge that the Whitechapel was a poor place where immigrants gathered, and families stayed in one room which was paid on a weekly basis. The illustration due to its nature using a picture, it could be open to interpretation. Overall, the value of the source is that it provides insight into why crime increased and how the vulnerable people were, which reflected politics, as they had to try to resolve many issues.

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Content  
Provenance  
Contextual knowledge

### Source utility

How useful are Sources A and B for an enquiry into the effectiveness of the police in Whitechapel in 1888?

1. Make an inference about the source content – what is it about this content that makes it useful for this enquiry?

Source A is useful because it shows a police constable being harassed by a mob close to his headquarters, suggesting a lack of respect for local police.

2. Think about how an aspect of the provenance affects the usefulness of the source content. Does this make the source more or less useful?

It's an artist's impression, published in a cheap paper; it may be deliberately exaggerated in order to amuse readers.

3. Now apply your own knowledge of the historical context to support any inferences or to assess the usefulness of the information.

Police rules required constables to patrol in pairs – this is not shown here. Suggests artist created the image for effect.

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## Command word guidance

- To help students better understand the assessment requirements we have created a set of student-friendly guides to different question types and command words.
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-student-walkthroughs.pdf>

# Summer 2025 exam series



# Improving the exam experience

- As a result of our student and teacher research, we are implementing some small changes to the assessment model, which we feel will benefit students and improve the overall exam experience.
- In order to implement these changes as soon as possible we have not made significant amendments to the structure of question papers or assessment types.
- Our intention is to minimise any potential disruption to teachers, and to avoid any significant ‘knock-on’ issues arising with the published resources that schools have invested in.
- We are, however, confident that some minor changes can make a big difference.
- The following changes to assessment have now been approved by Ofqual and are being introduced for **first assessment Summer 2025**.
- These changes therefore apply to the current Year 10 (in academic year 2023–24).

# Summary of changes for 2025 and beyond

Paper/Question	Exams up to 2024	Exams from 2025 onwards
Paper 1 timing	1 hr 15 mins	1 hr 20 mins (+5 mins)
Paper 2 timing	1 hr 45 mins	1 hr 50 mins (+5 mins)
Paper 3 timing	1 hr 20 mins	1 hr 30 mins (+10 mins)
Paper 1 Q1	Q1 <b>two</b> features of... (4)	Q1a <b>one</b> feature of... (2) Q1b <b>one</b> feature of... (2)
Paper 1 Q5/6	Covering at least 200 years	<b>Either</b> a complete period <b>or</b> at least 200 years
Paper 2B Q1	Q1 <b>two</b> features of... (4)	Q1a <b>one</b> feature of... (2) Q1b <b>one</b> feature of... (2)
Paper 2B numbering	1a, 1b, 1c(i) or (ii)	1a, 1b, 2, 3 or 4
Paper 2P Q1	Q1 <b>two</b> consequences of... (8)	Q1a <b>one</b> conseq. of... (4) Q1b <b>one</b> conseq. of... (4)
Paper 3 Q2	Q2 Explain why...	Q2a <b>or</b> Q2b Explain why...

# More time in exams from 2025

- **Recent student and teacher surveys** have raised this as a key issue.
- **61% of teachers** (900+ responses) supported an increase in time on all three papers.
- Only **5% of teachers** wanted no increase at all.

1. Of the three papers, which paper **most** needs an increase in time available for students?

[More Details](#)

● Paper 1 Thematic study and Hist...	84
● Paper 2 British depth study and ...	109
● Paper 3 Modern depth study	122
● All of them	549
● None of them	43



# More time in exams from 2025

- **Paper 1:** the extra 5 minutes is intended to give students more reading time for the source question and/or for students to spend more time thinking / planning their extended writing responses.
- **Paper 2:** the extra 5 minutes is intended to provide a better split, 55 mins per paper. *NB Students don't have to spend an equal amount of time on each booklet.*
- **Paper 3:** the extra 10 minutes have the same rationale as Paper 1 – but with slightly more time because there is more material to read.
- **Total increase in time:** from 4 hrs 20 mins to 4 hrs 40 minutes. We continue to offer the most minutes per mark across GCSE History specifications.
- When making these changes we have been mindful of the assessment burden on students in what is a congested exam timetable, and these changes reflect the majority of teacher views in our feedback.
- By adding in this extra time, we do not expect students to write longer responses than they currently do.

# More accessible opening questions

- Teacher feedback and performance data suggest the opening questions on Papers 1 and 2 are not consistently accessible to a wide range of students. This is something we are keen to address to improve the accessibility of our papers.
- We are splitting both the ‘key features’ and ‘consequences’ questions into two separate parts, eg:

1 (a) Describe **one** feature of life in the Whitechapel workhouses.

(2)

(b) Describe **one** feature of the Peabody Estate in Whitechapel.

(2)

- This will improve the ramping on these papers and provide students with more opportunities to show their knowledge.
- The changes to these opening questions do **not** require students to write any more in their responses – the space available is unchanged for each question.
- The mark scheme requirements are unchanged.

# Changes from 2025: Paper 1 Q5/6

## Paper 1 Q5/6

- Judgement essay questions must currently cover at least 200 years: any question covering more recent events must therefore start in c1800, which can potentially make questions on the modern period more challenging compared to other periods.
- From 2025, judgement essay questions must cover **either** a complete period **or** at least 200 years. This will make it possible to ask questions about the modern period only (1900–present), enabling examiners to set a broader range of accessible questions.
- The first three periods are all at least 200 years long, and so unaffected.

**6** 'The main purpose of punishment during the period c1900–present was to deter people from committing crimes.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- capital punishment
- the introduction of borstals

You **must** also use information of your own.

# Changes from 2025: Paper 3 explain why

## Paper 3 Q2

On Paper 3 many students have told us they are required to learn and revise a lot of content that is not assessed, due to the skills-based enquiry focus of the assessment.

Students will now be given a choice of two explain why... questions to answer. This is to give them more opportunity to show their knowledge and improve the overall balance of content assessed on this paper.

The mark scheme requirements are unchanged.

**Answer EITHER Question 2(a) OR Question 2(b).**

**EITHER**

2 (a) Explain why there was opposition in Germany to the Treaty of Versailles (1919). (12)

You **may** use the following in your answer:

- military terms
- territorial terms

You **must** also use information of your own.

**OR**

(b) Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934. (12)

You **may** use the following in your answer:

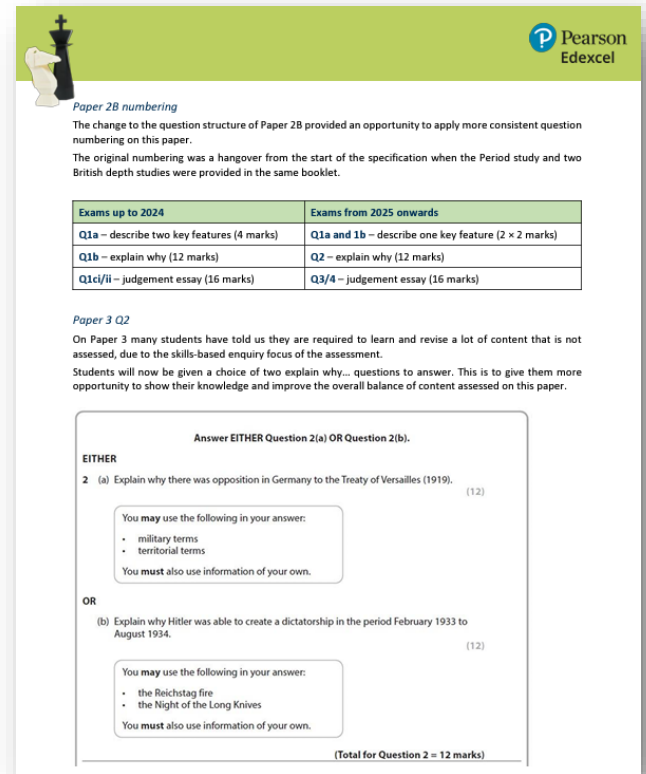
- the Reichstag fire
- the Night of the Long Knives

You **must** also use information of your own.

**(Total for Question 2 = 12 marks)**

# Changes from 2025: Exemplification

- We have now made available a **detailed guidance document** which contains details of the 2025 changes along with exemplification. Updated end of April with more exemplification:  
<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-2025-assessment-changes-guide.pdf>
- **FAQs** explain the rationale for changes and address questions:  
<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/gcse-history-2025-assessment-changes-faqs.pdf>
- **Sample assessment materials** will be updated in May 2024 to reflect changes.



**Pearson Edexcel**

*Paper 2B numbering*

The change to the question structure of Paper 2B provided an opportunity to apply more consistent question numbering on this paper.

The original numbering was a hangover from the start of the specification when the Period study and two British depth studies were provided in the same booklet.

Exams up to 2024	Exams from 2025 onwards
Q1a – describe two key features (4 marks)	Q1a and 1b – describe one key feature (2 × 2 marks)
Q1b – explain why (12 marks)	Q2 – explain why (12 marks)
Q1c/ii – judgement essay (16 marks)	Q3/4 – judgement essay (16 marks)

*Paper 3 Q2*

On Paper 3 many students have told us they are required to learn and revise a lot of content that is not assessed, due to the skills-based enquiry focus of the assessment.

Students will now be given a choice of two explain why... questions to answer. This is to give them more opportunity to show their knowledge and improve the overall balance of content assessed on this paper.

Answer EITHER Question 2(a) OR Question 2(b).

**EITHER**

2 (a) Explain why there was opposition in Germany to the Treaty of Versailles (1919). (12)

You may use the following in your answer:

- military terms
- territorial terms

You must also use information of your own.

**OR**

(b) Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934. (12)

You may use the following in your answer:

- the Reichstag fire
- the Night of the Long Knives

You must also use information of your own.

(Total for Question 2 = 12 marks)

# Specification language changes from 2025

Reminder of the language changes being applied (announced last year).

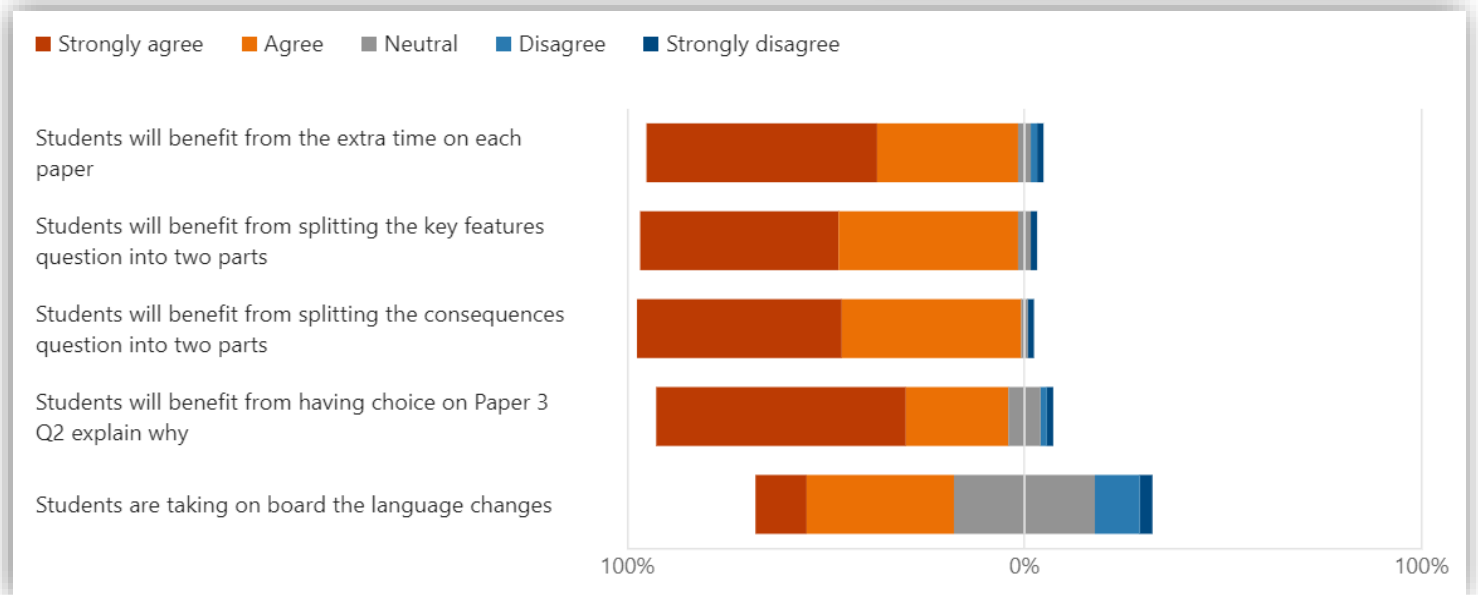
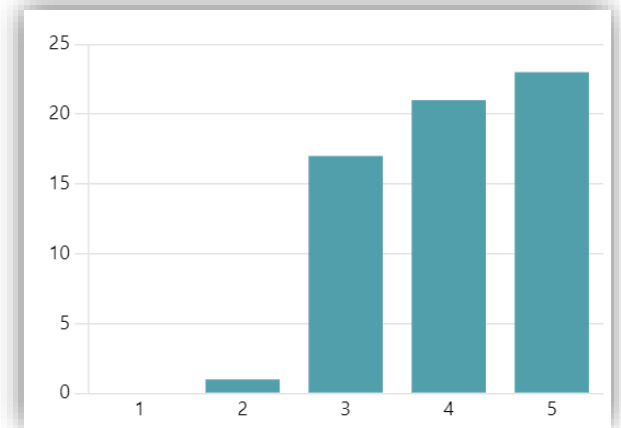
- Language changes only – no changes to content.
- These changes affect certain terms which are now considered outdated.
- The most significant changes concern the terms ‘slaves’ and ‘Plains Indians’, which appear in Period study options P1, P2 and P3.
- The term Indigenous peoples will be glossed in live exam series from 2025.
- In any exam series, students are credited for any relevant and appropriate terms that they use.
- Publishers have been notified and are planning to update resources in due course.

## Guidance available

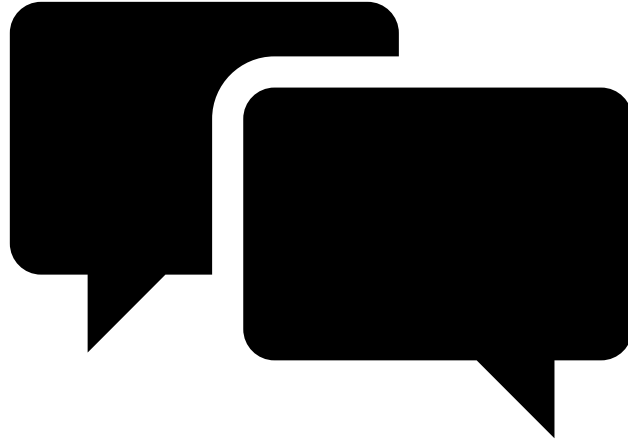
- [Slides](#) from September 2023 event
- [Changes being made](#) (using track changes)
- [Rationale](#) behind the changes
- [FAQs](#)

# GCSE History: Feedback from teachers

- We recently ran a survey to get teacher feedback on these 2025 changes.
- 62 responses to date – positive reaction.
- How positive will the changes be for students?  
Average score **4.06 out of 5**.
- Statements about changes:



# Group discussion



**In small groups discuss the following points:**

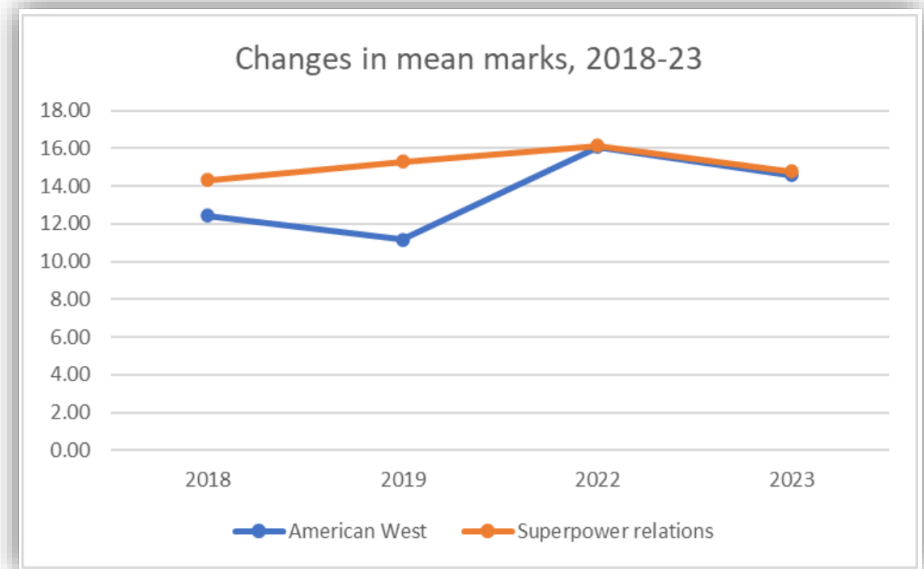
- How positive do you think these changes will be for your students?
- Will they make a difference for lower-attaining students?

# Summer 2026 exam series



# Feedback on the amount of content

- We are aware that GCSE History teachers feel there is too much content.
- The GCSE 9-1 specifications were designed to be more demanding in terms of content and assessment.
- **Significant changes must therefore wait until reform!**
- At present we are carrying out research with teachers to see if we can make **minor amendments** to topics to improve the way they can be taught.
- We did this successfully with the **American West** topic in 2021 and, whilst the disruption caused was minimal, we have seen improved student performance on this option.
- We are planning to release more details of the content changes in June, for first teaching September 2024, first assessment Summer 2026.



# Our approach to the content review

The following **broad principles** were applied to the content review:

- The focus is primarily on the British depth and modern depth studies, rather than the period studies and thematic studies & historic environments.
- Some options are subject to much more change than others.
- Paper 1 changes are largely in the historic environments.
- There are three main types of amendment:
  - the removal of 'niche' bits of content
  - some rewording to clarify the focus of the content and/or to flag where too much detail is not required
  - some movement of content to make the structure more logical.
- We didn't remove details that could still be used to support an argument, e.g. as a point for the indicative content in a mark scheme, as this may cause confusion over what needs to be taught.
- No changes which affect the subject conditions (eg Historic environment).
- We are not able to remove significant chunks of content from any of the options – these could undermine the coherence of an option's structure and focus.
- **No new content!**

# Example of content review: Germany KT1

Key topic 1: The Weimar Republic 1918–29	
<b>1 The origins of the Republic, 1918–19</b>	<ul style="list-style-type: none"> <li>← <del>The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.</del></li> <li>• The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic.</li> <li>• <del>The setting up of the Weimar Republic.</del> The strengths and weaknesses of the new Weimar Constitution.</li> </ul>
<b>2 The early challenges to the Weimar Republic, 1919–23</b>	<ul style="list-style-type: none"> <li>• Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>• Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>• The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> </ul>
<b>3 The 'Golden Years': the recovery of the Republic, 1924–29</b>	<ul style="list-style-type: none"> <li>• Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>← <del>The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg–Briand Pact.</del></li> <li>• Reasons for political recovery: Stresemann's achievements in gaining international acceptance of Germany through the Locarno Pact and membership of the League of Nations.</li> </ul>
<b>4 Changes in society, 1924–29</b>	<ul style="list-style-type: none"> <li>• Changes in the standard of living, <del>including wages, housing, unemployment insurance.</del></li> <li>• Changes in the position of women in work, politics and leisure.</li> <li>• Cultural changes: developments in architecture, art and the cinema.</li> </ul>

Sub-topic 1: More logical order, and defines the context/sets the scene so it's clearer that events don't need to be studied in depth, just to understand the situation out of which Weimar came about.

Sub-topic 3: To be clearer that the foreign policy bullet point is focused on how Germans viewed Weimar, rather than how foreign policy was linked to domestic policies; removal of Kellogg–Briand

Sub-topic 4: So that the changes can be studied as a whole rather than spending time teaching each of the three items, and therefore do not need to be covered in great detail.

# Example of content review: Germany KT2

## Key topic 2: Hitler's rise to power, 1919–33

<p><b>1 Early development of the Nazi Party, 1920–22</b></p>	<ul style="list-style-type: none"> <li>• Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.</li> <li>• <del>The early growth and features of the Party.</del> The Twenty-Five Point Programme. The role of the SA.</li> </ul>
<p><b>2 The Munich Putsch and the Nazi Party lean years, 1923–28 29</b></p>	<ul style="list-style-type: none"> <li>• The reasons for, events and consequences of the Munich Putsch; <i>Mein Kampf</i>.</li> <li>• Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation, <del>and Mein Kampf.</del> <i>The</i> including the Bamberg Conference of 1926.</li> </ul>
<p><b>3 The growth in support for the Nazis, 1929–32</b></p>	<ul style="list-style-type: none"> <li>• The growth of unemployment – its causes and impact. <del>The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933.</del> The growth of support for the Communist Party.</li> <li>• Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> </ul>
<p><b>4 How Hitler became Chancellor, 1932–33</b></p>	<ul style="list-style-type: none"> <li>• <del>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</del></li> <li>• <del>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</del></li> <li>• The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.</li> </ul>

Sub-topic 1: Removal of content – not needed.

Sub-topic 2: More logical arrangement of content to help with planning, *Mein Kampf* belongs with Bp1.

Sub-topic 3: Removing unnecessary detail – the previous wording could be read as students needing to know about individual governments, whereas new wording emphasises that events can be learned collectively.

Sub-topic 4: Removing unnecessary detail and being clearer about the focus of the sub-topic – aim is to simplify a complex piece of history.

# Example of content review: Germany KT3

## Key topic 3: Nazi control and dictatorship, 1933–39

<b>1 The creation of a dictatorship, 1933–34</b>	<ul style="list-style-type: none"> <li>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li><del>The threat from Röhm and the SA,</del> The Night of the Long Knives. The death of <del>von</del> Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> </ul>
<b>2 The police state</b>	<ul style="list-style-type: none"> <li>The role of the Gestapo, the SS, <del>the SD</del> and concentration camps.</li> <li>Nazi control of the legal system, <del>judges and law courts.</del></li> <li><del>Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</del></li> </ul>
<b>3 Controlling and influencing attitudes</b>	<ul style="list-style-type: none"> <li>Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).</li> <li>Nazi control of culture and the arts, including art, architecture, literature and film.</li> <li>Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church.</li> </ul>
<b>4 Opposition, resistance and conformity</b>	<ul style="list-style-type: none"> <li>The extent of support for the Nazi regime.</li> <li>Opposition from the Churches, including the role of Pastor Niemöller.</li> <li>Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul>

Sub-topic 1: Removing unnecessary detail; consistency with Hindenburg's name.

Sub-topic 2: Removing unnecessary detail and clarifying that legal system can be looked at as a single entity (not three separate things); churches not about policy or police state.

Sub-topic 3: Adding Churches, clarifying and limiting the focus of the topic (control, not policy), defining detail required by changing "including..." to a colon (i.e. only what's listed is required).

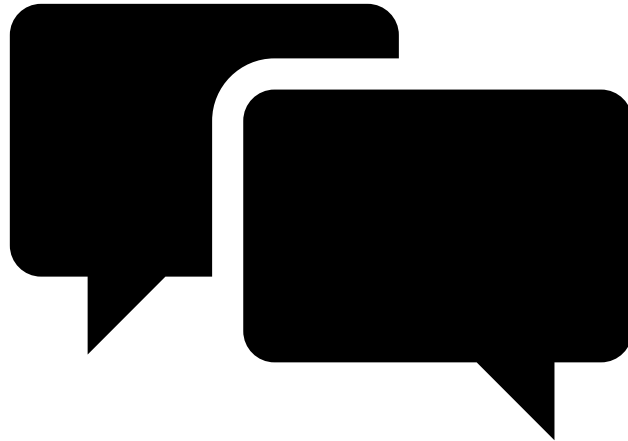
# Example of content review: Germany KT4

## Key topic 4: Life in Nazi Germany, 1933–39

<b>1 Nazi policies towards women</b>	<ul style="list-style-type: none"><li>• Nazi views on women and the family.</li><li>• Nazi policies towards women, including marriage and family, employment and appearance.</li></ul>
<b>2 Nazi policies towards the young</b>	<ul style="list-style-type: none"><li>• Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li><li>• Nazi control of the young through education, including the curriculum and teachers.</li></ul>
<b>3 Employment and living standards</b>	<ul style="list-style-type: none"><li>• Nazi policies to reduce unemployment: <del>including</del> labour service, autobahns, rearmament and invisible unemployment.</li><li>• Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li></ul>
<b>4 The persecution of minorities</b>	<ul style="list-style-type: none"><li>• Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities.</li><li>• The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.</li></ul>

Sub-topic 3: defining detail required for unemployment policies by changing "including..." to a colon (i.e. only what's listed is required).

# Group discussion



**In small groups look at the proposed changes to Paper 3 Germany and discuss the following points:**

- Do you agree with the rationale behind the changes?
- Do the changes make sense?
- Will the changes help with delivery of the content?

# Next reform



# GCSE specification reform

Date	GCSE reform
2001	Linear GCSE with coursework
2009	Modular GCSE with controlled assessment
2016	Linear (9-1) GCSE – 100% externally assessed

- Specification reform usually takes place every 7–8 years.
- We are not aware of any plans to update the current GCSE 9–1 specifications; we do not expect any news until at least after the general election.
- We are talking to key stakeholders such as the SHP and HA about the current GCSE History subject requirements and how they could be improved at future spec reform.
- Key areas to focus on will be:
  - how to make the qualification more diverse and inclusive
  - how to make GCSE History more accessible to a wider range of students
  - how best to implement onscreen / on-demand assessment.
- We will keep you informed of any developments.



Any questions?



Pearson