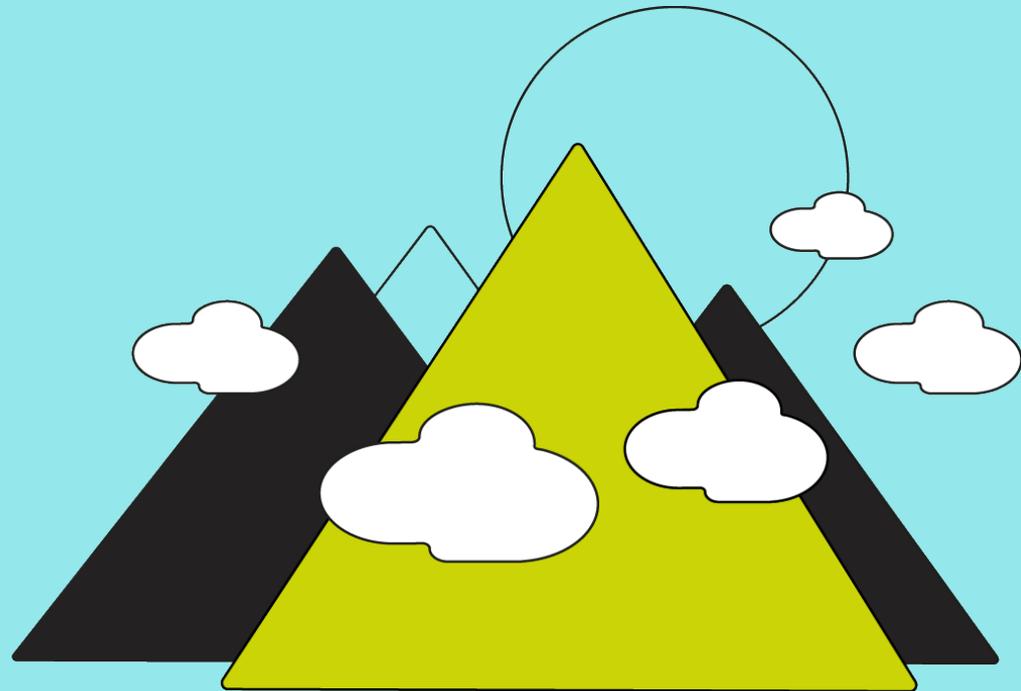


# GCSE History network event: a return to teaching four options

Katie Hall

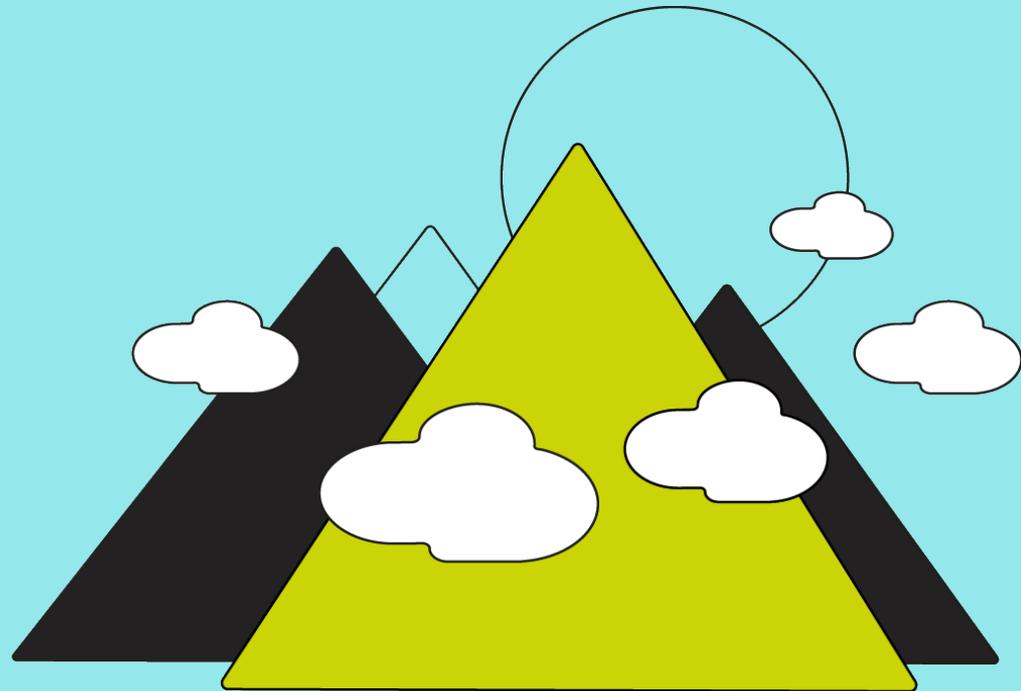


# Aims

This GCSE History network will allow delegates to:

- Receive a brief update on the qualification and ask questions
- Discuss how to prepare for and deliver the full specification content again
- Network and share teaching ideas and strategies

# Summer 2022 Update



# Update: Summer 2022 series

## Results days

- Wed 17 August – AS and A level results released to centres
- Wed 24 August – GCSE and International GCSE results released to centres
- Enhanced examiner reports with exemplars released on the same days

In Summer 2022 exam boards are setting the grade boundaries based on a profile that reflects a midpoint between 2021 and pre-pandemic grading (2018–19).

- This means the percentage of students achieving each grade is roughly halfway between the Summer 2019 and Summer 2021 outcomes.
- This provides a safety net for students, to reflect the disruption this cohort experienced in their course.



# Update: Summer 2022 series

## Post-results support

- <https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services.html>
- Access to Scripts
- Results Plus
- Summer 2022 appeals
- Feedback support in the autumn
- Network events, e.g. Paper 2 Period study

# Update: Summer 2023 series

On 10 May, the DfE announced plans for Summer 2023 exams:

- <https://www.gov.uk/government/publications/subject-content-and-assessment-arrangements-2022-to-2023/subject-content-and-assessment-arrangements-in-the-academic-year-2022-to-2023>

## GCSE optionality

- For summer 2023, the DfE confirmed the return to full subject content coverage for GCSE History – all four topics must be taught and assessed.
- Entry codes will revert to pre-pandemic codes – entry code calculator will be updated Autumn 2022.
- Paper 2 – two topics assessed on same day, in two separate booklets, exam time 1hr 45mins
- We will try to ensure one paper is sat before May half term to ensure increased spacing between exams in case of covid disruption.

# Update: Summer 2023 series

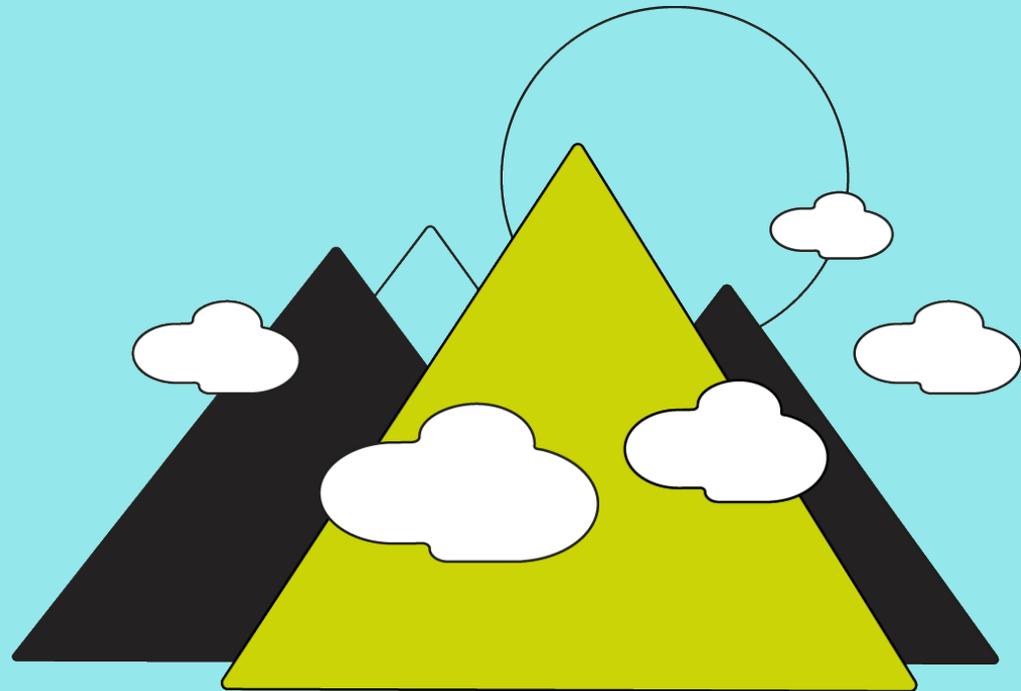
For 2023 awarding outcomes, the DfE stated: “Ofqual will, as planned, consider the approach to awarding in light of outcomes in 2022.”

Ofqual stated, “we aim to return to results that are in line with those in pre-pandemic years”.

## Advance Information (GCE History)

- The DfE stated: “The Department for Education and Ofqual will continue to monitor the path and impact of the pandemic and evaluate the delivery of arrangements this year, including the provision of exam aids, such as... advance information to support students’ revision, before finalising 2023 arrangements. Our intention is to return to the carefully designed and well-established pre-pandemic assessment arrangements as quickly as possible, given they are the best and fairest way of assessing what students know and can do.”
- Preference to return to normal in Summer 2023, with no advance information – teachers must plan and work on this basis.

Where are you now?



# Poll 1 – what choices have you made?

Which paper did you choose not to sit in 2022:

- Thematic Study and Historic Environment (Paper 1)
- Period Study (Paper 2)
- British Depth Study (Paper 2)

Please add details of why you made this choice in the chat box.

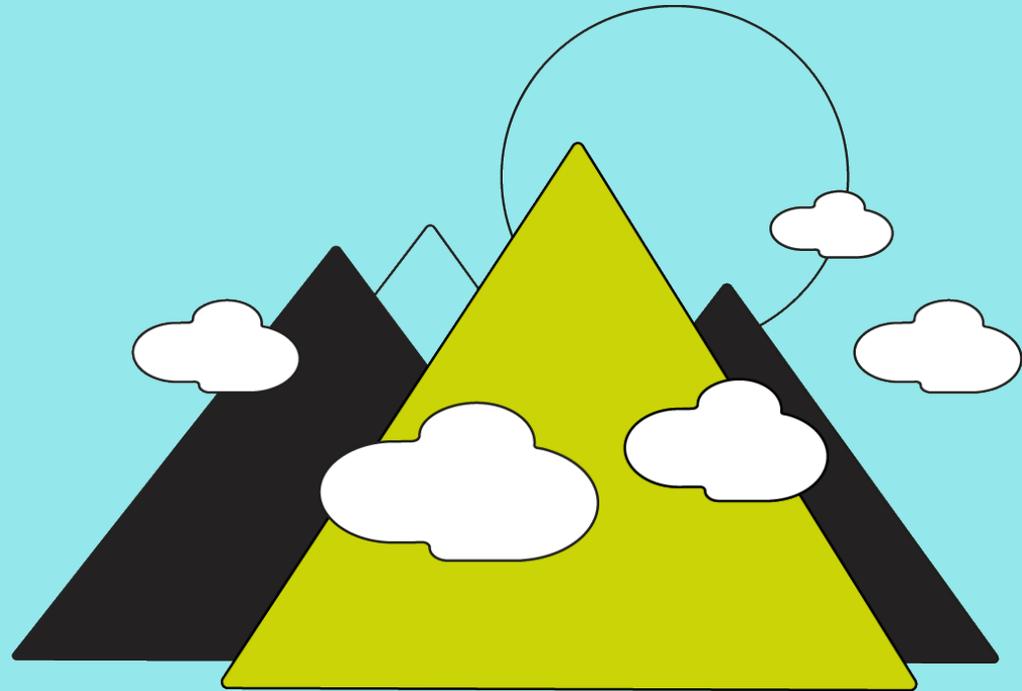
# Poll 2 – what choices have you made?

Have you chosen to switch options on any of the papers?

- Yes (please give details in the chat box)
- No

Please give details in the chat box.

# Planning for next year





# Lessons from the pandemic

Have you learnt any new aspects to teaching GCSE History over the last two years that you want to continue?

- Ways of helping students engage with content
- Ways of setting home learning/question tasks
- Ideas about recall and retrieval
- Observations about how your students learn at KS4

Please add your thoughts on this to the chat box

# Structuring your course – things to think about

1. Where will the fourth option fit into your KS4? Is this different from before? Why?

- Chronology in the course
- Building continuity from KS3
- Student understanding/skills

2. Have you made changes to your Key Stage 3 in the last 2 years? How will this impact on KS4?

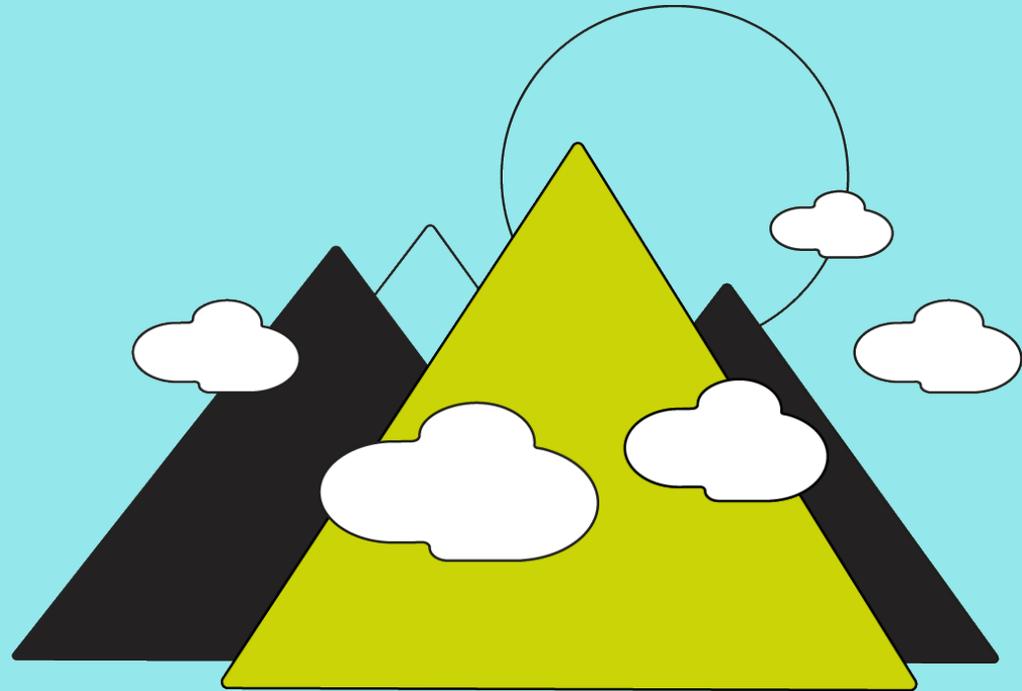
- Time?
- Content – understanding of substantive knowledge?
- Disciplinary understanding



# Thinking about the fourth option

1. What particularly engaged students about this topic and how can you enhance this?
2. What will you change (if anything) about the way you teach this topic?
3. What do you want to improve?
  - Structure/planning
  - Lesson activities
  - Subject knowledge

# Preparing to teach the fourth option





# Preparing to teach – the purpose of the paper

## **Period Study**

Looking at the unfolding narrative of the period

Longer than a depth study and therefore different focus

# Preparing to teach – the purpose of the paper

## **Period Study**

Looking at the unfolding narrative of the period

Longer than a depth study and therefore different focus

## **Thematic Study and Historic Environment**

Historic environment – one location in its historical context

Thematic study – two strands over a long period of time



# Preparing to teach – disciplinary knowledge

## **Period Study**

Only AO1 and AO2 marks  
are available

Questions are based on  
narrative, consequence and  
linking significance

# Preparing to teach – disciplinary knowledge

## **Period Study**

Only AO1 and AO2 marks are available

Questions are based on narrative, consequence and linking significance

## **Thematic Study and Historic Environment**

AO1, AO2 and AO3 marks are available

Thematic study based on ideas of change and continuity and the process of change

# Preparing to teach – substantive knowledge

## Topic Booklets

Resource	Details
Robert Winder, <i>Bloody Foreigners</i> (Abacus, 2013)	Accessible overview. Useful to read when preparing to teach the topic.
Peter Fryer, <i>Staying Power: The History of Black People in Britain</i> (Pluto, 1984)	The classic, panoramic history of black people in Britain, from the Roman conquest to the present day.
David Olusoga, <i>Black and British: A Forgotten History</i> (Macmillan, 2016)	An exploration of the long relationship between the British Isles and the people of Africa. The book accompanying the television series.
Hakim Adi (ed.), <i>Black British History: new perspectives</i> (Zed Books, 2019)	A study of the depth and diversity of the black British experience, from African soldiers on Hadrian's Wall to the black British intellectuals of twentieth-century London.
Miranda Kaufmann, <i>Black Tudors: The Untold Story</i> (Oneworld, 2017)	The stories of ten Africans in the Tudor and Stuart eras, the details of their daily lives and how they were treated.
Robin Gwynn, <i>Huguenot Heritage: The History and Contribution of the Huguenots in Britain</i> (Sussex Academic Press, 2nd edn, 2000)	Accessible academic study of the Huguenots in Britain.
Tony Kushner, <i>The Battle of Britishness: Migrant Journeys 1685 to the present</i> (Manchester University Press, 2012)	An academic study of migrant journeys to Britain, from Huguenots to the present-day, from why people came to Britain to how migrants are viewed by state and society.
Rozina Visram, <i>Asians in Britain: 400 Years of History</i> (Pluto, 2002)	A comprehensive history of Asians from the Indian subcontinent in Britain, from 1700 to the present day.
Colin Holmes, <i>John Bull's Island: Immigration and British society, 1871–1971</i> (Macmillan, 1988)	An academic study of migration to Britain, looking at newcomers and why they came, their economic and social lives, and how British society responded to their presence.

# Case studies

## Alex Fairlamb: Broadening the History of Medicine

<b>Renaissance</b>	<p><b>Lady Keepers and Searchers</b> – women within hospitals who research the cause of death</p> <p><b>Midwifery</b> – ‘witch-midwives’ Elizabeth Reeves and Elizabeth Moore (Nottingham), episcopal licencing</p>	<p>The Renaissance period refers to ‘women in the home’, how they are the midwives, the affordable caregivers for the masses, and how they provide care and rest, as well as maintaining gardens for remedies. However, there is far more to the story.</p> <p>Given that we have all experienced being born, the absence of midwifery as a stronger focus in the Renaissance is something that should be addressed. Women are often invisible in this, despite being the main providers of care during childbirth. Arguably, the sixteenth century saw the emergence of midwifery as a more formal practice. Bishops granted some women midwifery licences from 1611; where she swore an oath to carry out good practices within the parish (three women were licenced in London).</p>
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# Preparing to teach – structure of assessment

Paper Guides have some examples of activities which are targeted at particular question types.

They also have detailed explanations of the question types which appear in each section of the paper.

Option for this example	P3: The American West, c1835–c1895
Consequences may be deliberate. However, often the consequences may also be unintended. Even events that did not succeed in their aims may have significant consequences.	
The Fort Laramie Treaty, 1851	<p>Intended consequence: Tribal territories were clearly marked out, which was the first step toward reservations. /5</p> <p>Unintended consequence: With the end of the 1834 Permanent Indian Frontier, more white settlers moved into tribal territory. /5</p>
	<p>Intended consequence: /5</p> <p>Unintended consequence: /5</p>
	<p>Intended consequence: /5</p> <p>Unintended consequence: /5</p>
1) For each of the events above, identify: a) One consequence that was intended. b) One consequence that was unintended (e.g. something that was not deliberate). c) In the small box at the end of each answer space, assign the consequence a score from 1–5 for how significant you consider it to be (1= a minor consequence with little significance, 5= a major consequence with significant impact). 2) In your opinion, do the intended or unintended consequences of these developments seem more significant? Explain your answer.	



# Paper Guides

## [Paper 1 Guide](#)

Guidance on structure, assessment and teaching ideas for the whole of Paper 1 (thematic study and historic environment)

## [Paper 2 Guide](#)

Guidance on structure, assessment and teaching ideas for the whole of Paper 2 (period study and British depth study)



# Revision for 2023

- What lessons have you learnt this year that you want to try to use again next year?
- Are there any techniques that you are planning to use in 2023 that are new?

Please put any ideas/suggestions in the chat box

# Knowledge Booster Tests



## GCSE History P4 Superpower relations and the Cold War knowledge booster

A set of quizzes to support students with AO1 knowledge and understanding for option P4

| ZIP 1.3 MB | 11 April 2022



## GCSE History B1 Anglo-Saxon and Norman England knowledge booster

A set of quizzes to support students with AO1 knowledge and understanding for option B1

| ZIP 436.1 KB | 15 March 2022



## GCSE History B4 Early Elizabethan England knowledge booster

A set of quizzes to support students with AO1 knowledge and understanding for option B4

| ZIP 392.8 KB | 31 January 2022



# Other new support materials

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

- KS3 History topic of the month
  - May – Mary Anning
  - June – Raphael Lemkin
- Migrants in Britain exemplar answers
- Medicine case study

# History subject advisor

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