

Edexcel GCSE History Summer 2022 Feedback

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Agenda

- Summer 2022 entry data
- Grade boundaries and statistics
- ResultsPlus and Access to Scripts
- Senior examiner feedback / exemplar student answers
- 2023 series / upcoming support and training
- Discussion

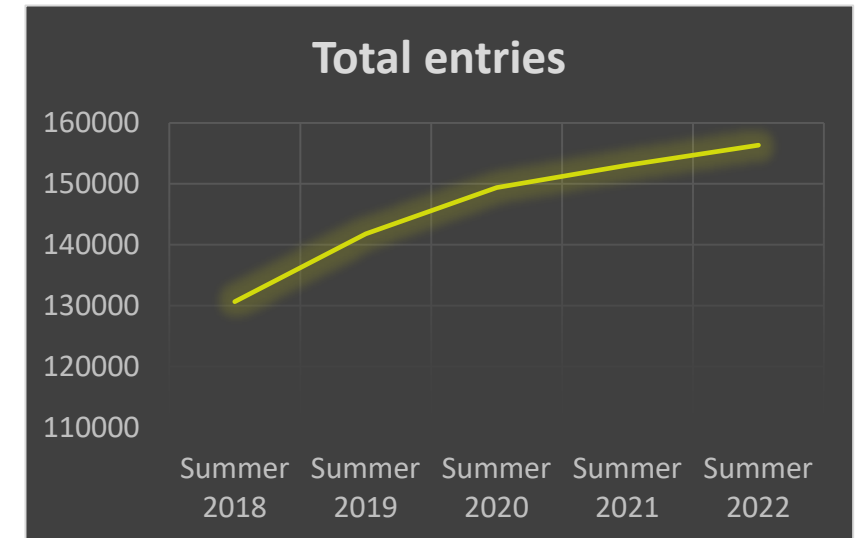
Summer 2022 entry data



GCSE History entries

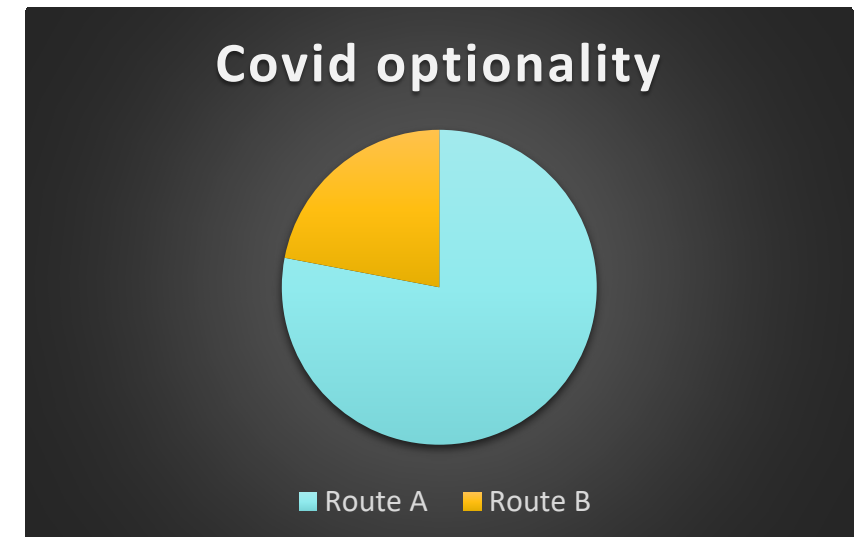
Total entries

- In Summer 2022 we had **156,341 total entries**.
- GCSE History continues to be very popular – our entries have increased c.20% since 2018.

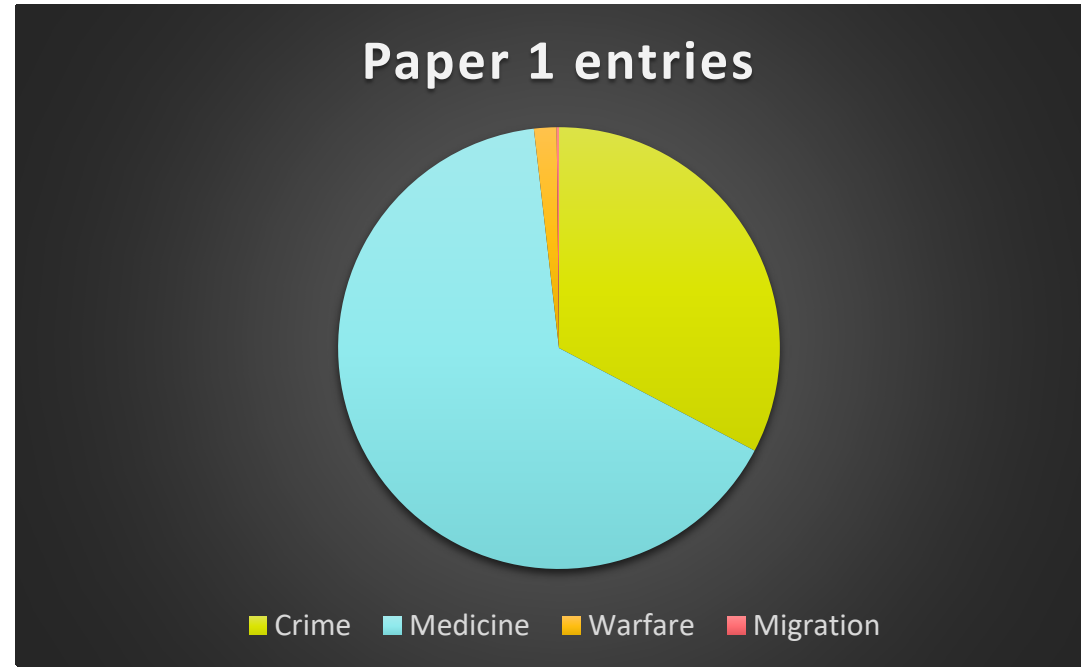


Covid optionality

- Optionality in place for Summer 2022 allowing teachers to drop one topic across Paper 1 or Paper 2.
- 78% of schools chose to drop one Paper 2 topic (Route A).
- 22% of schools chose to drop Paper 1 (Route B).
- Decisions on which topic to drop driven by a number of factors, including the order in which topics were taught, which paper students found most challenging etc.



Paper 1 entries



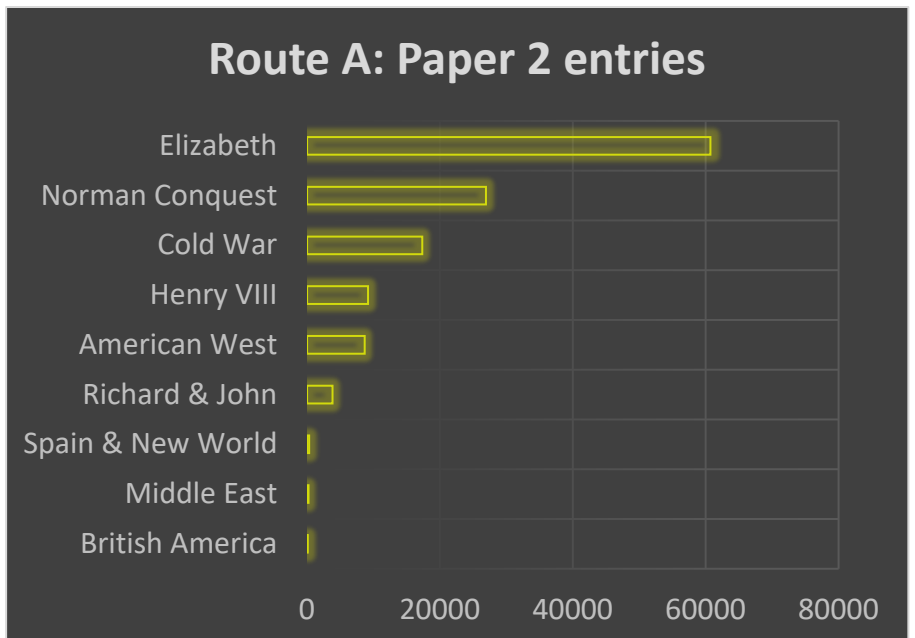
- **127,317 students** sat Paper 1 this summer (Route A).
- Medicine continues to be the most popular Paper 1 thematic study attracting 65% of the entry.
- Crime and Punishment remains popular (33%)
- Summer 2022 was the first exam series for new Migrants in Britain thematic study – **215 entries**.
- In a recent survey 12% of teachers are switching to Migration now or at reform.

Paper 2: Route A entries

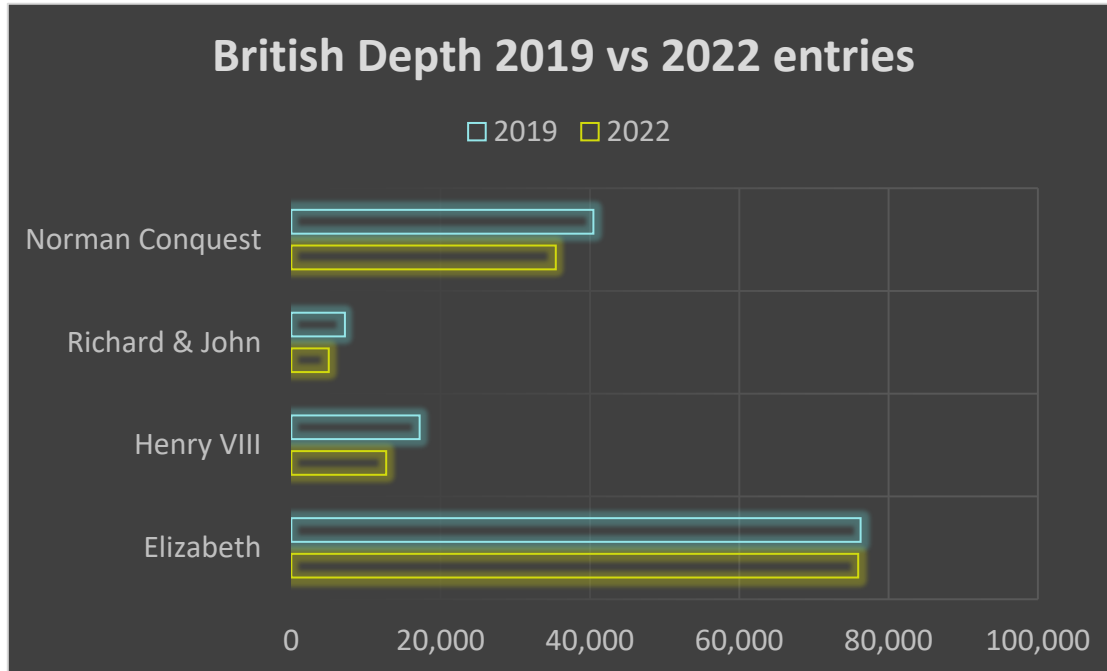
- 127,317 students sat Route A this summer.
- These students only sat one Paper 2 topic: EITHER the British depth study OR the Period study.
- The vast majority of Route A centres chose to teach the British depth study in Paper 2.
- Elizabeth was by far the most popular topic chosen with 48% of the Route A entries.
- The Cold War was the most popular Period study with 14% of the Route A entries.

79%

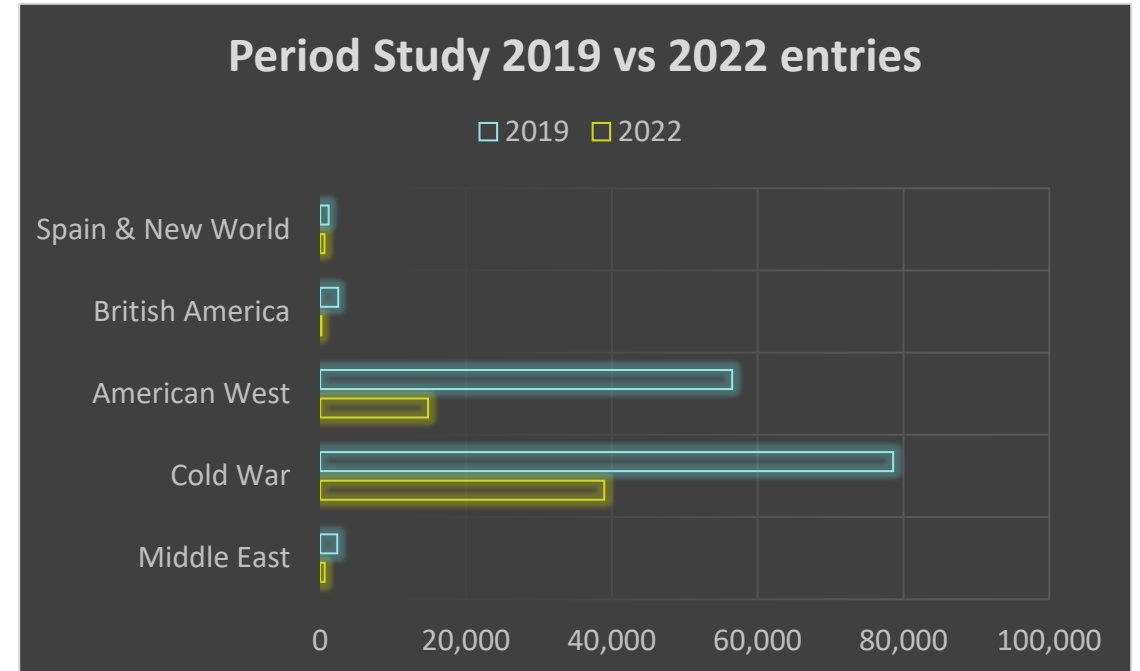
of Route A students sat the British depth study and dropped the Period study.



Paper 2 total entries (Routes A and B)

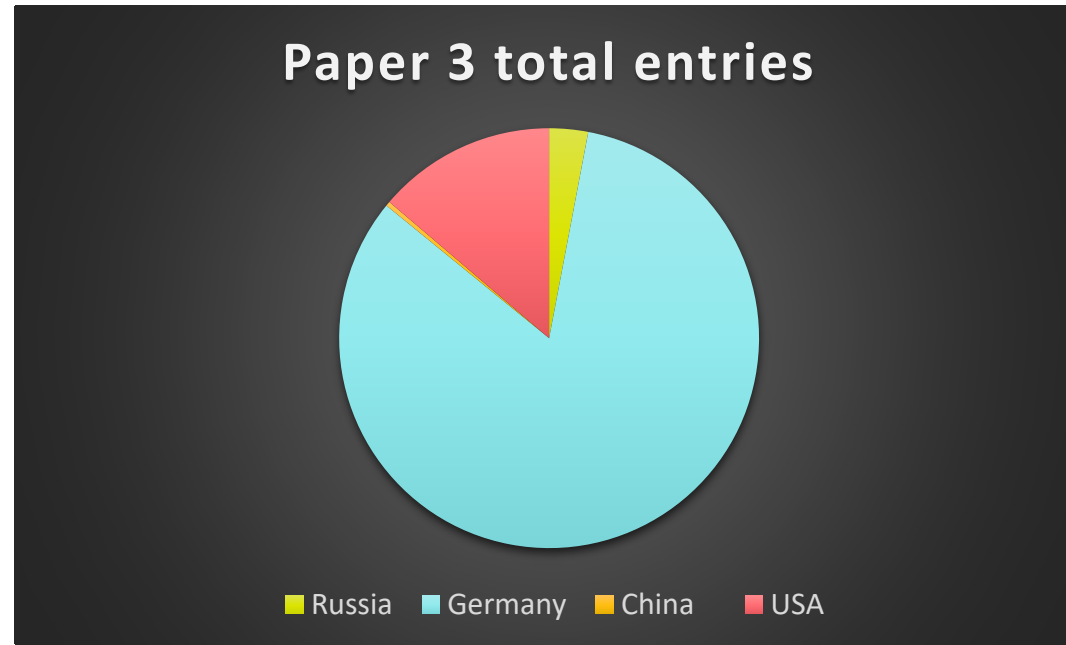


- Very few centres chose to drop Elizabethan England in Paper 2 (c.5%)



- In contrast, a lot of centres chose to drop American West (c.70%) and Cold War (c.45%)

Paper 3 entries (Routes A and B)



- Weimar and Nazi Germany continues to dominate Paper 3, attracting 129,093 total entries
- USA attracted 21,433 entries and Russia 4,654 attracted entries.
- China was the smallest option attracting 547 entries.
- These proportions have remained relatively stable across the lifetime of the specification.

GCSE History entries summary

Route / Papers	Students
Route A (P1, P2B, P3)	65%
Route A (P1, P2P, P3)	17%
Route B (P2B, P2P, P3)	18%

Paper (either route)	Students
Paper 1	82%
Paper 2 British depth	83%
Paper 2 Period study	35%
Paper 3 (compulsory)	100%

- The tables above highlight the distribution of students across each paper in summer 2022, particularly how few students sat the Period study.
- We'll be providing training events later this term, with a focus on the Paper 2 Period study to support teachers who haven't taught this option in a while (see Support slide later).
- Average cohort size varied: 69 on Route A, 55 on Route B.

Grade boundaries and statistics



Grade boundaries

You can find grade boundaries on our website:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

- Grade boundaries have been separated out for Route A (1HIA) and Route B (1HIB).
- This is because the total number of raw marks differs: 132 on Route A, 116 on Route B.
- **Subject-level grade boundaries** are available for each possible combination of topics available.
- This means we can adjust for any difference in level of demand on different options and award grades more accurately to reflect student performance, for example:

History A													
Overall grade boundaries			Max Mark	9	8	7	6	5	4	3	2	1	U
1HIA	History A Paper(s) B1 10 30	Subject	132	106	96	87	77	67	57	42	27	12	0
1HIA	History A Paper(s) B2 10 30	Subject	132	107	98	89	78	68	58	42	27	12	0

- Notional paper-level grade boundaries are also available for each paper.
- **Notional grade boundaries** are the same for any option that appears on both Route A and Route B, for example grade 7 on Paper 31 Germany was 35/52 on both routes.

Grading outcomes in 2022

- Ofqual asked exam boards to award grades that reflect a midpoint between the 2019 and 2021 series in terms of the % of students achieving each grade. <https://ofqual.blog.gov.uk/2022/07/06/exam-results-2022-10-things-to-know-about-gcse-as-and-a-level-grades/>
- This doesn't mean grade boundaries are halfway between 2021 and 2019 – they vary from year to year depending on how students perform. This year students had optionality which was different to Summer 2019. Also, Nov 20 and 21 series had tiny entries so should be treated with caution.
- **Grade statistics** are on our website available: <https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-statistics.html>
- Combined cumulative % outcomes for Edexcel GCSE History over time:

1H10	9	8	7	6	5	4	3	2	1
2019	4.9	12.8	23.5	36.8	50.2	62.4	77.5	89.0	96.8
2021	7.3	17.4	30.3	45.4	60.6	75.0	87.0	94.6	98.5
2022	7.5	16.9	28.7	43.2	57.5	69.8	83.5	92.5	97.7

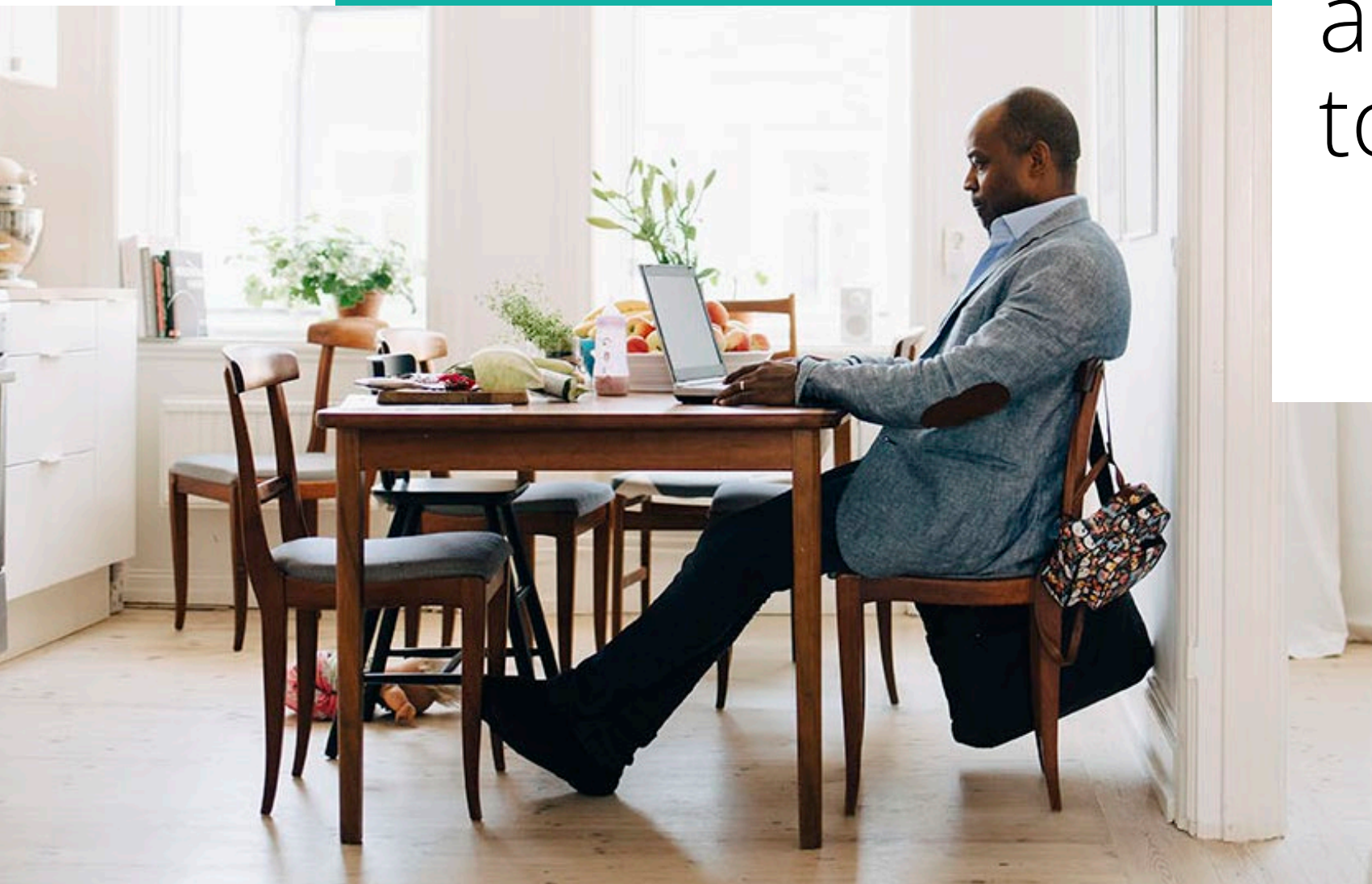
To consider...

The following table shows the **cumulative percentage outcomes** from recent series:

- The % outcomes for Route A and B have been separated out in 2021 (TAGs) and 2022 (Optionality).
- The higher % outcomes on Route B across both series support the fact that this was a more able cohort.
- This is supported by statistical data such as KS2 predictions and is also reflected by the fact that typically Route B centres had lower cohort sizes.
- It's also worth bearing in mind that the majority of students (79%) sat Route A.

GCSE History										
1H10	9	8	7	6	5	4	3	2	1	U
2018	4.8	13.2	23.9	37.4	51.0	63.1	78.3	89.9	97.3	100.0
2019	4.8	12.7	23.4	36.7	50.1	62.3	77.4	89.0	96.8	100.0
2020	6.6	15.9	28.1	42.8	57.8	73.4	86.6	94.6	99.0	100.0
2021(A)	6.8	16.6	29.3	44.6	59.9	74.6	86.9	94.5	98.5	100.0
2021(B)	9.1	20.8	34.2	48.9	63.1	76.5	87.2	94.6	98.4	100.0
2021	7.3	17.4	30.3	45.4	60.6	75.0	87.0	94.6	98.5	100.0
2022(A)	6.8	15.8	27.7	42.1	56.6	69.2	83.5	92.7	97.8	100.0
2022(B)	11.0	21.9	33.6	48.2	61.5	72.8	83.7	92.0	97.2	100.0
2022	7.5	16.9	28.7	43.2	57.5	69.8	83.5	92.5	97.7	100.0

ResultsPlus and Access to Scripts



ResultsPlus



- ResultsPlus is our free results analysis tool which lets you analyse your students' results from the summer series: www.qualifications.pearson.com/resultsplus
- Use your [Edexcel Online](#) account to log in – ask your Exams Officer to grant you ResultsPlus access if you don't currently have it.
 - detailed analysis of your students' performance
 - identify areas where students could develop their learning further
 - compare student performance with class or national averages
 - use the data to support more effective teaching and learning
- **Global data** (all students who entered for a qualification in a particular series) is available on ResultsPlus.
- We also create a spreadsheet for each series with the data tidied up. Look under the Guide dropdown on the GCSE History [Teaching and learning materials](#) tab.



GCSE History June 2019 Results Plus data

Global data from the June 2019 series

| XLSX 57.2 KB | 27 September 2019

An example of how to use these tools

- We didn't get as many grade 9s as we'd hoped for – how could we make improvements?*
- ResultsPlus **cohort paper analysis** will show you your school's average score on each question vs the national cohort – use this tool to identify questions which performed poorly, e.g.:

Paper: Paper 31-WEIMAR & NAZI GERMA		View paper		Skills map: 1hio_30_gcse history paper 3 option 3	
Question ↓	Score ↕	Performance ↕	Edexcel Ave : ALL	Edit ↕	Variance ↕
Q01	2.51/4	<div><div></div><div></div><div></div></div>	2.57/4		↓ -1.42 %

- ResultsPlus **download results** will provide you with a spreadsheet showing the marks of every student on every question – choose to focus on students who performed worse than expected, e.g. on the questions identified above and also students who performed well on these questions for comparison.
- ResultsPlus **global results analysis** provides a spreadsheet showing mean marks of all students on all questions – broken down by each grade so can see mean mark grade 9 students scored on each question.
- Use our **Access to scripts** tool to download the scripts of students you wish to analyse in more detail.
- Compare your student performance to the exemplars in the **examiner reports**.
- We can't comment on marked scripts but do contact us if you need help understanding mark scheme.

Access to Scripts



- Use our **free Access to Scripts service** to view your students' marked exam scripts: <https://qualifications.pearson.com/en/support/Services/access-to-scripts.html>
- The service is available from results day until **16 December 2022**.
- This **case study** with a GCSE History centre offers ways you can use Access to Scripts: <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching-and-learning-materials/GCSE-History-Access-to-scripts-South-Bank-case-study.pdf>
 - understand student performance
 - professional development
 - model answers for classroom teaching
 - motivating and encouraging students.
- Plan time to use the service, e.g., to download scripts and set up departmental time to review them.
- Use Access to Scripts with ResultsPlus – the two complement each other.

Feedback on
questions styles,
Assessment
Objectives, and
the performance
of candidates





Questions targeting Assessment Objective 1: Knowledge and understanding

Describe two features of...

- This is a four-mark question, asking students to identify key features of something named in the specification.
 - Paper 1 Historic environment Q1
 - Paper 2 British depth study Q1a
- Students are awarded **1 mark for each valid feature** (max. 2 features), and **1 mark for supporting information** for each feature (e.g. contextual detail or some explanation of each feature's importance).
- If the additional detail is not linked to the feature, or if 4 separate key features or details are offered, the answer cannot score the full 4 marks.
- **Relevant knowledge will be credited** – but generic comments which don't relate to the focus of the question will not be rewarded, e.g. generic comments about hospitals did not all apply to the underground hospital at Arras.
- Students should remember there is a maximum of 2 marks available for each key feature – don't use up time writing lengthy answers!

Describe two features of...

Paper 13, Migrants in Britain

Describe two features of Notting Hill that encouraged Caribbean migrants to settle in the area after the Second World War.

Good responses: referred to Notting Hill's proximity to Paddington, migrants joining the established Caribbean community, and the availability of houses and rooms to rent in the area.

Low-scoring responses: explained why migrants came to Britain, or reasons for migration generally, rather than recognising the focus on the Notting Hill area.

This response scored 2/2.

Full exemplar in
Migration PE report

Feature 2

Another feature of Notting Hill that encouraged Caribbean migrants to settle there after ww2 was the already established Caribbean migrants there. People wanted to be with people familiar to them so over time, the community grew.

Questions targeting

Assessment Objective 2:

Explain and analyse, using second-order historical concepts.

Assessment Objective 1:

Demonstrate knowledge and understanding.

Similarity/difference over time

- Students are asked to identify one similarity or difference between two time periods (AO2), and then support this with details from each period (AO1).
 - Paper 1 question 3 – worth 4 marks.
- With **difference** questions, students are usually able to provide supporting details from each period; however, with **similarity** questions, they often generalise and fail to score the full 4 marks.

This is an example of a generalised similarity which only provides an example from one time period.

This is a Level 1 answer.

See examiner reports for examples of good responses.

Full exemplar from
Medicine PE report

3 Explain **one** way in which attempts to prevent the spread of infectious diseases in the period c1500–c1700 were similar to attempts to prevent the spread of infectious diseases in the period c1700–c1900.

They used isolation a lot to prevent people from coming in contact with someone who had an infectious disease. They would lock people in their homes and put a red cross on their door warning other people that people in that house were infected.

Similarity/difference over time

- Answers which write about the wrong time period(s) cannot be rewarded.
- Make sure the **supporting detail matches the similarity or difference** that has been identified, otherwise marks cannot be awarded. For example:
 - The Medicine question asked about similarity in attempts to prevent the spread of infectious diseases in the periods c1500-c1700 and c1700-c1900.
 - Answers which identified isolation as a similarity and gave details of people being locked in houses during the Great Plague of 1665 did not make a valid link to the second period if they gave details about the development of vaccination.

Explain why...

- This is the **12-mark causation question**
 - Paper 1 qu.4; Paper 2B qu.1b; Paper 3 qu.2.
- Two stimulus points are provided which are intended to remind students to cover a range of points and the full date range of the question.
- It is not compulsory to include the stimulus points in the answer. Answers that do not go beyond the stimulus points cannot access Level 4 or the top marks in Level 2 or 3. To access Level 4 and the top marks in Level 2 or 3 three aspects of content should be covered (which may include the stimulus points).
- In the mark scheme, the first bullet point in each level relates to AO2 (analysis). Although the two AOs are equally weighted, the focus of the analysis (AO2) is considered first, since AO1 (knowledge and understanding) needs to be 'relevant' and, at the highest level, 'precisely selected' to support the analysis.

Explain why... room for improvement

- Many students are confident when answering a causation question but there are three limitations with responses that often impact student ability to achieve higher-level marks.
 - Detailed answers which simply provide a narrative of events or description of the situation lack the **AO2 focus on explaining causation**.
 - For example, Paper 3 Germany asked students to “explain why the use of propaganda helped the Nazis to control the attitudes of the German people in the years 1933-39”. This was not simply a question about propaganda or a question about control, and therefore descriptions of propaganda or analysis of methods of control are unlikely to meet the higher-level descriptors.
 - Some answers miss the **focus of the question**: Medicine asked why attitudes towards surgery changed in the period c1800-present, meaning that answers simply explaining the changes that occurred in surgery could not score highly.
 - Answers also need to recognise the **date range** within the question: Henry VIII asked about why Cromwell rose to power in the years 1529-34, so events after 1534 were not relevant.

Explain why... Level 4 extract

- Extract from the examiner report of a Level 4 response.
- Brief introduction and first point shown, explaining how the Nazis controlled newspapers to control the information reaching people and therefore **influence their attitudes** (*red underline*).
- Despite the reference outside the period in the question, the student brings the paragraph back to 1939 at the end, and uses **precise detail to support the analysis**.

Full exemplar in Germany PE report.
More exemplars in delegate booklet.

Propaganda was a useful way to indoctrinate the German population with Nazi ideologies and this was achieved in a range of different ways. In 1933, Nazis only controlled 3% of newspapers and what was being published, however by 1944, Nazis controlled 84% of newspapers. This meant that the Nazi ideologies were being mass produced and shared around the entire population. This helped the Nazis control the German population as the entire population were coherently pushed into reading only about Nazi beliefs in newspapers which slowly helped the Nazis gain control the attitudes of the German people in 1933-39, and the Nazi party gained support as a result.

The judgement question

- This question is worth 16 marks – Paper 1 qu.5/6; Paper 2B qu.1c
- The mark scheme is the same as the 12-mark causation question, but the format of a statement and the question ‘How far do you agree?’ means there are an additional 4 marks available to reward the judgement that is made.
- This question may also target any of the second-order concepts: causation, consequence, significance, change and continuity, similarity and difference.
- In Thematic studies, be mindful of the different types of change, e.g. reasons for change = causation; extent of change/turning points = change and continuity; process of change = change.
- Answers should evaluate the statement in the question. The best responses develop a line of argument, with the evaluation running through the answer (rather than just at the end).
- The following extracts illustrate the way an answer can incorporate argument and evaluation...

Extracts showing argument and evaluation

These extracts are from a Level 4 answer to Anglo-Saxons and Normans question 1 ci: 'In the years 1066-67, the main way William established control over England was by rewarding loyalty.'

A significant factor which led to William establishing control was by using castles to strike fear into the people of England... However, castles didn't prevent further rebellion in the future... Therefore a major way control was established was through fear through castles, but it wasn't the most important factor.

Another crucial factor for William establishing control was by allowing Anglo-Saxon earls to keep their earldoms... This was a great tactic initially, as Edwin and Morcar initially supported Edgar Aetheling's claim to be ruler of England after Harold's death but William was able to prevent this threat... However, this way of rewarding loyalty was not the most significant as later on, in 1068 and 1069, the earls still led rebellions.

... In conclusion, castles was a key factor in control but fear was limited. Rewarding Anglo-Saxon earls worked initially but rewarding the loyalty of the marcher earls was the most significant factor as it earned him loyalty and decreased the threat of invasion... Thus being the greatest factor for him establishing control from 1066-1067.

Full exemplar in Anglo-Saxons & Normans PE report.

Example of Level 4 evaluation

These extracts are from an answer to Medicine question 5, evaluating the statement: 'In the years c1250-c1500, the physician was the most important person providing care and treatment.'

... During the medieval period, physicians were the only medical professionals to receive formal medical training... However, the Church controlled all leading medical universities and limited the progression of medicine and knowledge of the physicians... This meant that while physicians were important and widely respected, they were not the most effective...

[Physicians] were only accessible to those who were rich enough to pay for their services. Apothecaries, who provided herbal remedies, were much more widely available and used by the general public...

Since apothecaries were the most widely used accessible form of treatment and care, it could be argued that they are more important than physicians, who treated a few rich and important individuals although this was likely not the view common throughout the medieval period, in which physicians were highly regarded.

Qualities of high-level judgement answers

- The answer addresses the **focus of the question**, recognising the topic, timescale, the second-order concept and the evaluation required, e.g. 'most significant', 'main problem', 'had a greater impact than'.
- Detail is used to **support the analysis** rather than being offered as narrative or description (e.g. Edwin and Morcar).
- There is a **line of reasoning** which is consistent.
- **Evaluation** is seen within the answer, not just in the conclusion.
- The **criteria** being used in the judgement are explicit, for example an impact on more people, on key social groups, over a longer period, or a factor acting as a catalyst for other developments (e.g. apothecaries being widely accessible).

The Period study questions

Questions 1 and 3 in the Period study focus on the second-order concepts of consequence and significance respectively.

Question 1 is a question about the consequences of an event or a development, *e.g. Explain two consequences of Gorbachev's 'new thinking'.*

To get full marks, it is not enough to simply describe what happened afterwards; answers need to **explain the link** between the event and the consequences that are identified, *e.g. Gorbachev's 'new thinking' made it clear defence spending had to be cut, and in 1988 the withdrawal of Soviet troops from the expensive war in Afghanistan began.*

Question 3 focuses on the impact of one event or development (X) on a specific situation or issue (Y).

Answers which explain the general consequences or importance of the event (X) without explaining its impact on Y are not likely to reach Level 3.

Students answer two from three questions, and they regularly perform better on their first significance answer than on their second one. Why is this?

Question 3: Level 3 extract

Superpower relations question about the importance of the Marshall Plan (1947) for relations between East and West.

The analysis (AO2) is Level 3: it is clearly focused on the impact of the Marshall Plan, offering an analysis of its importance and a line of reasoning shown in the use of phrases such as 'it further divided', 'led to greater division' and 'more polarised'.

Knowledge and understanding (AO1) is also Level 3, good knowledge and understanding, e.g. using terms such as 'Truman Doctrine' and 'dollar imperialism'.

One reason why the Marshall Plan was important for relations between East and West was because it further divided Eastern and Western Europe. For example, the Marshall Plan was the Truman Doctrine in effect. It gave worn-torn countries money so that they wouldn't fall into communism due to desperation. ~~As~~ However, the aid was only given to Western non-communist countries as Stalin would not allow Eastern European countries to accept it. This led to greater division as Western living standards under non-communists increased whilst Eastern living standards under communist rule decreased. As such the East and West became more polarised due to the Marshall Plan and Stalin's critique of it as 'dollar imperialism'.

Full exemplar in delegate booklet.

Question 2: analytical narrative

It was pleasing to see that many teachers had taken on board our feedback from earlier exam series about the approach to this question. We saw some very impressive responses from students across all options. However, this question remains the one many students find most challenging on the Period study paper.

This question assesses AO1 and AO2 by asking students to create an analytical narrative about key events or developments.

Accurate knowledge (AO1) is needed to create a **sequence of events or developments** but the answers are also expected to **explain the links** between these events or developments (AO2).

To secure a high Level 3, students need to understand the narrative concept, with the sense of a **beginning, development and end**, rather than produce three paragraphs which are not linked.

Narrative account: Level 2 extract

'Write a narrative account analysing the ways in which the cattle industry changed in the years c1876-c1890.'

The cattle industry has had its ups and downs an example for this is the cause of overstocking. This was when certain parts of America (west) had too many cattle so the prices in this area decreased drastically because it was so common. However they also transported cattle across the country because it was more expensive in the other parts of the US.

Some AO2 analysis in the way it provides an overview of changes in the cattle industry and explains some linkage between events.

~~This~~ ~~did~~ It didn't stay like that, the winter of 1885-1887 had a huge impact on cattle live stock because of the massive decrease in temperature a lot of the cattle ended up dying which had an impact on everyone including Plain Indians

Full exemplar, also in delegate booklet.

Narrative account: Level 2 extract (cont'd)

Relevant details are included and understanding of events is shown, meeting Level 2 of the AO1 Level descriptor. However, the detail included shows 'some knowledge' (AO1 Level 2) but not the 'good knowledge' that is expected at Level 3.

Two stimulus points are provided as signposts to prompt students towards aspects of content which could be included in their narrative (overstocking, winter of 1886-87). This answer does not go beyond those stimulus points and therefore the mark is limited to mid-Level 2.

Impressive responses to this answer explained in depth how one event caused the next, such as 'soil erosion became a problem as the overstocking had put too much pressure on the grass', and 'because the herds were so withered, when the winter of 1866 came, many of the herds perished'.

Narrative account: Level 3 extract

'Write a narrative account analysing the key developments of the Cold War crisis over Berlin in the years 1958-63.'

The first cause of the Berlin wall was Khrushchev's Berlin ultimatum - the "brain drain". This was where (per wall) east Berliners were travelling and then staying in west Berlin in the millions. Khrushchev wanted to stop intellectuals leaving the Soviet unions influence and preventing scientific progress for the USSR.

This lead to the Berlin ultimatum which meant that "asked" that the western powers leave west Berlin however no completely.

This lead to a series of conferences between the two powers, however after the U2 spy plane incident in 1960 the USSR ended negotiations. This meant that Khrushchev decided to build the Berlin wall in 1961. This separated thousands of

This is a Level 3 extract. Notice that links are explained throughout the answer. In the rest of the response, the student goes on to demonstrate good knowledge and understanding in the sequencing and explanation of events.

Full exemplar in delegate booklet.

Narrative account: low-level answers

Three key limitations result in low-level answers in this question:

1. Students do not recognise the unique approach needed for this question and treat it as a causation, consequence or significance question. Individual events or developments are examined but they are **not linked** and there is **little sense of an over-arching narrative**. Such responses often write two or three descriptive/ explanatory paragraphs of individual events (often the stimulus points) rather than an 'unfolding story'.
2. Students do not understand the **focus of the question**. This may be because they do not understand the significance of any dates or names in the question. For example in the Cold War question, some answers confused the events in Berlin of 1958-63 with the Berlin Blockade of 1948-49, or in the Middle East question about key developments in negotiations between Israel and the Palestinians in the years 1993-95, students wrote about negotiations between Israel and Egypt.
3. Students write extensively **outside the time frame** of the question, e.g. too much scene-setting or description of later events. This uses up valuable exam time as well as creating responses that lack coherence or organisation. (from PE reports)

Questions targeting Assessment Objective 3:

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

Source inference

Paper 3 question 1 (4 marks).

Most students understand that inferences should go beyond the source content but should be based on the source, rather than own knowledge.

Common reasons for answers failing to score highly are:

- Simply describing the source content; this shows comprehension but does not use the source material to make an inference
- Making a valid inference but not correctly identifying the part of the source on which the inference is based
- Making assumptions or using own knowledge to suggest an inference that is not based on the source
- Making an inference that ignores the focus of the question.

Exemplar inferences

On the USA paper, the question was about Search and Destroy missions in Vietnam.

(i) What I can infer:

they were risky missions as the chance of death was high

Details in the source that tell me this:

"you didn't know if your next step would be your last because you might tread on a mine or booby trap"

(ii) What I can infer:

the soldiers in the missions were often ~~often~~ reckless and disobedient

Details in the source that tell me this:

"when we moved through a village our ~~soldiers~~ soldiers would ~~burn~~ burn down houses, even though they weren't supposed to."

Two inferences about Search and Destroy supported by direct reference to the source.

Neither inference about Search and Destroy – both about Vietcong tactics.

(i) What I can infer:

That the North Vietnamese had many resources to attack with

Details in the source that tell me this:

tread on a mine or booby trap.

(ii) What I can infer:

~~They had~~ The Vietcong had efficient tactics according to transportation

Details in the source that tell me this:

Vietcong hiding places like tunnels and caves. If you were able to find them.

Full exemplars, from USA PE report.

Source utility

- Paper 1 Historic Environment section qu.2a (8 marks)
- Paper 3 Modern depth study qu.3a (first part of enquiry package)

The answer should assess the **usefulness of the sources for a specific enquiry**.

This should be done by considering the usefulness of the **content**, e.g. assessing its accuracy or explaining its relevance to the enquiry, but should also use the **provenance**, e.g. to see if this gives added weight to the source or undermines its reliability, and whether the source can be seen as representative of the wider situation.

Contextual knowledge should also be integrated into the answer, e.g. being used to assess the accuracy of the source content, set it in context, explain the significance of the provenance etc.

There is no requirement to compare the two sources: students should assess the usefulness of each source separately.

Source utility: room for improvement

It is important to recognise the focus is on the usefulness of the sources for a specific enquiry, therefore:

- The answer should not just describe the source content, with the assumption that its relevance to the enquiry makes its content useful.
- Generic comments such as the source is from the time and therefore is reliable, or the source is biased and therefore not useful, are undeveloped comments.
- Many answers are limited to mid-Level 2 because they make several points about the source content and/or provenance but do not include additional contextual knowledge.
- While it may be appropriate to use contextual knowledge to identify limitations in the source, the focus should be on the usefulness of the source for the enquiry rather than listing gaps in its content. Comments about what the source doesn't include are therefore only relevant if they might have been intentionally omitted by its author.

Source utility: Level 2 extract (Paper 3 USA)

Source C can be useful for an enquiry into the methods used by the Black Panther movement because it was an article from the official newspaper of the black panther party. This source claims that the black panthers created the 'Free breakfast for school children' scheme as they believed the children need a healthy breakfast every morning to help them. I believe the source is useful and reliable as the black panther main aim was to provide care and protection for their community.*

Source C: From an article in *The Black Panther*, published in 1969. *The Black Panther* was the official newspaper of the Black Panther Party and was sold in cities across the USA.

We created the 'Free Breakfast for School Children' scheme because we understand that our children need a healthy breakfast every morning to help them learn.

Our people have gone hungry for too long and we say that this must stop. It is a beautiful sight to see our children eat in the mornings. Teachers in the schools say that there is a great improvement in the academic skills of the children that do get breakfast.

The free breakfasts have already been started in a number of cities. But our love for the people makes us realise that we must provide free breakfasts right across the country.

*
they did this by working to meet the basic needs of black communities across the country by ^{stuff like} setting up health clinics and giving out free clothing.

Student makes developed comments related to content, testing content of source against own knowledge to assess accuracy. However, they do not develop comments about provenance, therefore remain in Level 2.

Full exemplar in USA PE report.

Source utility: Level 3 (Paper 3 Germany)

The next exemplar answer is taken from the Germany paper.

The enquiry is about the reasons why Hitler became Chancellor in 1933.

The extract focuses on Source C – an extract from the diary of Joachim von Ribbentrop – a wealthy businessman and supporter of the Nazi Party.

Source C: From the diary of Joachim von Ribbentrop, written in 1933. Here Ribbentrop is commenting on discussions in January 1933 about Hitler becoming Chancellor. At the time, Ribbentrop was a wealthy businessman and supporter of the Nazi Party.

27 January

In the evening I see von Papen. I eventually convince von Papen that the only thing that makes sense is for Hindenburg to appoint Hitler as Chancellor. Von Papen is now absolutely in favour of Hitler becoming Chancellor. I believe that this is the turning point.

28 January

Von Papen says that he has had a long talk with Hindenburg. Von Papen now thinks it is possible that Hindenburg could agree to make Hitler Chancellor.

29 January

There is a long discussion between von Papen and Hitler. Von Papen says that there are no more obstacles to Hitler becoming Chancellor.

30 January

Hitler is appointed Chancellor.

Source utility: Level 3 (Paper 3 Germany)

Source C is useful ^{for} ~~info~~ ^{as} an enquiry into why Hitler became chancellor as it shows ~~the process~~ ^{Industrialists and businessmen} that ~~Hitler~~ ^{supported} Hitler, "I eventually convince von Papen". Source C is also useful as it matches with my own knowledge about how Hitler made promises to wealthy industrialists to remove communist threat and so they supported him, ~~source~~ as more people supported he became more powerful and more likely to become chancellor. Source C is also useful as the provenance is useful, it is written by someone who was there at the time but it also might be implying that he was ^{at Hitler becoming chancellor} the cause which ~~was~~ is uncertain and so it is useful but not as much. In conclusion, source C is useful as it contains relevant points, matches with my own knowledge and has useful provenance.

This answer covers **source content** [industrialists and businessmen supported Hitler... reference to von Ribbentrop convincing von Papen], **linked to contextual knowledge** [Hitler made promises to wealthy industrialists to remove Communist threat to gain their support].

Consideration of provenance is brief but the comments imply that von Ribbentrop might be offering a slanted view in order to claim his own role in events was significant.

This answer reaches Level 3 but the comments about provenance are not fully developed, so it stays at the bottom of this level.

Full exemplar in delegate booklet.

Source utility: Level 3 (Paper 1 Medicine)

The Medicine historic environment source utility question was an enquiry into the problem of trench foot.

The following Level 3 extract answer assesses the usefulness of Source B (shown).

The student takes into account the provenance and uses contextual knowledge in the process of interpreting the source and applies criteria for judgement when assessing the source.

Source B: A photograph showing a medical inspection in a support trench on the Western Front, 1918. The Medical Officer is carrying out a foot inspection.



Source utility: Level 3 (Paper 1 Medicine)

Source B is useful because it shows a medical officer checking the soldiers' feet and many soldiers in line to do so. The **provenance** of the source makes it useful as it ^{purpose} clearly shows that trench foot was a problem that medical officers had to carry out foot inspection on the soldiers and the fact that many soldiers being expelled further supports that it was a significant problem in the trenches. This is evidently shown by the fact that there is an officer checking and inspecting soldiers' feet. However, the **provenance** of the source limits it because it's a photograph of only one specific event and scene which means that we wouldn't know about the conditions of different trenches but only this specific one. This is clearly shown by how there is only one trench and a couple of soldiers compared to other trenches who had many more. When the source shows a medical officer inspecting feet, I know that to be true as trench foot was a serious disease which would render a soldier unable to fight meaning they would have to do constant frequent inspection to prevent any soldiers getting it and not being able to fight.

The student makes a valid judgement about the **usefulness of the source** [shows how significant a problem trench foot was] based on developed comments about the **content of the source** [medical officer checking several soldiers' feet].

They consider a possible limitation based on **provenance** [photograph showing only one trench]; however, they use their **contextual knowledge** to support their judgement and comments about content and provenance [it was a serious condition affecting soldiers' ability to fight and required regular inspection on Western Front].

Full exemplar in delegate booklet.

Source utility: high-level answers

As we've seen, at Level 3, the answer should evaluate the **usefulness of the source content**, taking into account **an aspect of the provenance** and also **integrating contextual knowledge**.

- The source content may be useful since it provides details about a situation, attitudes towards an event, the role of an individual or a factor etc. However, the language of the source may suggest that the account is unreliable.
- The value of this content may be strengthened because it comes from someone who can provide insight into an event, the date may be significant, or the nature of the source may make it trustworthy. The provenance may also weaken the value of the source if the author is not reliable, the date is not representative, or the nature of the source may make it unrepresentative.
- Contextual knowledge may be used to explain something in the content (content accuracy), to show why the author or date is significant or to show whether the source offers a view of a typical situation.

Enquiry follow-up question

Paper 1 Historic environment section qu.2b (4 marks) asks students to show an understanding of the way historians research an enquiry.

This question follows on from the source utility question, qu.2a.

The four parts of the question ask students to:

- select a detail from the source,
- propose a follow-up question,
- identify a relevant source that could be consulted, and
- explain that choice.

This should be seen as a package relating to the enquiry in the question.

Students must address the **specific enquiry** in the question to be rewarded.

Enquiry follow-up question

Four parts of question	Scenario
(a) select a detail from the source	No relevant detail identified in the source...
(b) propose a follow-up question	...a mark can still be awarded if the question is valid*
(c) identify a relevant source that could be consulted	...a mark can be awarded provided they have proposed a valid follow-up question (b)
(d) explain that choice	...a mark can be awarded only if the explanation shows how the source could be expected to provide information that would answer the proposed question (b).

In the scenario above, the student could be awarded 3/4 even if they have not identified a relevant detail from the source (a).

In the scenario above, if the student failed to propose a valid follow-up question in (b), they cannot be awarded marks for parts (c) and (d).

Proposing a valid follow-up question in (b) is therefore key!

As a result of changes to the mark scheme* and better understanding of the question requirements, we saw an improved performance on this question compared to 2019.

Proposing a follow-up question

Detail in Source A that I would follow up:

Question I would ask:

What type of source I could use:

How this might help answer my question:

The Migration enquiry focus this summer was to find out more about **Caribbean cultures** in Notting Hill in the 1960s, and therefore a proposed follow-up question about **attitudes towards Caribbean migrants** was unlikely to be relevant.

Since the proposed question should be related to the enquiry in the question, it should be broader than following up a personal experience.

Questions such as how long Jack London spent on his task (Crime) have missed the focus of the enquiry in the question (finding out more about workhouses in Whitechapel). The suggested research then often consisted of interviewing the author of the source, which did not demonstrate an understanding of the research process.

Identifying appropriate sources for follow-up

Detail in Source A that I would follow up:

Question I would ask:

What type of source I could use:

How this might help answer my question:

Students need to identify a **primary source** that might already exist (a diary, a newspaper, government records, census, memoir etc) and which the historian could possibly consult. Sources such as books or the internet are not appropriate, but it might be helpful to ask students to think about where authors of such works could get their information.

The suggested source should be as specific as possible; police records, RAMC records, government records, newspapers are very general collections of sources.

However, they can be validated by a clear explanation of the information contained which would answer the proposed question. For example:

- the source of 'workhouse records' with the explanation that 'they would contain the information I need' is too generalised,
- 'workhouse records of admissions' with the explanation 'they would tell me how many people were in the workhouse and how long they stayed' is a valid answer.

Questions targeting Assessment Objective 4:

Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Paper 3 Question 3: a package

Paper 3 Question 3 should be treated as a package.

Section B				
3(a)	8	AO3	Evaluation of source utility	How useful are Sources B and C for an enquiry into...?
3(b)	4	AO4	Analysis of interpretations for difference of view	What is the main difference between the views?
3(c)	4	AO4	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about...
3(d)	16 + 4 SPaG	AO4	Evaluation of a historical interpretation	How far do you agree with Interpretation 2 about...?

How interpretations differ

Paper 3 provides two interpretations and question 3b asks what the difference is between them. The interpretations will always provide alternative views, although not necessarily contradictory ones.

When identifying the difference, students need to support their answer with details from each interpretation.

Students should make sure they are writing about the interpretations, not the sources, and also that they are identifying a difference in relation to the enquiry in the question.

For example, on the Germany paper, the enquiry was about how Hitler became Chancellor – answers which identified a difference in the amount of support he had, missed the focus of the question or the thrust of the interpretations.

Students tend to perform well on this question. The mean mark for Germany on summer 2022 was almost 3/4 marks (2.93)

Why interpretations differ

The mark scheme provides examples of three **different** ways question 3c could be answered:

- the recognition that historians might use different sources in their research
 - the understanding that historians may choose to emphasise different aspects of a topic
 - the understanding that historians may have a different perspective, each one choosing to focus on political or economic issues, or a different time scale.
- The key point is an understanding of the role of the historian in **constructing** their interpretation. Therefore students should not simply state that Source B matches Interpretation 1 but should explain that a part of the view in Interpretation 1 may be the result of the historian consulting Source B.
 - Comments should be **supported by references to each interpretation** (and sources, if appropriate), showing how the suggested factor has affected the thrust of the interpretations.
 - Answers based on the **provenance** of the interpretations, for example the date the interpretation was published, the nationality of the author or the fact that it was a book / website, are unlikely to be able to do this.

Why interpretations differ

Exemplar answer from the USA paper:

One reason why interpretations 1 & 2 give different views about the methods used is because they focus on different things. one interpretation focuses more on trying to make change publically and the other one focuses on improving black lives and educating younger generations.

This student has suggested that a difference in focus is the reason for the differing interpretations but has not adequately supported that comment with evidence. The mark therefore stays in Level 1.

To achieve Level 2, the student needed to add details from the interpretations to support the comments made.

Full exemplar, from USA PE report.

How far do you agree with Interpretation 2?

Question 3d is the culmination of the **enquiry package** on Paper 3.

Having worked with the sources and interpretations for parts (a)–(c), students are then asked how far they agree with Interpretation 2. In doing so, students are directed to make use of **both** interpretations, as well as their knowledge of the historical context, in their answers.

Students should remember that this question is about whether they think the historian who produced Interpretation 2 ‘got it right’. They are not expected to evaluate the interpretations for reliability or utility and they are not being asked to offer their own views on the question in the enquiry.

The emphasis should be on analysing the views in the interpretations. There should be references to each interpretation and contextual knowledge should be integrated into their evaluation of the interpretations rather than being offered as information.

Question 3d: room for improvement

Common limitations that result in a lower-level answer include:

- Answers which offer the candidate's own view in response to the enquiry
- Answers which focus on one interpretation rather than analysing both
- Answers which simply identify valid points in each interpretation in turn
- Answers which treat the interpretations as sources, to be evaluated for reliability or utility
- Answers which do not include contextual knowledge or which do not link contextual knowledge to an evaluation of the interpretations.

Answers which offer some comment on the views in Interpretation 2, then comment on Interpretation 1 and contextual knowledge to challenge those views, before partially agreeing with Interpretation 2, often do not reach the higher levels of the mark scheme (e.g. I agree with 2... I agree with 1... I partially agree with...). In these answers, there was little sense of evaluation, simply an explanation of the different views, with acknowledgement that each had some valid points.

Question 3d: high-level answers

High-level answers typically have the following features:

- They focus on analysing and assessing the interpretations
- They cover both interpretations
- They integrate contextual knowledge into the evaluation
- They develop a line of reasoning that runs within the answer
- The judgement is consistent with the comments in the answer
- The judgement is justified.

The best answers also show how the authors of the interpretations have created different views; this could be through the use of language, tone, emphasis, selection of details etc, e.g. *Interpretation 2 gives a positive view of Stalin, stating that he was a 'clever politician'...* Walsh [author Interpretation 2] emphasises how smart Stalin was using words like 'extremely'... However, Interpretation 1 only gives views on Trotsky's weaknesses...

Question 3d: extracts from answer

The following answer is from Paper 3 on Mao's China. The enquiry is about the causes of the Great Famine; Interpretation 1 suggests that Mao's policies led to the Great Famine, while Interpretation 2 gives details of natural disasters such as flood, drought and insects, which destroyed crops.

Introductory paragraph – starts with a clear judgement:

Interpretation 2 states that the cause of the Great Famine was purely the natural disasters and does not consider any other reasons. Therefore, I disagree with Interpretation 2...

The answer goes on to analyse the claims in the interpretations and uses contextual knowledge to evaluate them (e.g. 12% of land):

Although the Interpretation contains information about events that did occur, natural hazards could not have been the leading cause for the famine... as the bad weather only affected 12% of China's land... Therefore Interpretation 2 has not fully considered all causes.

Question 3d: extracts from answer

More contextual knowledge to support evaluation:

To make the interpretation more accurate, more weight should be given to Mao and his impact on the Great Famine... Another reason why Mao was to blame was the 'Four Pests Campaign'. This targeted sparrow, rats, mosquitoes and flies... As the number of sparrows dropped, caterpillars began to thrive as they were not getting eaten and this ruined the amount of crops that were successfully grown.

There is a clear line of reasoning which builds up into a coherent evaluation. This is shown by the use of phrases such as 'Despite this...':

Despite this, the main cause of the Great Famine was the false reports. These were submitted due to the fear of Mao which rooted from his use of terror. He made himself unapproachable and this resulted in false reports to avoid being purged... This point is highlighted in Interpretation 1 and therefore, I agree with this interpretation to a larger extent than Interpretation 2...

An overall judgement is given and explained. This is therefore a Level 4 answer.

Full exemplar plus interpretations and sources in delegate booklet.

Summary – students should:

- be familiar with the terms in the specification and significant dates
- recognise the focus of the question (topic, timescale, second-order concept and any specific enquiry)
- understand the different approaches needed in answers to the different styles of questions (e.g. narrative account)
- understand the mark scheme, e.g. the need to cover three aspects of content in a 12- or 16-mark answer, or that a source utility answer making only one point each about content, provenance and contextual knowledge will score more highly than an answer making five points about content.
- plan effectively – think an answer through, so that a consistent line of reasoning is created
- approach the Historic Environment Q2 and Modern depth study Q3 as packages
- plan their time so that all questions are answered in an appropriate length
- ensure that answers are clearly explained
- write in the correct part of the answer booklet – if they have more to write, they should please use extra paper rather than write elsewhere in the booklet.

Summer 2023, upcoming
training and support



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 – the two 'halves' are being put back together – 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.

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.

New support and training

New support

- Summer 2022 exemplars.
- Weimar and Nazi Germany knowledge boosters / hopefully Medicine in early 2023.
- More History topic of the month items (Sept. Raphael Lemkin, Oct. Mary Seacole).
- Migration case study on Licoricia of Winchester.

New training 2022–23

- Network event on the Period study (November, date tbc)
- Update on teaching the Migrants in Britain thematic study.
- Supporting lower-attaining students (updated with 2022 exemplars).
- Supporting higher-attaining students (with 2022 exemplars)
- A level summer 2022 feedback event (Thurs 6 Oct) and coursework live Q&A (Tues 22 Nov).



Discussion

Discussion points

Feedback on Summer 2022

- How did your students find this summer's series?
- What did you think of this summer's papers?
- Online training delegates: please add your thoughts in the chat box. Even if we don't have time in this session to discuss all the points raised, we will read them afterwards and take on board your feedback.

Looking forward to Summer 2023

- How are your new Y11 students progressing towards the summer 2023 series?
- How are you finding the resumption of teaching the fourth option after a couple of years not teaching it?
- Have you learnt any new aspects to teaching GCSE History over the last couple of years that you are continuing with? Any new revision strategies?
- Any new support or training that you would like us to provide?

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