Getting Ready To Teach Pearson's new Edexcel GCSE (9-1) in History over three years

DELEGATE BOOKLET

About this event

Course Title: Getting Ready To Teach Pearson's new Edexcel GCSE (9-1) in History over three years

Course Code: 15GBAH01

Aims and Objectives of the event

- Consider the structure and content and assessment of the new specification and explore possible teaching and delivery strategies for a three-year delivery of the History specification.
- Explore the question papers and mark schemes for Paper 1, Paper 2 and Paper 3 and take part in activities.
- Find out more about the support available to guide you through these changes
- Have the opportunity to network, discuss best practice and share ideas with other teachers.

Agenda

Time	Item
9.30 – 10.00	*Welcome* *Tea and coffee*
10.00	Agenda and introductions
10.10 – 11.15	Specification overview and introduction to Paper 1 Thematic study content, implications for planning and delivery
11.15 – 11.30	*Break*
11.30 – 12.30	Approaches to specification assessment and the Historic environment element
12.30 – 1.15	*Lunch*
1.15 – 2.00	Paper 2 Period Study and Depth study: approaches to teaching and assessment
2.00 – 2.45	Modern Depth Study Paper 3: Getting to grips with interpretations
2.50 – 3.30	Marking and review activities
3.30	*Finish*

Activity 1 – Delivery models

Purpose:

- To develop familiarity with the specification.
- To explore delivery models for a three-year delivery of the specification.

Resources needed:

- GCSE History specification.
- Course planner extracts (*below*).

Tasks

1. Study the information and models on the following pages. They are taken from the Course Planner, which is available for download from the Pearson website at: www.edexcel.com/Hist16Support.

2. Consider how you might adapt them to be more appropriate for you.

3. Complete your own outline in the Model C table and discuss the planning issues arising in your group. Points to consider might be:

- Internal exams
- Revision
- Availability of resources

4. After your discussion, you may like to note below any essential information you need to assist you in further planning. Some examples are inserted.

Term	School calendar / events affecting teaching time	Planned work
Yr 9 **Sep – Oct** **7 weeks**	*For example:* Assessment grades due Oct	
Yr 9 **Nov – Dec** **6 – 7 weeks**	Christmas activities in final week	
Yr 9 **Jan – Feb** **5 – 6 weeks**	Assessment grades due Feb	
Yr 9 **March – April** **5 – 6 weeks**		
Yr 9 **April – May** **6 weeks**		

June – July 7 weeks	School exams June Written reports July End of year activities	

Notes

Course planner extract

The course planner has two possible three-year course models. **Model A is aimed at current Modern World centres** and **Model B at current SHP centres**. These models are suggestions only and there are a number of valid ways of structuring courses.

The example course planners below are based on the following principles:

- Three 12-week terms per academic year.
- Teaching and learning of the specification content over 90 teaching weeks for centres running Key Stage 4 over three years.
- The summer term of the final year of study would be used for revision and final examination preparation for linear assessment and 100% final examinations.
- The number of hours allocated to GCSE History each week will depend on the individual centre's timetable, but here an average of 2 hours a week has been assumed although the specification has been designed within the framework of only 120 guided learning hours.

The time allocated to each of the elements of the specification reflects the weighting of that element, as shown in the table below.

	Weighting	Assessment objectives	Three-year course
Thematic study *with* historic environment	20% 10%	AO1/AO2 AO3	27 weeks (18 + 9)
Period study	20%	AO1/AO2	18 weeks
British depth study	20%	AO1/AO2	18 weeks
Modern depth study	30%	AO1/AO2/ AO3/AO4	27 weeks

Three-year course planner

Model A

Term 1	British depth study: *Anglo-Saxon and Norman England, c1060–88*	12 weeks
Term 2	British depth study: *Anglo-Saxon and Norman England, c1060–88* Period study: *Superpower relations and the Cold War, 1941–91*	6 weeks 6 weeks
Term 3	Period study: *Superpower relations and the Cold War, 1941–91*	12 weeks
Term 4	Thematic study: *Warfare and British Society, 1250–present*	12 weeks
Term 5	Thematic study: *Warfare and British Society, 1250–present* Historic environment: *London and the Second World War, 1939–45*	6 weeks 6 weeks
Term 6	Historic environment: *London and the Second World War, 1939–45* Modern depth study: *Russia and the Soviet Union, 1917–41*	3 weeks 9 weeks
Term 7	Modern depth study: *Russia and the Soviet Union, 1917–41*	12 weeks
Term 8	Modern depth study: *Russia and the Soviet Union, 1917–41* Revision	6 weeks 6 weeks
Term 9	Revision and final examinations	

Model B

Term 1	Thematic study: *Medicine in Britain, c1250–present*	12 weeks
Term 2	Thematic study: *Medicine in Britain, c1250–present* Historic environment: *The British sector of the Western Front, 1914–18: surgery and treatment*	6 weeks 6 weeks
Term 3	Historic environment: *The British sector of the Western Front, 1914–18: surgery and treatment* British depth study: *Early Elizabethan England, 1558–88*	3 weeks 9 weeks
Term 4	British depth study: *Early Elizabethan England, 1558–88* Period study: *The American West, c1835–c1895*	9 weeks 3 weeks
Term 5	Period study: *The American West, c1835–c1895*	12 weeks
Term 6	Period study: *The American West, c1835–c1895* Modern depth study: *Weimar and Nazi Germany, 1918–39*	3 weeks 9 weeks
Term 7	Modern depth study: *Weimar and Nazi Germany, 1918–39*	12 weeks
Term 8	Modern depth study: *Weimar and Nazi Germany, 1918–39* Revision	6 weeks
Term 9	Revision and final examinations	

Model C

Term 1		
Term 2		
Term 3		
Term 4		
Term 5		
Term 6		
Term 7		
Term 8	Revision	
Term 9	Revision and final examinations	

Activity 2 – Focus for teaching and learning: Thematic study

Purpose:

- To explore the structure of the thematic study content and its relationship to assessment.
- To become familiar with the guidance and support available.
- To plan the overall focus for developing schemes of work for the thematic study.

Resources:

- Getting Started guidance on Thematic study content (pages 7–9) and questions (pages 22–24)
- Extracts from topic booklets for option 10, 11 and 12 (*inserted below*).
- You may also wish to refer to the full specification for your Thematic study option.

Tasks

1. Using the exemplification for your option (column 2 in the tables below), suggest ways you could complete column 3, inserting possible exemplification of factors for the period 1500–1700.

2. Give examples of ways in which the case studies could:

(i) exemplify and illustrate aspects of strands 1 and 2

(ii) exemplify the operation of factors in change

(iii) allow comparisons to be made over time.

3. Patterns of change: suggest opportunities for teasing out two of the following in your planning of the coverage of the strands:

(i) the increasing pace of change *within* a period

(ii) key elements of continuity *across* two or more periods

(iii) a turning point

(You may like to refer to the specification if you wish to exemplify the later periods.)

Option 10 Crime and punishment topic booklet extract

c1000–c1500: Crime and punishment in medieval England	Exemplification	Exemplification of the role of factors in change
1 Nature and changing definitions of criminal activity ● Crimes against the person, property and authority, including poaching as an example of 'social' crime. ● Changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.	● Distinction between serious crimes like murder and arson and minor crimes like petty theft. ● Crimes against the person such as assault and murder. Crimes against property such as stealing crops or poaching. Crimes against authority such as treason. ● Impact of the Norman Conquest: introduction of the Forest Laws, extending royal authority. Other examples could include the murdrum fine and rebellion.	● Role of individuals and institutions: role of the monarch and the Church in defining what was a crime; changes after the Norman Conquest and in the later medieval period. ● Role of attitudes in society: attitudes towards 'social' crimes.
2 The nature of law enforcement and punishment ● The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including tithings, the hue and cry, and the parish constable. ● The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild.	● Change and continuity between the Saxon and Norman era e.g. increasing importance of the king under the Normans along with the continuation of local law enforcement. The use of JPs. ● Increase in capital punishment under the Normans and increasing use of physical and public punishment to deter. ● The ending of the Wergild and introduction of fines paid to the king.	● Role of individuals and institutions: changing role of monarch in law enforcement. Impact of need for Normans to maintain authority. Role of the Church in law enforcement and punishment. ● Role of attitudes in society: attitudes to punishment as deterrence and retribution.

c1500–c1700: Crime and punishment in early modern England	Exemplification	Exemplification of the role of factors in change
1 Nature and changing definitions of criminal activity ● Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. ● New definitions of crime in the sixteenth century: vagabondage and witchcraft.	● The impact of tensions during Tudor rule, the Reformation, economic context and unemployment in terms of defining crimes. ● The implications of invention of the printing press and increased population. ● Challenges of social crimes such as poaching and smuggling. ● The Vagrancy Acts (e.g. 1547/97) and Witchcraft Acts (e.g. 1542/1604) to highlight the changing definitions of crime.	
2 The nature of law enforcement and punishment ● The role of the authorities and local communities in law enforcement, including town watchmen. ● The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.	● Change and continuity in official and community methods of law enforcement. ● Impact of changes to the Church on law enforcement and punishment – reform of Sanctuary and Benefit of Clergy. Increased secular control during this period. ● The reasons for transportation to America, the start of the Bloody Code in 1688 with 50 capital offences.	

Option 11 Medicine topic booklet extract

c1250–c1500: Medicine in medieval England	Exemplification	Exemplification of the role of factors in change
1 Ideas about the cause of disease and illness ● Supernatural and religious explanations of the cause of disease. ● Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.	● The belief that illness was a punishment from God. ● The use of astrology in the diagnosis and treatment of illness, representing a new development in this time period. ● The Theory of the Four Humours, created by Hippocrates in Ancient Greece and developed by Galen in Ancient Rome; promoted by the Church and used widely by doctors. ● Miasma: the idea of disease being caused by bad air and foul smells.	● The role of individuals and institutions: the Church's influence and resulting continuity in beliefs about the cause of disease, as the Church promoted the Theory of the Four Humours and outlawed human dissection. ● The role of attitudes in society: supernatural and religious explanations of illness.
2 Approaches to prevention and treatment ● Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. ● New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.	● Religious actions included prayer and flagellation. ● In connection with the Four Humours, the use of bleeding and purging to rebalance the body. ● Herbal remedies from the apothecary or mixed at home – most common form of treatment. ● Hospitals provided by the Church as centres for recuperation rather than for the sick. ● Treatment and care for most sick people at home by the women of the household. ● Availability of physicians only for the rich. ● Apothecaries and barber surgeons: provided herbal remedies and carried out small surgeries, such as the treatment of haemorrhoids.	● The role of individuals and institutions: the Church's provision of some hospital care; the Church's influence over medical training for physicians, leading to continuity in this area. ● The role of individuals and institutions: local government clearance of foul-smelling areas, such as overflowing cesspits, due to the belief in miasma. ● The role of attitudes in society: preventative actions and treatments based on supernatural and religious beliefs.

c1500–c1700: The Medical Renaissance in England	Exemplification	Exemplification of the role of factors in change
1 Ideas about the cause of disease and illness ● Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.	● Continuing use of the Theory of the Four Humours. ● Thomas Sydenham's championing of observation over theory when diagnosing patients and development of the concept of 'species' of disease to improve observation. His book, *Observationes Medicae*, as the standard medical textbook for the next two centuries. ● More widespread use of printing, allowing better access to up-to-date medical texts. ● Founding of the Royal Society in 1660. Their sponsorship of scientists in research and assistance with publication, improving the spread of knowledge.	
2 Approaches to prevention and treatment ● Continuity in approaches to prevention, treatment and care in the community and in hospitals. ● Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.	● The loss of many of England's hospitals following the dissolution of the monasteries. ● Setting up of some free hospitals, funded by charitable donations and run by trained physicians instead of monks. ● Publication by Vesalius, a professor of surgery in Padua, of *The Fabric of the Human Body* in 1543, with detailed drawings of human dissections, leading to an improvement in anatomical understanding. ● Continuity in most medical training being theoretical and based on classical works such as Galen. Carrying out of some dissections.	

Option 12 Warfare topic booklet extract

| c1250–c1500: Medieval warfare and English society	Exemplification	Exemplification of the role of factors in change
1 The nature of warfare • The composition of the army, including the roles of the infantry, archer and the mounted knight. The link between social structure and army command. • The impact on warfare (strategy, tactics and combat) of new weapons and formations, including the longbow and schiltrons. The importance of gunpowder and the development of cannon. The decline of the mounted knight.	• The link between the feudal system and the hierarchy of army command in England. • The importance in battle of the mounted knight and the role of the archer and infantry; the use of mercenaries. • Strategy: offensive and defensive army formations and tactics. • The advantages of the crossbow and the longbow, their impact on battle and the decline of the mounted knight. • Defensive formations, the use of the pike and the schiltron. • The development of gunpowder and cannon – the advantages and limitations of their use in battle and the need for trained personnel and logistical planning.	• The role of government and individuals: monarch's leadership of a medieval army (e.g. roles of William Wallace, Edward I and Henry V in planning strategy and deciding tactics in battle); limited role in provisioning or equipping a feudal army. • The role of science, technology and communications: developments in the greater power and accuracy of the crossbow and longbow, the features of the schiltron and the effects of gunpowder. • The role of attitudes in society: influence on the authority and role of the monarch and the knight.
2 The experience of war • The recruitment and training of combatants in the medieval feudal army. • The impact of war on civilians, including the impact of feudal duties and army plunder on civilian lives.	• The link between the feudal system and the feudal levy, the role of the monarch, the role of the local lord and the terms under which individuals at each level served in the army. • Approaches to recruitment, provisioning and equipment. • Daily routine, training, equipment and weapons of the knight, infantry and archer, including the peacetime training of knights and the introduction of compulsory archery practice. • The effects of requisitioning and plunder on civilians.	• The role of government and individuals: the structure of government and attitudes towards authority. • The role of science, technology and communications: the effect on training of technological developments in weapons and the need for new tactics.

c1500–c1700: Warfare and English society in the early modern period	Exemplification	Exemplification of the role of factors in change
1 The nature of warfare • Continuity and change in the composition of the army in the sixteenth and seventeenth centuries, including the role of the musketeer, pikemen and the cavalry. The development of a standing army. • The impact on warfare of developments in weaponry, including new muskets and pistols.	• Continuity in that recruitment was on a similar basis to the feudal army, with each section owing loyalty to their own leader but they were more likely to be paid for their service. • Change in the development of a standing army and clearer structure of army command. • Change as armies became more professional and training was needed for specific weapons such as muskets and cannon, and for effective use of formations and tactics. • Continuity in the basic role of the infantry and cavalry. • Change in the way that training for the use of the musket could be done in days, rather than the years of practice needed to become a skilled archer. • Change in Cromwell's emphasis on ability as the key to command rather than the previous emphasis on social status. • Change in the way that the use of muskets led to the development of a new role for cavalry as mobile dragoons. • Changes in the way new weapons led to the use of new formations and new tactics in battle.	
2 The experience of war • The recruitment and training of combatants, including the New Model Army. • The impact of war on civilians,	• Continuity in the link between the local society and central authority for recruitment and the terms under which individuals at each level served in the army. • Continuity and change in the problems of	•

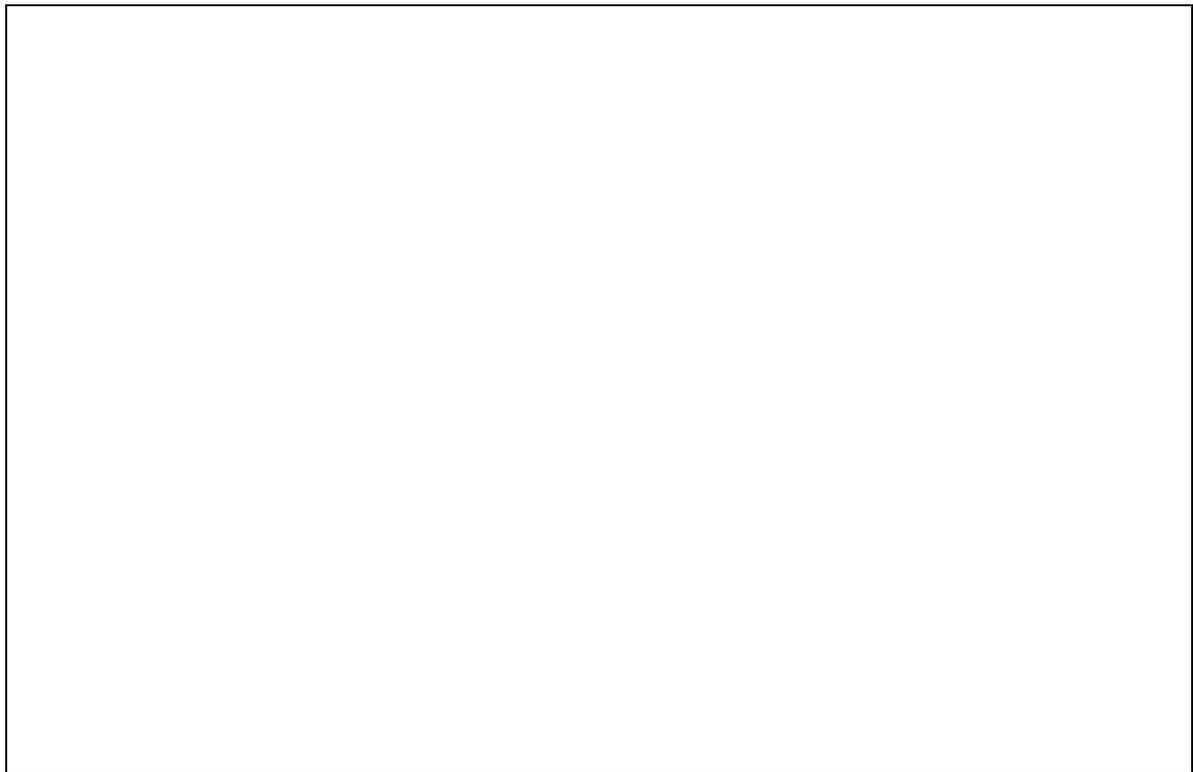| including recruitment and requisitioning. | recruitment, provisioning and equipment.

● Continuity and change in the daily routine, training, equipment and weapons.

● Continuity and change in the effects of requisitioning and plunder on civilians, especially during the civil wars. | |

Notes on exemplification of factors

Notes on case studies
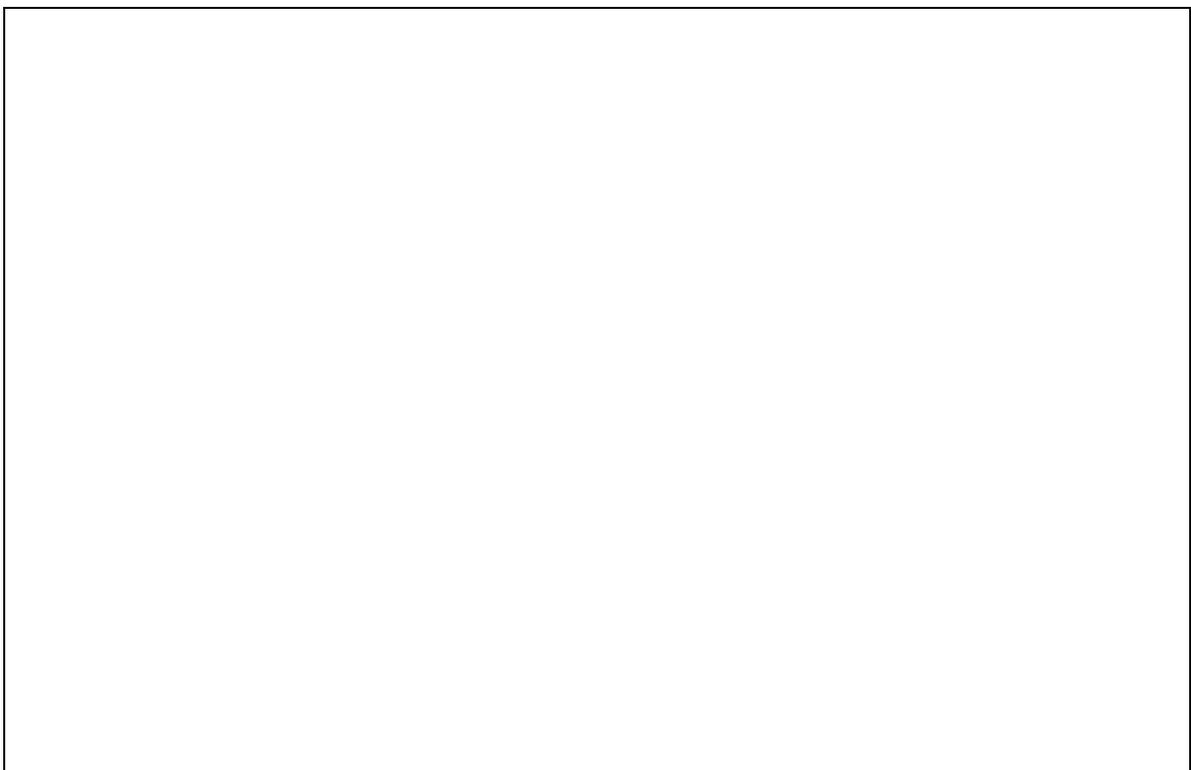
Notes on patterns of change

Activity 3 – teaching the historic environment

Purpose:

- To explore the specified content for the Historic environment and its relationship to assessment.
- To understand the approach to question papers and mark schemes.
- To become familiar with the guidance and support available

Resources:

- Specification GCSE History, page 10, 13 or 16 (depending on your option)
- Sample assessment materials (SAMs) Paper 1 questions 1 and 2
- Getting Started guide, pages 9–10 (Historic environment content) and pages 16–22 (Historic environment assessment).
- Extracts from the topic booklets for your option (*given below*).

Tasks

1. Reproduced below is information about useful resources for teaching the historic environment, taken from the topic booklets. If you can add to these, please record your suggestions below.

2. Using the SAM for your option, devise another follow up enquiry question based on Source A or Source B.

3. Suggest one teaching approach to help students develop a concept of a follow-up enquiry.

Share your notes with the group.

Option 10 Whitechapel historic environment resources list

Resource	Details
Donald Cumming and Jo Philpott, *Crime and Punishment Through Time* (Hodder Education, 2011)	Useful sections on policing, lots of diagrams and summaries for middle ability students.
Ian Dawson, *Crime and Punishment Through Time* (Hodder Education, 1999)	Older style textbook. Good detail on policing particularly for higher ability students.
Angela Leonard and Martyn Whittock, *CA8, Crime, Punishment and Policing 1880–1990* (Pearson, 2010)	Useful detail on the role of the police and Jack the Ripper.
Charles Booth's *Map Shewing Degrees of Poverty in London* http://ids.lib.harvard.edu/ids/view/7614903?buttons=yes	Allows large viewing size and zooming in/out to show the location of Whitechapel.
Charles Booth online archive http://booth.lse.ac.uk/	Charles Booth online archive.
The Workhouse www.workhouses.org.uk/Whitechapel	Information about workhouses in Whitechapel.
The British Library www.bl.uk	British library archive of cartoons and fiction.
The British Newspaper Archive **Error! Hyperlink reference not valid.**	Database to search crime stories (subscription required).
The proceedings of the Old Bailey www.oldbaileyonline.org	Old Bailey archive.
Casebook www.casebook.org	Detailed archive material on Jack the Ripper.
Jack the Ripper 1888 www.jack-the-ripper.org	Timeline, information about victims and clips.
Metropolitan Police http://content.met.police.uk/Site/jacktheripper	Sections on both Jack the Ripper and the development of the Metropolitan Police.
Museum of London Jack the Ripper and the East End www.museumoflondon.org.uk/files/8713/7043/0378/JacktheRipperandtheEastEnd.pdf	Museum of London document covering living conditions in the East End as well as the Jack the Ripper murders.
Museum of London Crime in London KS4 study day materials www.museumoflondon.org.uk/index.php?cID=6508&eventID=6542	Materials to accompany the Museum of London's 'Crime in London' KS4 study day.

There is no requirement to visit the historic environment site, but for those wishing to, a number of tours offering guided walks of Whitechapel can be found by searching online. Many focus entirely on the Jack the Ripper murders but some have a broader scope.

Option 11 Western Front historic environment resources list

Resource	Details
Susan Cohen, *Medical Services in the First World War* (Shire Publications, 2014)	A short but comprehensive introduction to the topic.
Ana Carden-Coyne, *The Politics of Wounds: Military Patients and Medical Power in the First World War* (Oxford University Press, 2014)	Very detailed study of the topic. Good background reading for teachers and higher ability students.
Andrew Davidson, *Fred's War: A Doctor in the Trenches* (Short Books, 2013)	Biography of Fred Davidson, one of the first doctors to receive the Military Cross. A rich resource of contemporary photographs.
Lyn MacDonald, *The Roses of No Man's Land* (Penguin, 2013)	Combines first-hand accounts of the war from a wide range of individuals, including nurses, surgeons and ambulance drivers.
BBC *The Crimson Field*	Dramatisation of MacDonald's book.
Anzac Girls	A series following the lives of Australian and New Zealand nurses working on the Western Front. Excellent context for the topic.
WW1: The Medical Front www.vlib.us/medical/	A collection of relevant articles and published works. Includes a variety of contemporary sources and links to other helpful websites.
A War Nurse's Diary: Sketches From a Belgian Field Hospital www.ourstory.info/library/2-ww1/warnurse/wnTC.html	Contemporary account of a nurse's experiences in field hospitals.
Military Medicine on the Western Front http://myweb.tiscali.co.uk/drericwebb/docs/mgw.htm	Provides a good overview of the topic.
Army Medical Services Museum, Aldershot	A museum dedicated to the development of medicine on the frontline.
National Army Museum War Surgery, 1914–18 www.nam.ac.uk/whats-on/lunchtime-lectures/video-archive/war-surgery-1914-18	Video and transcript of a talk about the improvements in the care of the wounded in casualty clearing stations and base hospitals in France during the First World War.
BBC How did WW1 change the way we treat war injuries today? www.bbc.co.uk/guides/zs3wpv4	A useful and visual overview.
BBC World War One: Medicine www.bbc.co.uk/schools/0/ww1/25403864	Useful micro-site with sections on illness and injury, medical advances and treating soldiers.
Imperial War Museum First World War: Firsts of the First World War www.iwm.org.uk/history/first-world-war	Useful articles and sources on the Western Front, trenches etc.

First World War Centenary Battlefield Tours Programme www.centenarybattlefieldtours.org/	The programme is designed to provide the opportunity for a minimum of two students and one teacher from every state-funded secondary school in England to visit battlefields on the Western Front between 2014 and 2019, as part of the Government's plans to commemorate the centenary of the First World War. The site also has teaching resources.

There is no requirement to visit the historic environment site, but for those wishing to, a number of companies can be found online which run tours to the Western Front.

Option 12 London historic environment resources list

Books covering the Second World War usually have a section focusing on the Blitz. In addition, the following resources may be useful for the historic environment.

Resource	Details
Philip Ziegler, *London at War, 1939–45* (Pimlico, 2002)	Draws on a range of sources, and includes a selection of photos and a useful bibliography.
Museum of London www.museumoflondon.org.uk/	Good information and good primary sources.
Imperial War Museum The Blitz www.iwm.org.uk/history/the-blitz	Includes a good range of primary sources.
BBC The Blitz www.bbc.co.uk/history/events/the_blitz	Useful information and links to video, audio, articles and other websites.
EyeWitness to History The Blitz www.eyewitnesstohistory.com/blitz.htm	Primary account.
Bomb Sight www.bombsight.org	Maps bombings during 7 October to 6 June 1941. The 'Explore London' section allows for more detailed exploration of specific areas, including images from each area.
British Pathé www.britishpathe.com Clips relating to war in London 1939-45: www.britishpathe.com/search/query/london/start/1939/end/1945/recordcategories/War++Revolution	Large bank of film clips.
London can take it (October 1940) www.nationalarchives.gov.uk/theartofwar/films/london_take.htm	Film about London during 1940.

There is no requirement to visit the historic environment site, but for those wishing to, a number of tours offering guided walks of London focusing on the Blitz can be found by searching online.

Notes on resources

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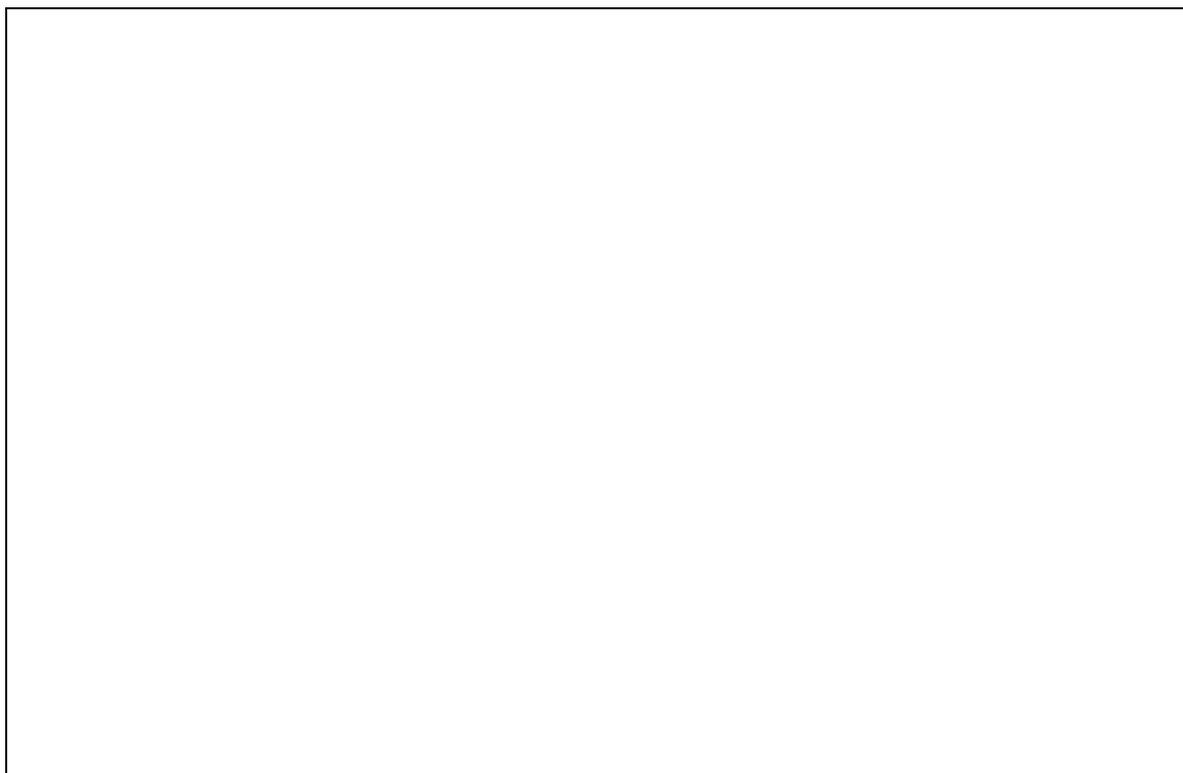
Notes on follow-up enquiries
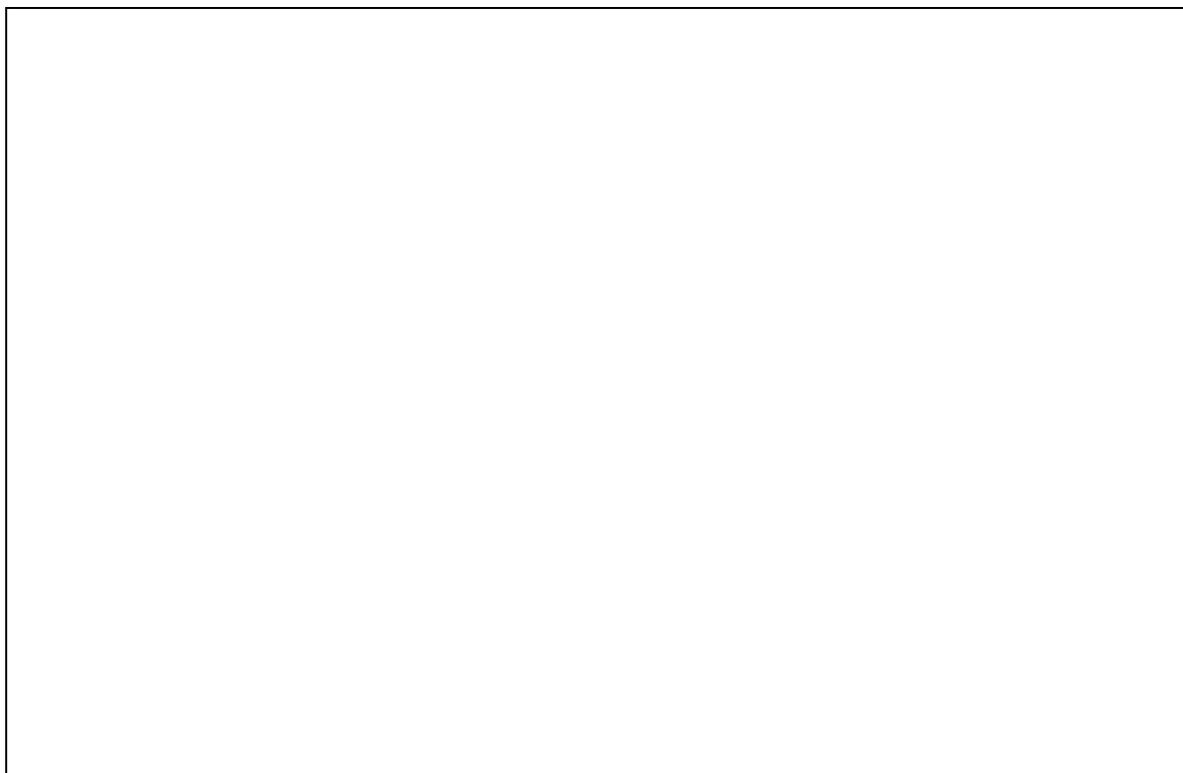
Activity 4 – Analytical narrative (Paper 2 question 2)

'Write a narrative account analysing…'

Note the content and assessment guidance for Paper 2 question 2 provided in Getting Started pages 11 and 33–35 (Period study content and assessment).

Tasks

The timeline on the next two pages is from:

www.german-way.com/history-and-culture/germany/history-of-germany/the-berlin-airlift

The full timeline has many events, but below a few are extracted.

1. Select any **five** key events from it, deciding what it is you wish to analyse. (This could be 'the key events of the Berlin Crisis, 1948–49' as in the SAMs, or another aspect supported by the timeline.)
2. Suggest ways of helping students to link your chosen events in order to *analyse* and not simply rehearse a list of events:

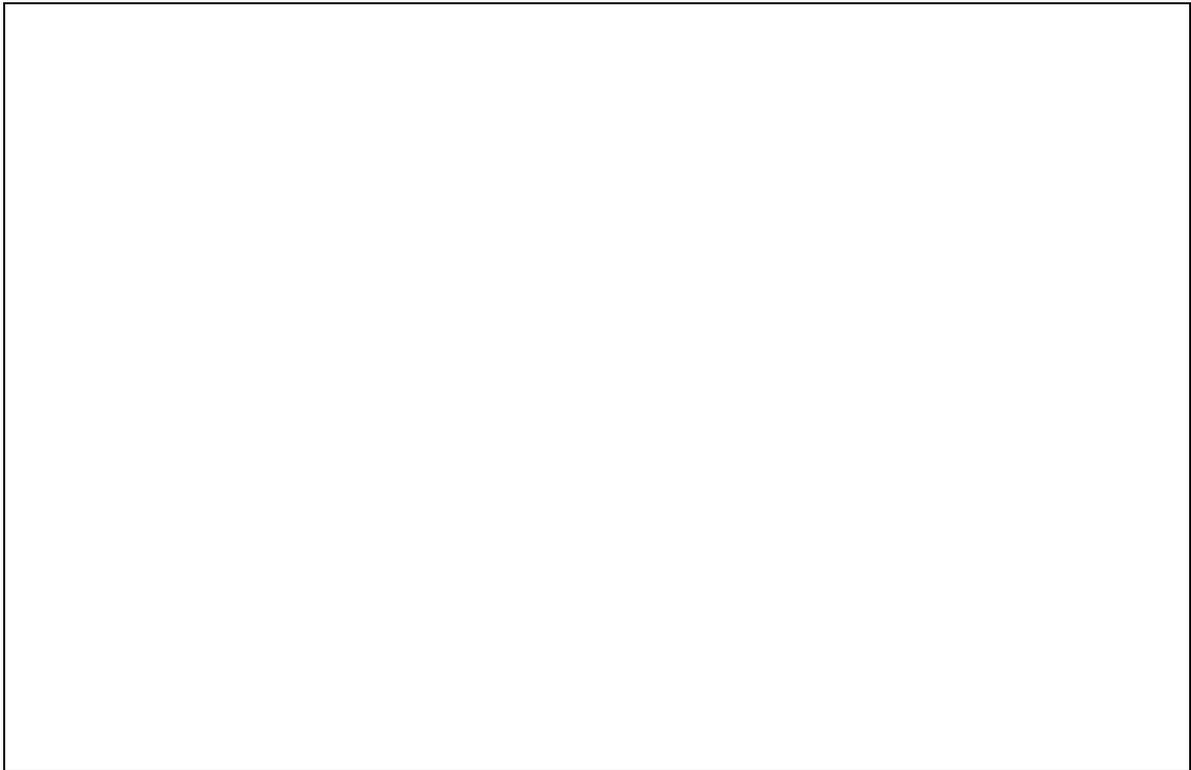   (i) in Year 9

   (ii) in a Year 11 revision class.

Timeline

- **30 November 1945** | The US, the Soviets and the other Western Allies sign an agreement that calls for three 20-mile-wide air corridors providing free access to Berlin. Unfortunately, they see no need for a similar agreement for land or water access.
- **5 June 1947** | US Secretary of State (and former General) George Marshall announces a comprehensive program of American assistance to all European countries wanting to participate, including the Soviet Union and those of Eastern Europe. Named the European Recovery Program, it soon becomes better known as the Marshall Plan.
- **June-July 1947** | Stalin and Soviet Foreign Minister Vyacheslav Molotov feel the US plan will undermine their efforts to bring the Eastern bloc under Soviet control. Molotov calls the US plan "dollar imperialism."
- **25 March 1948** | The Soviets issue orders restricting Western military and passenger traffic between the American, British and French occupation zones and Berlin.
- **1 April 1948** | The Soviets announce that no cargo can leave Berlin by rail without the permission of the Soviet commander. Each train and truck is to be searched by the Soviet authorities. The next day the American commander, **General Lucius D. Clay** orders a halt to all military trains and requires that military supplies be transported by air. This was later dubbed the "Little Lift."
- **18 June 1948** | The United States, Britain and France announce that on 21 June a new German currency (the *Deutsche Mark*) will be introduced. The Allies have already transported 250 million Deutsche marks into the city and it quickly becomes the standard currency in all four sectors of Berlin.
- **21 June 1948** | Stalin considers the new currency a provocation. Soviet guards halt all passenger trains and traffic on the autobahn to Berlin, delay Western and German freight shipments and require that all water transport secure special Soviet permission
- **22 June 1948** | The Soviets announce that they will introduce a new currency in their zone. It will be known as the *Ostmark* (East mark).
- **24 June 1948** | The Soviets block all rail, road, and water access from the Western zones to Berlin. The next day, the Soviets declare they will not send any supplies to West Berlin, which has only enough food for 36 days and coal for 45 days. They also cut off electricity to West Berlin from the eastern zone. In response, the Western Allies impose a counter-blockade on Soviet areas.
- **26 June 1948** | The Berlin Airlift begins with 32 flights by American C-47 aircraft in West Germany to Tempelhof Airport in Berlin. Eighty tons of provisions are delivered that first day. The American effort to supply West Berlin's 2.5 million
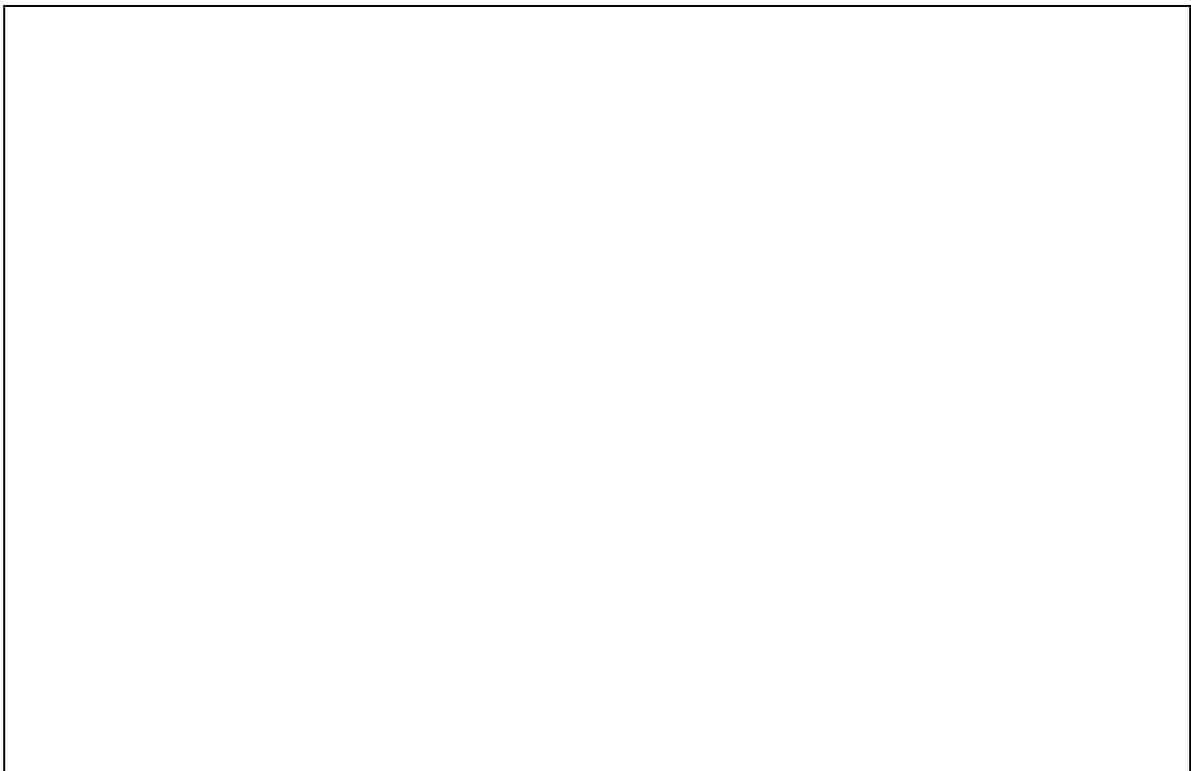
people is dubbed "Operation Vittles," while the British project becomes known as "Operation Plainfare." The Germans call it *die Luftbrücke*, the "Air Bridge."

- **5 August 1948** | The French begin constructing a new Berlin airport, Tegel, in the French sector. The heavy equipment needed for its construction is dismantled and flown into the city in sections.
- **12 August 1948** | American and British aircraft conduct 707 flights into Berlin and deliver 4,742 tons of supplies, the first time the Airlift has exceeded the 4,500-ton daily threshold deemed necessary to keep Berlin alive. By September US planes are delivering nearly 7,000 tons of supplies a day to Berlin.
- **5 November 1948** | The new Tegel airfield opens for business in the French sector. Today Tegel is still Berlin's main passenger airport, following delays in opening the new Berlin-Brandenburg International Airport (BER).
- **30 November 1948** | The Soviets set up their own Berlin city government in the East.
- **16 December 1948** | After the Soviets fail to respond to pleas to remove them, French engineers use dynamite to remove Soviet radio transmission towers that block Tegel's flight path – much to the pleasure of West Berliners.
- **31 March 1949** | A new monthly record of nearly 200,000 tons is set.
- **25 April 1949** | The Russian news agency TASS reports a willingness by the Soviets to lift the blockade.
- **4 May 1948** | Delegates from the original four Allied powers announce an agreement to end the blockade in eight days.
- **12 May 1949** | At one minute after midnight, the Soviets restore land access from West Germany to Berlin. A British convoy immediately drives through, and the first train from the West reaches Berlin at 5:32 that morning.
- **23 May 1949** | The Federal Republic of Germany is established in the country's Western zones.
- **7 October 1949** | The Soviets respond to the creation of the Federal Republic of Germany by announcing their own German Democratic Republic in the East.

Selection of events

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Notes on teaching approaches for analytical narrative

Activity 5 – Second-order concepts

Purpose

- To become familiar with the assessment approach to second-order concepts.
- To develop facility in practice-question writing for students.

Study the guidance below and then complete the tasks.

Guidance

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

The second-order historical concepts referred to in AO2 are: change, continuity, causation, consequence, significance, similarity, difference.

Extract from Getting Started p23ff.

Stimulus material

Question 4 uses stimulus material: students are given two short bullet points. These may be a feature of the period, an individual and so on. For example, option 10 requires an explanation of reasons for changes in the prison system and the points given are 'John Howard' and 'hard labour'; option 11 requires an explanation of the reasons for rapid change in treatment and the points given are 'magic bullets' and 'high-tech treatment'.

Students do not have to use the stimulus material provided. Indeed they would be well-advised not to attempt to write about a bullet point they do not recognise. The stimulus is there to help candidates to link the question asked with the material they have studied and to provide a prompt to analysis of the process of change, for example, by indicating an aspect of change (hard labour; high-tech treatment) or an individual or development that encouraged change (John Howard; magic bullets). In a question requiring explanation of slow change or continuity, the stimulus material might relate to an aspect which stayed the same or a factor hindering the process and so on.

The question also prompts students to include information of their own – and they should plan to include information related to at least one more aspect of content. The mark scheme (see below) restricts the marks available for answers which do not do this. It should be noted that the mark ceilings relate to the range of knowledge and understanding deployed – the stimulus points are information-related and do not themselves give a reason.

… It should be noted that the ceiling on work which does not incorporate an aspect additional to the stimulus material indicates that the requirement for knowledge range in the level descriptions will only be *fully* met by the consideration of three aspects at Levels 2, 3 and 4, whether the stimulus material is used or not.

Question 4/5(c)

For the (c) question, students have a choice between (i) and (ii). The questions are worth 16 marks (AO1 6; AO2 10) and are designed in the same way as questions 5 and 6 in Paper 1 above (page **Error! Bookmark not defined.**) – except that they will relate to the short periods of time appropriate for a depth study.

The (c)(i) and (ii) questions are each presented as a quotation with which students are asked to agree or disagree and explain their answer. The questions may target any of the second-order concepts (cause, consequence, change, continuity, significance, similarity and difference). For example:

| Medieval option B1	4(c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'	Causation
Medieval option B2	5(c) (ii) 'The loss of Normandy was the main consequence of England's involvement in war in the years 1189–1204.'	Consequence
Tudor option B1	4(c) (ii) 'The main change for the Church in England in the years 1534–40 was that it had to accept King Henry as its head.'	Change
Tudor option B2	5(c) (i)'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'	Significance

Tasks

1. Using the sample assessment materials for Paper 2, identify for the chart below examples of questions targeting consequence and causation.

2. Devise a question (with two stimulus points) for a question targeting significance or change.

3. Note key points for planning your own practice questions for students.

4. If you have time, devise some key advice points for students on their use of stimulus points.

Option		Causation
Option		Consequence
Option		Change/ Significance

Notes on planning practice questions

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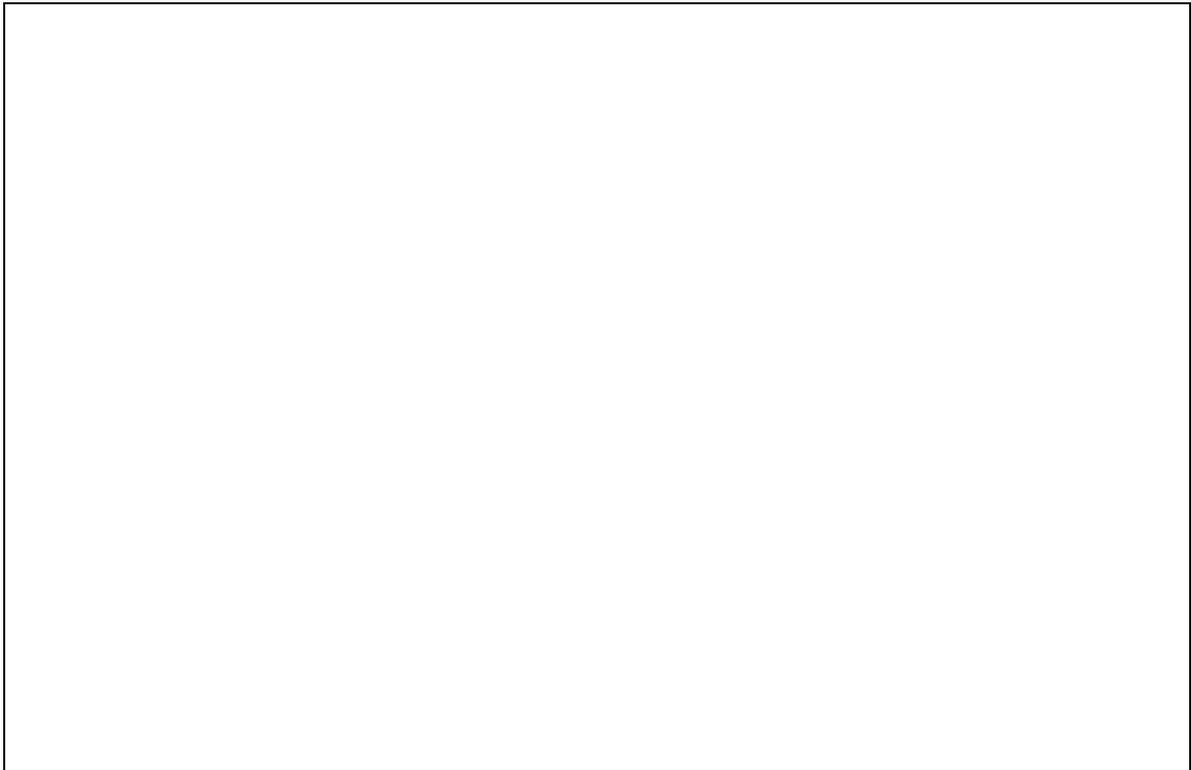
Notes on stimulus points
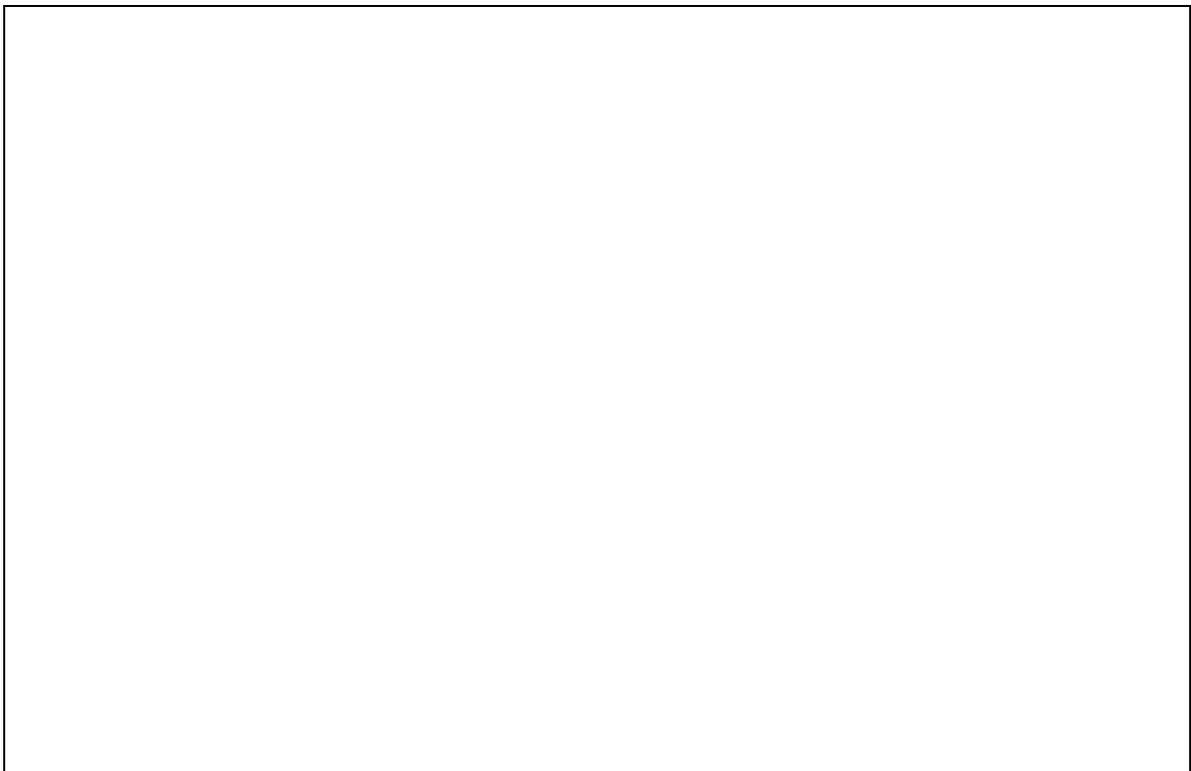
Activity 6 – Interpretations of history

('An **interpretation** is an attempt to portray and/or make meaning of the past using evidence, that is, a deliberate construct created after the event(s). This can include both academic and non-academic interpretations.' *Ofqual GCSE Subject Level Guidance for History*, February 2015)

Purpose

- To become familiar with the assessment approach to AO4 in Paper 3.
- To consider the implications for planning teaching and learning.

Tasks

1. Study the Paper 3 guidance in Getting Started pages 13–14 (content) and 39–49 (assessment), and note below any planning / teaching points you want to keep in mind.

Notes on planning / teaching Paper 3

2. Analysing differences in interpretation:

● The chart below analyses the two interpretations for option 31 in the SAMs.

● Complete the chart which follows for option 33: The USA, 1954-75, using Interpretations 1 and 2 in the SAM (given below).

● Note any additional planning teaching points which this exercise has generated for you.

	Interpretation 1 emphasises positive attitudes	Interpretation 2 emphasises negative attitudes
Language and tone	Exciting, interesting, enjoyed, liked, comradeship	Less popular, growing resentment, kick against
Selection of information	Outdoor events, sports, music, parades Some enjoyed the marching and discipline	Discipline became more strict, membership compulsory, resentment of HY leaders
Points of emphasis	Many young people were attracted; there was great comradeship	Movement became less popular towards late 1930s when focused on preparation for war Some youngsters began to kick against restrictions

(It is interesting to note that discipline appears in both – given a positive gloss in Interpretation 1 and a negative in Interpretation 2. Examples such as this could help students see that passages can be analysed in terms not only of the selection of information, but also the treatment of the material included.)

Option 33: The USA, 1954-75, Interpretations 1 and 2

Interpretation 1: *From GCSE Modern World History* by B Walsh, published in 1996

Public opinion was turning against the war even before the Tet Offensive. After it, the war became very unpopular. Many Americans felt deeply uncomfortable with what was going on in Vietnam. The Vietnam War was a media war. Television showed prisoners being tortured or executed or women and children watching with horror as their house was set on fire. There were anti-war protests all over the country. Thousands began to 'draft dodge' – refusing to serve in Vietnam when called up. There were thousands of demonstrations in universities across the USA against the war.

Interpretation 2: From Vietnam 1950–75 by S Waugh and J Wright, published in 2010.

The opposition to the war was not as great as claimed. In 1964, 85 per cent of Americans supported the government policy on the war. Even as late as 1970, after the invasion of Cambodia, an opinion poll showed 50 per cent approved. There were a number of active and enthusiastic supporters of the war who were concerned about the spread of communism in Asia. For example, in May 1970, over 200 hard-hat construction workers were cheered when they attacked a peaceful crowd of anti-war protestors.

Option 33: The USA, 1954-75	Interpretation 1	Interpretation 2
	emphasises …	emphasises …
Language and tone		
Selection of information		
Points of emphasis		

Activity 7 – Assessment

Purpose:

- To develop understanding of the application of AO1, AO2 and AO3 level descriptors.
- To consider the standard of work evident in the provided examples.
- To consider the implications for planning teaching and learning.

Resources

- Generic level descriptors for Paper 1 questions 4 and 5/6; and Paper 3 question 3a (given below).
- Example responses in separate booklet for: Paper 10 SAM question 4; questions from GCSE Spec A 2014 / Spec B 2015 relevant to new Paper 1 question 5/6 and Paper 3 question 3a.

Task 1: Using the mark schemes

Form a judgement as to the level into which each provided response fits. There are three examples for each question. You may like to share the task and findings with one or more partners.

SPaG marks will be awarded on Paper 1 5/6. Please award a SPaG mark to the Paper 1 response.

Note any teaching and scheme of work implications from your findings.

Notes on marking

Paper 1 question 4 mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- A simple or generalised answer is given, lacking development and organisation. - Limited knowledge and understanding of the topic is shown.
2	4–6	- An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. - Accurate and relevant information is included, showing some knowledge and understanding of the period. *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	7–9	- An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. - Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	10–12	- An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. - Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3 [of SAMs]).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Paper 1 question 5/6 mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	• A simple or generalised answer is given, lacking development and organisation. • Limited knowledge and understanding of the topic is shown. • The overall judgement is missing or asserted.
2	5–8	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. • Accurate and relevant information is included, showing some knowledge and understanding of the period. • The overall judgement is given but its justification is asserted or insecure *Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	9–12	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. • The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. *Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	13–16	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. • Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3 [of SAMs]).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points *[AO1 and AO2]* account for 3 of the 4 marks in the level and are equally weighted; the third bullet point *[AO2]* accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

• Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.

• The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Paper 3 question 3(a) mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with implicit links to the sources.
2	3–5	• Judgements on source utility for the specified enquiry are given using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

• 1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3 [of SAMs]).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Activity 8 – Review

Purpose:

- To consider the implications for planning teaching and learning.

Task 1: review of next steps

In the light of the experience of today's session, identify:

(i) next steps for planning teaching and learning in the short term

(ii) key pointers for planning over the course.

Note key points to share with colleagues today.

(i) Next steps in the short term

(ii) Key pointers for planning teaching and learning over the course

Task 3

Identify any modifications to this year's delivery plans, preparation of transition courses etc.

Thinking ahead to next year, for the new Year 9, I will…

PERSONAL LEARNING

Things to do:

42

-
-
-
-
-

Things to avoid

-
-
-
-
-

Your ideas: