

Our Getting Ready To Teach training looks at how to plan for the new GCSE History specification and takes you through each element of the content and assessment. This is the presentation used in our face-to-face events, and there are embedded notes that will talk you through each section, and will tell you what other documents you will need to access along the way.

Before you get started, you'll want the following documents to hand as you work through the presentation:

- Specification
- Sample Assessment Materials – question papers
- Sample Assessment Materials – mark schemes
- Getting Started Guide
- Delegate booklet
- Responses booklet

You'll find these on the page of the website where you opened this presentation.



Overview

- Introducing the specification
- Paper 1 thematic content: implications for planning and delivery
- Approaches to assessment and to the Historic environment element
- Paper 2 Period study and British depth study: approaches to teaching and assessment
- Modern depth study Paper 3: Getting to grips with interpretations
- Marking and review activities
- Resources to support your teaching

This slide gives you an overview of the structure and content of the presentation.



The GCSE reforms

- Updated content and assessment requirements from DfE and Ofqual
- Fully linear structure
- New 9-1 grading scale, with 9 the top level
- Tiering only in certain subjects such as Maths (no tiering in History or Geography)
- External examinations only, unless coursework or controlled assessment is the only valid option – no controlled assessment for History
- No change to guided learning hours

This slide provides an overview of the main reforms being made to GCSE qualifications, and relate to all History GCSE (9-1) qualifications.

- The DfE published revised subject content requirements for GCSE History which all new 9-1 specifications have to adhere to.
- GCSE History has been linear since the 2012 reforms, so this linear structure will be familiar.
- There is a change to the grading scale in History, as in all other GCSE qualifications: there is more on this later on.
- There is no tiering in the new 9-1 History qualification (this is not a change, as History was previously untiered).
- There is no controlled assessment in the new GCSE History.
- there is no change to the guided learning hours for GCSE History.



Timeline

	2015	2016	2017	2018
Current 2013 specification	First assessment	Summer series as normal	Final assessment	
New 2016 specification	First teaching of three-year GCSE	First teaching of two-year GCSE		First assessment

- The last available assessment for the current GCSEs will be June 2017.
- The reformed GCSEs will be reported in the 2018 performance tables.

You are probably familiar with the timeline, but to ensure clarity because the new specification is linear, the first assessment will be in summer 2018 – whether you do a two- or three-year GCSE.

The 2013 ‘strengthened’ specifications were assessed for the first time in summer 2015 and will be assessed as normal in summer 2016, then assessed for the last time in summer 2017.



Our design principles

- One specification, with a clear structure; no forbidden combinations or complex rules
- Pre-modern British depth studies and modern non-British depth studies
- Thematic studies British: over broad chronological sweep from the medieval period to the present
- Historic environment (HE) nested within the Thematic studies, rather than standalone
- Three exam papers

This was an opportunity for us to develop new areas of study that reflect the interests of teachers and to refine popular options that we have merged into our single qualification.

This is a simple and straightforward system with no forbidden combinations or nominated topics that change from one year to the next. It fulfils all Ofqual's conditions about the amount of British history and the coverage of different time periods.

It also sits the Historic Environment in the context of the Thematic Study rather than making it a separate, standalone, section. This will help students to understand some of the content and relevant concepts because there will be links with what has already been taught.



Overview of new specification

Paper 1 (30%) 1h 15	Paper 2 (40%) 1h 45		Paper 3 (30%) 1h 20
Thematic study (20%) with Hist. env. (10%)	British depth study (20%)	Period study (20%)	Modern depth study
<ul style="list-style-type: none"> • Crime and punishment in Britain, c1000–present <i>with</i> Whitechapel, c1870–c1900: crime, policing and the inner city • Medicine in Britain, c1250–present <i>with</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches • Warfare and British Society, c1250–present <i>with</i> London and the Second World War, 1939–45 	<ul style="list-style-type: none"> • Anglo-Saxon and Norman England, c1060–88 • The reigns of King Richard I and King John, 1189–1216 • Henry VIII and his ministers, 1509–40 • Early Elizabethan England, 1558–88 	<ul style="list-style-type: none"> • Spain and the 'New World', c1490–c1555 • British America, 1713–83: empire and revolution • The American West, c1835–c1895 • Superpower Relations and the Cold War, 1941–91 • Conflict in the Middle East, c1945–95 	<ul style="list-style-type: none"> • Russia and the Soviet Union, 1917–41 • Weimar and Nazi Germany, 1918–39 • Mao's China, 1945–76 • The USA, 1954–75: conflict at home and abroad
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Here is an overview of our new specification. We will talk in more detail about each of the papers as we move through the slides.



Assessment objectives

AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
AO2	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

The Assessment Objectives identify the skills and concepts which will be assessed and also their relative weighting.

AO1 and AO2 are usually tested together since analysis of concepts such as causation needs to be supported by relevant knowledge. Meanwhile, the 2 strands of the old AO3 have now been split into separate objectives, assessing contemporary sources separately from interpretations.



Overview of assessment

Paper	Title	British or non-British	Choice	Summary of assessment
Paper 1 (30%) 1h 15	Thematic study (20%) <i>with</i> Historic environment (10%)	British	1 from 3 options	6 questions AO1/AO2/AO3
Paper 2 (40%) 1h 45	British depth study (20%)	British	1 from 4 options	3 questions AO1/AO2 only
	Period study (20%)	Non-British or British	1 from 5 options	3 questions AO1/AO2 only
Paper 3 (30%) 1h 20	Modern depth study	Non-British	1 from 4 options	6 questions AO1/AO2/AO3/AO4

This slide provides an overview of how the course is assessed.

The 5 elements are assessed through 3 papers since teacher feedback felt that having 4 separate exams would be too stressful for students and 2 exams would have meant different topics *and* multiple assessment objectives in each exam.

Notice that the British depth study and the period study have been placed together in the same paper as they each carry a lower weighting than other elements and also assess only AO1 & AO2. This reduces the skills demands on the students in the examination covering most content.



Delivery models

- **Activity 1:** delegate booklet pages 5–8

Activity 1: Please open the delegate booklet and look at pages 4–8.

Resources needed:

- GCSE History specification.
- Course planner extracts (*in delegate pack*).

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 with colleagues. 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.

There are some things you may want to consider when looking at how you will structure the course. For example:

- School assessment and reporting dates;
- Your individual familiarity and confidence in the topics – for example, teachers used to the legacy SHP specifications may be happy to begin with the Thematic Study (Model B);
- You may want to construct a course that is chronologically ordered and begin with the British Depth Study (Model A);
- You may also want to begin with the British Depth Study or the Period Study in order to focus on AO1 & 2, leaving work on sources and interpretations until later, when students are more mature;
- Your decision could be affected by which resources the school already has;
- You may want to make links to recent work in KS3 (probably 20th century topics).



Thematic study options

- Crime and punishment in Britain, c1000–present
- Medicine in Britain, c1250–present
- Warfare and British society, c1250–present

We chose these topics because:

- they are our current SHP development studies, so they're tried and tested
- they're established, popular and resourced
- there is no significant overlap between these and the depth or period studies.

This slide is a reminder of the thematic study options that you can choose from and the reasons that we selected them.



Paper 1 assessment: Thematic study

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

You will have time to explore the materials in detail with the next slide.

The thematic study targets AO1 and AO2 only. The table shows the conceptual focus of each question. Note that the questions all cover a broad time span: two time periods in question 3, at least 100 years in question 4, and at least two centuries in question 5/6.



Planning the Thematic study teaching focus

- Long sweep of time
- Designed in two strands plus case studies
- 'Process of change' introduction indicates focus for learning and assessment:
 - Context linkage
 - Patterns of change
 - Influence of factors within periods, across the theme and at particular times
- Case studies exemplify aspects of the strands in period and allow comparisons over time.

To help think about how to plan the Thematic Study please turn to pages 11-12 of the specification and look at the specification content for Medicine.

Look at how it's laid out: you should focus on the 'process of change' box at the top, and be aware of the two strands that run through each period. Note that questions can go across key topics etc.

Take your time to look at the specification and also to look at the appropriate question paper and briefly consider the content, concepts and skills being tested here.

Points to note:

- There is an emphasis on change and continuity over time and the changing role of factors affecting this. This questioning requires an overview approach, with no question focusing in on detail on a single event or individual (for example the introduction of the NHS, the ending of capital punishment, the beginning of conscription.)
- There is guidance in the Getting Started Guide about the role of stimulus material and the ceilings in the mark schemes for work that does not go beyond the aspects prompted by the stimulus. (See delegate booklet p 29).



Mark schemes

- The generic level descriptions define progression in key strands in levels of response mark schemes.
- 'Getting Started' shows these colour-coded.
- Marking applies a 'best-fit' judgement when performance reflects more than one band.
- Additionally, marking instructions are given to guide judgements and apply ceilings as necessary.
- Points-based schemes are used when the application of a single mark can be defined.

There are generic level descriptors for questions targeting AO1 & 2 which apply across most questions and elements, providing familiarity and security for both you and your students.

There are colour-coded versions in the Getting Started Guide which show how progression is assessed in each aspect of the AOs. There are some mark ceilings that apply to all of these questions, e.g. the requirement to bring in additional aspects of knowledge.

The next slide has comments about the indicative content and then we will move on to **Activity 2**.



Indicative content

- Indicates possible but not required content.
- Gives more possibilities than students are likely to provide.
- Is arranged in terms of points for and against when judgements about a statement or view are required.

It is important to remember that indicative content is not a model answer or a list of expected points.

It is intended to provide guidance to examiners by identifying the points that it is anticipated could be made in answers but examiners are required to be knowledgeable enough to credit valid points, which are not listed here.

On a 16-mark question, evaluation is required and the indicative content reflects the expectation that candidates will weigh up points on both sides of the issue.



Planning teaching and learning

Activity 2: delegate booklet pages 9–18

Activity 2: Turn to pages 9-28 in the delegate booklet.

The relevant pages of Getting Started are cut into the delegate booklet here. It will be important to be familiar with this guidance.

In this activity you will be exploring the structure of the content of the thematic study, as well as how it is assessed, looking at the support available and planning how you would teach the course.

Resources:

- Getting Started guidance on Thematic study content (pages 7–9) and questions (pages 22–24).
- Extracts from topic booklets for options 10, 11 and 12 (*in delegate pack*).
- 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.)



Historic environment options

- Whitechapel, c1870–c1900: crime, policing and punishment (Crime and punishment)
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches (Medicine)
- London and the Second World War, 1939–45 (Warfare)

(There is no requirement to visit the site.)

We chose these topics because:

- they link coherently with each thematic study
- they are sites that will engage students
- there are links to topics in current specifications.

This slide is a reminder of the historic environments for each Paper 1 option and the reasons that we selected them.

These options are all linked to the relevant Thematic Study and offer the possibility of building on teachers' existing resources and knowledge.

They can be taught following on directly from the Thematic Study or as a standalone unit.



Paper 1 assessment: Historic environment

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

The table shows the focus of each question.

Turn to find the question paper and mark scheme for the option you have chosen and see how this works in practice.

Note that Q2b is a new question type, designed to meet the DfE requirement about framing valid historical questions.



Teaching the Historic environment element

- **Activity 3:** delegate booklet pages 19–24

Activity 3: Turn to pages 19-24 in the delegate booklet.

In preparation for the activity, make sure you are familiar with the question and mark schemes for question 2b and understand that it involves a 4-stage linked process of select detail, pose question, suggest type of source and explain its helpfulness.

In this activity you will be exploring the structure of the content of the historic environment, as well as how it is assessed, and looking at the 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 (*in the delegate pack*).

Tasks

1. In the booklet, there are suggested useful resources for teaching the historic environment, taken from the topic booklets. If you can add to these, record your suggestions below.
2. Study the SAM (the question 2b and its mark scheme) for your option and then 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.



British depth study options

- Anglo-Saxon and Norman England, c1060–88
- The reigns of King Richard I and King John, 1189–1216
- Henry VIII and his ministers, 1509–40
- Early Elizabethan England, 1558–88

We chose these topics because:

- they proved most popular in teacher research
- they provide interesting and engaging content.

This slide is a reminder of the British depth study options that you can choose from and the reasons that we selected them.



Period study options

- Spain and the 'New World', c1490–c1555
- British America, 1713–83: empire and revolution
- The American West, c1835–c1895
- Superpower relations and the Cold War, 1941–91
- Conflict in the Middle East, c1945–95

We chose these topics because:

- American West and Cold War are established and popular in current specifications
- topics provide a range of countries and periods, and are different from new Edexcel A level.

This slide is a reminder of the Period study options that you can choose from and the reasons that we selected them.



Paper 2 assessment: Section A Period studies

	Question description	Example question stem	AO and marks
1	Explanation of consequences	Explain two consequences of ...	AO1 + AO2 8 marks (2 x 4)
2	Writing an analytical narrative	Write a narrative account analysing ... + <i>two stimulus points</i>	AO1 + AO2 8 marks
3	Explanation of importance	Explain two of the following: •The importance of ... for ...	AO1 + AO2 16 marks (2 x 8)

The Period Study and the British Depth Study are examined in the same paper and both test AO1 & AO2. They only test AO1 & AO2; there is no assessment of sources or interpretations (AO3 & AO4) in either paper.

The table shows the focus of each question. Review the questions in the sample assessment materials.



Paper 2 assessment: Section B British depth studies

	Question description	Example question stem	AO and marks
4/5a	Description of features	Describe two features of ...	AO1 4 marks
4/5b	Explanation of causation	Explain why ... + <i>two stimulus points</i>	AO1 + AO2 12 marks
4/5c	Judgement relating to one of the following: causation, consequence, change, continuity, significance, similarity and difference	[‘Statement.’] How far do you agree? Explain your answer. + <i>two stimulus points</i>	AO1 + AO2 16 marks

Review the questions and mark schemes in the sample assessment materials. Since this paper expects students to study the topic in depth, a question on key features is appropriate here. The second question will always focus on causation, while there is a range of second-order concepts that could be assessed in the third question (see next slide and activity).

Note that for Paper 2, the question paper will contain only the period study option that students have entered for in Section A, but in Section B, the paper will have two British depth study options – either the two medieval options or the two Tudor options. Students will therefore need to be prepared to answer either question 4 or question 5.



Narratives and second-order concepts

- **Activities 4 and 5:** delegate booklet pages 25–31

Activity 4 and 5: Turn to pages 25-31 in the delegate booklet. You may wish to discuss this with colleagues.

Activity 4 (page 25)

This is a new-style question, developed in response to new Ofqual requirements and stakeholder feedback. The key to analytical narrative is selection, sequencing and linkage between events to lead to an outcome. The activity focuses on the sharing ideas for the development of these skills.

Tasks

The timeline on the next two pages is from:

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

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

1. Suggest strategies for helping students **select** 5–8 events from it in order to analyse ‘the key events of the Berlin Crisis, 1948–49’ as in the SAMs.
2. Suggest ways of helping students to **link** a sequence of events in order to *analyse* and not simply rehearse a list of events.

Providing students with a timeline and asking them to carry out the exercise could be a useful way of developing the skills needed to answer this style of question. Requiring students to each construct their own overall timeline and then use a partner's timeline to produce an analytical narrative would be a useful revision activity. It could also be useful revision to set an analytical narrative answer for homework and then ask students to work from these to produce a timeline.

Activity 5 (page 29)

A high-tariff question assessing second-order concepts will be set as question 4c/5c in the British Depth Study.

The mark scheme is the same as for the Thematic Study 16-mark question.

Tasks

1. Using the sample assessment materials for Paper 2, identify for the chart in the delegate pack examples of questions targeting consequence and causation.
2. Devise a question (with two stimulus points) that targets significance or change.
3. Note key points for planning your own practice questions for students.
4. Devise some key advice points for students on their use of stimulus points.



Modern depth study options

- Russia and the Soviet Union, 1917–41
- Weimar and Nazi Germany, 1918–39
- Mao's China, 1945–76
- The USA, 1954–75: conflict at home and abroad

We chose these topics because:

- modern Russia, Germany, USA and China are important topics to study in depth at GCSE
- teacher research supported continuity with current date ranges and content
- these are suitable for an interpretations focus.

This slide is a reminder of the Modern depth study options that you can choose from and the reasons that we selected them.



Paper 3 assessment: Modern depth studies

A	Question description	Example question stem	AO (marks)
1	Making inferences	Give two things you can infer from Source A about ...	AO3 (4)
2	Explanation of causation	Explain why ... + <i>two stimulus points</i>	AO1 + AO2 (12)
B	Question description	Example question stem	AO (marks)
3a	Evaluation of source utility	How useful are Sources B and C for an enquiry into ...?	AO3 (8)
3b	Analysis of interpretations for difference of view	What is the main difference between the views?	AO4 (4)
3c	Explanation of a reason for a difference of view	Suggest one reason why Interpretations 1 and 2 give different views about ...	AO4 (4)
3d	Evaluation of a historical interpretation	How far do you agree with Interpretation [1/2] about ...?	AO4 (16 + 4 SPaG)

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The questions in this paper cover all 4 AOs. Section A starts with a source inference question, then a causation question. Section B starts with a source utility question (like that in Paper 1) then three interpretations questions, meeting the DfE and Ofqual requirements for the assessment of interpretations. The whole of question 3 (3a-3d) will focus on one area of specification content; this will be different from the content targeted in questions 1 and 2.

We will look at AO4 in the next couple of slides.



AO4 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.)
- Sources (AO3) are the evidence – the building blocks.
- Interpretations are the 'house' – the finished construct – what we have made of the building blocks.

If you followed one of the legacy Edexcel specifications, you will be familiar with the idea of a representation of an event or issue from the Controlled Assessment task.

The focus here is on AO4 and the idea that historians can legitimately reach different views and produce different interpretations of the same event or issue, without that meaning that one theme is wrong' or 'biased'.

For example, one historian may stress the importance of positive propaganda as the key method of keeping control in Stalin's USSR, Nazi Germany or Maoist China, while another might stress the importance of fear. They do not deny that other methods and factors were involved but they disagree about the most effective method. Similarly, historians may disagree about public attitudes in the USA towards the Vietnam War.

Note there is no requirement in the assessment materials for students to be familiar with differing interpretations or schools of thought. See the guidance in the Getting Started Guide pages 13–14 (content) and 39–48 (assessment),



Analysing interpretations

- **Activity 6:** delegate booklet pages 32–34

Activity 6: Turn to pages 32–34 of the delegate booklet.

The Activity here is to help you become familiar with the assessment of AO4 and to think about how that would affect your planning and teaching.

Tasks

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

Things to consider:

- It might be helpful for students if the term Interpretations was used consistently for AO4 work, in order to distinguish it from the AO3 work on Sources
- Note the importance of analysing the language and treatment of the Interpretations in order to justify comments about the author's positive/negative attitude and which aspects are given prominence while others are glossed over
- Comments here must be focused on the content of the extract and not the fact that it is an extract or a translation.



Entry codes

- Entries will be in February of the year of assessment – 2018 for the first cohort
- Essential that the correct entry code is used – determines which examination papers are sent
- First digit determined by combination of Paper 1 and Paper 3; second digit determined by the choice of Paper 2.

See specification pages 58–59.

Although it is likely that entries will probably be dealt with by the Exams Officer, you will have to indicate which options are being studied in each paper. It is important to ensure that the right entry codes are used in order to make sure students get the right exam papers.

Each student has an individual entry – although the combination will most often be the same for all teaching groups in the school, they need not be.



Planning: impact on KS3

- Impact for content choices?
 - history on different scales: short, medium and long term
 - thematic approaches
 - historic environment and local history
- Embedding skills at KS3
 - change and continuity over broad period
 - narrative
 - evaluation of source utility
 - why interpretations differ

As you revamp your KS3 programme of study, you will find close links between the requirements for KS3 and the new GCSE specification. Assessments at KS3 will often foreshadow GCSE questions, providing continuity for both teachers and students.

Many schools already do causation assessments on the Battle of Hastings, the Reformation or the Civil war, interpretations assessments on King John or General Haig. This is a good chance to create mark schemes that mirror the questions, levels and progression in GCSE mark schemes.

This is something that can be considered further in review activity 8 which will be coming up on the next slide.



Assessment and review

- **Activity 7:** delegate booklet pages 35–37 and 40–41
- **Activity 8:** delegate booklet pages 38–39

Activity 7: Turn to pages 35–37 of the delegate booklet.

This Activity should help you to develop understanding of the application of AO1 and AO2 level descriptors, to consider the standard of work evident in the provided examples and to consider the implications for planning teaching and learning.

This activity gives you an opportunity to engage with the level descriptions, getting to grips with what they mean in practice. This is an exercise purely in deciding the Level into which an answer might fall.

Task 1: Using the mark schemes

- Form a judgement as to the level into which each provided response fits. There are three examples. SPaG marks will be awarded on Paper 1, question 5/6, so award a SPaG mark to the Paper 1 response.
- Note any teaching and scheme of work implications from your findings.

The three exemplar responses used in the delegate booklet were from work produced for the legacy specification that was similar in demand and time allowed for the new specification. There are now examples of marked work for the new course available on our website [here](#).

Something to be aware of is the idea of 'best fit' in the decision about what level to award. This advice to markers can be found on page 3 of the mark schemes booklet under general marking guidance.

The delegate booklet contains a commentary on the responses at the back (pages 40-41).

Activity 8: Turn to pages 38–39 of the delegate booklet.

This activity lets you review what has been covered in this presentation and think about how you will follow up with your department, including whether you will run KS3/year 9 differently next year.

Task 1: review of next steps


In the light of the experience of this session, identify:

- (i) next steps for planning teaching and learning in the short term
- (ii) key pointers for planning over the course.

Key things to consider:

- Opportunities to introduce some of the new features of GCSE assessment early in KS3, for example, new question styles e.g. quick, factual recall tests for Key Feature questions; could a causation assessment on why William won the Battle of Hastings become an analytical narrative?

9-1 grading



NEW GCSE GRADING STRUCTURE

9	8	7	6	5	4	3	2	1	U		
					<p>4 = C and above and above</p> <ul style="list-style-type: none"> ■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. ■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. ■ The bottom of grade 1 will be aligned with the bottom of grade G. 						
			A*	A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE											

- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve an **A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**.

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The diagram and points below are Ofqual's. (The bullet points at the bottom of the slide are just a repeat of those on the diagram – so they they're legible).

- Broadly the same proportion of students will achieve a **grade 4** and above as currently achieve a **grade C** and above.
- Broadly the same proportion of students will achieve a **grade 7** and above as currently achieve an **A** and above.
- The bottom of **grade 1** will be aligned with the bottom of **grade G**.
- **Grade 5** will be positioned in the top third of the marks for a current grade C and in the bottom third of the marks for a current grade B. This will mean it will be more demanding than the present grade C.

We **cannot** say what the grade boundaries will be for 2018 as boundaries are set with each series. Pearson progression steps can help with tracking progress (see resources slides).



The graphic features the Edexcel logo in the top right corner. On the left, there is an illustration of a black chess king and a white chess pawn. The main title, 'Supporting great history teaching', is written in a bold, green font. In the center, a circular flow diagram consists of four green circles connected by arrows in a clockwise direction. The circles are labeled 'Plan' (top), 'Teach' (right), 'Track & Assess' (bottom), and 'Develop' (left). At the bottom of the graphic, there are two columns of text: 'Free Qualifications Support:' with the URL www.edexcel.com/Hist16Support and 'Pearson paid-for resources:' with the URL Pearsonschools.co.uk/qcsehistory16. The bottom of the graphic has a green bar with the text 'ALWAYS LEARNING' on the left and 'PEARSON' on the right.

Supporting great history teaching

edexcel

Plan

Teach

Track & Assess

Develop

Free Qualifications Support:
www.edexcel.com/Hist16Support

Pearson paid-for resources:
Pearsonschools.co.uk/qcsehistory16

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We offer a comprehensive package of support which covers all aspects of your teaching, from planning your courses, through the actual teaching you do (with resources you can use to teach), to the tracking and assessment that's so important for you to keep on top of your students' progress, and finally not forgetting your ongoing development and training needs.

On the next few slides you will see briefly exactly what support we offer, both free and paid-for, for each of those vital elements of your job. We've got all bases covered.

If you have further questions about the Pearson resources, please email teachinghistory@pearson.com.



Planning support

Free support

- Guidance on constructing a course
- Course planner
- Scheme of work for every topic
- Topic booklet for every topic
- Getting Started guide

Paid-for support

- ActiveLearn Digital Service – Teacher planning materials for every option:
 - Lesson plans with differentiation ideas

As well as these Getting Ready to Teach sessions (planning and development), we are providing a range of support materials.

Free planning materials available now:

- Schemes of work
- Topic booklets
- Getting Started Guide
- Course planner
- Exemplars
- Guidance on constructing a course.

Paid for materials:

ActiveLearn Digital service – teacher planning for all topics of the specification will be made available after the publication of the books.



Teaching support

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Our teaching and learning resources will support you in delivering great GCSE (9-1) History teaching, creating confident, articulate historians able to access and develop the skills needed for the new assessments.

Paid-for support

New resources from spring 2016 include:

Student Books for every option in the specification (also available as ActiveBooks and Kindle editions) and includes Thinking Historically activities and Writing Historically spreads. Series edited by Angela Leonard.

Active Learn Digital Service for every option, including
Front-of-class Student Books
Worksheets

Revision Guide and **Revision Workbook**

Sign up to get a glimpse of the new resources at:
www.pearsonschoools.co.uk/history16samples.

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Firstly, Pearson has published for all topics in the specification.

There is a student book (SB) for every topic, available in electronic and print format, and digital resources for use in teaching.



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Free support

- **Mapping** to current (2013) Pearson student books
- **Guidance on teaching thematic study and historic environment**, including Thinking Historically activities
- **Guidance on sources and interpretations**, including Thinking Historically activities
- **Guide to Thinking Historically**

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Other free support available now:

- Mapping to current (2013) Pearson student books
- Guidance on teaching thematic study and historic environment which gives guidance on developing source and interpretations skills; includes six Thinking Historically activities
- Guidance on sources and interpretations ; also includes Thinking Historically activities



Teaching support

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Thinking Historically

Thinking Historically is an approach to conceptual understanding, developed in association with Dr Arthur Chapman at the Institute of Education, UCL.

Activities build students' conceptual understanding of how history develops in the key strands of:

Evidence, Interpretations, Cause & Consequence and Change & Continuity.

Writing Historically

Writing Historically is an approach to improving the writing skills most important to historical success.

This literacy support uses the proven Grammar for Writing approach used in many English departments.

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Thinking Historically

We've been working with Dr Arthur Chapman at the Institute of Education, UCL, to develop a research-based model of how students' conceptual understanding of history develops in the key strands of Evidence, Interpretations, Cause & Consequence and Change & Continuity. The model shows how these ideas grow into a sophisticated understanding of historical practice through the overcoming of increasingly subtle misconceptions.

There is a full concept map available online:

[http://www.pearsonschoolsandfecolleges.co.uk/AssetsLibrary/SECTORS/Secondary/SUBJECT/HistoryandSocialScience/PDFs/History2015/Thinking-Historically-Progression-Map-\(1\).pdf](http://www.pearsonschoolsandfecolleges.co.uk/AssetsLibrary/SECTORS/Secondary/SUBJECT/HistoryandSocialScience/PDFs/History2015/Thinking-Historically-Progression-Map-(1).pdf)

The Thinking Historically activities appear regularly throughout our Student Books, so they are easy to **integrate into your teaching**. There are also free Thinking Historically activities available in the free resources: Guidance on teaching thematic study and historic environment and Guidance on sources and interpretations.

Writing historically

Supports SPAG questions (Paper 1 Q5/6 and Paper 3 Q3d) and helps students to improve their long answer responses.

It is supported by the University of Exeter's Grammar for Writing pedagogy (in association with Pearson) used in English dept.

Writing Historically Student Book spreads appear at the end of each chapter and focus on one or two writing skills.

For more information please visit this website:

http://www.pearsonschoolsandfecolleges.co.uk/Secondary/History/14-16_for_Edexcel/EdexcelGCSEHistory91/Thinking-Historically/Thinking-Historically.aspx



Teaching support

Additional endorsed resources

We are working with a range of publishers who are looking towards getting their resources endorsed.

- **Hodder:** The Hodder GCSE History for Edexcel Student's Book helps students achieve their full potential while ensuring pace, enjoyment and motivation.
- **ZigZag Education:** photocopiable resources for learning, revision and exam practice.

No paid-for products or services are required to deliver Pearson Edexcel qualifications.

We are also working with Hodder and ZigZag who have got resources to support our course.

Note that there is no need to buy endorsed resources to deliver the specification.



Tracking and assessment support

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Free support

- Additional specimen papers
- Student exemplars with commentary
- **ExamWizard** exam creation tool
- **ResultsPlus** exam analysis tool

Paid-for support

- ActiveLearn Digital Service – Progression and assessment materials for every option:
 - end of unit tests
 - exam skills PowerPoints.

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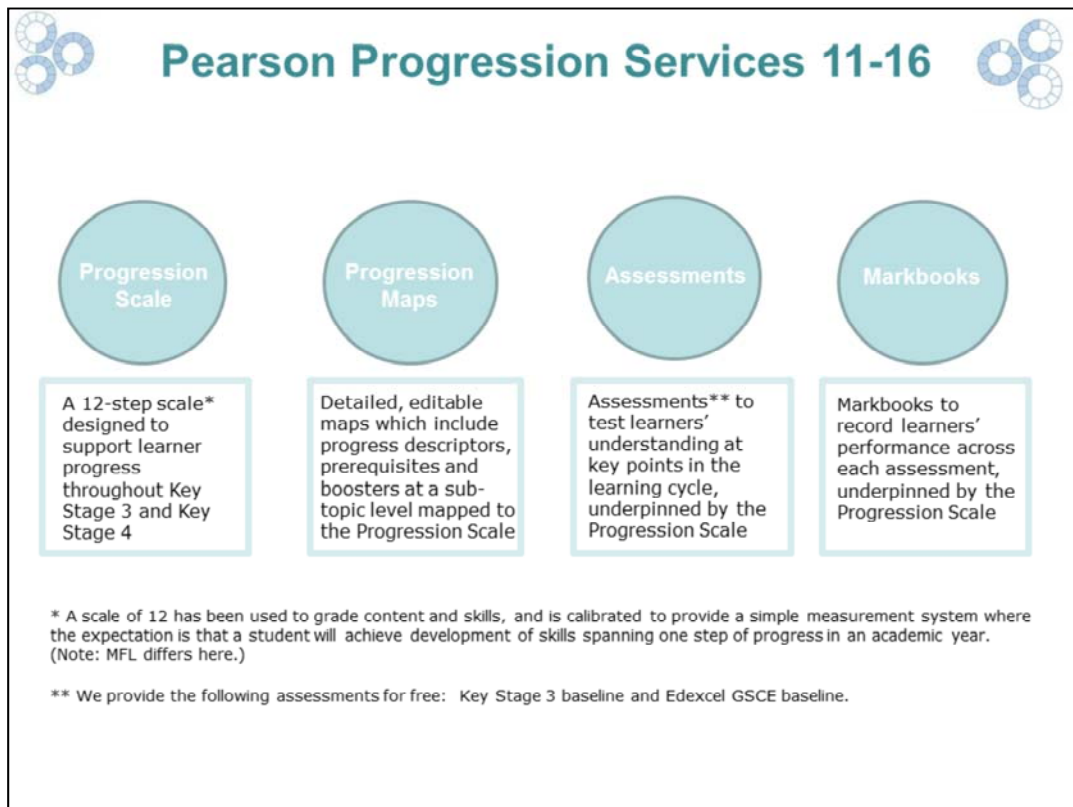
There is a lot of support on the assessment in the Getting Started Guide and there are packs of exemplar responses available with student responses, levels and comments from senior examiners.

The free material includes an additional set of specimen papers that help you to get to grips with the format of the new papers and the level of demand as quickly as possible, and have extra papers to use with students in preparing for the exams. They can be used for a mock. **These are available online now.**

ResultsPlus provides the most detailed analysis available of your students' exam performance. This free online service helps you identify topics and skills where students could benefit from further learning, helping them gain a deeper understanding of History.

ExamWizard is a free exam preparation tool containing a bank of past Edexcel History exam questions, mark schemes and examiners' reports, so you can create mock papers, homework or practice tests in minutes.

ActiveLearn Digital service – progression and assessment materials for every option, include end of unit tests and exam skills ppts. It will be made available after the publication of the books.



We know that it's important for you to understand and monitor the progress of your students, so you can make sure they are on track to achieve their potential. With the removal of National Curriculum levels, a new grading structure at GCSE (9-1 replacing A*-G) and the emphasis on measuring progress from 11-16 through Progress 8, this has become even more critical.

Our 11-16 Progression support:

- Shows the progress your students are making
- Helps you predict future achievement
- Saves you time
- Is created by experts, tested by teachers.

The Progression Maps and Scales represent Pearson's view of how learning progresses in the relevant subjects at Key Stages 3 and 4.

Our Progression Scale has 12 steps for the 11-16 age range to grade content and skill.

The History progression map is available if you sign up online:

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/GlobalPages/Support-for-Progression/11-16-History/11-16-History.aspx>



Development support

Events in a timely manner to help you prepare to teach the new specification:

- Professional development events with a focus on developing expertise to support good teaching and learning
- Mock marking training.

www.edexcel.com/training

We will continue to run face-to-face and online events to support you through this course. This will include:

Mock marking training

Marking training which will be based on the additional specimen papers (so if teachers use these additional papers as a mock, the training will help them mark that mock).



Contact details

Subject Advisor

- email: teachinghistory@pearson.com
- telephone: **0844 576 0034**
- Twitter: [@Pearson_History](https://twitter.com/Pearson_History)
- www.edexcel.com/gcsehistory16

These are the contact details for the Subject Advisor, Mark Battye.

If you have any questions after reading through this, you can use these contact details to follow up with us. The weblink directs you to where all the materials – spec, SAMs and support documents – are for the new GCSE spec.



Edexcel GCSE and A level

- New GCSE and A level History specifications planned together to provide progression.
- Differentiation of content – in terms of topic choices and detailed content of topics.
- At A level students can build on, but not directly repeat, what they've done at GCSE.
- A similar approach to mark schemes, with clear progression from the new GCSE to the new AS and A level.

For more information see: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-2015.html>

GCSE and A Level content has been differentiated to enable students to build on their GCSE studies in a broader way or to cover entirely new content at A Level.

There is continuity in the approach to mark scheme design and expectations.



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Pearson is recruiting for **GCSE** and **GCE History**

We have exciting opportunities to become an examiner for History.

- Get closer to the qualification you are teaching
- Gain insight on National Standards
- Grow your career

To find out more please visit:
www.edexcel.com/aa-recruitment

Information email: aaresourcing@pearson.com

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Examining is an excellent form of CPD, providing deeper understanding of the mark scheme and the standards being applied, experience in marking which may be used as school mock exams, and the chance to assess whether you are teaching at the appropriate level.



Next steps

- Sign up to subject advisor updates: email teachinghistory@pearson.com
- Visit the website for support materials: www.edexcel.com/gcsehistory16

For any further news on GCSE History, please sign up to the updates.

Thank you.