

GCSE History NET

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10/6/2023

Agenda

An overview of the 2023 series

Consideration of general things to remember about GCSE

Question Examples and Marking Exercises

Support and Questions

GCSE History

2023

GCSE History 2023 Results and Outcomes

	9	8	7	6	5	4	3	2	1
2023 cum% outcomes	5.82	14.45	26.46	40.51	53.97	65.66	79.46	90.7	97.40

	9	8	7	6	5	4	3	2	1
2022 cum% outcomes	8.07	18.45	31.43	47.24	61.46	73.15	84.90	93.29	98.13
2019 cum% outcomes	5.6	14.2	26.3	40.4	53.7	65.6	80.4	90.8	97.5

Exam technique and principles of progression

Some general rules can apply to lots of questions.

Keep your instructions to students simple and clear, for example:

4 marks = 5 minutes and one paragraph

8 marks = 10 minutes and two paragraphs

12 marks = 15 minutes and three paragraphs

16 marks = 20 minutes and three/ four paragraphs

Once your students have grasped the basics, move onto the more subtle distinctions

The key skills in GCSE History

AO1 - 35%		AO2- 35%		AO3 - 15%		AO4 - 15%	
Knowledge and understanding		Key concepts (2 nd order concepts)		Source analysis		Interpretations	
Evaluate	Students reach a balanced, relevant and justified judgement.			Provenance		Using author, place, the time it was created etc. to determine purpose.	
Explain	Students use extended reasoning and knowledge to demonstrate an understanding of second-order concepts. They may also show understanding of sequencing and connections.			Analysis of content		What is the source/interpretation saying?	
				Historical context		How does the source/interpretation relate to their contextual knowledge of the historical period?	
Identify	Students state, assert, and/or describe relevant causes, consequences, similarities.						

Skills based progression AO1/AO2

Complex	Linking, breaking down, and/or evaluating	Students engage with the given 2 nd order concept in a complex way and/or reach a balanced, relevant and justified judgement.
Developed	Explain	Students use extended reasoning and knowledge to demonstrate an understanding of second-order concepts. They may also show understanding of sequencing and connections.
Simple		
Basic	Identify	Students state, assert, and/or describe relevant causes, consequences, similarities.

A01/2 Responses

AO1/AO2: responses at level 3

At level 3...

for all 8 mark questions, write about more than one point and show developed explanation somewhere in the response

for the Bullet Point question, C&T essay question and Historic Environment question, write about more than one point, including the given point and show developed explanation somewhere in the response

for the Factors question, as above but show range (2 out of 4 parts of the specification)

AO1/AO2: responses at level 4

At level 4...

for all 8 mark questions, show developed explanation of more than one point and show complex thinking somewhere in the response

for the Bullet Point question, C&T essay question and Historic Environment question, show developed explanation of more than one point, including the given point, and come to a supported judgement somewhere in the response.

for the Factors question, as above but show range (2 out of 4 parts of the specification)

2 A/B– Power and the People

Explain two ways in which the dispute between the barons and King John and the Pilgrimage of Grace were similar.

Use the mark scheme to decide on what Level you would place Response 1 and Response 2 in.

pp. 2-6

Responses

Response 1

Level 3 – 5 marks

Two similarities shown. A lack of specific knowledge in paragraph 1.

Response 2

Level 4 – 8 marks

Two developed points with some complex explanation in the final paragraph.

2 A/B– Power and the People

Explain two ways in which the dispute between the barons and King John and the Pilgrimage of Grace were similar.

Use the mark scheme to decide on what Level you would place Response 1 and Response 2 in.

pp. 2-6

There were a range of approaches. One was to look at it in terms of causes and consequences. Another approach was to use the factors and discuss similarities in terms of economy or religion for example. Both these worked effectively. Important understanding that secured reward at Level 3 and 4 was often displayed in answers which selected examples of impact at the time such as both events resulting in failure – King John ignored Magna Carta and the Pilgrimage led to Henry VIII effectively speeding up the Reformation and the closing of the monasteries. – Report on the exams

1 B/B – Conflict and Tension – Inter War Years

Write an account of the problems facing the peacemakers in 1919.

Use the mark scheme to decide on what Level you would place Response 3 and Response 4 in.

pp. 6 – 10

Responses

Response 3

Level 2 – 4 marks

A narrative account that just ‘tells a story’. Does not answer the question about ‘problems’.

Response 4

Level 4 – 8 marks

Two developed points with links to question.

1 B/B – Conflict and Tension – Inter War Years

Write an account of the problems facing the peacemakers in 1919.

Use the mark scheme to decide on what Level you would place Response 3 and Response 4 in.

pp. 7 - 11

The most frequent response was to argue that these objectives were inherently incompatible and that the difficulties of trying to find compromises were compounded by the pressure to reach decisions quickly. The strongest answers included in their accounts the way in which the Treaty was received by the home nations of the peacemakers. These answers explained how a subsequent problem was the universal dissatisfaction with the terms of the peace treaty.

To access Level 4 students must give two explicitly explained points. – Report on the Exams

A03 Responses

A03: responses at level 3

At level 3...

for the 8 mark utility question, show developed evaluation of either content or provenance somewhere in the response

for the 12 mark utility question, as above but both sources will be addressed in the answer

A03: responses at level 4

At level 4...

for the 8 mark utility question, show developed evaluation of both content and provenance somewhere in the response

for the 12 mark utility question, as above but both sources will be addressed in the answer

1 B/B – Conflict and Tension – Inter War Years

How useful are sources B and C...?

Use the sources and mark scheme to decide on what Level you would place Response 5 and Response 6 in.

pp. 11-17

Responses

Response 5

Level 3 – 8 marks

B – L1P and inferences. L2K used to give the bigger picture of B.

C – Good L3K on Manchuria. Related back to the source and question.

Response 6

Level 4 – 10 marks

B – develops from L1P comments to L3P by addressing the issue of audience, motive & date.

C- L2P & L3K all related to the source.

1 B/B – Conflict and Tension – Inter War Years

How useful are sources B and C...?

Use the sources and mark scheme to decide on what Level you would place Response 5 and Response 6 in.

pp. 12-18

In Level 4 answers there was evidence of complex level thinking that considered the sources as a pair and concluded, for example, that they provided an historian with a long-term perspective on the lifetime of the League of Nations. Some students showed perception in suggesting that Source B provided evidence of the aims and ideals from the time of the League's creation whereas Source C reflected how opinions had changed based on how the League had performed over time.

-Report on the Exam

2 A/B – Power and the People

How useful is Source A to an historian studying protest about the vote in the 19th century?

Use the source and mark scheme to decide on what Level you would place Response 7 and Response 8 in.

pp. 18-23

Responses

Response 7

Level 3 – 6 marks

Good knowledge shown. No provenance discussed.

Response 8

Level 4 – 8 marks

**Context and provenance shown.
Broader reference made to the 6 Acts
and the French Revolution.**

2 A/B – Power and the People

How useful is Source A to an historian studying protest about the vote in the 19th century?

Use the source and mark scheme to decide on what Level you would place Response 7 and Response 8 in.

pp. 18-23

Students often commented on the contrasting nature of the crowd, observing that they were dressed in their Sunday best and that many were women and children hence emphasising the peaceful intentions of the protesters. More able students demonstrated knowledge of the subsequent Six Acts and made links with government fear of revolution. Students dismissing the source for not being useful were fewer than in previous years.

A04 Responses

A04: responses at level 3

At level 3...

for the Paper 1 convincing question, write about both interpretations and show developed evaluation somewhere in the response

for the Paper 2 convincing question, write about more than one point and show developed evaluation somewhere in the response

A04: responses at level 4

At level 4...

for the Paper 1 convincing question, show developed evaluation of both interpretations and come to a supported judgement somewhere in the response.

for the Paper 2 convincing question, show developed evaluation of more than one point with a supported judgement somewhere in the response

2 B/C – Elizabeth England

How convincing is Interpretation A about Essex's rebellion?

Use the source and mark scheme to decide on what Level you would place Response 9 and Response 10 in.

pp. 24-29

Responses

Response 9

Level 3 – 5 marks

Developed evaluation of the interpretation based on contextual understanding.

Response 10

Level 4 – 8 marks

Complex evaluation with links to contextual knowledge and reference to interpretation.

2 B/C – Elizabeth England

How convincing is Interpretation A about Essex's rebellion?

Use the source and mark scheme to decide on what Level you would place Response 9 and Response 10 in.

pp. 24-29

By Level 4 knowledge and quotation was used with the clear purpose of arriving at a judgement about how convincing the interpretation was about Essex's rebellion. This moved beyond an assertive sentence along the lines of '...and so the interpretation is convincing' but the response worked as a sustained judgement across two or more aspects of the interpretation. At this level, many students referred to Essex's role in Ireland and impressively explained how this affected the relationship with Elizabeth and the extent to which the extract was convincing.

Support

Resources – Updated Schemes of Work

Updated schemes of work for all the British depth studies to reflect the 2025 specified sites will be released near the end of the autumn term, but if you require any help planning these lessons in the meantime, please do not hesitate to contact us.

Reminder! The specifications remain unchanged and it's worth remembering that the schemes of work are not prescriptive, but are only suggestions about ways of teaching the specified content.

Period studies:

1AA America, 1840—1895

1AB Germany, 1890—1945

1AC Russia, 1894—1945

1AD America, 1920—1973

Wider World Depth Studies

1BE Conflict and tension in the Gulf and Afghanistan, 1990-2009

Thematic Studies

2AA Health and the People, c1000 to present day

2AC Migration, empires and the people c790 to the present day

Upcoming Events

Events can be
booked on this
webpage

Date	Qualification	Component
Wednesday 18 th Oct	A Level	NEA (Comp3)
Friday 20 th Oct	A Level	NEA (Comp3)
Tuesday 7 th Nov	GCSE	Paper 2
Tuesday 14 th Nov	GCSE	Paper 2
Tuesday 28 th Nov	GCSE	Paper 1
Wednesday 29 th Nov	A Level	Component 1 (Breadth studies)
Thursday 30 th Nov	GCSE	Paper 1
Wednesday 6 th Dec	A Level	Component 2 (Depth studies)

8.11.23 – A Level Curriculum Connect – NEA

22.11.23 – GCSE Curriculum Connect – Historic Environment

5.12.23 – A Level Curriculum Connect – Examined Components

14.12.23 – GCSE Curriculum Connect – Thematic Study

Get in touch

Our friendly team will be happy to support you between 8am and 4pm, Monday to Friday.

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