

Supporting your child to succeed in GCSE History

Presenter: Emily Oakes

Meridian Trust Director of History



Learning outcomes

- What course is my child studying?
- What are the history exams like?
- What resources are available to support my child?



What course is my child studying?

History GCSE

edexcel 



3 papers

- Paper 1 (Thematic Study + Historic Environment)

1 hour 15 minutes (30%)

- Paper 2 (Period study and British Depth Study)

1 hour 45 minutes (40%)

- Paper 3 (Modern Depth Study)

1 hour 20 minutes (30%)



<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.htm>

What course is my child studying?

Paper 1 – Thematic Study + Study of the Historic Environment

- Medicine in Britain c1250–present **and** The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

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What course is my child studying?

Your child will be examined on both the British Depth Study and the Period Study options in Paper 2 as the paper is divided into 2 sections

Paper 2 – British Depth Study

Your child will be studying **one** of the following 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.

Paper 2 – Period Study

Your child will be studying **one** of the following options:

- The American West, c1835–c1895
- Superpower relations and the Cold War, 1941–91



What course is my child studying?

Paper 3 – Modern Depth Study

Your child will be studying **one** of the following options:

- Weimar and Nazi Germany, 1918–39
- The USA, 1954–75: conflict at home and abroad

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What course is my child studying?

History Paper 1 (Section A) – Historic Environment (10%)

- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- Knowledge, selection and use of sources for historical enquiries

History Paper 1 (Section B) – Medicine in Britain (20%)

Causes, prevention, treatment and case studies of:

- c1250–c1500: Medicine in medieval England
- c1500–c1700: The Medical Renaissance in England
- c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain
- c1900–present: Medicine in modern Britain

History Paper 2 (booklet P) – Period Study (20%)

- The American West, c1835–c1895 **OR**
- Superpower relations and the Cold War, 1941–91

History Paper 2 (booklet B) – British Depth Study (20%)

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

History Paper 3 – Modern Depth Study (30%)

- Weimar and Nazi Germany, 1918–39 **OR**
- The USA, 1954–75: conflict at home and abroad

Find the complete specification with all the topic content here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>



What are the history exams like?

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

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



What are the history exams like?

Please check the examination details below before entering your candidate information

Candidate surname	Other names
Pearson Edexcel	Centre Number
GCSE (9–1)	Candidate Number
Sample assessment materials for first teaching	
September 2016	
Time: 1 hour 15 minutes	Paper Reference 1HI0/11
History	
Paper 1: Thematic study and historic environment	
Option 11: Medicine in Britain, c1250–present <i>and</i> The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	
You must have:	Total Marks
Sources Booklet (enclosed)	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

SECTION A

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Answer Questions 1 and 2.

- 1 Describe **two** features of the support trench system on the Western Front.

Feature 1

Feature 2



(Total for Question 1 = 4 marks)

What are the history exams like?

Paper 1 Section A: historic environment (WW1 Trenches)

students answer one question requiring them to describe features (**AO1**) and a two-part question targeting **AO3** (analyse, evaluate and use sources). Question 2 uses two contemporary sources; one of them may be visual, but at least one will be written.

- Question 1: students describe features (**AO1 4 marks**)
- Question 2 (a): students assess the usefulness of two sources for a specified enquiry, making use of their knowledge of the historical context (**AO3 8 marks**)
- Question 2 (b): students suggest a follow-up area of investigation for the specified enquiry (**AO3 4 marks**)



What are the history exams like?

Paper 1 Section B: thematic study (Medicine)

Students answer three questions for the thematic study: Question 3, Question 4 and either Question 5 or Question 6. These focus on **AO1 and AO2**

- Question 3: this focuses on similarity or difference over time. Questions will cross sections and will normally span at least a century (and may span much longer periods). **4 Marks**
- Question 4: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued). Questions will normally span at least a century and may span much longer periods. **12 Marks**
- Questions 5/6: requires a judgement and may focus any of the following: the *nature* or *extent* of change (similarity/difference or change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence). Questions will normally span at least two centuries and may span much longer periods. **16 Marks + 4 SPAG Marks**



What are the history exams like?

Paper 2 Booklet P: Period Study

Students answer 3 questions for the Period Study

- 1: this is compulsory and targets AO2. It focuses on consequences (**8 Marks**)
- 2: this is compulsory and targets AO1/AO2. It focuses on causation. (**8 Marks**)
- 3: students must explain two of the three stimulus points. These target AO1/AO2. It focuses on significance. (**16 Marks**)



What are the history exams like?

Paper 2 Booklet B: British Depth Study

Students answer three questions for the British Depth Study.

- 1(a): this is compulsory and targets AO1. It focuses on describing features (**4 Marks**)
- 1(b): this is compulsory and targets AO1/AO2. It focuses on causation (**12 Marks**)
- 1(c): students have a choice of two questions. These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence (**16 Marks**)



What are the history exams like?

Paper 3: Modern Depth Study

In the modern depth study, students will be assessed on all four Assessment Objectives. The questions may relate to any content specified in the four Key topic areas. Students answer three questions; question 3 is divided into four parts.

- Question 1: targets AO3 and requires students to make inferences from one source (**4 Marks**)
- Question 2: targets AO1/AO2 and focuses on explanation of causation (**12 Marks**)
- Question 3(a): targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context (**8 Marks**)
- Question 3(b): targets AO4 and uses two written interpretations taken from secondary sources. Students explain how the two interpretations differ (**4 Marks**)
- Question 3(c): targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ. They may use the contemporary sources provided for Question 3(a) to help them answer this question (**4 Marks**)
- Question 3(d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one interpretation, making use of the other interpretation and their knowledge of the historical context (**20 Marks + 4 SPAG Marks**)



What resources are available to support my child?

- The exam specification or syllabus
- Outlines everything that your child will have been taught and that they need to revise for the exam
- Your child will only get exam questions on the content outlined in the specification
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

**Option 11: Medicine in Britain, c1250–present
and
The British sector of the Western Front,
1914–18: injuries, treatment and the trenches**

Medicine in Britain, c1250–present

The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1250–c1500: Medicine in medieval England

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.
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.
3 Case study	• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.



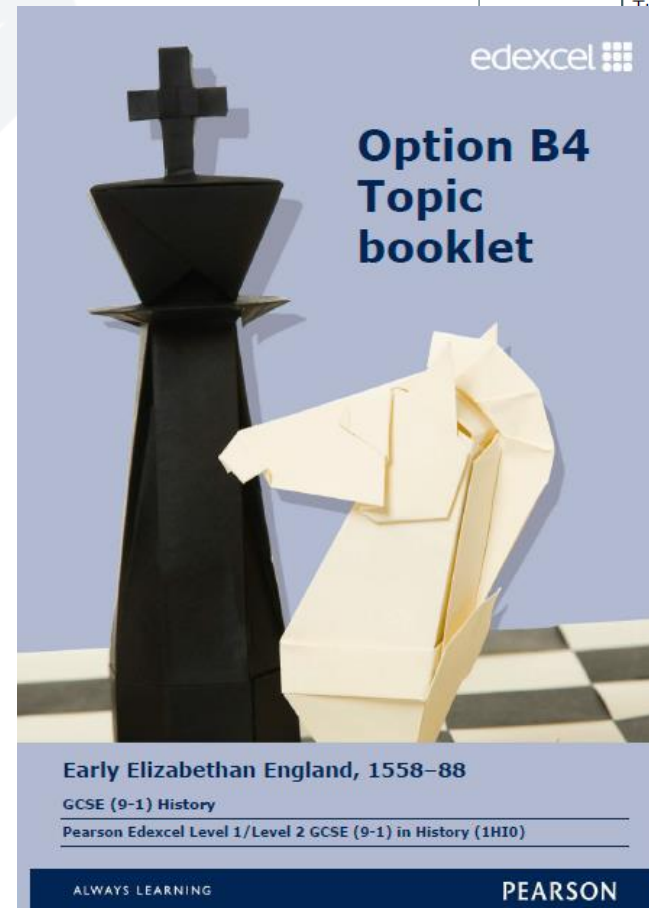
What resources are available to support my child?

- Topic booklets
- Available for every unit option
- Overview of assessment, content, timelines, key words, list of resources available for students
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016/coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

3. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1533	Birth of Elizabeth to Henry VIII and Anne Boleyn
1558	Elizabeth accedes to the throne on the death of her sister, Mary Tudor
	Elizabethan religious settlement: the Acts of Supremacy and Uniformity
	Mary, Queen of Scots flees to England
	Plot of the Northern Earls aims at placing Mary, Queen of Scots on the throne
	Pope Pius V excommunicates Elizabeth from the Catholic Church, declaring her deposed from the throne
	Ridolfi Plot, the second major Catholic threat to Elizabeth
	Act for the Punishment of Vagabonds establishes harsh punishment of offenders
	Act for Setting the Poor to Work displays a more enlightened attitude towards poverty
	Columbus begins his circumnavigation of the globe (the expedition takes three years)
	Throckmorton Plot, a further Catholic plot against Elizabeth
	Granting of a patent to Raleigh to colonise Virginia
	War begins between England and Spain



What resources are available to support my child?

- Edexcel produced exam walk through videos
- Currently available for Paper 1
- New videos on Paper 2 and 3 will be available after the Easter break
- You can find links to the resources here:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016/coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials>



Resources

Student support **NEW**

 **GCSE History student walkthroughs** **NEW**
A series of five recordings to help prepare students for the summer 2024 exam series - created in collaboration with Harris Federation
| PDF 310.1 KB | 26 March 2024

Teaching and learning materials

 YouTube ^{GB} Search

GCSE History

Student walkthroughs, in collaboration with Harris Federation

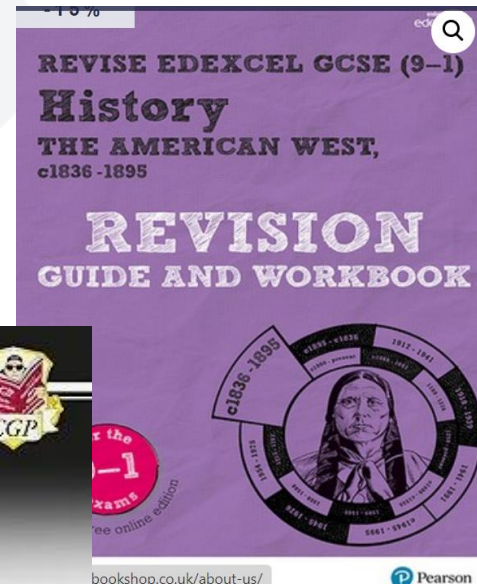
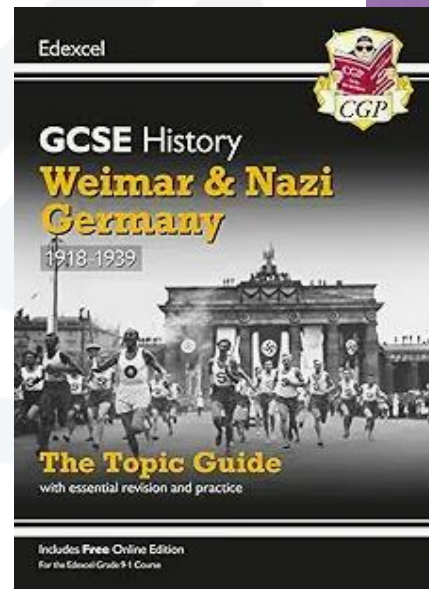
Paper 1: historic environment

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Edexcel GCSE History Summer 2024 Student Walkthrough Part 1: Paper 1 Section A Historic Environment

What resources are available to support my child?

- Student notes
- School produced resources
- Knowledge boosters (Edexcel)
- Tassomai
- CGP/Pearson Revision books



Medicine in Britain c1250–present

Key topic 3: c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain > Ideas about the cause of disease and illness

Continuity and change in explanations of the cause of disease and illness

Eighteenth- and nineteenth-century Britain

1. Which time period represents eighteenth- and nineteenth-century Britain? Tick (✓) the correct answer.

- | | | | |
|----------------|--------------------------|------------------|--------------------------|
| A. c1250–c1500 | ☐ | B. c1500–c1700 | ☐ |
| C. c1700–c1900 | ☐ | D. c1900–present | ☐ |

2. Draw lines to match the centuries to the dates.

A. Seventeenth century	i. 1901–2000
B. Eighteenth century	ii. 1701–1800
C. Nineteenth century	iii. 1601–1700
D. Twentieth century	iv. 1801–1900

3. In this period, more people recognised the need for better explanations of the cause of disease. Which type of explanations were they looking for? Tick (✓) the correct answer.

- | | | | |
|---------------|--------------------------|-----------------|--------------------------|
| A. Religious | ☐ | B. Supernatural | ☐ |
| C. Scientific | ☐ | D. Traditional | ☐ |

4. Which area of knowledge benefitted from changing social attitudes?

Explanations of the cause of disease and illness

5. Decide which statements about explanations of the cause of disease in eighteenth-century Britain are true and which are false. Circle your answers.

- | | | |
|---|------|-------|
| A. There were many new ideas about the cause of disease. | True | False |
| B. Some scientists thought that germs were produced by decaying matter. | True | False |
| C. Miasma was no longer thought to cause disease. | True | False |

6. In the early eighteenth century, some scientists developed a theory that decaying matter produced germs. What is decaying matter?

7. What name was given to this theory?

What resources are available to support my child?

- Free online resources:
- Tassomai and Seneca
- BBC Bitesize
- Youtube – particularly exam/walkthrough videos e.g. The History Teacher, Mr Evans
- Examiner (currently free for Paper 1)
https://classroom42.com/edexcel-digital-resources/?tab=examquestions&utm_source=sendfox&utm_medium=email&utm_campaign=examinator-ai-marking
- For all online resources ensure your child is looking at Pearson Edexcel History 9-1 GCSE resources!



YouTube GB

Edexcel GCSE History exam walkthrough

SECTION A
Answer both questions.

Study Source A below and then answer Question 1.

Source A: From Hitler and I, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'

'Before we gain it, I replied firmly, let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'

Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

INFER – TO MAKE A GUESS BASED ON FACTS AND OBSERVATIONS

Give two things you can infer from Source A about Hitler's leadership of the Nazi Party. Complete the table below to explain your answer.

What I can infer:	Details in the source that tell me this:

Want two things from you 1 is the inference you have made and 2 is where you got that inference. (Total for Question 1 = 4 marks)

Paper 3 Question 1; Weimar and Nazi Germany

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EXAMINATOR
Edexcel GCSE History

EXAMINATION: THE MEDICAL overview - Edexcel

The thematic study of Medicine in Britain, c.1250-present spans almost 1,000 years. Understanding the period's chronology and knowing some key themes is essential to understanding patterns of change and continuity. These patterns and factors that contributed to medical progress over time can each be observed and analysed.

1250 to the present

 Medicine in medieval England, c.1250-c.1500 - Edexcel Medicine in medieval England was based on religious, supernatural and rational ideas. The Church held great power over the practice of medicine. This was clear in the case of the Black Death, which reached Britain in 1348.	 The medical Renaissance in England, c.1500-c.1700 - Edexcel Medicine in Renaissance England changed little in terms of everyday practice. However, the development of science, new learning and new technology led to new ideas about the human body.	 Medicine in 18th- and 19th-century Britain, c.1700-c.1900 - Edexcel Medicine in 18th- and 19th-century Britain saw great change, especially following the publication of Louis Pasteur's germ theory. This led to significant changes in surgery and better prevention of disease in the late 19th century.
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SECTION A

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Answer Questions 1 and 2.

1 Describe **two** features of the support trench system on the Western Front.

Feature 1

DO NOT WRITE IN THIS AREA

Fe

The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Question	
1	Describe two features of the support trench system on the Western Front. Target: knowledge of key features and characteristics of the period. AO1: 4 marks.

Marking instructions

Award 1 mark for each valid feature identified up to a maximum of two features. The second mark should be awarded for supporting information.

e.g.

- *The support trenches were a few hundred yards behind the front line (1). They provided additional supplies and men in case of attack (1).*
- *Support trenches were safer than the front line (1). Support trenches were rarely targeted by enemy snipers (1).*
- *Support trenches were often in better condition than the front line (1). They were less likely to have been hit by artillery (1).*

Accept other appropriate features and supporting information.

What next?

For more help and support please contact your child's History teacher in the first instance.

