



Pearson

Edexcel GCSE (9-1) History

PiXL conference
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Paper 1 assessment: Historic environment

	Question description	Example question stem	AO and marks
1	Description of features	Describe two features of ... (also P2 4/5a)	AO1 4 marks
2a	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into ...? (also P3, Q2)	AO3 8 marks
2b	Framing historical questions	How could you follow up Source [A/B] to find out more about ...?	AO3 4 marks

Features

- What makes something distinctive, memorable?
- Describe two features of e.g. your holiday; this classroom; history lessons, etc
- Target AO1 only; MS is points based
- Relates to place, or to crime/ medicine/ warfare in the place

e.g. 'Describe **two** features of accommodation for the poorer people in the Whitechapel area.

Each feature with two pieces of related information for full marks

There were many slum houses (1). They had little ventilation (1)

Lodging houses were common (1). These were temporary residences for those without a permanent home (1).

Evaluation of utility

Visual or written source contemporary to the period

- What **can** the source content provide for the enquiry? What does it say and suggest to us?
- Noting absence of information from the source is seldom helpful, unless it appears to be deliberate omission of what might be expected – no source can include everything.
- What strengthens or weakens the contribution of this content?
- Utility of content taking into account provenance and using context.
- The mark scheme rewards the use of valid criteria in evaluation.

e.g. contextual knowledge can be used to confirm or challenge accuracy or comment on typicality; provenance can indicate authority of the evidence or reasons to doubt it.

How could you follow up... to find out more about...

Four part, short-answer question. Points based markscheme

1. Selected detail (1)
2. Linked question (relevant to finding out more about...) (1)
3. Example of source type –with some specificity e.g. ‘ *Army medical records about how blood was stored and made available to the hospitals.* (1)
4. Rationale – how this might help answer – linked back to 2 (1)

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... + two stimulus points (also in P2 q4/5b, P3 q2	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. + two stimulus points (also in P2 q 4/5c	AO1 + AO2 16 marks + 4 SPaG

Explain one way in which ... was similar to/different from

Comparisons explicit for Level two:

e.g. both, and, also, in the same way;

.... whereas, however, but,

During the Crimean War there was a delay in the news reaching Britain **but** during the Iraq War coverage was almost immediate.

Explain why

Stimulus may be ignored or used – no penalty for omitting it.

Three aspects of content are needed for the highest marks in levels 2 and 3 and for entry to level 4 which requires ‘wide-ranging knowledge’.

Introductions and conclusions are not required, so their absence will not preclude the award of full marks

How far do you agree...

Three aspects of content are needed for the highest marks in levels 2 and 3 and for entry to level 4 which requires 'wide-ranging knowledge'.

Needs a 'on the one hand / on the other hand' approach – for and against the statement

Requires a judgment: the answer needs a conclusion or a clear and supported judgment elsewhere in the work.

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 aspects of more than one level.

Additionally, marking instructions are given to guide judgements and apply ceilings as necessary.

The AO1 and 2 descriptors are the same for two strands of the 12 and 16-mark questions. The 16-mark questions require a judgment and the markscheme has a third strand and an additional mark in each level.

4. Assessment guidance

7–9	<ul style="list-style-type: none"> 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. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	3	<ul style="list-style-type: none"> 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. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>	9–12
10–12	<ul style="list-style-type: none"> 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. [AO2] 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. [AO1] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>	4	<ul style="list-style-type: none"> 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. [AO2] 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. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>	13–16

Criteria for judgment

Answers often assert something was 'more important'.
Students should add the justification for their opinion -
what makes something the most important reason / most important
consequence?

Most important consequence: e.g. – affected more people; was more
long-lasting; led to other important developments

Students could gain confidence in this aspect by giving criteria for everyday
judgments: what makes xxx the best: film, TV programme, place to visit, etc?

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)

Explain two consequences of ...

Each marked out of 4

e.g. Explain **two** consequences of the Fort Laramie Treaty (1851)

Analysis and explanation with specific information explicitly linked to outcome for level two: led to, therefore, developed, etc

It **allowed** roads and houses to be built ..., which **meant that** the Native Indian lifestyle was **undermined**...

Write a narrative account analysing...

A narrative has a beginning, middle and end. The mark schemes look for:

- selection of information,
- clear sequencing 'leading to an outcome'
- analysis of linkage between events.

The indicative content reflects processes and outcomes, for example:
increased tension...; brought about a...; placed pressure on...; forced to...

Stimulus material prompts the inclusion of some events/ developments, but can be ignored.

Narrative planning might usefully take the form of a flowchart with linkage.

Explain the importance of ... for...

Each 'importance' marked separately – 2x8

Level three requires analysis of importance **for** xxx, showing good knowledge and understanding

Indicative content uses the language that reflects understanding of impact, significance – 'what difference did it make?'

It showed...; it reinforced...; it highlighted...; signalled a willingness; was the beginning of...

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 ... (also P1 q1)	AO1 4 marks
4/5b	Explanation of causation	Explain why ... + two stimulus points (also P1 q4, P3 q2)	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. + two stimulus points (also P1 q5/6)	AO1 + AO2 16 marks

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 ... + two stimulus points	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)

Give two things you can infer from source A about

for example

... about civil rights for black Americans in the 1950s.

Short-answer, points-based mark scheme.

1 mark for each valid inference. The second mark for supporting detail selected from the source.

Detail can be a paraphrase, selected phrase or description of content. For example:

Segregation was a way of life for black Americans (1). Many aspects of ordinary life are shown to be separate - transport, entertainment, dining (1).

WE DESERVE EQUALITY



BOYCOTT INJUSTICE! BOYCOTT THE BUS TODAY!

What is the main difference between the views?

One difference required, showing analysis of, for example:

- Content focus
- Tone
- Emphasis

With supporting detail from **both** the extracts.

For example:

A main difference is Interpretation 1 **emphasises** the growth and extent of opposition to US involvement in the war **by mentioning** the impact of the Tet Offensive. Interpretation 2, **on the other hand, emphasises** the enthusiastic support that there was for the war **due to the concern about the spread of communism.**

Suggest one reason why Interpretations 1 and 2 give different views about...

‘You may use Sources B and C to help explain your answer.’

Use of Sources B and C is not required, but they scaffold a response that understands that the evidence historians use points in different directions.

The indicative content gives example of reasons, supported from the extracts:

- The interpretations may differ because they have given weight to different sources...
- The interpretations may differ because they are partial extracts, (i.e. dealing with differing aspects)...
- They may differ because the authors have different emphases...

Other reasons are possible e.g. focus on overview/ depth; political or economic effects, etc

Historiography and knowledge of schools of thought are **not** required

How far do you agree with Interpretation...

3(d) is marked for AO4 using a four-level mark scheme. Progression is traced in three strands:

- the quality of the judgement based on reasoning
- the analysis of the provided material
- the deployment of knowledge of the historical context to support the application of criteria.

Level four 13-16

Answer provides an explained evaluation, **reviewing the alternative views** in coming to a substantiated judgement.

Precise **analysis of the interpretations** is shown, indicating how the differences of view are conveyed and **deploying this material** to support the evaluation.

Relevant contextual knowledge is **precisely selected** to support the evaluation.

An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.

Key features of strong responses

- Using both interpretations
- Identifying material for and against the view
- Using contextual knowledge to expand points or add new ones not in the extracts.
- Reaching a judgment – ‘how far do you agree...’ and justifying.

Skills of organisation and argument have much in common with 16-mark questions in papers 1 and 2

3d answers must make full use of the two interpretations – the target here is AO4, not AO1 and 2.

Support

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For more information, please contact Subject Advisors, subjects pages/communities and Ask the Expert.

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