

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

AO1 35%	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	= knowledge of content
AO2 35%	Explain and analyse historical events and periods studied using second-order historical concepts*.	= giving reasons
AO3 15%	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	= source skills/ evaluate sources
AO4 15%	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	= conclusions on different ways of seeing the past

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

Exam Papers and Assessment Objectives and course information

Paper 1	Paper 2	Paper 3
Weighting 30% Total Mark: 52 Exam time: 1h 15	Weighting 40% Total Marks: 64 Exam time: 1h 45	Weighting 30% Total Marks: 52 Exam time: 1h 20
Section A Historic Environment: “The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.	Section A Period Study: The American West c1835-c1895	Section A Modern Depth Study: Weimar & Nazi Germany 1918-1939
16 marks <u>3 questions.</u> Question 1: AO1 Question 2a: AO3 Question 2b: AO3	32 marks <u>3 questions.</u> Question 1: AO1/AO2 Question 2: AO1/AO2 Question 3: AO1/AO2	16 marks <u>2 questions.</u> Question 1: AO3 Question 2: AO1/AO2
Section B Thematic Study: Medicine in Britain, c1250-Present	Section B British Depth Study: Anglo-Saxon and Norman England, c1060-88	Section B Modern Depth Study: Weimar & Nazi Germany 1918-1939 Case Study
32 marks & 4 SPaG marks <u>3 questions.</u> Question 4: AO1/AO2 Question 5: AO1/AO2 Question 6: AO1/AO2	32 marks <u>3 questions.</u> Question 1: AO1/AO2 Question 2: AO1/AO2 Question 3: AO1/AO2	32 marks & 4 SPaG marks. <u>4 questions.</u> Question 3a: AO3 Question 3b: AO4 Question 3c: AO4 Question 3d: AO4

Command words

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Characteristics = features or qualities that separate time periods

Explain / explanation = give reasons

Analysis/ analyse = explore through establishing similarities/differences and/or links between points/evidence

Evaluate = weigh up the different arguments and reach a supported conclusion

Interpretation = a way of viewing the past

Nature (of a source) = what type of source is it?

Origin (of a source) = When, where and who produced the source?

Purpose (of a source) = Why was the source made?

Contextual / context = wider knowledge from the time period in question, knowledge you know that is missing from sources or is related to the topic

Judgement = to reach a conclusion

Factor = a driving force behind change or continuity e.g. religion, technology, science, individuals and war

*see back of student planner for more common words

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Grade descriptor		AO1: knowledge & understanding	AO2: explanation & analysis	AO3: source skills/evaluate sources	AO4: conclusions on different ways of seeing the past
	<p>1</p> <p>Weak/ poorly organised/ inaccurate</p>	Demonstrates little knowledge of key features. Gives 1-2 accurate points and relevant information of the required features.	Applies simple or generalised comment on key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. No or simple reason given, lacking development and organisation. No judgement. Written narratives are simple and, lacking structure.	Offers a simple judgement on utility (usefulness) supported by a comment. Offers limited contextual knowledge. Selects a detail to form a follow up enquiry. Considers how a range of sources can help an enquiry. Can make some acceptable inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility (usefulness).	May copy from sources or focus on surface detail. Simple explanation for differences in interpretations. Generalised contextual (wider) knowledge is sometimes used alongside the interpretation and limited evaluation.
	<p>2</p> <p>Isolated elements/ generic</p>	Demonstrates little knowledge of key features. Gives a few accurate points and relevant information of the required features.	Applies simple or generalised comment on key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Simple or generalised answers which lack development and organisation. No judgement. Written narratives are simple or generalised, lacking structure.	Offers a simple judgement on utility (usefulness) supported by a comment. Offers limited contextual knowledge. Selects a detail to form a follow up enquiry. Considers how a range of sources can help an enquiry with an attempt to form a question an enquiry. Can make some acceptable inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offers limited and simple explanation for differences in interpretations. Generalised contextual (wider) knowledge is sometimes used alongside the interpretation and limited evaluation.
<p>Will consistently score level 2/ level 3 in all exam type questions</p>	<p>3</p> <p>Limited/ some/ generally</p>	Demonstrates some knowledge of key features. Gives a few accurate points and relevant information of the required features.	Applies analysis (compares similarities, differences, establish links) to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Some organisation, but not well explained continuously. Overall judgement is given but not well supported or explained. Written narratives are simple or generalised, lacking structure.	Offers a simple judgement on utility supported by some comments. Offers some contextual (wider) knowledge beyond the sources. Selects a detail to form a follow up enquiry and attempt to form appropriate questions for an enquiry. Considers how a range of sources can help an enquiry. Can make some valid inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offers some analysis (similarities/differences) of interpretations. Provides reasons for differences in interpretations, this may simplistic. Some relevant contextual knowledge is linked to some evaluation. An overall judgement is given but not explained continuously and not well supported.

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Grade descriptor		AO1: knowledge & understanding	AO2: explanation & analysis	AO3: source skills/evaluate sources	AO4: conclusions on different ways of seeing the past
	4 Adequate but under-developed	Demonstrates some knowledge of key features. Gives 3-4 points of accurate and relevant information of the required features.	Applies analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Shows a generally continuous line of reasoning, although organisation may be limited. Overall judgement is made but justification is not well supported. Written narratives are mostly well organised, there is some attempt at a clear structure but this is not consistent.	Offers a judgement on source usefulness with some supporting comments. Limited analysis is shown. Contextual knowledge is used for support. Selects a relevant detail to form a follow up enquiry. Can identify appropriate sources to explore for a follow up question. Students can make some valid supported inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offers some analysis of interpretations and their key differences. Provides reasons for differences in interpretations. Some relevant contextual knowledge is linked to some evaluation. An overall judgement is given but isn't well supported.
	5 Some good aspects, Some sustained	Demonstrates some knowledge of key features. Gives a range of accurate and relevant information of the required features.	Applies effective analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Shows a generally continuous line of reasoning, although organisation can be limited. Overall judgement is given with some justification. Written narratives are mostly well organised and there is some attempt at a clear structure but this is not consistent.	Offers a judgement on source usefulness based on developed comments. Some analysis is shown. Contextual knowledge is used for support. Selects a relevant detail to form a follow up enquiry. Can identify appropriate sources to explore follow up question. Students can make some valid inferences from a source, occasionally with support. Some understanding of how provenance (nature, origin, purpose) affects source utility.	Some reasonable analysis of interpretations and their key differences. Valid reasons for differences in interpretations are given. Relevant contextual knowledge is used. An overall judgement is given with some justification.
	6 Mostly good, mostly sustained	Demonstrates good knowledge of key features. Accurate and relevant information of the required features with an attempt to directly focus on the question. Shows a generally continuous line of reasoning.	Applies effective analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Overall judgement is given with some justification. Written narratives are well organised and clearly sequenced with a logical structure.	Offers a judgement on source utility based on developed comment. Some analysis is shown. Contextual knowledge is used for support. Selects a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources to explore follow up question. Students can make several supported inferences from a source. Some understanding of how provenance (nature, origin, purpose) affects source utility.	Offers good analysis of interpretations and their key differences. Valid reasons for differences in interpretations. Relevant contextual knowledge is used. An overall judgement is given with some justification.

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7	Securely Sustained and supported	Demonstrates secure knowledge of key features. A range of information beyond the stimulus points are well selected to address the question directly.	Applies thorough analysis (links) to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Shows clear and logical reasoning. Overall judgement is justified with a range of reasons/evidence. Written narratives are well organised and clearly sequenced with a logical structure.	Offers a judgement on source utility with developed reasoning. Analyses sources with focus to support reasoning using contextual knowledge. Selects a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources and apply the source to the follow up question. Students can make several supported inferences from a source. Confident understanding of how provenance (nature, origin, purpose) affects source utility.	Confidently analyses interpretations and their key differences. Effectively supports reasons for differences in interpretations. Relevant contextual knowledge is selected to support the explanation. Overall judgement is justified and the line of reasoning is clear sustained and logically structured.
8	Very good Fully supported Fully justified	Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points is precisely selected to address the question directly.	Applies precise analysis (links) to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Shows consistent and logical reasoning. Overall judgement is well justified. Written narratives are well organised and clearly categorised with a logical structure.	Offers a judgement on source utility with developed reasoning. Analyses sources with focus to support reasoning. Uses contextual knowledge to develop this. Selects a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources and apply the source to the follow up question. Students can make several supported inferences from a source confidently and explain how provenance (nature, origin, purpose) affects source utility.	Confidently analyses interpretations and their key differences. Effectively supports reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is consistent and logically structured.
9	Excellent Comprehensive Extensive Balanced Variety Accurate Appropriate	Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points is precisely selected to address the question directly.	Applies precise and extensive analysis (links) to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Shows consistent and logical reasoning. Overall judgement is fully justified. Written narratives are well organised and clearly categorised with a logical structure.	Offers a judgement on source utility with developed reasoning. Analyses sources with focus and depth to support reasoning. Uses extensive contextual knowledge. Selects a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources and apply the source to the follow up question. Students can make several supported inferences from a source confidently and justify how provenance (nature, origin, purpose) affects source utility in an evaluative way.	Confidently analyses interpretations and their key differences. Effectively supports reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is consistent sustained and logically structured.

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SPAG (Spelling, punctuation and grammar)

<u>Performance</u>	<u>Mark</u>	<u>Descriptor</u>
No marks awarded	0	<ul style="list-style-type: none">- The student writes nothing- The student's response doesn't answer the question- The student's achievement in SPaG fails to reach the threshold level e.g. errors in SPaG severely hinder meaning
Threshold	1	<ul style="list-style-type: none">- The student spells and punctuates with reasonable accuracy- The student uses grammatical rules with some control of meaning and any errors do not significantly hinder meaning overall- The student uses a limited range of specialist terms as appropriate
Intermediate	2-3	<ul style="list-style-type: none">- The student spells and punctuates with considerable accuracy- The student uses grammatical rules with general control of meaning- The student uses a good range of specialist terms as appropriate
High	4	<ul style="list-style-type: none">- The student spells and punctuates with consistent accuracy- The student uses rules of grammar with effective control of meaning overall- The student uses a wide range of specialist terms as appropriate