

TNHA “Determined to be the best that we can be”

GCSE History

“Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times.” Niccolò Machiavelli

Specification: GCSE (9-1) Edexcel History

Specification available here from the Edexcel Pearson website:

https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/9781446925867_GCSE2016_L12_History_Web.pdf

Why study History?

History teaches the ability to be an independent and critical thinker. The ability to question and ask questions about events in the past is encouraged and an awareness of why people, events and developments have been given historical significance is promoted. Students are taught how to organise and communicate their historical knowledge and understanding in different forms in order to reach substantiated and reasoned conclusions. The study of history at The Nicholas Hamond Academy extends pupils pre-existing knowledge of local, regional, British and international history, within the context of the wide diversity of humanity’s experience.

Pupils begin their GCSE study in KS3, covering topics that will later be extended and expanded upon in KS4. Pupils begin their KS4 study in Year 9, but are given the option to continue when they choose their options later in the year; this allows pupils the freedom of well-informed choice, an integral part of what they will study in their GCSE.

Students will become experts in so-called ‘fingertip knowledge’ – that is, the facts, and details of selected events, but will also study and be assessed on so-called ‘second-order concepts’ to deepen their understanding of historical enquiry; such as change and continuity, causation, consequence, significance, similarity and difference.

Examination details:

The examination is split into three papers, all to be assessed at the end of Year 11:

- Paper 1: Thematic study and historic environment: Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches (30%).
- Paper 2: Period study and British depth study: Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941-91 (40%).
- Paper 3: Modern depth study: Weimar and Nazi Germany, 1918-39 (30%).

In order to encourage and further the revision and progress of our students, we offer both lunch time and after-school intervention sessions, to be run weekly by members of the History Department. These sessions centre on exam techniques and addressing misconceptions in exam content. In order to encourage attendance to these sessions we have an ‘Intervention Passport’ programme running which allows students to earn stamps and rewards for after-school intervention.

If you have any questions, please speak to a member of the Humanities Faculty, or alternatively, email me at s.nash@tnha.org.uk