

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past.

(QCA, KS3)

History in Schools – Present and Future Event report for the one-day conference hosted at the IHR on 28th February 2009.



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History in Schools – Present and future: Event report

This one day conference was organised by the sponsors to raise awareness of the changes in the 14-19 curriculum and initiate discussion on how history, taught from Key Stage 3 to HE level, could be best served and enhanced by the collective History community.

The discipline was widely supported at the event, with 37 delegates representing subject associations, HEIs, secondary schools and Ofsted: providing vigorous debate following each presentation, culminating in the round table discussion at the end of the day. The sequence of the talks reflected the progression of the study of history through school to HE level, and a focus soon emerged concerning the need to improve the level of dialogue between secondary school and HE teachers, not least to acknowledge the cyclical effects of teaching practice: good teaching, at all levels, benefits each stage of learning history, and we therefore all have a role to play.

Ben Walsh's (Historical Association) opening presentation offered a thought provoking insight and flavour of the 'History Classroom'. Beginning with a video clip (from the Teachers TV website) of a less-than inspired pupil in a history class, Ben addressed the key point of engagement: why does history matter? With reference to a QCA report by Terry Haydn on student perceptions of history¹, it was noted that in a survey of 1700 children, two thirds gave up history aged fourteen, even though half of those giving up liked the subject and rated their teachers well: the problem is relevance. School initiatives are generally driven by the idea that education has to be 'relevant', and academic subjects such as history are not perceived to be as relevant as maths or science. In asking a group of historians "... when was the last time you used Pythagoras? ...", Ben attacked the question of relevance head on: the study of history is not solely about the content, but getting students to think and engage with the world.

Key to engagement is the supply of good resources, and a number of useful, innovative suggestions were made, including archives at the cutting edge: the British Library's 'Turning the Pages' and podcasts on the National Archives website². In addition, the HE community with specialist and often local, knowledge has a place in providing relevant resources, and the positive links this would bring between schools and HEIs.

Ben's concluding thoughts reminded the conference to be watchful of trusting 21st century resources. Every student knows how to google information, but just

¹ This report can be found on the QCA website at: http://www.qca.org.uk/qca_6391.aspx

² The resources noted by Ben Walsh included: The British Library's Turning the Pages online books, (<http://www.bl.uk/onlinegallery/virtualbooks/index.html>), the National Archives podcast series (<http://www.nationalarchives.gov.uk/rss/podcasts.xml>), *Why History Matters*, John Tosh (Macmillan, 2008); History & Policy Unit (<http://www.historyandpolicy.org/>); History News Network (<http://hnn.us/>).

how aware are they of the value of sites and 'facts' disseminated through the portal?

Alf Wilkinson (Historical Association) gave the first of three talks looking at the stages of history study and examination in secondary schools. In introducing the changes at Key Stage 3, the new secondary curriculum, the considerations of history were set within the schools' whole curriculum design³. In some schools 'skills' are taught in year 7, followed by one hour of history in year 8, and GCSE options begin in year 9; it is possible for children to leave school having studied one year of history at secondary level.

We cannot ignore the cross-curriculum and skills dimensions that are driving policy on schools, so we need to embrace them. If we look closely at the 'initiatives' often developed within PSHE or Citizenship, the significant role history has to play can be highlighted: for example, creative and critical thinking is central to study in our discipline.

Alf went on to discuss the main changes and possibilities for History in the new curriculum: the emphasis on a themed framework rather than basic chronological approach; planning an improved balance between local, British, European and global history, as opposed to British-centred history. The old/existing topics can still be taught, but the new curriculum can allow for local needs to be built in: considering social, demographic needs in the area⁴.

The discussion period following these two presentations highlighted the interests and considerations of those in attendance. Questions and comments were raised about the need for subject knowledge update to be produced on an ongoing basis:

- the room for the translation of academic research into small interesting projects for secondary school teachers
- the need to recognise that a history teacher's knowledge will be rooted in what they learned in their undergraduate studies
- HEIs need to ensure a breadth of knowledge is covered in core undergraduate modules, to provide a suitable grounding for our next generation of teachers

Tim Lomas (Principal School Improvement Adviser with the CfBT) focused, in his talk and detailed handout⁵ on *GCSE History: A Millstone or an Opportunity?* However, the significance of relevance remained a strong theme. It was acknowledged that there are some instinctive criticisms and reactions to the History GCSE relating to the narrow curriculum, the belief that it is a difficult subject, the 'boring' formulaic approach to topics and the inadequacy of the

³ See appendix 1 for details on the considerations and changes in the new secondary curriculum, and the increased focus on skills.

⁴ See appendix 2 for further details.

⁵ See appendix 3 for the handout.

GCSE in relation to Key Stage 3 and A level; despite this, the take up of history for GCSE has remained very stable. The new curriculum beginning in September 2009 tries to address some of these issues:

- A source-based enquiry in outline or development study
- Controlled assessment will replace coursework which has been strongly criticised for its perceived bias to the middle class, and generic format
- 25% British content

The curriculum has catered well to the most able students, but is history becoming a niche subject in terms of student type? Is the GCSE relevant to less able students, who are dropping history as an option, but would none-the-less benefit from an increased knowledge of historical awareness? Tim highlighted the possibilities of including really innovative work in a discussion of the GCSE history pilot. 70 (recently increased to 100) centres are involved, and the key elements are linking the study of the past to contemporary international or local issues such as the study of a medieval period and vocational work (including heritage management and marketing); back to the argument about relevance.

A number of points were raised in response to Tim's talk, largely focusing on specific areas of historical study, which formed the basis for further discussion on the need for HE to engage with schools. Specifically, questions were asked about the decline in study of economic and local history at HE level, which now reflects in the lack of engagement and research in these areas in schools. It was also noted that FEIs do offer more opportunities to study local history, but FE students can find it more difficult to gain places on PGCE courses.

Barbara Hibbert (Harrogate Grammar School) followed with a purposeful commentary on history at A level, beginning with a detailed school perspective on the different study options available in the sixth form. Two main themes emerged in the presentation and discussion: exams and the most able students and resources for A levels.

We need to accept the fact that teachers and students are on a grade hunt, with A levels as a gateway to what students want to do next: the course of study taken (A level, Cambridge Pre-U or International Baccalaureate⁶) has to offer the student the best opportunity to gain the grades they need. Concern was expressed that top grades are being given by examiners for formulaic answers, rather than those revealing less prescribed thoughts, providing little incentive to develop new ideas at this stage. The acceleration drive in schools needs to be considered carefully: children may be attaining lower grades by taking exams early in a subject like history.

⁶ Please refer to the websites for the different exam boards for up-to-date curriculum outlines and details. A level boards: www.aqa.org.uk; www.edexcel.com; www.ocr.org.uk; www.wjec.co.uk. Cambridge pre-U - www.cie.org.uk, International Baccalaureate – www.ibo.org.

The range of textbooks and resources available was noted as a problem, and Barbara reiterated the point that school and HE partnerships, even indirectly, would be extremely beneficial. There are a number of websites⁷ which academics could contribute podcasts or short study guides to, aiding A level student access to more up-to-date, less stereo typed research. Articles and continuous prose designed for this age range would also enable more indepth subject understanding in advance of HE study as access to JSTOR, etc is prohibitively expensive for most schools.

Jerome Freeman (Qualifications & Curriculum Authority) gave a detailed update on the new diploma system being developed and the proposals for the Humanities and Social Sciences Diploma specifically⁸. The aim of the diploma is to give students the opportunity of a different learning experience, with the emphasis on applied learning, developing skills and applying knowledge; developed by a partnership of employers, HE, FE and subject associations. The diplomas 'lines of learning' have been divided into four overarching themes: the thematic approach is designed to give a coherent and positive experience of inter-disciplinarity. History will form part of the fourth phase diploma release, which has been developed to promote the study of academic subjects, but with a broader base. Jerome noted that there is still an opportunity to get involved in the development process: see <http://www.humanitiesdiploma.co.uk> for details.

At present the new qualification will run alongside the A level system but the long term practicability or desire by government to maintain both systems is unknown. This led into a discussion about the long term viability of the diploma, as the Conservative Party have stated that they will scrap it if they return to power. The conference generally felt that the HE community could and would work with the qualification, but there was uncertainty about the perception of the diploma by schools: may it effectively bridge the gap between vocational and academic study, or would it be seen as a lesser qualification? More information about the curriculum, when it is developed, will be viewed with interest.

Michael Maddison (HMI: Ofsted's Specialist Adviser for History) brought together the days interchanges in advance of the final round table discussion. We were reminded that the provision of history in schools is good and the subject is popular⁹: Ofsted figures confirm that the take up of history is stable, and the attainment of top grades in exams has improved¹⁰. There are good opportunities, but there are also worries and pressures:

- It is concerning that some schools are teaching less history at Key Stage 3 and a few only teach one hour of history in Year 8 or 9

⁷ University and discipline association websites: www.thehistoryfaculty.com (podcasts are invited by academics on key A level topics); <http://hots.modhist.ox.ac.uk>; www.schoolhistory.co.uk; The Prince's Teaching Institute includes podcasts for teaching - www.princes-ti.org.uk

⁸ See appendix 4 for Jerome's presentation slides.

⁹ This relates to the QCA reference noted on the cover of this report.

¹⁰ Please see appendix 5 for DCSF/Ofsted figures on GCSE entries figures, GCSE and A level grade percentages.

- It is concerning that there can be insufficient challenge for our most able students
- Some teachers have now come through the national curriculum system as students and are struggling to address a new curriculum
- A hesitancy to bring in more British Isles and local history topics at Key Stage 3
- What will the Primary Review have in store for the study of history?

Round table questions and observations centred on the following concerns:

- Gender balance: whilst figures are currently fairly even, there may be a move towards greater female uptake of history.
- Concern about the systemic penalisation of imaginative work in exams was discussed further, although it was acknowledged that quality and consistency from examiners is also important in a very pressurised situation.
- It was suggested that the Historical Association could provide resources/support for history provision in the diploma, particularly for non-specialist teachers, in CPD. It was noted that the Historical Association has asked for school statistics on specialist versus non-specialist teaching, and should have some information by April¹¹.
- The direct relationship between employability and history needs to be made more explicit through the education system, and addressing the skills agenda would be key in this.
- The help that HE can offer to schools was returned to: it was felt that the easiest and strongest links could be forged between HE and A level provision and that this could be backed up by the discipline associations.

The final two points in particular summed up much of the feeling on the day and was born out in the thoughtful feedback received post-event. The comprehensive, up-to-date curriculum information and direct communication with such a range of speakers and delegates were considered very positive outcomes. Future events to continue the dissemination of rapidly changing school/HE concerns was generally advocated, and the idea of providing geographically clustered events to help establish local links between schools and HEIs was raised a number of times. It was hoped that there would be more attendees from the HE community at future events.

There is much that we as part of the history community can still do, and feedback from the event reflects the desire to address the needs of students, but the final word should go to two students aged 12 and 16, as noted by Michael Maddison:

“History stops people believing rubbish”

“History has taught me to read between the lines”

¹¹ Please see the Historical Associations website in April for further details: <http://www.history.org.uk/>

Appendix 1



Futures agenda

Changes in society
Impact of technology
New understanding
about learning
Globalisation
Public policy



Current concerns

More space for personalisation
– challenge and support –
improved standards
Less prescription – more
innovation
Greater engagement and
participation
Securing essentials skills –
including wider skills for life
and work – personal
development

The new secondary curriculum

An opportunity for renewal



So what's changed?

- An increased focus on **whole curriculum design** underpinned by **Aims**
- Increased **flexibility** – less prescription but focus on key concepts and processes in subjects.
- More room for **personalisation** and **locally determined** curriculum
- More emphasis on **skills** – functional and wider skills for learning and life
- More emphasis on **personal development** and **ECM**
- More opportunities for **coherence** and relevance - linking learning to life outside school, making connections between subjects, cross-curricular themes and dimensions
- A **real opportunity** for renewal and re-invigoration (Diplomas, etc)





An increased focus on Skills

A new framework for **Personal, learning and thinking skills** - emphasise the importance of personal development and ECM in the curriculum.

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Functional skills

English, Maths and ICT

In POS

Embedded in GCSE and Diploma

Stand-alone qualifications



Appendix 2



British history

d. **the development of political power** from the Middle Ages to the twentieth century, including changes in the relationship between rulers and ruled over time, the changing relationship between the crown and parliament, and the development of democracy

e. **the different histories** and changing relationships through time of the peoples of England, Ireland, Scotland and Wales

f. the impact through time of the **movement and settlement of diverse peoples** to, from and within the British Isles

g. the way in which **the lives, beliefs, ideas and attitudes of people in Britain have changed over time** and the factors – such as technology, economic development, war, religion and culture – that have driven these changes

h. **the development of** trade, colonisation, industrialisation and technology, the British Empire **and its impact on different people** in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonization



European and world history

i. the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies

j. the changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust, and the role of European and international institutions in resolving conflicts.





Curriculum opportunities

- ***The curriculum should provide opportunities for pupils to:***
- explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today.
- investigate aspects of personal, family or local history and how they relate to a broader historical context.
- appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past.
- use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings
- make links between history and other subjects and areas of the curriculum, including citizenship.

Appendix 3

GCSE HISTORY: A MILLSTONE OR AN OPPORTUNITY?

In recent years, GCSE history has come in for a sizeable amount of criticism and the intention of this short presentation is to consider whether the new proposals go some way to satisfying a number of the critics. The main criticisms seem to centre on:

- the limited coverage of the specifications;
- the seeming difficulty of 14-19 and the inherent dangers of it becoming a niche subject;
- a formulaic approach that seems to allow candidates to learn a technique and succeed even when the historical awareness is limited;
- the loss of the good work done by many schools in Key Stage 3 and at the other end the inadequate preparation for advanced level especially in terms of extended responses.

Some stark facts and figures to provide some context.

1. Numbers have remained reasonably static over a number of years. Roughly one third of all students opt to study the subject at GCSE;
2. In 2008 it is estimated that 226,702 sat history exams, a 0.5% fall (or 1152 candidates) on the year before. Yet history needs to be placed in the context of a 2.7% drop nationally with falling pupil numbers. Moreover, compared to 1997 when Labour first came to power, the history entry was 227,447 almost identical to today. Of all the subjects in the curriculum, history remains probably amongst the most stable with the graph of numbers over the last 5 years being remarkably flat. Its highest point was in 2006 when it reached 231,657 and its lowest point 1998 at 209,478. It's the 7th most popular GCSE (slipping one place in 2008) with 4% of all exams being a history exam. Its most commonly-cited rival – geography has shown the latter declining at a much more rapid rate with history over the last 5 years catching up and overtaking its rival in terms of popularity. Geography in 1997 stood at 290,201 entries since when it has fallen every year since and in 2008 registered 203,862 entries, a fall of over 86,000;
3. Half or short courses almost disappeared off the radar in 2008 – 3488 nationally continuing the fall of previous years;
4. Apart from that little was available in history for other candidates. Entry level numbers were down to the ridiculously low 2848 (from 3336 in the previous year). Yet, this is the supposed offering for those who wanted some history at Key Stage 4 and could not cope with GCSE. The quality of experience in such areas was variable but generally low with most doing a shortened GCSE course or cloze procedure exercises;
5. Taking the 4 awarding bodies – AQA, Edexcel, OCR and WJEC, the majority of candidates were taking either courses in modern world history or the more variable SHP. Modern world history was easily the most popular and even this was heavily weighted to aspects of the 20th century especially the pre-World War 2 period with a heavy emphasis on World War 1, League of Nations, Inter-war Russia, Germany and the USA. For SHP, the dominant themes were medicine through time, the American West and Nazi Germany.

There is some truth, therefore, about the Hitlerisation of the curriculum in GCSEs;

6. Results continue to improve – despite its so-called difficulty (evidenced by statistics that indicate that a pupil is likely on average to be a small percentage of a grade lower for history than the average for other curriculum areas), results have continued to improve and all but a small handful earn at least a G-grade in the subject. Last year, 29.5% earned either an A or A* grade in the subject and 68% earned a grade of C or higher. Despite its so called difficulty, therefore, over two thirds can be regarded as having “passed” the subject using conventional measurements;
7. The GCSE cannot be said to put many candidates off – numbers choosing to take it at AS level are, if anything rising. Ofsted’s analysis of the quality and standards in history, “History in the Balance 2003-2007” comments that secondary history has many strengths, teaching that is better than the average for other subjects, a high-quality, specialist teaching force and a lack of evidence for any falling standards in the subjects – reminding people that a short answer is not necessarily an easier answer.

So the new GCSE is not a mounted knight coming on a white charger to save the subject. Key Stage 3 presents new opportunities but it is not all ruined by GCSE. Has the new specification improved things even more:

Again, one can only summarise points here:

1. All specifications require a structure that consists of an outline, depth, a source enquiry and 25% controlled assessment. Other requirements are for 25% history content;
2. The first teaching is from September with the first awards being made in July 2011. Other changes are a modular structure for a sizeable number. Many of the papers are being offered in January and June. One resit is possible for each paper with at least 40% at the end of the course. Centres that want can sit all papers at the end of the course. However, with the pressure on schools to perform well, several will encourage resits to allow for the best marks to go through;
3. Content is not too dissimilar. In fact, most specifications make a play of the fact that they offer as much continuity as possible many having parts of the specification that list the areas that have been kept. Many make great play of responding to teacher views – AQA claim to have consulted 54,278 teachers;
4. In general, there are two main specifications – Awarding Bodies largely confine themselves to 2 specifications – one with a modern world emphasis and the other the mixed approach that often goes under the general heading – Schools History Project. Whilst there are some additions within options, one has to bemoan the elimination of the social and economic specifications and there have been other losses as well – Edexcel and OCR have dropped South Africa as an option;
5. The modern world ones are largely confined to most of the 20th century although OCR uniquely penetrates into the 21st century – up to 2005. Most of

the modern world specifications continue to concentrate on Europe, the USA and USSR but there has been some attempt to push a bit more beyond World War 2 – largely emphasising the Cold War. All involve some choices – for example, Edexcel ask candidates to choose 3 of an outline which basically consists of a) why did war break out 1900-1914? B) the peace settlement 1918-28 c) why did war break out 1929-39 d) how did the Cold War develop 1943-56? E) 3 Cold War crises 1957-69? F) why did the Cold War end 1979-91? OCR allows candidates to choose either a) Inter War b) Cold War to 1975 or 1948-2005. WJEC outlines include Germany 1919-91 b) Palestine and Israel 1919-90 c) USSR 1924-91 d) USA 1929-90. Depth studies usually cover Germany, Russia and the USA. WJEC offer also the Middle East, China and South Africa. OCR depth studies include the causes of World War 1 1890-1918 b) Mao's China c) the end of Empire 1939-69 d) USA 1945-79;

6. The British dimension in modern world papers is covered in various ways. For example, Edexcel offer enquiry papers on war and transformation in British society either from 1903-28 or 1931-51 whereas OCR require candidates to sit a paper on women, ethnicity and changes to young people;
7. The other SHP papers require a development module – the overwhelming popular one is medicine through time which continues to be offered by the awarding bodies as well as crime and punishment. New ones being offered are the media through time (AQA) and one from Edexcel on warfare. Depth studies remain largely as at present – Elizabethan England, Britain 1815-51 and the two most popular ones – the American West and Nazi Germany. Another module focuses on a source enquiry which largely covers the British element – for example, surgery 1848-1918; protest, law and order in the 20th century which goes up to the poll tax and miners strike, the impact of war on Britain 1914-50 or a pure source paper entitled "the work of the historian" – all from Edexcel. OCR provides a paper on a theme identified to centres;
8. The one exception to these fairly conventional and long-established specifications is the GCSE history pilot – although this was launched two years ago with the first candidates awarded last year. Run by OCR and restricted to 70 centres initially, the successful trial has now expanded the number of centres to 100. In some respects this pilot has influenced some of the new developments in GCSE history generally, for example, the 4 modules each of 25% and controlled assessment. Students opt for coursework on either local or international history (a teaching programme and a coursework task) and a centre-based task on medieval history which students could take over a period of time in May. In year 2 they undertake teacher assessed work based on themes comprising heritage management and marketing (easily the most popular), multimedia in history, archaeology and the migrant experience. The other unit is another coursework element which can include "whose history" (interpretations), change over time and a society in depth.
9. There has been much praise for this pilot being seen to bridge the vocational and academic divide. There has been much more teacher and candidate control within defined parameters, less conventional assessment and some creative work. There has been a great emphasis on relevance and topicality with many taking the opportunity to engage in debate about sometimes sensitive issues such as the effectiveness of terror, protests and the relevance of events such as Vietnam to the present. They were forced to link

key events in the past with today such as the Holocaust and the world they live in today, eg. the link to the Middle East. Some made valid comparisons between events in the past and those occurring more recently such as the Vietnam and Iraq. The links between past and present were also made in local assignments enhancing understanding of the background to their local community and the role played in significant events such as D-Day, a particular industry such as the woollen industry or key figures;

10. What the pilot has encouraged in the opening out of areas not traditionally covered and a greater emphasis not just on the vocational but on local history, medieval and very recent history. Many of the assignments required greater linkages across periods of history or themes and places such as the medieval Crusades and modern events in the Middle East or themes across different countries such as examples of terrorism covering World War I, Ireland and the Middle East or protest linking the suffragettes, Vietnam and recent examples— something that is less well-done in conventional specifications. There was the opportunity to carry out research far greater than produced through other specifications such as interviews with elderly residents, electronic surveys – in one case with people in different countries. Local history attracted some interesting research such as local's attitudes to changes to their community or their views on how a site or event should be commemorated. Many displayed good skills of selection and writing for particular audiences, eg. a persuasive letter to George Bush on the misuse of the term Crusade or summarising reasons why we should not forget horrific events in the past. In this sense, there was often evidence of key/core skills such as literacy and citizenship. The migrant experience enabled students to probe their local community in depth. Whose history produced a variety of interesting themes such as King John, Kennedy, the Battle Of Britain and Thatcher. Depth studies covered aspects such as US slavery, Victorian society, FDR and Eleanor Roosevelt and the ubiquitous Nazi Germany. There have been lessons to learn – the greater flexibility allows more disasters to occur with the two extremes of too little structure and too much. Innovative teaching has led to some preoccupation with presentation being seen as more important than the history especially Powerpoints and problems with contextual understanding. Some of the vocational elements were less than impressive with many doing better history than marketing with the heritage marketing unit. Candidates still find source evaluation done in the context of a historical enquiry quite difficult – they often treat the history and the reliability and typicality of evidence as distinct entities.
11. Controlled assessment was introduced because of the furore, largely without substance, that many candidates were basically cheating with traditional coursework with plagiarism from the website, copying from each other, parents producing it etc. There was a growing concern about unfairness and inequality amongst centres and some centres that were giving consistently very high marks to coursework skewing the overall grade. The solution was a compromise with the awarding bodies playing a much greater role in the process such as through setting tasks and/or marking the work. Currently, a sample is sent to see if the centre is reliable in its own assessment. A range of different approaches are being adopted, eg. Edexcel provide 1 of 12 assignments including one or two innovative ones such as local policing and Jack the Ripper. OCR provide centres with a task and mark scheme but the task is a "shell" task which centres can adapt – placing in their own names, places or topics. It is changed each year with centres informed 2 years in advance. A typical shell would be "why has the issue of XXX been so difficult

to resolve". It needs to be different from the rest of the specification and can be taken at any stage of the course. It recommends c. 8 hours work with 4 to prepare and 4 to write plus the teaching programme. Most will be undertaken with direct staff supervision with the work not allowed out of the teachers' hands.

12. The other likely change is the competition for numbers across the Awarding Bodies. With no evidence that history numbers are likely to surge. Although the rule seems to remain that a "humanities" should be available to all in Key Stage 4, many candidates are taking RE since it's a compulsory area. Opportunities to study more than one humanities option are few. Early evidence from a HA survey suggested general narrowing of option box choices containing history. The requirement for citizenship and of course the diplomas are likely to impact on history numbers – hence the concern with retaining market share especially amongst the 3 English awarding bodies such as by promising stability, the perhaps invidious practice of "approved" publishers and textbooks (often by the chief examiners) and support including free CPD, sample lessons and schemes of work and lesson plans. They also argue better continuity from Key Stage 3 and to AS/A2.

So it's a far from disastrous picture. September seems to witness no revolution in the subject. This seems more entrenchment than anything else. Rather like the economy, one does not anticipate a period of growth so the next best thing is to guard against losses. Schools choose specifications for a variety of reasons but the ability to deliver good results looms large.

Many criticise the current situation but before deciding on whether the circle can be squared, it would be useful to look at the competing interests:

Schools – relevance to their candidates, results, Ofsted pressures, pressure on teachers, need to maintain numbers;

QCA – need to ensure consistency of quality, need to link with the rest of the curriculum;

Awarding Bodies – numbers, cost effectiveness, attractiveness to centres;

Wider history community – particular interests, narrowness, media concerns, HEIs, publishers, government interest.

The Issues:

1. What are the deficiencies? Does GCSE history let school history down?
2. How can numbers be increased?
3. Does the structure of outline, depth, enquiry and controlled assessment seem right?
4. Why should teachers change specifications they can teach and achieve well especially with content that is well resourced?
5. Should there be less emphasis on elements such as source evaluation or is the focus on key concepts such as change, development, causation, enquiry and interpretation continue?
6. Should there be more opportunities to link history with other areas of the curriculum?
7. How can higher education contribute meaningfully to the relevance and validity of the subject?
8. What seem to be the main threats to the subject in the future?
9. Are there profitable lessons to be learnt from more innovative approaches such as the GCSE Pilot;
10. If a new GCSE was being devised now for history – what format would it consist of – ie. content, assessment?

Appendix 4

Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

An introduction to the Humanities and Social Sciences Diploma

Jerome Freeman
QCA Curriculum Adviser

1

Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

What makes a Diploma different?

- Different learning experience
 - emphasis on applied learning
 - developing skills
 - applying knowledge
- Developed in partnership with employers, HE, FE and other key providers to create relevant qualifications for the 21st Century

2

Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

17 Lines of Learning

| Phase | Lines of Learning | First teach (controlled rollout through quality "Gateway") |
|-------|--|--|
| 1 | Construction and the Built Environment Creative and Media Engineering IT Society, Health and Development | 2008* |
| 2 | Environmental and Land-based Studies Business, Administration and Finance Hair and Beauty Studies Hospitality Manufacturing and Product Design | 2009* |
| 3 | Public Services Retail Sport and Active Leisure Travel and Tourism | 2010* |
| 4 | Humanities & Social Sciences Languages Science | 2011 |

* = Diploma national entitlement for all 14-19 year olds in 2013

3

Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

Qualification model: components

| principal learning | generic learning | additional and/or specialist learning |
|--|---|---|
| based on the Line of Learning mandatory 50% applied newly-developed, utilised qualification | functional skills: English, maths, ICT personal, learning and thinking skills work experience (min. 10 days) project | complementary learning, adding breadth or depth progression pathways choice |

4

Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

What does a Diploma look like?

| Name | Level | Equivalency |
|--------------------|-------|---|
| Foundation Diploma | 1 | • 5 GCSEs at level 1 (e.g. 5 x D-G) |
| Higher Diploma | 2 | • 7 GCSEs at level 2 (e.g. 7 x A-C) • Apprenticeship |
| Advanced Diploma | 3 | • 3 A-levels • Advanced Apprenticeship |

5

Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

Who is developing the Humanities & Social Sciences Diploma?

Development led by:

'Creative & Cultural Skills' which is the Sector Skills Council for the Creative and Cultural Industries at www.ccskills.org.uk/

With the Diploma Development Partnership:

This is made up of employers, higher education, the subject associations and other key players

Plus

Awarding bodies and QCA

6

Qualifications and Curriculum Authority **Diploma** Bringing our learning to life

What has happened so far?

'Creative & Cultural Skills' along with the DDP has drafted a line of learning statement and has just held a public consultation on this.

The LOL sets out the aims, broad structure and proposed content of the Humanities & Social Sciences Diploma.

Later this year, the awarding bodies will begin to develop detailed specifications for the Diploma.

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Qualifications and Curriculum Authority **Diploma** Bringing our learning to life

Where are we now?

Establishing structures and developing Line of Learning

Developing Line of Learning statement

Drafting Line of Learning criteria

Developing and accrediting new qualifications

Prepare to teach

Teach and learn

Assess learning

Award Diplomas and constituent qualifications

Phase 4
Diploma Development Group drafting and consulting on the Line of Learning Statement
First teaching: 2011

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Qualifications and Curriculum Authority **Diploma** Bringing our learning to life

What will the content of the Humanities & Social Sciences Diploma include?

The **principal learning** will encompass 16 subjects:

archaeology, citizenship, classical civilization, classics, economics, English language and literature, geography, history, law, philosophy, politics and government, psychology, religious education, sociology and world development.

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Qualifications and Curriculum Authority **Diploma** Bringing our learning to life

What will the content of the Humanities & Social Sciences Diploma include?

The four overarching themes that will underpin the **principal learning** are:

- The individual in society
- People and change
- People, land and environment
- People and power

The themes provide opportunities for development across the subject disciplines, as well as supporting the interdisciplinary approaches within the Diploma.

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Qualifications and Curriculum Authority **Diploma** Bringing our learning to life

What will the content of the Humanities & Social Sciences Diploma include?

The themes will be developed through a series of topics at each level:

Level 1

- An introduction to Enquiry
- Who do we think we are?
- A sense of place and time
- What does policy mean for people?
- Investigating an area

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Qualifications and Curriculum Authority **Diploma** Bringing our learning to life

What will the content of the Humanities & Social Sciences Diploma include?

The themes will be developed through a series of topics at each level:

Level 2

- Enquiry and methodologies
- Identity, culture and migration
- Communications in the modern world
- Applications of Humanities and Social Sciences at work
- What impacts do people have on their environment?
- Who are we? What makes us who we are?
- Topical issue in context
- The global economy and international organisations

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Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

What will the content of the Humanities & Social Sciences Diploma include?

The themes will be developed through a series of topics at each level:

Level 3:

- Methodologies and evidence in humanities and social sciences
- Knowledge, logic and argument
- Managing diversity - providing cohesion
- Government and policy: understanding and influencing
- Self
- Environment & sustainability
- Cultures
- Rule making, governance and the law
- Humanities at work

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Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

What will the content of the Humanities & Social Sciences Diploma include?

Theme: People, land and environment

Level 1 Topic
Investigating an area

Level 2 Topic
What impacts do people have on their environment?

Level 3 Topic
Environment & sustainability

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Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

How can I get further information about the Humanities & Social Sciences Diploma?

Go to the new website for this Diploma at:

www.humanitiesdiploma.co.uk

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Qualifications and Curriculum Authority **Diploma** Bringing your learning to life

For more information about Diplomas generally:

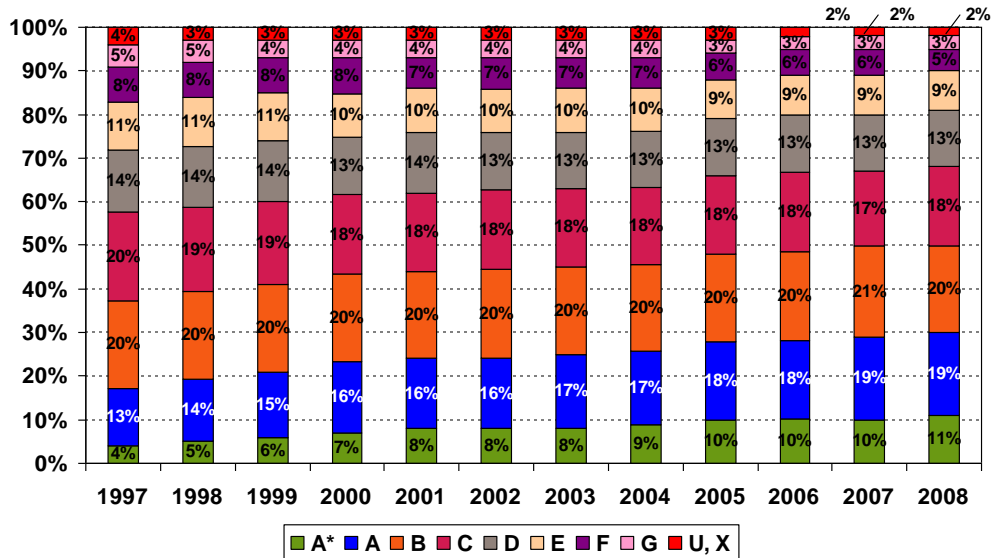
www.qca.org.uk/diploma

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Appendix 5 – DCSF/Ofsted figures.



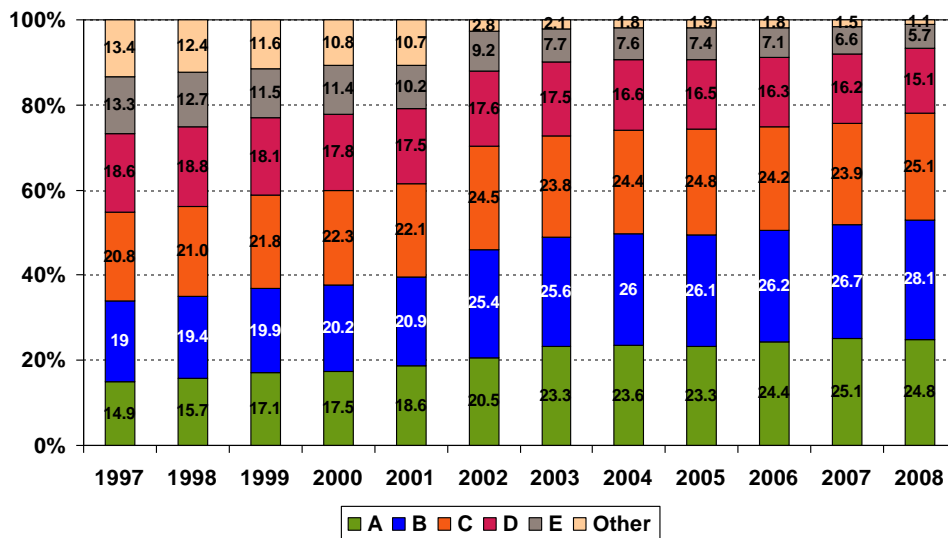
GCSE History



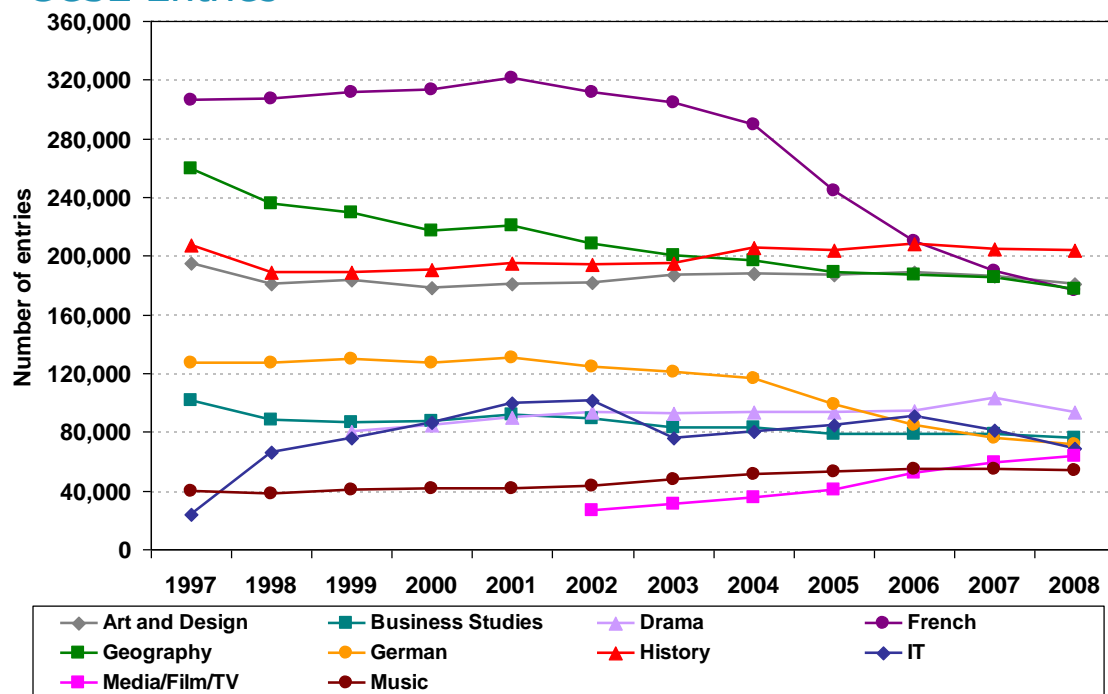
Figures from 2005 onwards are for end of KS4. Figures prior to this are for pupils aged 15



A level History



GCSE Entries



Figures from 2005 onwards are for end of KS4. Figures prior to this are for pupils aged 15