

Pearson Edexcel

A level History

online network event

Paper 1
Breadth study
with interpretations

Tuesday 25 January 2022



Agenda

- Paper 1 Breadth study with interpretations: assessment model recap
- Section A and B breadth study essays (AO1)
- Section C historical interpretations (AO3)

Objectives

This A level History network will allow delegates to:

- focus on the requirements of Paper 1
- explore how to apply criteria to judgements (AO1)
- teach the core skills of analysis and evaluation of historical interpretations (AO3)
- share ideas about good teaching practice.

Summer 2022: Keeping up to date



- Summer 2022 support page updated with latest news & developments, sign up for general qualifications bulletins and read old bulletins:
<https://qualifications.pearson.com/en/campaigns/summer-2022-support.html>
- History subject page contains History-specific news and guidance, sign up for subject advisor email updates:
<https://qualifications.pearson.com/en/subjects/history.html>
- Each qualification page has a 'Summer 2022 support' tab which contains qualification-specific support and guidance.

Specification

Course materials

Published resources

Teaching support ▼

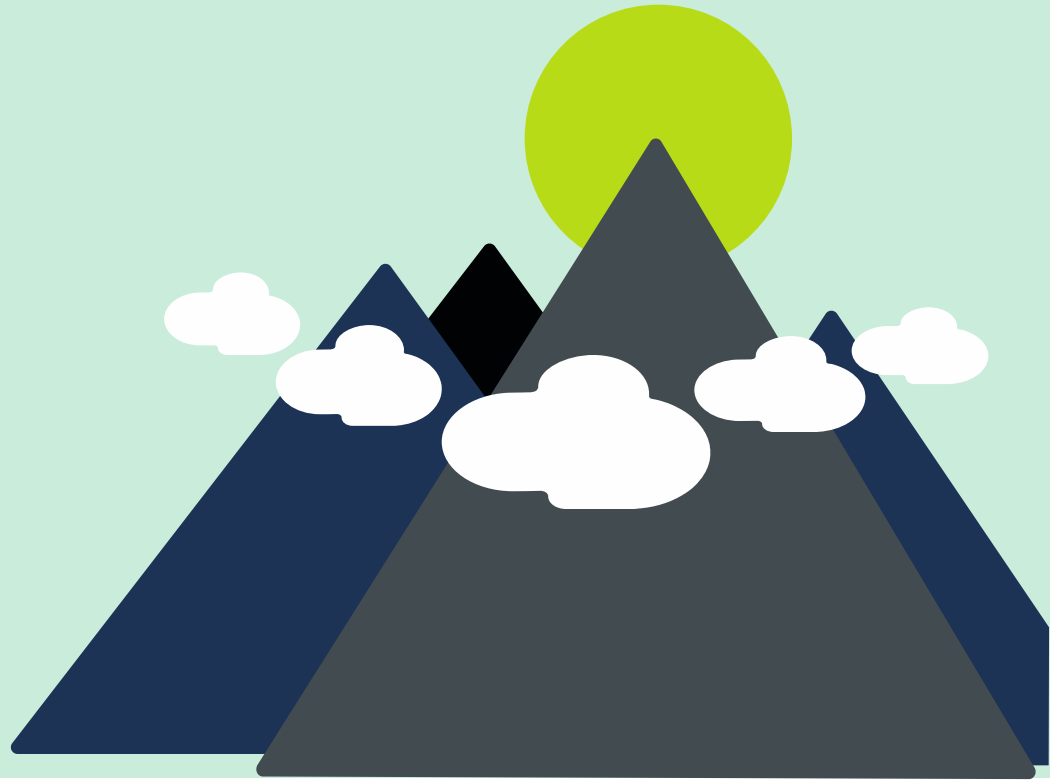
Switch to Pearson

Summer 2022 support

Summer 2022: useful links

- GCE History Advance Information Guidance 2022:
https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/GCE_History_Advance_Information_Guidance_2022.pdf
- GCE History summer 2022 FAQs:
<https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/teaching-and-learning-materials/gce-history-summer-2022-faqs.pdf>
- JCQ guidance: <https://www.jcq.org.uk/summer-2022-arrangements/>

Requirements of Paper 1



Paper 1 Assessment Objectives

AO1

- Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3

- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Paper 1

The paper is divided into three sections.

- **Sections A and B** both comprise a choice of essays – from two in each – understanding the period in breadth (AO1) by targeting the second-order concepts of cause, consequence, change and continuity, similarity and difference, and significance.
- **Section C** contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3).
- See the [Getting started guide](#) for Paper 1 content structure & A Level question stems.

Paper 1 section A and B essays (AO1)

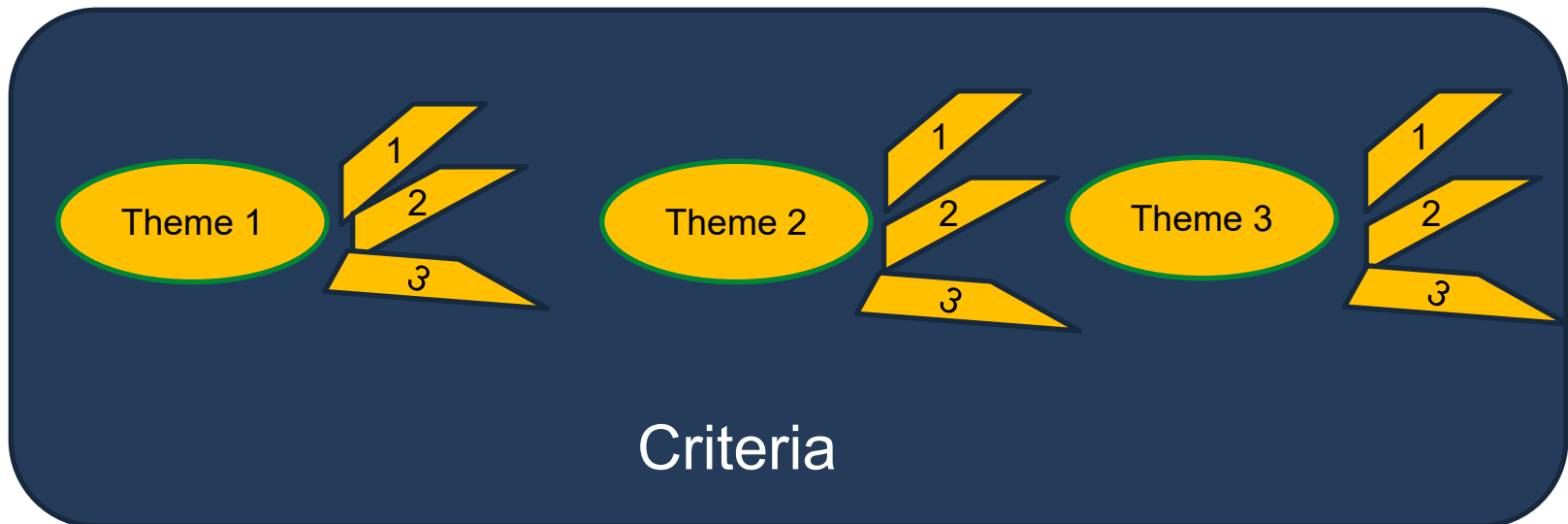


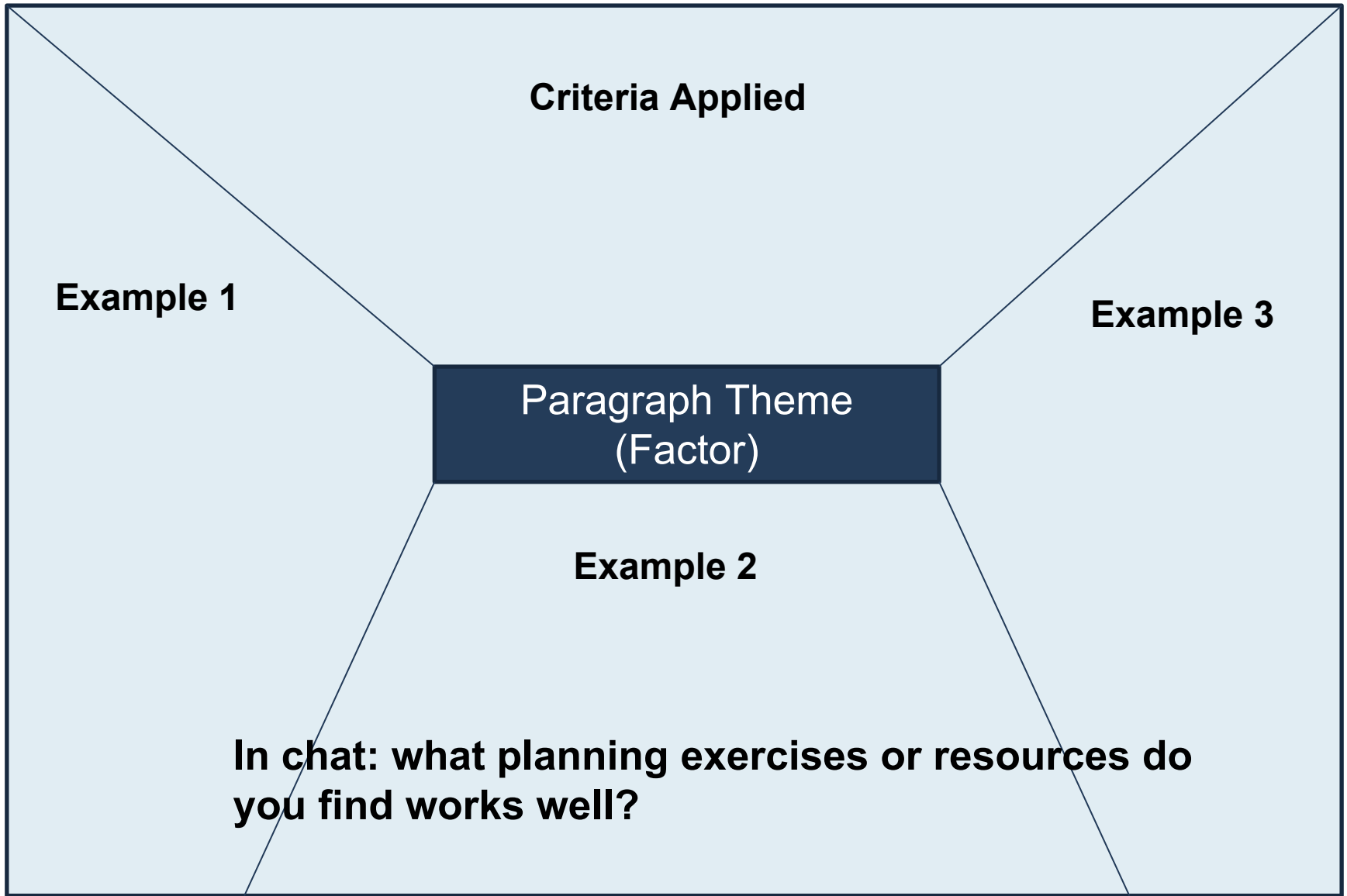
Sections A and B essay planning

- 2019 examiner reports: ‘often stronger answers were thematic’, whereas ‘Weaker responses tended to work chronologically through the period’.
- Especially in section B, ‘as if chronological they often ran out of time so didn’t cover whole time period in the question, which is expected in a breadth paper’.
- Students should show ‘good range and balance across the period specified in the question’; to achieve this students could aim to use 2–3 examples across the time specified in each thematic paragraph.
- Candidates do need to formulate their planning so that there is an argument and a counterargument within their answer.

Suggested student essay planning exercise

- Identify the concept
- Decide on the criteria that will be used
- Agree on 3 or 4 themes/factors
- Select 2 or 3 relevant examples for each, across the time period in the question.





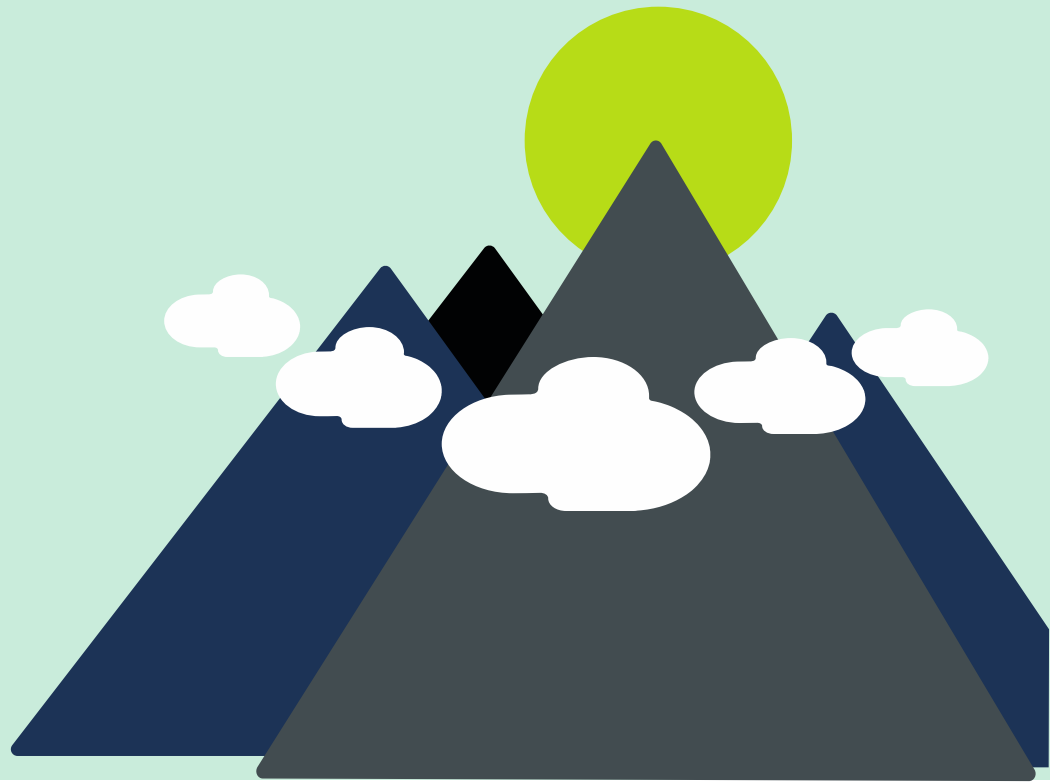
The Conclusion

- Giving students practice of writing timed conclusions (c10 minutes) in class or as part of their homework emphasises the importance of having a well-developed judgement.

Level 5 conclusions would include:

- a bringing together into a summary argument of the points raised in the essay
- the relative importance of each theme/factor compared to the others – and could one be more crucial or central than the others? This could be practised debate-style in class.
- a well-supported judgement in answer to the question, which clearly uses the criteria identified in the introduction to justify the answer.

How to apply criteria to judgements (AO1)



Selecting criteria for the second-order concepts

- Change and Continuity
- Cause
- Consequence
- Similarity and Difference
- Significance

What are Criteria?

- ‘standards by which something may be judged or decided’
- **not** the factors being used or the issues being discussed
- but ‘the basis on which they will reach their judgement’
- [Edexcel Guide to Criteria](#)

Which concept?

‘Across the period 1917–1980 the American people’s trust in the presidency increasingly declined’. How far do you agree with this statement?

Concept? Change and Continuity

- To help identify a change & continuity question, look for words like ‘transform’ or ‘decline’. What other words can you think of?
- There are no set criteria or right ways to select criteria. In the next slides are some ideas on how to get students started for each of the concepts, which they might find helpful to adapt and customise, where appropriate, to the specific question.
- But they should not use these in an artificial or abstract way; their reasoning must be specifically linked to the topic they are writing about in order to justify their judgements.

Extent of
Change?

Nature of
Change?

Change and Continuity
Question

Class Exercise

Try out all three on the given timescale.
Choose the 1 or 2 you find helps you best to make your judgement on your question.
What other criterion could you use?

Rate of
Change?

Introduction example

‘Across the period 1917–80 the American people’s trust in the presidency was affected by factors such as the media, scandal, and the increased role of the presidency. How much trust in the presidency declined will be determined by the rate by which trust declined across the period, and the nature of the change in the American people’s attitude towards the presidency. Overall, by 1980, trust was only partially destroyed.’

- The verb ‘determined’ indicates here the use of criteria.
- Students could be asked what other words or phrases could be used.

Example of referring to a criterion at an end of a paragraph

‘...The extent of the change in the media’s portrayal of the president, from support of Roosevelt to investigation of Nixon, can therefore suggest that trust had declined significantly.’

Criterion in the conclusion example

‘With reference to the criterion set of the degree of sustained change in the public attitude across 1917–1980, the fluctuations in support at first suggest that trust had not increasingly declined. Whilst there was a distrust of Hoover’s ability to guide them out of the Wall Street Crash, for instance, there was a return to trust for Roosevelt’s New Deal. However, the Vietnam War cast a shadow over four presidencies, which arguably suggests that by 1980 trust had been destroyed.’

Suggestions for causation criteria activities

‘Why was I late for school? One reason was the invention of the mobile phone – if I hadn’t stayed up late texting on my phone, I would have had more sleep. Another reason was hitting the snooze button on my alarm – without those extra minutes in bed I might have had a chance catching the earlier bus. The next bus was cancelled so I was in a real rush once I got to the school stop. And then I sprained my ankle as I attempted to run the last part of my journey, so I limped in way past the school bell...’

1. Establish the long-term and short-term causes in this scenario; can you also spot a pre-condition, catalyst or a trigger? Is there a cause that underpins the others?
2. Identify the hypothetical reasoning: how could this help you decide on the importance of each cause?
3. Which of these causes do you think is most important here? Put the causes in a hierarchy, determining their **relative** importance.
4. *Explain your decision – why did you list them like this? Is the long-term cause more important in your view than the short-term? Is the trigger a less or more important cause in this scenario? Why?

A suggested causation class exercise that leads to criteria thinking.

In chat: what exercises do you use that have encouraged causation decision making?

Thinking about consequence criteria

How far do you agree that the main consequence of the failure of the Second Crusade was limited European support for the crusader states in the years 1149–92?

What criterion might be used here for judging this consequence versus other consequences of the failure of the Second Crusade?

e.g. What is its **impact** over an extended period?

‘In conclusion, although both the limited support from Europe and the effect on Byzantine relations were a result of the Second Crusade’s failure, it could, instead, be supposed that the main consequence is more likely to have been the strengthening of Muslim opposition to the Franks. Arguably this had the greater impact given that it led to Saladin’s eventual recapture of Jerusalem (which had sustained the crusader states) and the reduction of Outremer to a few ports, such as Tyre.’

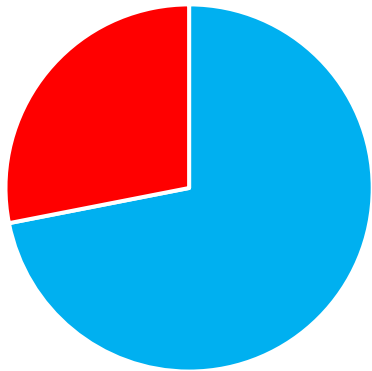
Using everyday examples can also be useful (as with causation on previous slide).

In chat: can you suggest any good everyday consequences questions to discuss with your students? What criterion might you apply?

Similarity and difference criteria suggestions

The degree... was there more similarity than difference? On what basis are you counting? Impact? Effect? etc

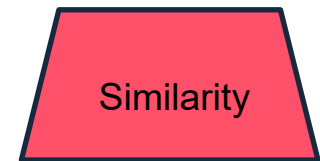
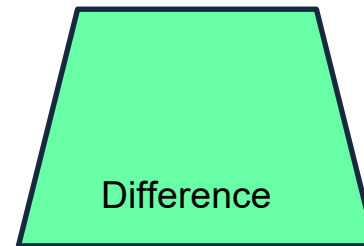
Similar or Different?



■ Similarity ■ Difference

The weight... was the difference more substantial than the similarity? Substantial in what way? Its immediate or long-lasting impact?

In chat: by what other ways might the weight of similarity/difference be measured, depending on the question?



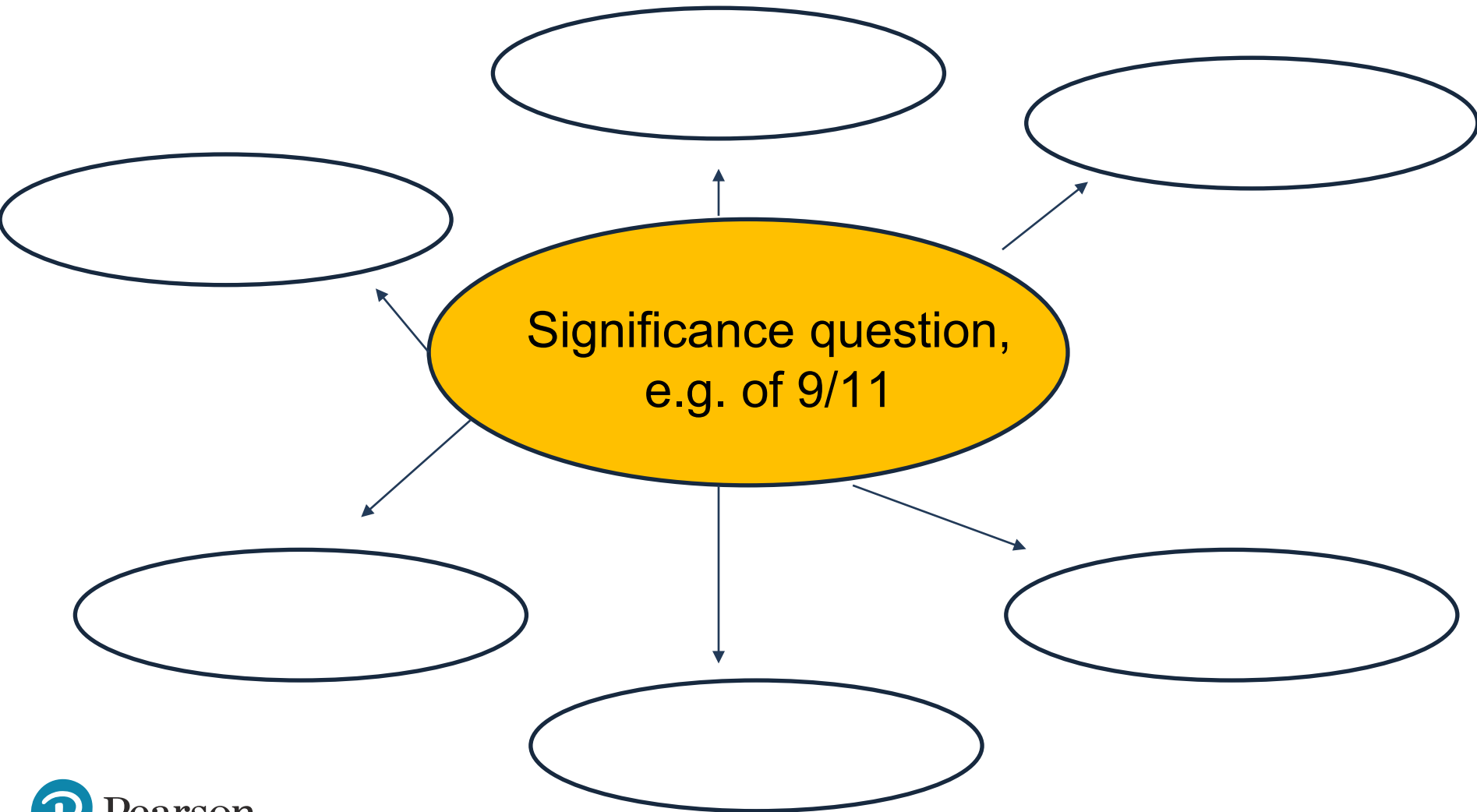
Was the difference **fundamental**?
(define fundamental)

Similarity/difference conclusion examples

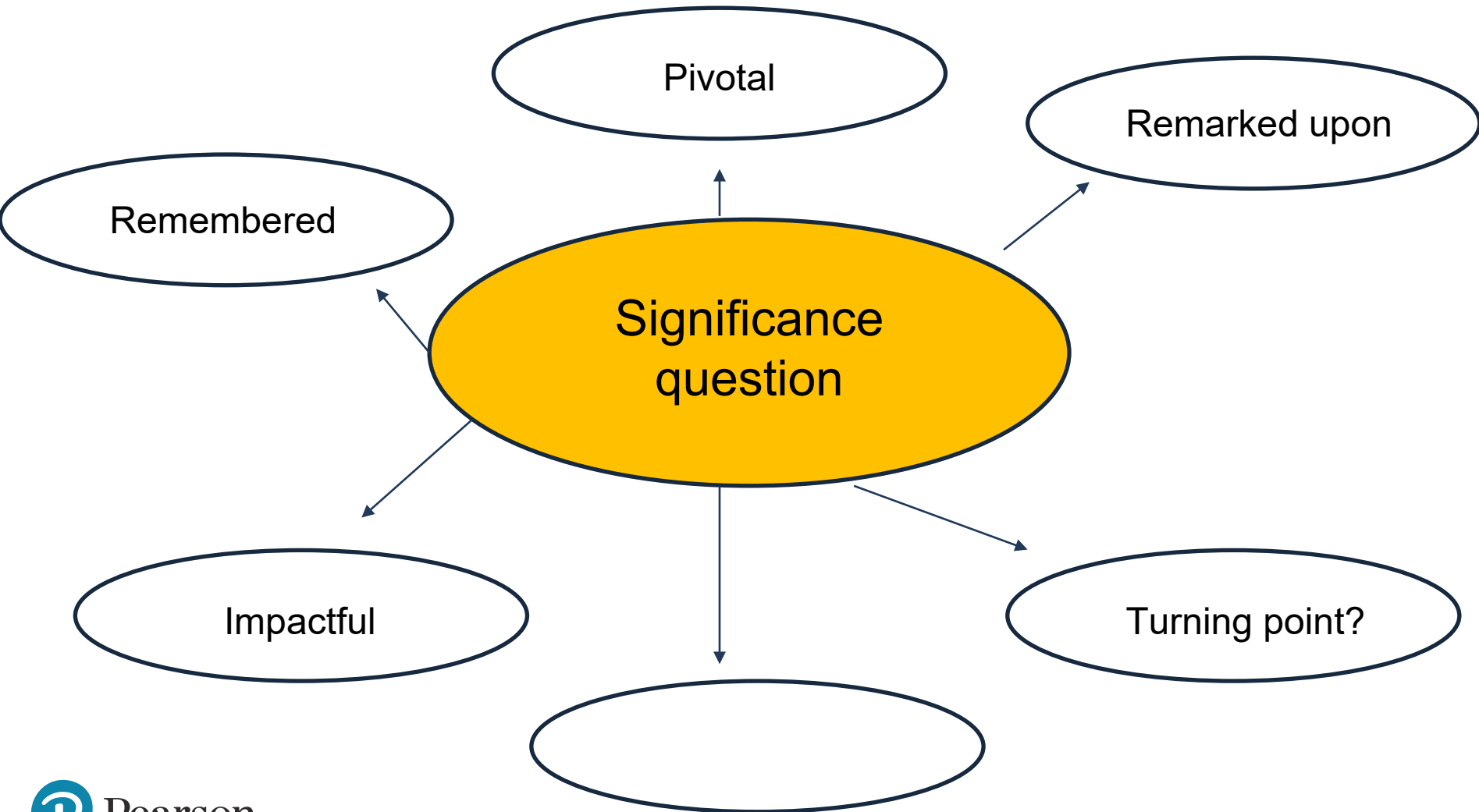
How far was the response to fears of communist influence in the period after the First World War different from the response in the period after the Second World War?

- 1. In judging the weight of the similarity and difference**, the context of the Cold War and nuclear age of the second scare can be seen as **more substantial** than the fears of revolution in the first, therefore the differences between the two responses were to a great extent.
- 2. When considering the impact of each response**, there was a wider and longer-lasting reaction from the authorities (from Senate hearings to investigations), and a harsher federal response (FBI bugging homes and the creation of the CIA) in the second scare and therefore there was a large degree of difference between the two red scares.

Significance criteria exercise



Significance criteria exercise



Significance question example

How significant was the problem of political extremism in challenging effective German government in the years 1919–30? (2018)

‘Political extremism was so significant because its prevalence made it the more pivotal factor... the government was challenged extremely early on from both sides of the political spectrum...

‘However it is important to note that there were other flaws with the system of government that posed a large challenge to how effectively it ran, such as inherent flaws in the constitution. Proportional representation...

‘Considering which factor was arguably pivotal in effectively challenging the government, overall political extremism did pose the largest threat... and what is more significant is that they came from the left and right and that, especially for the right, seemed to have the support of higher up...’

Criteria

Applied throughout the argument, rather than just in the introduction:

- Identified in the introduction
- Applied in each paragraph, judging the **relative importance** of each factor
- Used in the concluding judgement

Important: Criteria should not be mechanically imposed – it depends on and must reflect upon the particular question.

AO1 Level 5

‘Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.’

Teaching the core skills of analysis and evaluation of historical interpretations (AO3)

In the light of differing interpretations, how convincing do you find the view that...



What should students avoid?

- Attempts to examine the extracts in a manner more suited to AO2.
- Just selecting quotations, paraphrasing or describing, without proper reasoning.
- Making assertions of the inferiority of an extract on the basis of it offering less factual evidence (i.e., arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered).
- Drifting away from the specific demands of the question to the wider-taught topic.
- Always expecting the extracts to be polar opposites – instead there may be **degrees of difference, or even common ground**.

Planning exercise

Students need to identify:

- a) key themes running through both extracts
- b) the historical debate reflected in the two historians' arguments.

In the light of differing interpretations, how convincing do you find the view that the Glorious Revolution 'transformed the relationship between King and Parliament'? (summer 2018)

Read the two extracts in your booklet.

What themes and arguments emerge here from both extracts?

Planning: the debate and themes within the extracts

1) Identify the debate

The specific debate is about whether the King's relationship with Parliament was 'transformed' by the Glorious Revolution – rather than the more general 'parliament versus monarch' debate.

2) Identify the themes within the extracts

In this exemplar, the following themes have been identified:

- the impact of the legislation
- the consequences of the financial settlement
- further restrictions on the king.

Planning: understanding the arguments contained within the extracts

Rather than focus on the general controversy concerning 1688–89, the student needs to identify the specific **arguments contained in the extracts**, namely:

- the monarch's prerogatives were reduced by parliamentary legislation
- the monarch was now more financially dependent on parliament.

And contrastingly:

- the Declaration of Rights did not compel the monarch to call parliament more regularly
- financial oversight by parliament was not new.

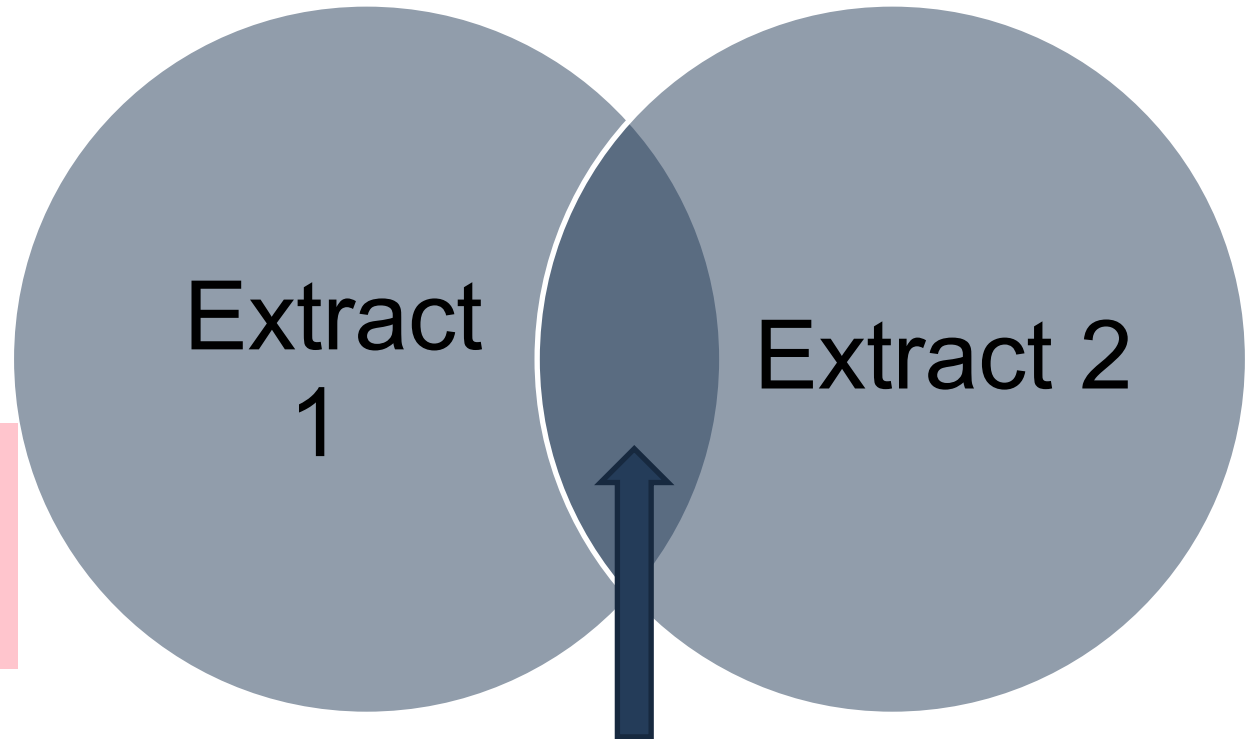
Suggested class planning activities

- Once students have learnt about the general debate for their interpretation topic, give groups different extracts, where they have to identify and share with the class the common themes and specific arguments they contain.
- Students/pairs/groups could be set a wider reading homework task and asked to identify an extract that could be used for practice by other pairs/groups.
- **More challenging:** students/pairs/groups could be given a theme in order to create their own extracts, supporting their argument with their own knowledge, for other pairs/groups to then identify.

Class planning activity suggestion: comparing the extracts

In pairs, students
write in the circles
the contrasting
arguments.

Remember that they are
not necessarily polar
opposites!
Disagreements can be
more nuanced...



**In chat: what other ways
to compare do you use?**

Is there any
common ground?

Introduction

- ‘In section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations.’ (Examiner report)
- The introduction is used to **set up the specific debate**, by focusing on the view in the question and identifying the main arguments offered by the two interpretations, which will then be followed by an exploration of these arguments in the main analysis.
- Deter students from giving a lengthy introduction on the *general* controversy: ‘stronger responses developed a clear extract-based analysis’ (Examiner report).

Introduction

‘Both the extracts have conflicting views about the extent to which the Glorious Revolution “transformed the relationship between King and Parliament”. Extract 1 by Miller argues that it was transformed, not just by the legislation passed in the years after, but also by the financial constraints held over him. However extract 2 by Pincus and Robinson argue that the years 1688–89 provided little change in the way of governing.’

The candidate focuses on the view in the question and immediately demonstrates a confident grasp of the arguments contained in the two extracts.

Introduction to a Level 5 response

‘Extract 1 is of the belief that the Glorious Revolution “transformed the relationship between king and parliament”, although in lines 12–15 makes it clear that legislation was not the significant factor in this transformation. Extract 2 differs, believing that [whilst] there was a significant change in the relationship, the Glorious Revolution was not responsible, to a large extent. Both make valid arguments but extract 1 is the more convincing, especially in its belief that the Civil Lists Act is what truly transformed the relationship between crown and parliament.’

2018 Examiner report:

- ‘It is focused on the precise issue (the Glorious Revolution ‘transformed’ the King-Parliament relationship) rather than the general controversy concerning 1688-89
- ‘It offers a clear understanding of the extracts
- ‘It offers a reasoned judgement on the given issue, which references the views given in the Miller and Pincus/Robinson extracts.’

What might be expected in a paragraph?

- Identification of the theme/point from one extract, either agreeing or disagreeing with the question (higher-level responses have ‘a thorough use of the extracts’).
- An analysis, with quotations, of the historian’s argument (higher-level responses have ‘a sharp focus on the arguments given’).
- A comparison to the other extract, such as a consideration of their differences or an analysis of the degree to which it concedes or challenges the other extract. Attempts to compare their arguments or evaluate their relative merits.
- An evaluation of the evidence used and addition of own knowledge linked to the extracts (see next slide).
- Judgement: which historian is most convincing? And why? (see slide 39)
- ‘Weaker responses show some understanding of the extracts but tend to select quotations, paraphrase or describe, without proper reasoning’ (Examiner report).

Own knowledge to add to the arguments in the extracts

- Low-scoring candidates either rely heavily on the extracts as if they were sources of information or make limited use of the extracts, using almost exclusively their own knowledge.
- Own knowledge should be clearly selected to relate to the issues raised within the extracts'
- And used to evaluate the strength of the historians' arguments.
- **In chat: what class exercises do you do to encourage this application of own knowledge?**
- Read through the 2018 Level 5 AO3 exemplar in your booklet, highlighting where own knowledge has been **linked to the extracts**.

Section C: using own knowledge example

'Miller, on the other hand, claims that the 'financial dependence on Parliament' of the king meant that their relationship was transformed, and that he was fully dependent due, in part, to the Civil List Act of 1698.

Clearly aware of the differences with Extract 2

This was granted to William for life and contained £700,000, enough for the upkeep of his palace and to pay for the judges. This did create a parliamentary hold on William because it did not cover anything else. William was financially dependent due to his involvement of the country in the Nine Years War (1689–97), and the subsequent debt this produced (reaching £16 million). To pay for the wars William took multiple loans like through the Million Pound Loan Act, the 1693 lottery or the creation of the bank of England and all of these loans had to be paid back. Since he couldn't create a new tax to pay off the loans without parliament's approval, he was now held to whatever they wished. Therefore Miller argues the Glorious Revolution did transform the relationship due to the financial legislation which came after it.'

Integrating own knowledge with the evidence in the extract

A confident appraisal of the merits of Miller's argument, having commented knowledgeably on the evidence he used

Conclusion advice

- Which extract is more convincing?
- As ‘the third historian in the room’, use own knowledge to evaluate the historians’ arguments and reach a judgement – concede points from one extract, whilst countering them to agree overall with the other.
- Show an awareness of the nature of historical debate; responding to aspects of the arguments in the extracts and qualifying them as occurs in historical debate.
- Candidates should reach a judgement about which view expressed is convincing in the light of their own knowledge of differing views.
- **Read the conclusion in your booklet, highlighting where this has been done.**

Conclusion example

Overall, extract 1 is more convincing and therefore the Glorious Revolution did transform the relationship between parliament and king.

1) Although the legislation (which fully clamped down on the king and created the transformation) wasn't actually done until after the events of the actual 'revolution', all of them had a basis and a justification in the Bill of Rights, for example the Triennial Act.

2) Although the Declaration and Bill of Rights were pretty unsubstantial on their own, like Robinson and Pincus argue, the ideas cemented in it are what produces the necessary outcomes in the period leading up to 1701. Since all changes within the period 1688–1701 should be taken into account, it is clear it achieved its aim.

3) Along with this, although financial settlements were achieved previously (as Robinson & Pincus pointed out) they were often unsuccessful in keeping a hold over the king, for example Charles II getting money from France. Therefore, it did transform the relationship between king and parliament.

'...the candidate has a full understanding that the extracts presented are interpretations of the past and shows a clear awareness of the nature of historical debate. A fully substantiated judgement is reached' (Edexcel exemplar pack).

Conclusion example 2

‘In conclusion, while at face value both accept that a transformation of the Crown–Parliament relationship occurred, some of the reasoning behind it is flawed. Parliament truly asserted itself as a permanent and essential feature of English politics, after decades being dominated by the Crown, as a result of the Glorious Revolution. **As Miller convincingly argues**, the most essential part of this assertion was the tight and effective control of the monarch’s finances, as money is the most practical area to target – without money the king cannot operate. Parliament’s control was not total, as it did not truly topple the crown until later, but Parliament’s rise was so significant it should be described as a transformation of the Crown–Parliament relationship.’

- It offers a reasoned judgement on the given issue, which references the views given in the Miller and Pincus & Robinson extracts.

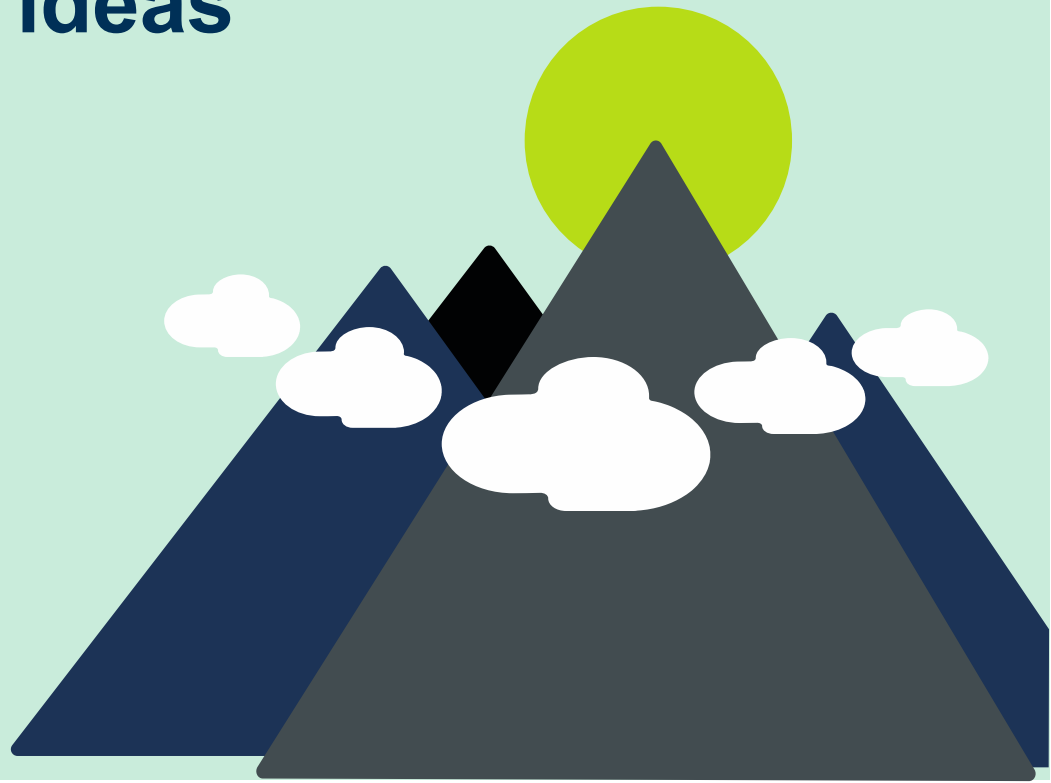
Understanding the nature of historical debate

- Students should think of themselves as the third historian in the room.
- **In chat: what class activities do you do to encourage this?**
- They need to judge the extracts, not just sum them up.
- Encourage students to ‘evaluate how convincing they find the historians, based on their **arguments** – not which had the most facts!’ (2019 Examiner report). How convincing the evidence used by the historians in their arguments is evaluated by the students’ own knowledge.
- See the AO3 mark scheme and commentary at the end of your booklet

Any questions?

Which Paper 1 topic do you teach?

Networking / sharing ideas



History subject advisor

- **Mark Battye**
 - 0333 016 4084
 - qualifications.pearson.com/contactus
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 - New live chat feature



History

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Changes to GCSE History in summer 2021

Digital submission of A level History coursework

In order to help with teacher and moderator workload, and to ensure our commitment to working more digitally, we have developed a new digital way for centres to send us their NEA/coursework samples. The new system is called the digital learner work transfer portal (DLWTP).



[➤ Read more](#)

Thank you!

