

# Pearson Edexcel

## A level History

### online network event

Paper 3: Themes  
in breadth with  
aspects in depth

Thursday 26 January 2023



# Agenda

- Paper 3 assessment model recap
- Section A – sources (AO2)
- Section B – depth essay (AO1)
- Section C – breadth essay (AO1)
- Pearson support

# Objectives

This A level History network will allow delegates to:

- focus on the requirements of Paper 3
- discuss how to evaluate two enquiries in one source (AO2)
- explore how to apply criteria to judgements (AO1)
- consider how to analyse the process of change across 100 years in Section C (AO1)
- share ideas about good teaching practice.

# Requirements of Paper 3



# 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.
- **AO2** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

# Paper 3 structure

## Paper 3: Themes in breadth with aspects in depth

<b>Section A</b>	<ul style="list-style-type: none"><li>• 1 compulsory question evaluating 1 source (primary/contemporary to the period studied) for its value for 2 linked enquiries on an <b>Aspect in Depth</b></li><li>• AO2 20 marks: source analysis and evaluation</li></ul>
<b>Section B</b>	<ul style="list-style-type: none"><li>• 1 essay from a choice of 2 on the <b>Aspects in Depth</b></li><li>• AO1 20 marks: analysis and evaluation – questions may target any AO1 concept</li><li>• Questions may relate to a single year/event or to longer periods</li></ul>
<b>Section C</b>	<ul style="list-style-type: none"><li>• 1 essay from a choice of 2 on <b>Themes in Breadth</b></li><li>• AO1 20 marks: analysis and evaluation – questions may target any AO1 concept</li><li>• Questions will require coverage of at least 100 years</li></ul>

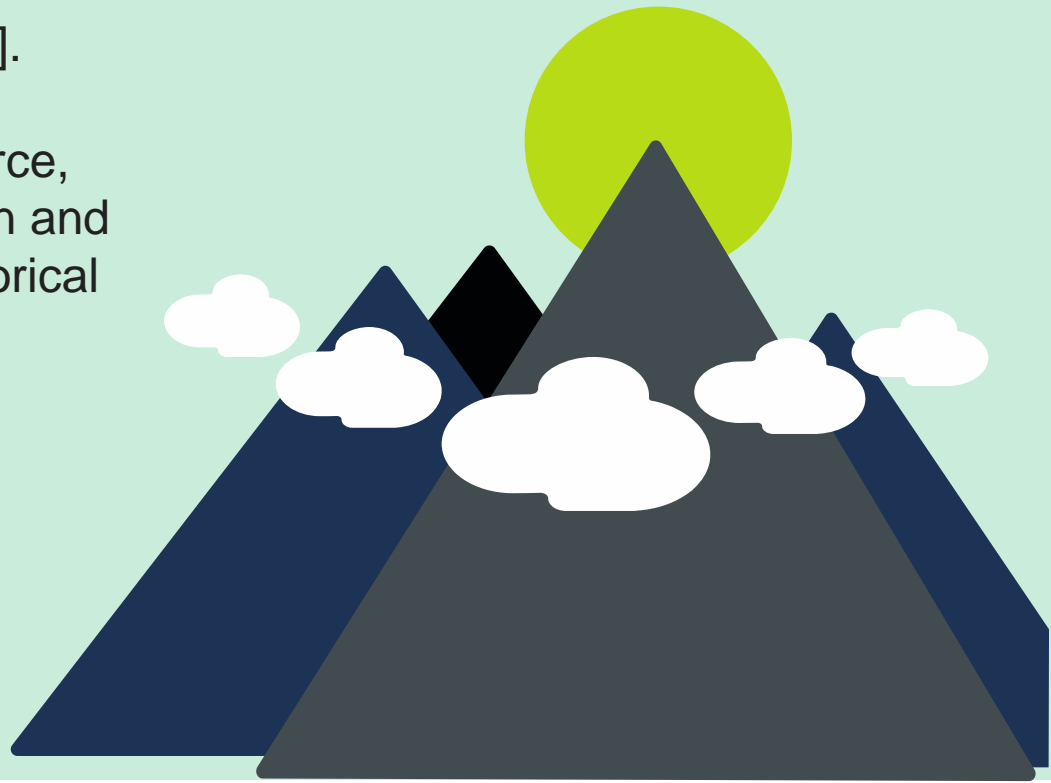
**Section A** requires the same skills and concepts of evidence as on Paper 2 Section A.

**Section B & C** essays target the same range of AO1 second-order concepts as Papers 1 and 2.

# Section A (AO2)

Assess the value of the source for revealing [enquiry 1] and [enquiry 2].

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.



# Demonstrating three core skills

- Inference making
- Application of contextual knowledge
- Consideration of the implications of provenance

To judge the value of the source for the historian for two enquiries.



# The value of the source

- The main focus of the mark scheme is on discerning the weight the source holds for the two enquiries.
- Encourage students to focus their analysis overall on the source's **value**.
- Writing about 'bias' based on stereotypical judgements is a Level 2 analysis.
- Comments such as 'the source does not refer to...' are weak answers: because it is only a short extract, it doesn't refer to many things!
- The question focuses instead on how the historian can use it for their enquiries – which strong inferences can be made?
- Context and provenance are then used to assess the weight of those inferences.

# How could we approach the source question?

A good amount of planning time:

- Highlighting quotations and drawing out reasoned inferences for **enquiry one**, which are developed and supported from the source.
- Highlighting quotations and drawing out reasoned inferences for **enquiry two**, which are developed and supported from the source.

Once inferences are identified:

- Careful consideration of what issues the provenance (nature, origin and purpose) raises in relation to the inferences made.
- Selecting relevant knowledge of the historical context to explain, expand, support or challenge the inferences raised by the source.
- Judgement on the value of the source for each of the two enquiries.

**In chat: what approach do you use?**

# Planning: Task 1

- Read source 1 in the delegate booklet, highlighting in a different colour relevant quotations for each of the enquiries, from which inferences could be made.

Assess the value of the source for revealing the seriousness of opposition to Henry VII and the extent of Henry VII's power in late-fifteenth century England.

Explain your answer, using the source, the information given about its origin and your own knowledge about the historical context.

*Option 31 Rebellion and disorder under the Tudors, 1485–1603*

*(Summer 2019)*

# Quotations selected from source 1

Assess the value of the source for revealing the seriousness of opposition to Henry VII and the extent of Henry VII's power in late-fifteenth century England.

Trusty and well-beloved Talbot, we greet you well.

You will not have forgotten the great hatred that the Lady Margaret of Burgundy holds continually against us. She showed this lately in sending here the boy Simnel ... and a great many Irishmen and Germans. ... The outcome was as you know well - blessed be God! ...

We require you to prepare eighty persons on horseback, organised for war. These should be thoroughly prepared and equipped and ready to come with a day's warning, to do us the service of war in this case. ... For this you shall deserve such thanks from us for your loving and true support, and this will be to your honour for time to come. We pray that you will make such preparations so that you are ready with your men to come to us upon our sudden warning.

# Inference

- Simply repeating or paraphrasing the source is lower-level analysis! Students need to bring in something **extra** here – their knowledge of the topic guides them as to the appropriate inferences they can make.
- So what is an inference? This is something the student *makes*: “It can be inferred/suggested here that...”. NB. it’s not what the author/source is suggesting. An author *may* claim, imply, indicate, make a suggestion – but only the student can make an inference from that.
- Encourage the student to use the language of inference: suggests – further indicates (double inference); implies... (not ‘states’, ‘tells’).
- Putting the source in the context of the values and concerns of the time, what light does the student think it sheds on the enquiry?
- **The student’s inferences are at the heart of the analysis.**

# Inference: Task 2

- a) What inferences can you make from source 1 for enquiry 1: the seriousness of opposition to Henry VII?
- b) Now look at exemplar answer 1 in your delegate booklet and highlight where inferences have been made by the student.

NB “Henry implies” is not an inference, as it is the King making the suggestion. Only the student makes the inference, which s/he goes on to do with “This may reveal that...”.

# Exemplar answer 1: Making inferences

“The source emphasises the imminent danger of attack from opponents including Margaret of Burgundy and a ‘great many Irishmen and Germans’ who supported her endorsement of Simnel during his rebellion in the years 1486-7. **This indicates** that the opposition against him was serious, as it garnered foreign support. However, the ‘Germans’ mentioned were actually mercenaries hired by Margaret to fight at the Battle of Stoke, where most of them were killed along with their leader, Martin Schwartz. Therefore, this shows that foreign opposition to Henry was significant, but not to the extent to which Henry describes it.

Inference

“Also, **the source suggests** that there is some confusion surrounding the strategy of this opposition, as Warbeck was initially proclaimed as the ‘bastard son of King Richard’, but later was identified as the ‘second son of our father in law, King Edward IV’. This disjointed threat makes the threat perhaps appear less significant than it actually was by focusing on the attempted deceptions of the opposition. Furthermore, Henry implies that there is an immediate threat of attack in the urgency of appeal for troops in the absence of a standing army. He asks that the cavalry be ‘ready to come with a day’s warning’ in response to ‘our sudden warning’. **This may show that** the opposition to Henry has recently grown in size and strength due to the urgency of his message, but also that the opposition is more serious because Henry himself was relatively unaware of the threat. Therefore, the source is useful in revealing the seriousness of the opposition through Henry’s urgent tone.”

Inference

Inferences

# Applying contextual knowledge:

## Task 3

- “Low-scoring candidates either rely heavily on the extract as if it was a source of information or make limited use of the extract, using almost exclusively their own knowledge.”
- Own knowledge should be clearly selected to relate to the issues raised within the extract – linked to the inferences made.
- Underline on exemplar answer 1 where contextual knowledge has been added in order to evaluate the inferences.

**In chat: what class exercises do you do to encourage this application of own knowledge?**



# Exemplar answer 1: Weaving in context

“The source emphasises the imminent danger of attack from opponents including Margaret of Burgundy and a ‘great many Irishmen and Germans’ who supported her endorsement of Simnel during his rebellion in the years 1486-7. This indicates that the opposition against him was serious, as it garnered foreign support. However, the ‘Germans’ mentioned were actually mercenaries hired by Margaret to fight at the Battle of Stoke, where most of them were killed along with their leader, Martin Schwartz. Therefore, this shows that foreign opposition to Henry was significant, but not to the extent to which Henry describes it...

Inference

Context

Weighing up

... Therefore, the source is useful in revealing the seriousness of the opposition through Henry’s urgent tone.”

End of para judgement

**Task 4 – next slide:**

**Now read source 2 in the delegate booklet (witch craze) and identify where in exemplar answer 2 inferences have been made, with interwoven contextual knowledge**

## Exemplar answer 2: Weaving in context

“The source is valuable in exploring the beliefs in the powers of the witches. The source states that Chattox confesses to being ‘seduced to become a member of that devilish abominable profession of witchcraft’ which showcases the belief in the diabolical pact. It was superstition that the witches formed a pact with the devil and they received their powers as a result. This is compounded by Chattox’s confession of owning the ‘Spirit Tibb’ which witches received to aid with spells and potions and is further evidence of the Diabolical Pact.

Inference

Context

Context

“Furthermore, it is indicative of how witches were typically regarded as women and also poor as they were easily seduced by the charms of the devil and the riches he would offer in exchange of their servitude; the ‘gold, silver and worldly wealth’. This justifies and legitimises the belief that witches are more likely to be poor as the devil offered witches and the Chattoxs and Dendrikes had reputations for begging and supporting themselves with white magic. The Chattoxs were also squatters on Nutter’s land and this testimony makes it believable that witches were typically old, female and poor, evidently conforming to the stereotype.”

Inference

Context

Context

*Option 33 The witch craze in Britain, Europe and North America, c1580–c1750*

# Provenance

- Provenance and context both link to the inferences made.
- ‘Try to integrate your points on the provenance and purpose of the source into your response, rather than including these points as a stand alone paragraph.’ (2019 examiner report)
- ‘Candidates should avoid stock/simplistic evaluation, for example, it is a newspaper report, so it is exaggerated because it is designed to sell papers.’
- Look at the detail of the provenance of the source to see what might give weight to the source.

# Use of provenance: Exemplar answer 3

Assess the value of the source for revealing beliefs in the power of witches and the organisation of witch-hunts in early seventeenth-century Lancashire. (Task 5)

“... The account is by Thomas Potts who was present during the trial and testimony of the Dendrikes and Chattoxs. Furthermore, being a clerk and acting as an official of the court, an historian would expect his account to be detailed and factual which makes his account valuable. As an official he would have a detailed awareness of the procedures and organisation of the witch hunt.

Nature &  
Origin

Value

“However, Pott’s testimony may be less valuable to an historian due to its subjectivity as Potts was influenced by ‘two presiding judges’ Bromley and Altham who checked his accounts and who wrote sections of the account. Bromley and Altham would have a political agenda to present the trial as conforming to King James’ Daemonology in order to gain favour from the King and further their careers. This compromises the accuracy as some details regarding methods used (particularly as torture was illegal in England) and how evidence was collected may have been obscured to present the judges in the best way.

Less value

Purpose

Less value

“However alternatively their subjectivity could be valuable to a historian gleaning belief about the power of withes as it provides them with an idea of stereotypical views as well as what the officials and judges were looking for. Therefore, the source overall is valuable as limits of its subjectivity is combatted by the accuracy of the source.”

Value

Weight

# Using the Examiner Report

What can be learnt from the Witch Craze Examiner Report?

1. Ask students to think first about the **purpose** of the account:

“Higher scoring candidates... showed genuine insight into the reasons for Potts’ inclusion of certain material (e.g. his agenda was to report on the extreme danger posed by witches and he therefore selected material that focuses on the harm and deaths they caused).”

2. Rather than a simplistic look for limitations:

“However, for many provenance was often used in a simplistic fashion, asserting that because Bromley checked and revised the account he must have falsified it.”

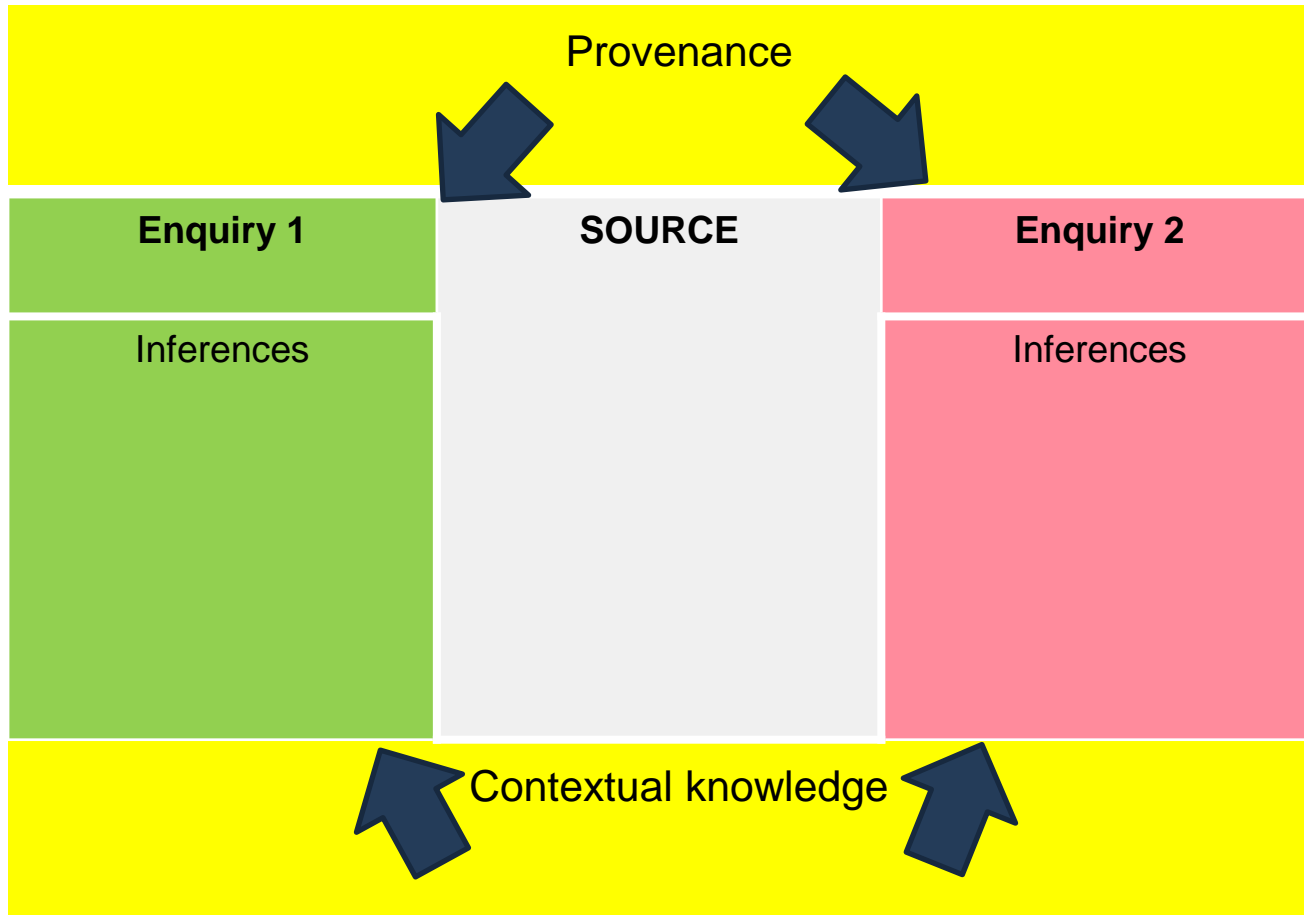
3. Or wasting time on what the source missed out:

“lower scoring answers... concentrated on what the source didn’t include rather than what it did.”

4. Unless the purpose of the source led to its exclusion:

“e.g. including information that was simply missing from the source without explaining why this may have been missed out by the author.”

# Two enquiries



**In chat: what resources have you used and found helpful?**

# Classwork ideas

- Pair 1 given enquiry 1 and identify relevant inferences.
- Pair 2 given enquiry 2 and identify relevant inferences.
- The pairs combine and together discuss what contextual knowledge could help evaluate their inferences.
- The group considers the nature, origin and purpose (provenance) of the source to judge the value for each enquiry; groups feedback to the class.

**OR**

- Initial class discussion: consider the provenance – what does that suggest about the weight of the source for each enquiry?
- Groups given either enquiry 1 or 2 and identify relevant inferences.
- Passed to next group to add contextual knowledge to assess the value of the inferences.
- Class feedback – with reference to the provenance and context, what is the value overall for each enquiry, and why?

# Conclusion: Task 6



- **Conclusion** – what is the value of the source for each of the enquiries?
- Read the two conclusions in the delegate booklet (exemplar answers 4 and 5), highlighting where and considering how the value is judged.
- The value of the source may well vary for the two different enquiries. *If relevant:* for which enquiry is the source more valuable? Use the provenance to judge/explain this.
- However, Examiner Reports state that “there is no *requirement* to argue that the source is better suited to one enquiry than the other; any comments made in relation to this will be rewarded according to how they fit with the three strands of the mark scheme.”



# Exemplar answer 4: Conclusion 1

Assess the value of the source for revealing beliefs in the power of witches and the organisation of witch-hunts in early seventeenth-century Lancashire.

“Therefore overall the source has immense value to an historian exploring the belief in the power of witches and the organisation of the hunts as they are very comprehensive and accurate. Despite Potts not being from Lancashire and perhaps being ignorant of the local superstition and beliefs, his accounts details the testimony of the local families and suggest that these beliefs were typical. Moreover he is very valuable in detailing the organisation of the trial and alludes to the organisation preceding the trial. Therefore the source is valuable of both issues, but more for a historian understanding beliefs about the powers of witches.”

The provenance here, particularly the nature of the source, leads to the weight the evidence will bear.

# Exemplar answer 5: Conclusion 2

Assess the value of the source for revealing the issues that concerned the Reform Movement in Upper Canada and the attitudes it took towards reform.

*Option 35.1: Britain: losing and gaining an empire, 1763–1914*

“On the balance of evidence, the source is immensely valuable for revealing the issues that concerned the Reform Movement in Upper Canada. It is also useful due to its typicality of the attitudes of a reformer first hand of the attitudes that Upper Canada took towards reform. Ultimately Baldwin provides factual and relevant opinion to demonstrate to London and the British the issues of concern and also the attitudes Upper Canada took towards reform in the 1830s. In fact, the source is even more useful for the first enquiry than it is the second, though ultimately it is valuable for both.”

# Structure suggestions for AO2 analysis

All inferences for enquiry 1, followed by all inferences for enquiry 2;

**or**

Alternate inferences between enquiries 1 and 2.

Enquiry 1	quotes, inferences grouped together, with interwoven references to provenance and knowledge to support/challenge
Enquiry 2	quotes, inferences grouped together, with interwoven references to provenance and knowledge to support/challenge
Conclusion	how much weight for each enquiry?

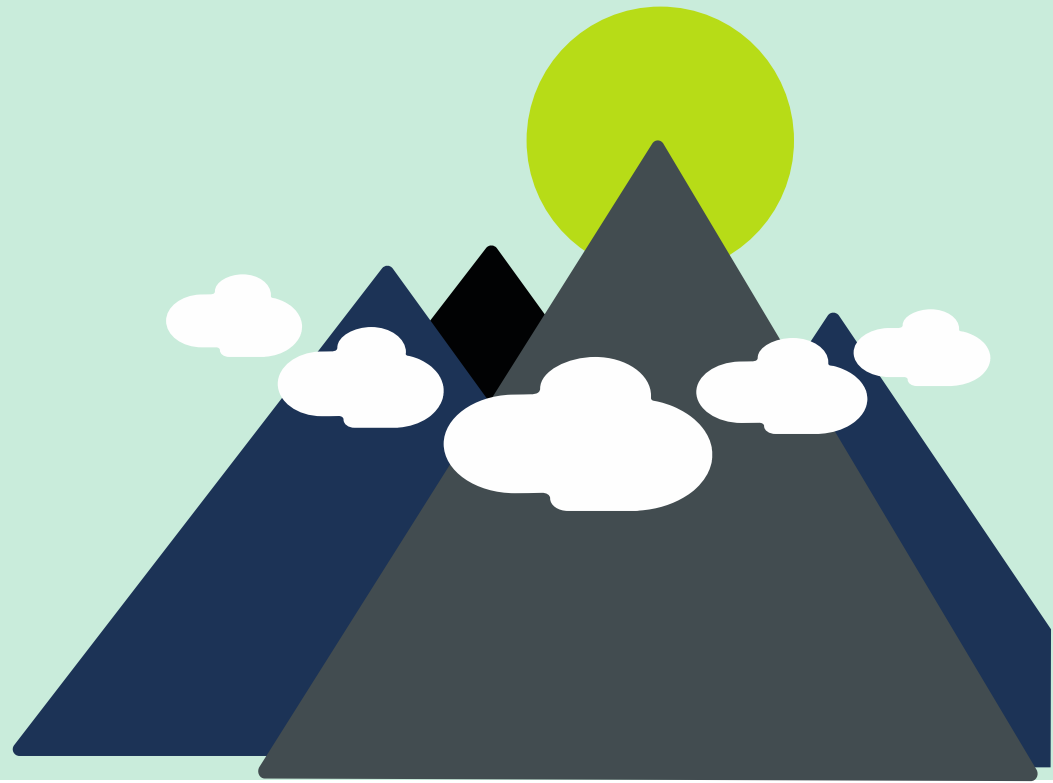
Enquiry 1	quote, <b>1st</b> inference, with interwoven references to provenance and knowledge to support/challenge
Enquiry 2	quote, <b>1st</b> inference, with interwoven references to provenance and knowledge to support/challenge
Enquiry 1	quote, <b>2nd</b> inference, with interwoven references to provenance and knowledge to support/challenge
Enquiry 2	quote, <b>2nd</b> inference, with interwoven references to provenance and knowledge to support/challenge
Conclusion	how much weight for each enquiry?

**In chat: there is no 'preferred' way – what structure do you use?**

# So what should students avoid? AO2

- Paraphrasing source content rather than making inferences.
- Lacking support and development of inferences made.
- Using contextual knowledge to answer the enquiry, rather than use to illuminate and discuss inferences.
- Lacking contextual knowledge, which in some cases leads to incorrect assumptions.
- Including the provenance as a stand alone paragraph rather than integrating points.
- Evaluating the source in stereotypical ways without directly applying to what was in it.
- Suggesting that weight can be established by a discussion of what is missing from a source, unless explicitly linked to its purpose.

# Section B aspects in depth (AO1)



# AO1 core skills (Sections B & C)

1. Analysis of key features and characteristics of the period
  2. Selection and deployment of knowledge
  3. Evaluation and judgement, applying appropriate criteria
  4. Organisation and communication
- focusing on the question and identifying the second-order concept.

# Selecting criteria for the second-order concepts

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

## 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 the question is judged’
- [Edexcel Guide to Criteria](#)

# Identifying Criteria

- **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.’
- There are no set criteria or right ways to select criteria. Included here are some ideas (in Sections B and C) 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.



# Which concept? (1)

‘The writings of Winston Churchill and Emily Hobhouse had the most significant impact in influencing the attitudes of the public in Britain to the Boer War.’ How far do you agree with this statement?

*Option 35.2: The British experience of warfare, c1790–1918*

Concept: consequence

Criterion used here for judging could include how much or what was changed as a result & how substantial or long-lasting that change was.

Other consequence questions could include impact over an extended period, or how many people were affected, or the degree to which it affected government decisions, etc.

Using modern examples can also be useful, such as the consequences of Greta Thunberg’s school strike in 2018.

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

# Example of consequence criteria

The writings of Winston Churchill and Emily Hobhouse had the most significant impact in influencing the attitudes of the public in Britain to the Boer War.' How far do you agree with this statement?

- Introduction: “To reveal which war coverage had the most significant impact, the amount of change it led to in regards to government and the public, along with the significance of the change can be used.”
- “In conclusion, both the writings of Winston Churchill and Emily Hobhouse did not have the most significant impact in influencing the attitudes of the public, as only Hobhouse led to the most amount of change. Unlike Churchill, the criticism she fuelled in the public led to government intervention to save thousands of lives in concentration camps.”

# Which concept? (2)

As a press baron during the First World War, Lord Northcliffe's treatment of Lloyd George was similar to his treatment of Asquith.' How far do you agree with this statement?

*Option 39.2: Mass media and social change in Britain, 1882–2004*

Concept: similarity and difference

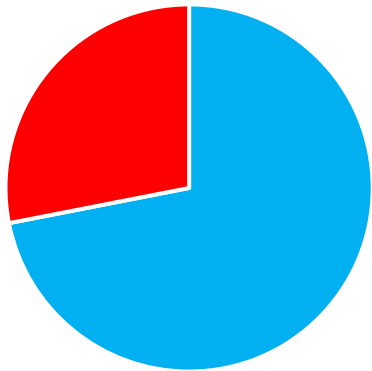
- Examiner Report noted that stronger candidates took a **thematic approach**, linking Asquith and Lloyd George together, rather than taking each individual in turn, which led to a narrative rather than an analytical response.
- Need for a balance between similarities and differences – weaker students focused only on differences.

Similarities	Differences
The general conduct of both prime ministers was criticised by Northcliffe.	Northcliffe was more persistently hostile towards Asquith, whereas Lloyd George was treated more kindly.
Northcliffe's <i>Daily Mail</i> was equally critical of key battle campaigns under each man.	Difference in treatment by the <i>Daily Mail</i> : 'Get a smiling picture of Lloyd George and get the worst possible picture of Asquith.'

# Similarity and difference criteria suggestions

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

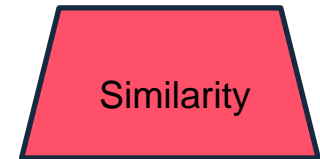
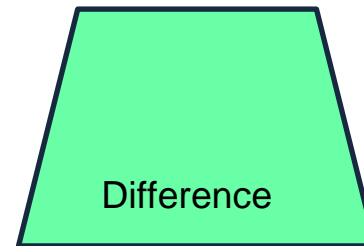
Similar or Different?



■ 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/substantial?**  
(define)

# Which concept? (3)

How far do you agree that the construction of the Trent and Mersey canal was the main reason for the success of Josiah Wedgwood's business?

*Option 34.1: Industrialisation and social change in Britain, 1759–1928*

Concept? Causation

Possible class discussion to think about criteria:

- What are the long-term as well as the short-term causes of his success?
- Is there a pre-condition, catalyst or a trigger?
- Is there a cause that underpins the others?
- Identify the hypothetical reasoning: 'if the canal had not been constructed, would he still be successful?'
- Which of these causes do you think is most important here? Put the causes in a hierarchy, determining their relative importance. Explain your decisions.
- Now make the criteria more specific to the question: what would success in Wedgwood's business be like?

**In chat: what exercises do you use that encourage causation decision making?**

# Criteria applied

Applied throughout the argument, rather than just in the introduction (so a **sustained** analysis).

One approach to achieve this:

- 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 – this depends on and must reflect upon the particular question.

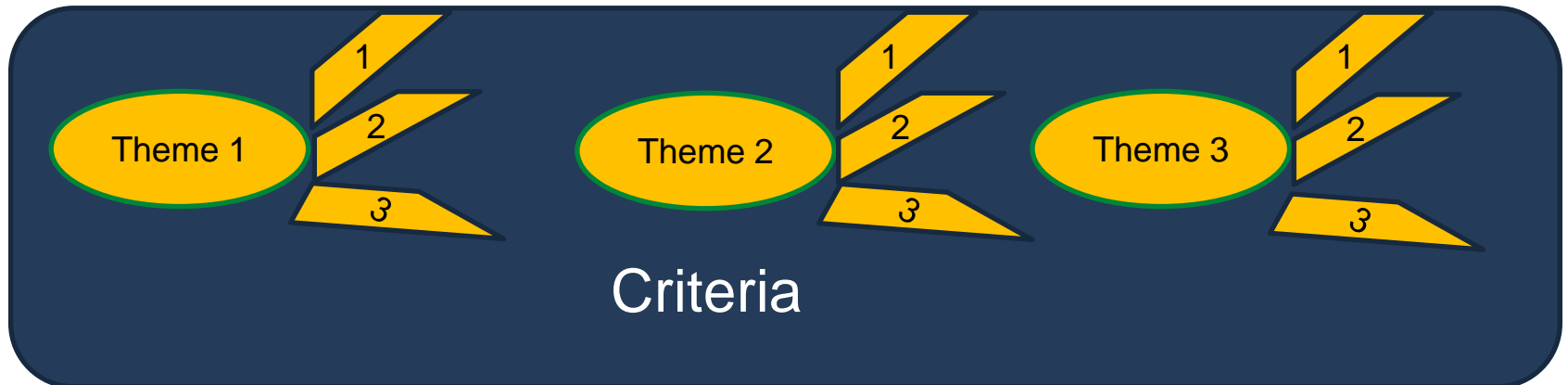
## AO1 Level 5

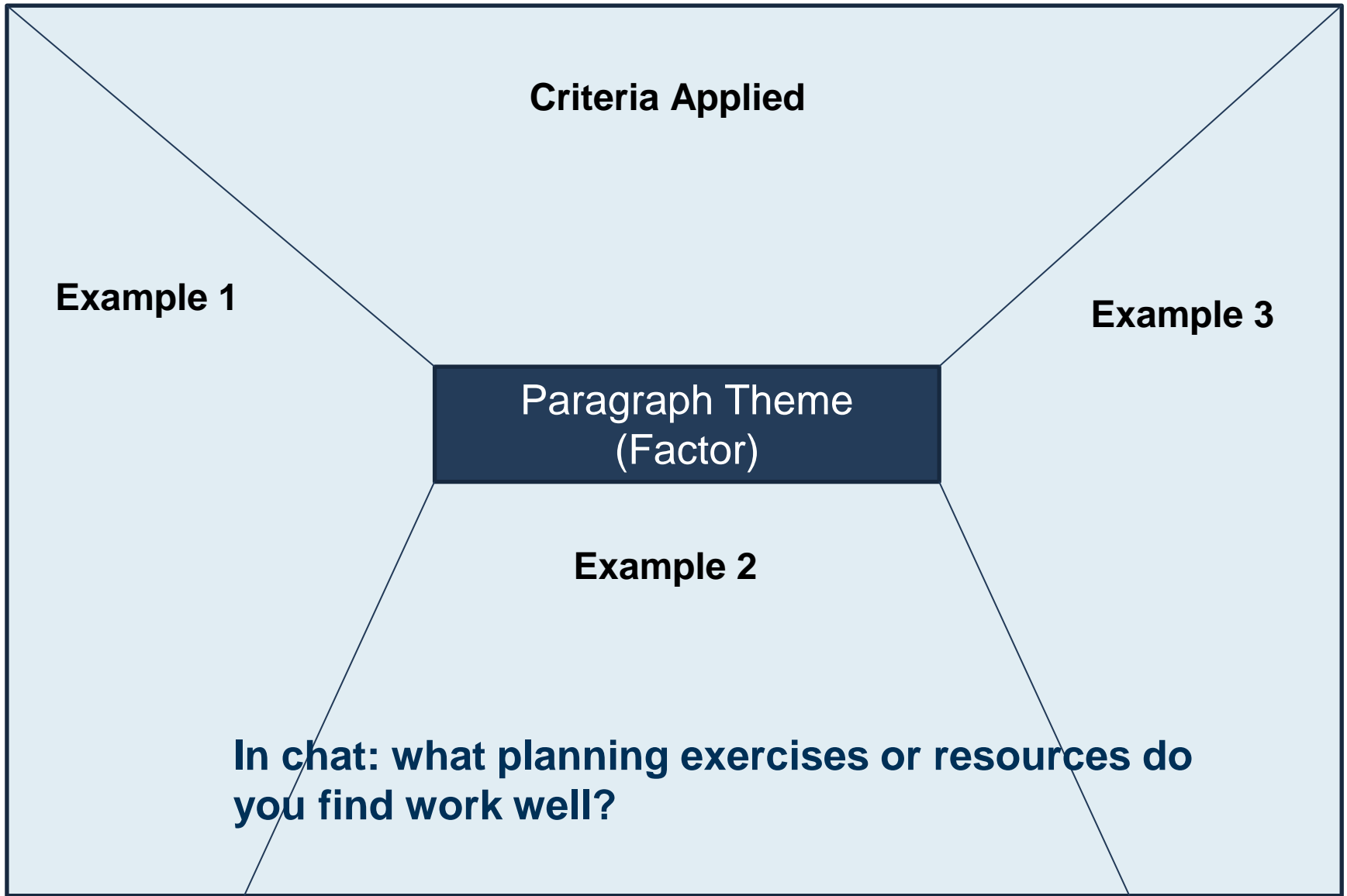
‘Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.’

# Suggested student essay: Section B 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 specific time period in the question.

(‘candidates must be aware of key dates, as identified in the specification, so that they can address questions with chronological precision’)







# The conclusion

- Giving students practice of writing timed conclusions in class or as part of their homework emphasises the importance of having a well-developed judgement. **In chat: how long do you suggest students take on this?**

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.

# Conclusion exemplar answer

To what extent was 'the little ice age' the fundamental cause of the witch craze in Bamberg, 1623–32?

"In conclusion, whilst the 'little ice age' led to the ruin of the wine crop & grain harvest in Bamberg in the 1620s, with the coldest weather of 1628-9 corresponding to the peak of witch trials, the responding petitions from subjects to their overlords demanding the destroying of the witches they blamed would only have led to the trials if the authorities agreed to act, and arguably would have led to some 'frost witches' being accused, but not 900. Considering which factor underpinned the high numbers of witch executions in Bamberg, it can be argued quite strongly that it was the fear created by the Catholic Prince Bishop von Dornheim with his use of systematic torture, which led to hundreds of names of witches being given in forced confessions. The ongoing Thirty Years War and to a lesser extent the Counter Reformation both provided a situation within which fear of witchcraft thrived, but fundamentally it was von Dornheim who was responsible for a witch hunt becoming a witch craze. This is supported by high status individuals being especially targeted in Bamberg, whose property confiscations made von Dornheim a wealthy man. This suggests that von Dornheim, in shaping the witch hunts, was the fundamental cause, with the 'little ice age' giving him the justification he needed."

**Students are asked to identify the 4 factors, the criteria & the judgement here. After essay planning, they then wrote their own conclusions.**

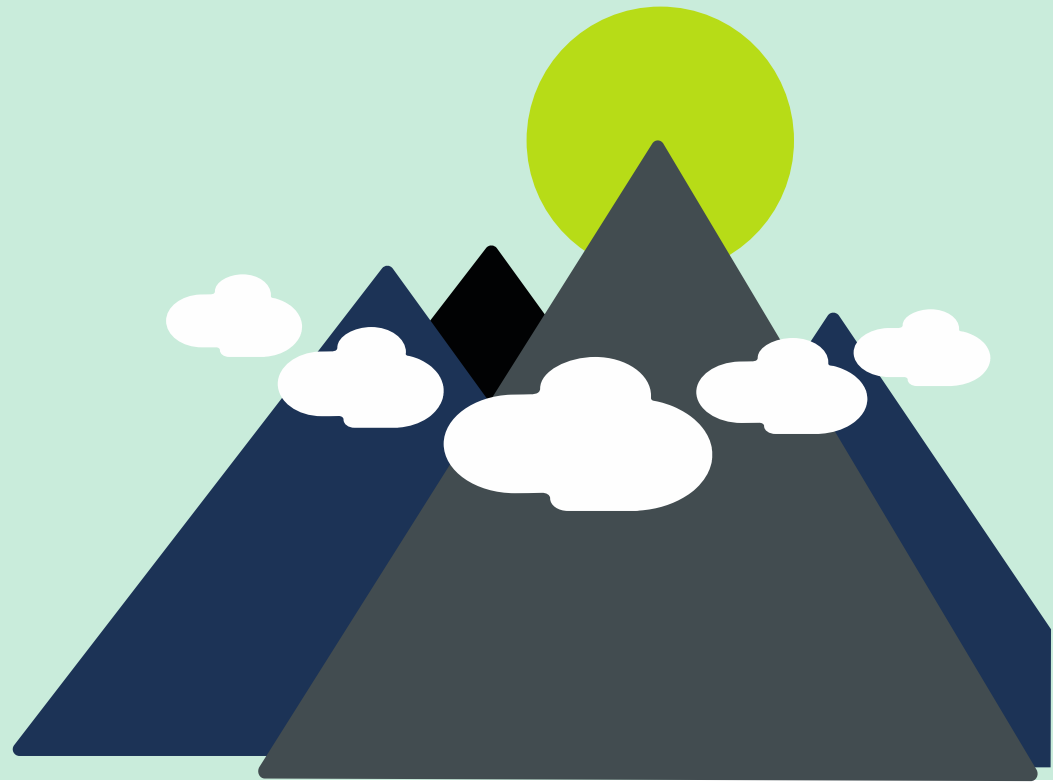
# Section B summary

Students who did less well in Section B:

- Did not deal with the conceptual focus of the question with sufficient clarity.
- Were often generalised in approach, with only limited analysis.
- Included contextual knowledge that was inaccurate, outside the chronology of the question, of doubtful relevance and/or was descriptive.
- Asserted judgements without establishing criteria.

# Section C: change over at least 100 years (AO1)

- the process of change  
(factors bringing it about)
- the extent of change
- the impact of change
- patterns of change  
(turning points)



# Section C: covering at least 100 years

- A breadth question – a minimum of 100 years.
- To access bullet point 2 at Level 5, candidates are expected to have responded ‘fully’ to the demands of the question: at **least 75%** of the chronological range of the question was addressed.
- To access bullet point 2 at Level 4, candidates need to meet ‘most’ of the demands of the question: **at least 60%** of its chronology.

# Covering 100 years: planning exercise

Theme		
Early	Middle	End

Considering **the process of change...**

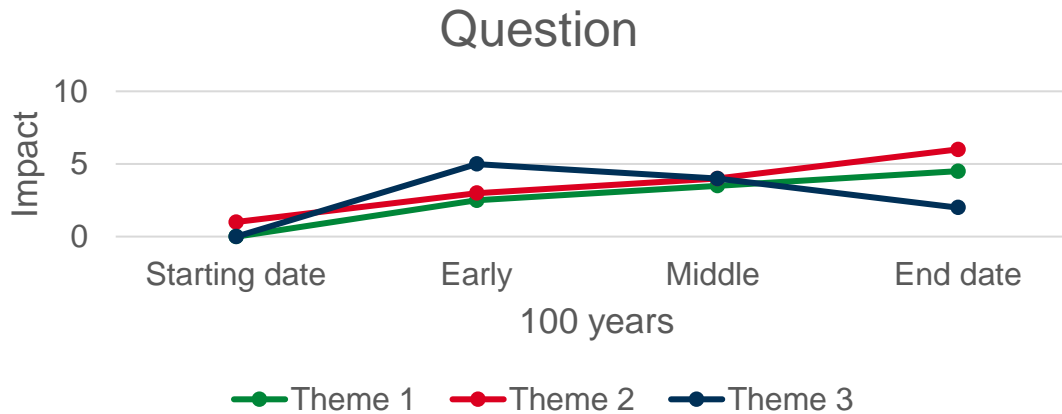
- selecting three examples for each factor/theme

Each group could be given a factor/theme and fill in early example ideas – then pass their chart round to the next group for middle period examples, then again for the end period.

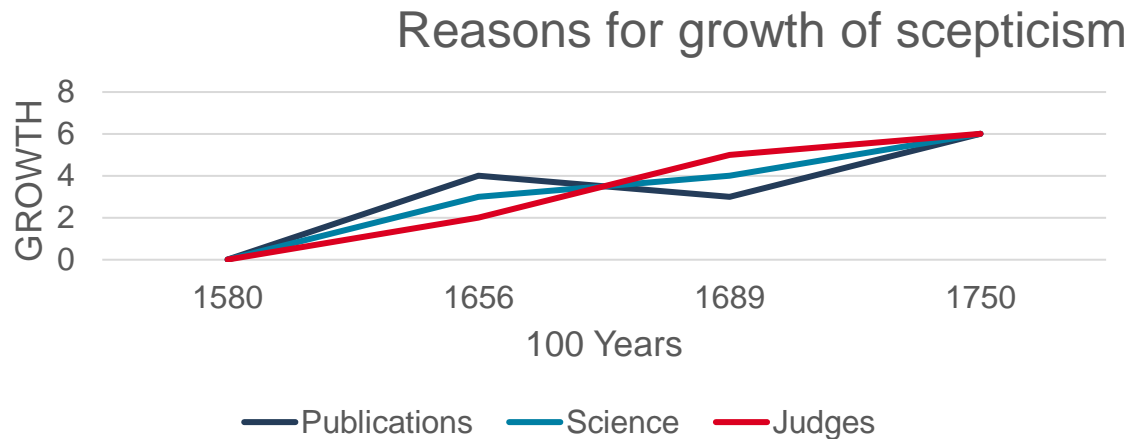
Students could then choose which example from each section to include in their essay or paragraph plan or written work.

**In chat: what other planning exercises do you use to ensure sufficient coverage?**

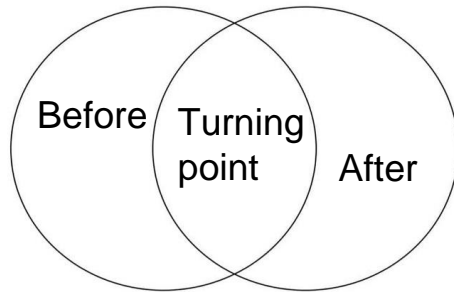
# Covering 100 years: planning exercise



This could be paired or group work – plotting key dates for each theme across the time period to consider the **extent of change** – then used for class discussion or planning an essay.



# Turning points

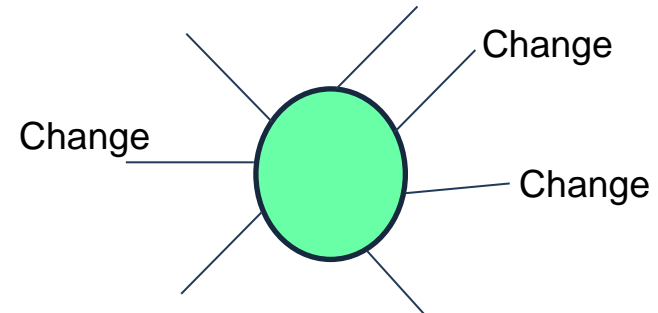
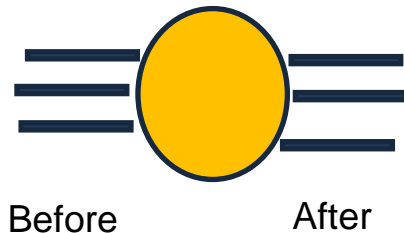


Turning points can be a useful way of assessing patterns of change over time.

**In chat: how would you define a turning point?**

Students could be asked to identify possible turning point moments in history, explaining their choices e.g. 9/11.

Then argue for a possible turning point in the period they are studying; charts can be useful here:





# Change and continuity: criterion suggestions

- To help identify a change and continuity question, look for words like 'transform', or 'decline'.

**In chat: what other words can you think of?**

Change – what is different?

- e.g. The 1832 Reform Act:  
Rationalised the franchise  
Increased the electorate  
Redrew constituency boundaries.

Continuity – what stays the same?

- e.g. The 1832 Reform Act  
Did not introduce secret ballot  
Did not enfranchise most men  
Did not end patronage.
- Assess factors ranging across the 100 years+ period.

# Thinking about criteria

Extent of  
change?

Nature of  
change?

Change and Continuity  
Question

## Class Exercise

Try out all three criteria  
on the given timescale.

Choose the 1 or 2 you  
find help you best to  
make your judgement on  
your question.

What other criterion could  
you use?

Rate/pace  
of change?

# Change and continuity: criteria example

‘Social reforms resulted in consistent improvement in the lives of Germans in the years 1871–1990.’ How far do you agree with this statement?

*Option 37.2: Germany, 1871–1990 (qu.9, 2022)*

- **Rate of change:** plot changes across the period; at which point(s) did the greatest change (for this question ‘improvement’) take place? Or was there ‘consistent’ improvement?
- **Extent of change:** how much change has taken place? e.g. fundamental improvement or less substantial? Was there consistent improvement?
- **Nature of change:** compare how it was at the start of the time period to how it was by the end – in what ways has it changed/improved? Was there consistent improvement?

# Significance: example

‘The years 1930–1990 were more significant than the years 1871–1914 in the development of German industry.’ How far do you agree with this statement.

*Option 37.2: Germany, 1871–1990 (qu.10, 2022)*

- Concept: **significance** – change over time.
- Argument weighing up the **relative significance** of both periods.
- The question aims to promote comparison between two vital periods in the development of the German economy.

# Significance: exemplar conclusion

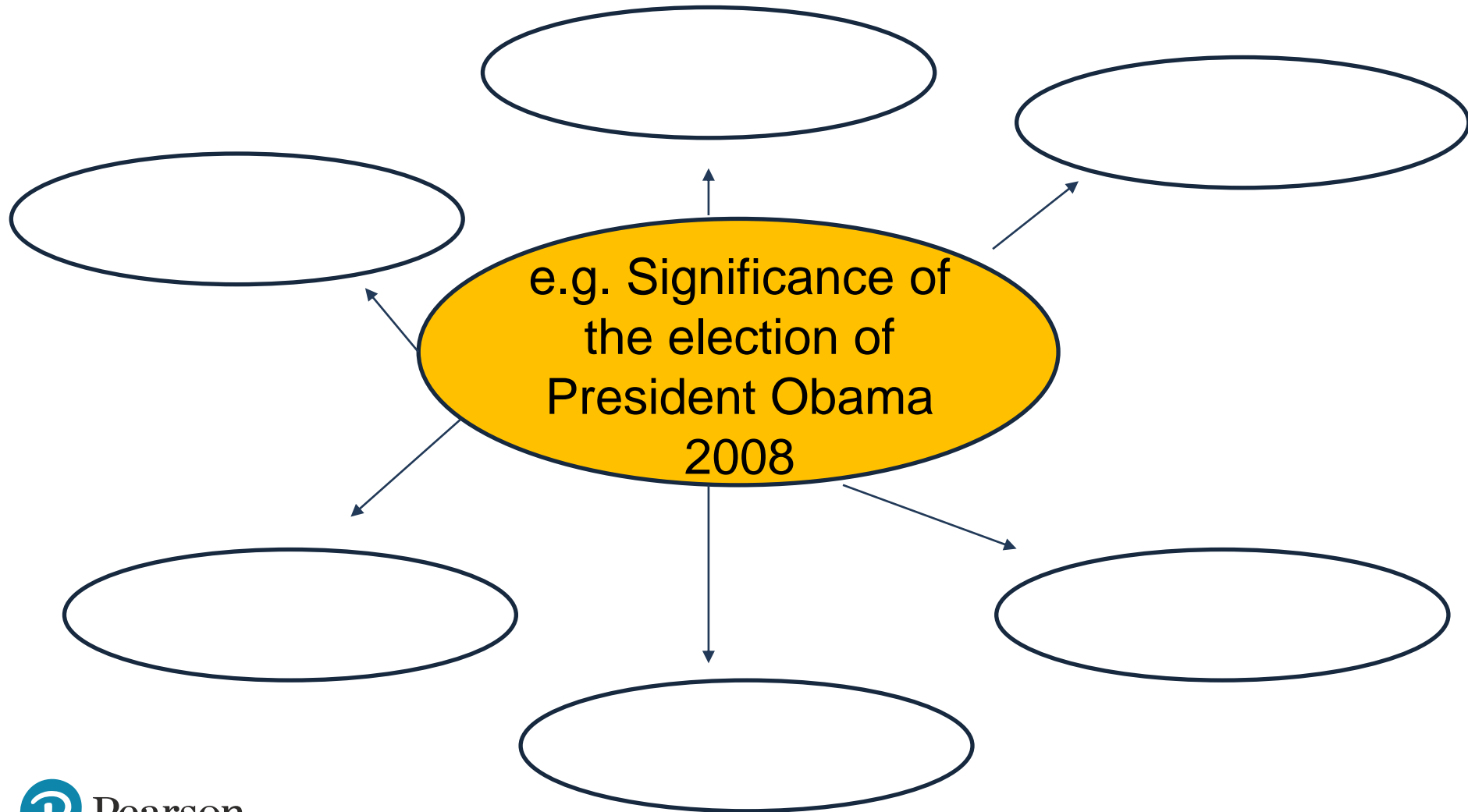
“To conclude, despite the years 1871–1914 being significant in the development of German industry due to becoming world leaders in certain ways, the years 1930–1990 faced great adversity for the German industry to overcome, which they did especially in later years after the second world war and lead up to it, making it more significant for the end result, and ultimately therefore 1930–1990 were the more significant in the development of German industry.”

- Why is this a Level 4 conclusion?
- ‘There is some effective comment on the significance of different developments and some weighing up in response to the question.’  
(Examiner Report)

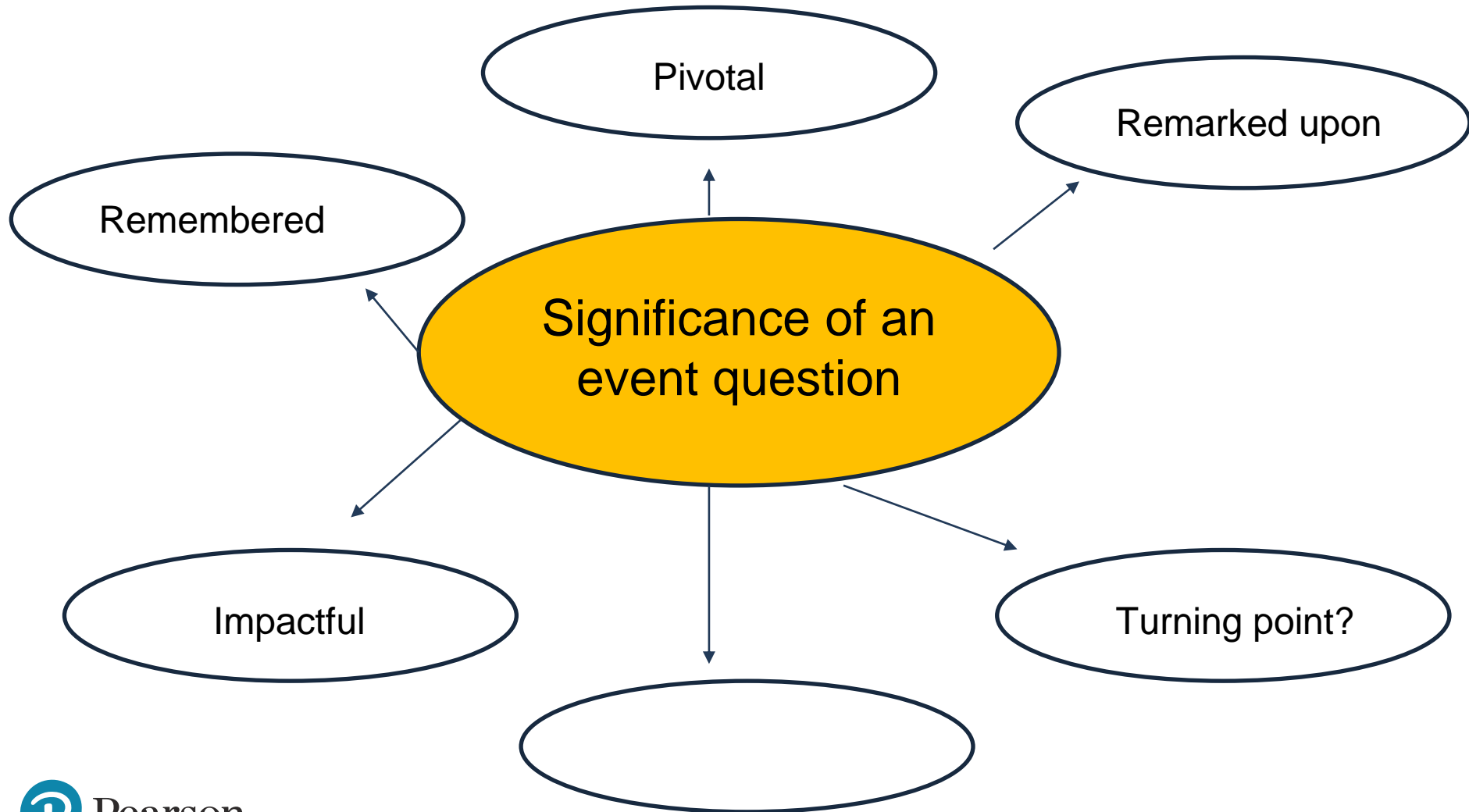
**In chat: what criterion is implicitly being used here?**

- Suggested class exercise – ask students to improve it up to a Level 5 response.

# Significance of an event criteria exercise

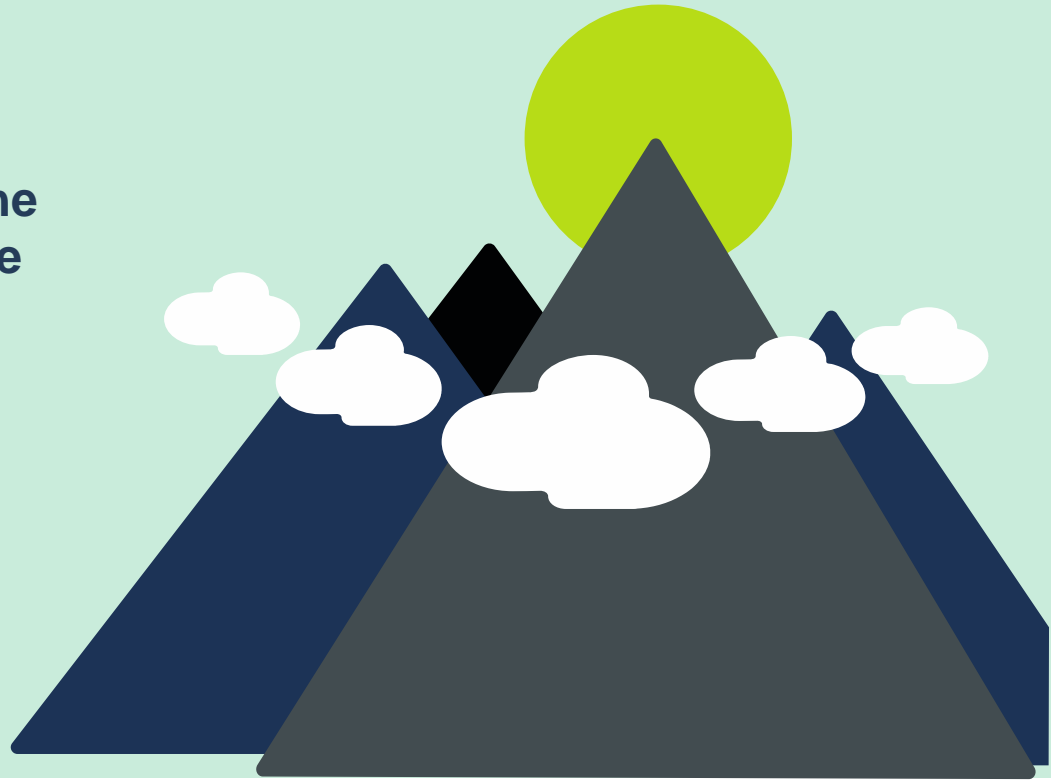


# Significance of an event criteria exercise



# Pearson Support

The handwritten essays from which the extracts have been taken can be found in full on the 2019 and 2022 exemplars on the [course materials section of the Pearson site](#).






# History subject advisor

- **Mark Battye**
  - 0333 016 4084
  - [TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com)
  - [@PearsonHistory](#)
  - [Sign up](#) to Mark's regular subject advisor updates.
- [qualifications.pearson.com/history](https://qualifications.pearson.com/history)
  - New live chat feature



## History

GCSE History entry code calculator	GCSE History entry code calculator
October 2022 History subject update	<p>The GCSE History entry code calculator has been updated for Summer 2023. Please select your paper choices through the form and your code will be generated automatically at the end.</p> 
Edexcel GCSE History Summer 2022 Pre-recorded Feedback	
Update on Summer 2023 assessment arrangements from DfE and Ofqual	
<a href="#">➤ Use entry code calculator</a>	

**Any questions?**

**Networking / sharing ideas;  
which Paper 3 topic(s) do  
you teach?**

