

# **Pearson Edexcel GCSE History**

## **Autumn term 2021 Online network events**

### **Teaching Change and Continuity – the thematic study**

#### **Delegate Booklet**

**25 November 2021**

This pack is for delegates attending the GCSE History network event for teaching change and continuity. This pack contains the exemplar material that you will need during the meeting, as well as a space to type any notes or comments.

This GCSE History network will allow delegates to:

- Receive a brief update on the qualification and ask questions
- Discuss the second-order historical concepts of change and continuity
- Focus on the process of change in the Paper 1 thematic study
- Talk through some marked exemplar student answers
- Network and share teaching ideas and strategies

Are there any updates or new resources that Pearson are offering which you would like to check out after this meeting?

## Thinking about Change and Continuity

Use this space to make notes about ideas for teaching Change and Continuity:

## Change and Continuity in Paper 1

Use this space to make notes about the role of Change and Continuity in the Thematic Study:

# Paper 1 exemplars

## Explain why... Medicine

Question		
4		<p>Explain why there were improvements in medical knowledge in the years c1500-c1700.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• Thomas Sydenham</li> <li>• the printing press</li> </ul> <p>You <b>must</b> also use information of your own.</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7-9	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

### **Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

### **Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Thomas Sydenham took a scientific approach to studying diseases, trying to classify them; he showed that scarlet fever and measles were different.
- Sydenham's scientific observations led him to stress the importance of trying to treat the disease rather than simply its symptoms.
- The printing press allowed new discoveries to be widely and quickly disseminated.
- The creation of the Royal Society led to a new emphasis on scientific enquiry and improved knowledge, such as the report of 'animalcules' by Leeuwenhoek.
- Vesalius dissected bodies to improve his knowledge of anatomy and then had his findings published in his book 'On the Fabric of the Human Body'.
- Harvey used a scientific approach of dissection, experiment, observation and recording to improve his knowledge of physiology.

## Explain why... Response 1

- 4 Explain why there were improvements in medical knowledge in the years c1500-c1700.

(12)

You may use the following in your answer:

- Thomas Sydenham - practical
- the printing press

You **must** also use information of your own.

There were improvements in medical knowledge during the Renaissance due to Vesalius' ~~teachers~~ teachings. Vesalius understood that good surgery could only be achieved when the surgeon had knowledge on human anatomy. Because of this he began to dissect bodies of executed criminals proving Galen's theories to be incorrect. He published his findings, including 'The Fabric of the Human Body' which became very popular. ~~At~~ At first ~~doctor~~ people were reluctant to believe his findings as Galen's Theory of the Four Humours was still very popular. However it led to improvements of medical knowledge as scientists began ~~at~~ to dissections in order to understand human anatomy and come up with their own theories. Because of this ~~at~~ Vesalius' teachings led to improvements in medical knowledge.

Another reason there were improvements in medical knowledge was because of Thomas Sydenham. Sydenham believed that practical experience was

much more important than theoretical knowledge. When treating his patients he would make detailed notes on their symptoms and their treatment. He ~~realised~~ released these notes as 'Scientific ~~observations~~ observations'. Sydenham classified diseases like animals, proving that measles and scarlet fever were different due to their different symptoms. This encouraged other ~~scientists~~ <sup>doctors</sup> to take records of their patients. ~~Also~~ It also improved scientific knowledge, enabling doctors to distinguish between different illnesses. Sydenham's ~~teachers~~ <sup>teachings</sup> led to improvements in medical knowledge.

In addition there were improvements in medical knowledge due to better communications of ideas. The printing press was a very significant piece of technology, allowing people to copy their ideas more quickly. Before the printing press people used books to broaden their knowledge. However the idea ~~must~~ would have to be widely accepted for anyone to bother copying it out into a book so only Galen's theory was spread. The printing press allowed many people to spread and debate their ideas, leading to improvements in medical knowledge. Also the Royal Society was formed and supported by King Charles I. This group encouraged the spreading of new scientific ideas. ~~or~~ Because of this more

people had the freedom to introduce new theories.  
Better communications led to improvements in medical knowledge.

What level did this receive? Use this space to make notes.

## Explain why... Crime and Punishment

Question	
4	<p>Explain why there have been changes in the work of the police in the period from c1900 to the present day.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> <li>• forensic science</li> <li>• cars</li> </ul> <p>You <b>must</b> also use information of your own</p> </div> <p><b>Target:</b> Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].  <b>AO2:</b> 6 marks.  <b>AO1:</b> 6 marks.</p>

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>



### **Marking instructions**

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

### **Indicative content guidance**

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The use of fingerprinting and DNA has made it easier to identify criminals, even after they had left the scene of the crime.
- The study of ballistics has made it possible to identify individual guns used in crimes.
- Cars were used to commit crimes or escape afterwards and therefore police cars were needed to catch criminals.
- New crimes have been defined, for example motor crimes such as speeding or driving under the influence of alcohol.
- Computers were used to commit crimes and therefore the police had to develop their own use of computers to combat such crime.
- The development of computers allowed police to record and analyse evidence in order to make links and solve crimes.

## Explain why... Response 2

- 4 Explain why there have been changes in the work of the police in the period from c1900 to the present day.

(12)

You may use the following in your answer:

- forensic science
- cars

You **must** also use information of your own.

with the help of forensic science, the police from 1900 to the present day have been able to catch criminals much more easily as they will have most likely left behind forensic evidence at the scene of a crime. This also means that the work of the police has become more scientific and advanced technologically, rather than the mostly ineffective approach the police used before 1900, which brought about criticism as they were unable to catch criminals like Jack the Ripper.

Years after this, the police began using cars as technological advancement allowed it. This significantly changed the job of the police onwards as they would be much less reliant on walking patrols as well as using bicycles or simply getting to crime scenes on foot. Instead, the police could now do most of these things with the use of a car, which makes part of their job significantly easier.

Further after this, the police were able to use computers for their work, allowing them to record crimes committed in different areas, names of criminals etc. This again was a huge factor as to why there have been changes in the work of the police from 1900 onwards, as before the police force had to either write down this information, or simply remember it, which isn't very reliable.

Overall it is clear to see that the significant advancement in technology is the main reason as to why the job of the police has changed and become easier. Whether it be the introduction of forensic science, car use or the advancement of computers, all have played a major role.

What level did this receive? Use this space to make notes.

# Paper 1 Judgement questions – change and continuity

## 16-mark question – generic mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>The overall judgement is missing or asserted. [AO2]</li> </ul>
<b>2</b>	<b>5–8</b>	<ul style="list-style-type: none"> <li>An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>9–12</b>	<ul style="list-style-type: none"> <li>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

## Judgement question – Medicine

'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800-present.'

How far do you agree? Explain your answer.

You may use the following in your answer.

- National Health Service (NHS), 1948
- Public Health Act, 1875

You **must** also use information of your own.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- The creation of the NHS by the government was a major development since treatment was funded from taxes and free at the point of delivery and therefore accessible to all.
- The government-funded NHS provides specialised treatment from highly trained personnel and high-tech equipment, which otherwise might not be available.
- The government has expanded its role in medicine by providing funding for training, research and experimental treatments.

Relevant points to counter the statement may include:

- The introduction of the 1875 Public Health Act showed the government taking responsibility for public health on a nationwide scale.
- The 1875 Public Health Act made it compulsory for local authorities to provide clean water and improve sanitation, showing an extension of government responsibility.
- The government made it compulsory for people to be vaccinated against smallpox during the nineteenth century.
- The government provided funding for prevention of illness through vaccinations campaigns such as vaccination against smallpox during the nineteenth century and against diphtheria in the twentieth century.
- Governments during the twentieth century introduced measures to improve public health such as providing free school meals, the school medical inspection to keep children healthy and campaigns such as 'five a day' and 'stop smoking'.

### Judgement – Response 3

The role of the Government in providing health services has evolved massively during the course of the history. Governmental attitudes towards ~~providing~~ ensuring health shifted from 'laissez-faire' to more involved, shown through the establishment of the NHS and the Public Health Acts.

One of the most arguably important measures taken by the Government is the introduction of the NHS in 1948. This revolutionised medicine after the minister of health Bevan fought to make sure everyone could access the same levels of treatment and medical care. The NHS impacted the lives of millions of people and raised the standards of care by providing free services and access to a wide range of technology designed to diagnose and treat disease such as endoscopes and CT Scans. This clearly highlights the significance of the NHS as it impacted the lives of millions of people by providing

Even services they would not be able to perform afford, this showing why the NHS is the most important change that led to access and provision of medical treatment established by the NHS Government.

Another important measure taken by the Government is the Public Health Act 1875. Civil servant Edwin Chadwick commissioned a report that highlighted the poor levels of public health causing the poor and the Government in response created the Public Health Act. This act forced councils to upgrade their sewage systems, clear rubbish off the streets and ensure the overall sanitation of the houses and streets. This was highly significant as it sought to improve the overall health of the public, rather than just provide medical treatment when illnesses arise. This could be argued to be the most important role of the Government in the years 1800-present day as it led to the increase in life expectancy and the overall improvement of living standards, this

improving the lives of the people in Britain. However, it can be argued that without the Public Health NHS, the public health act would have had a limited effect of the life expectancy as the NHS provided the services that allowed the life expectancy to increase.

On the other hand, the most important role of the Government in the years 1800 - present days ~~to~~ could be argued to be the healthy lifestyle campaigns. For example, the Clean Air Act was passed in the 1950s, the Government began healthy lifestyle campaigns that encouraged people to live better lives through exercise and healthy eating and the reduction of bad habits such as smoking and excessive drinking. These sought to educate people about the impact of their lifestyles on their health as germs are not the only cause of disease. This led to the overall improvement in the standards of living of the people and more awareness on what



causes disease. However, a large number of these campaigns were provided by the NHS, highlighting its significance.

In conclusion, the ~~to~~ main role of the government has ~~not~~ evolved over time. The most important role, however, is the ~~provision~~ providing of medical care and treatments through the NHS which revolutionised medicine as everyone was able to access it. The NHS also ~~promoted~~ brought the importance of good hygiene and healthy lifestyles, which had a large positive impact on the lives of people during the years 1800 - ~~present~~ present day.

What level did this receive? Use this space to make notes.

## Judgement question – Crime

'The Norman Conquest (1066) led to significant changes in law enforcement in medieval England'. How far do you agree? Explain your answer.

You may use the following in your answer:

- Wergild
- tithings

You **must** also use information of your own.

### Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Relevant points that support the statement may include:

- The Anglo-Saxon custom of Wergild was adapted so that the fine was paid to the king, rather than to the victim.
- The Anglo-Saxon custom of the blood feud was ended.
- There was an increase in the use of execution, which was the specified punishment for poaching in the King's Forest and for murder.
- Under Norman rule, the Church was given a greater role in law enforcement as church courts were given official standing.
- Benefit of Clergy was introduced, giving special treatment to clergy accused of a crime.

Relevant points to counter the statement may include:

- The use of community responsibility in the form of tithings continued from the Anglo-Saxon period into the medieval period.
- The use of the hue and cry continued from the Anglo-Saxon period into the medieval period.
- Trial by ordeal continued to be used where a normal court trial could not be held.

## Judgement – Response 4

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 5 ☒ Question 6 ☒

The Norman Conquest of 1066 led to William, the Conqueror taking the throne of England, to maintain his power as King he made changes to the law but also maintained some continuities to appease the locals.

For example, the concept of tithings, groups of 10 men, being responsible for each other and reporting each other's crimes, was kept in place as William saw it as effective due to the population living in small farming communities where people felt responsible for each other. Keeping this law by, some also introduced some familiarity with the new Norman system making Resistance much less likely.

One change however was that the Wergild, a compensation fee, ~~payed~~ to paid to the victim's family by the guilty party ~~for~~ the slaying of ~~a~~ the victim, was abolished by William and instead, people were either fined for the murder with the money going to the King's officials, or

a different punishment such as mutilation ~~or~~ execution was used. The ~~introduction~~ introduction of fines paid directly to the King helped William centralise his power, giving him greater control over England.

Another change William made was the introduction of a new law which stated that the killing of any Norman would be punished by ~~fining~~ <sup>the</sup> fine of the entire area. This made rebellions much less likely, as the people feared the ~~consequences~~ <sup>consequences</sup> should they fail and be punished for killing a Norman.

In conclusion, I mostly agree with the statement as William made some significant changes to the ~~law after~~ law after the Norman Invasion of 1066 which allowed him to consolidate his ~~power~~ power, however, he also maintained ~~some~~ some continuities which means I cannot fully agree with the statement.

What level did this receive? Use this space to make notes.

### Sharing good practice

Use this space to record any ideas, teaching strategies or other notes from the discussion.