

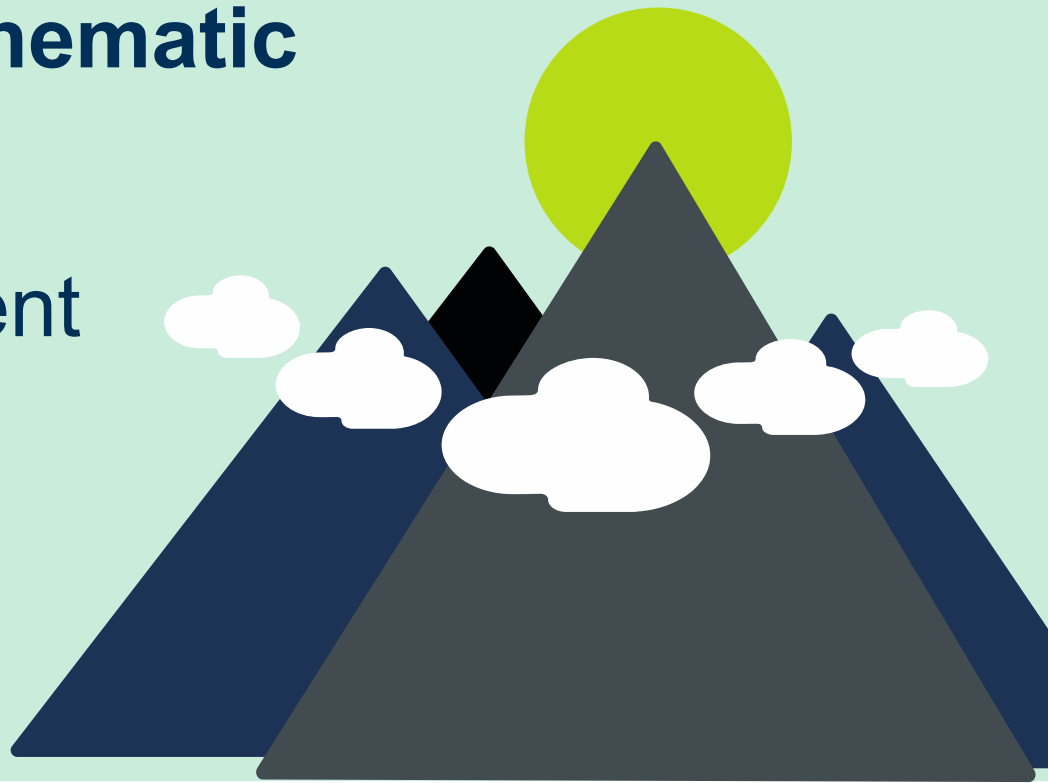
Pearson Edexcel GCSE History

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

Online network event
25 November 2021

First teaching in 2016

First assessment 2018



This GCSE History network will allow delegates to:

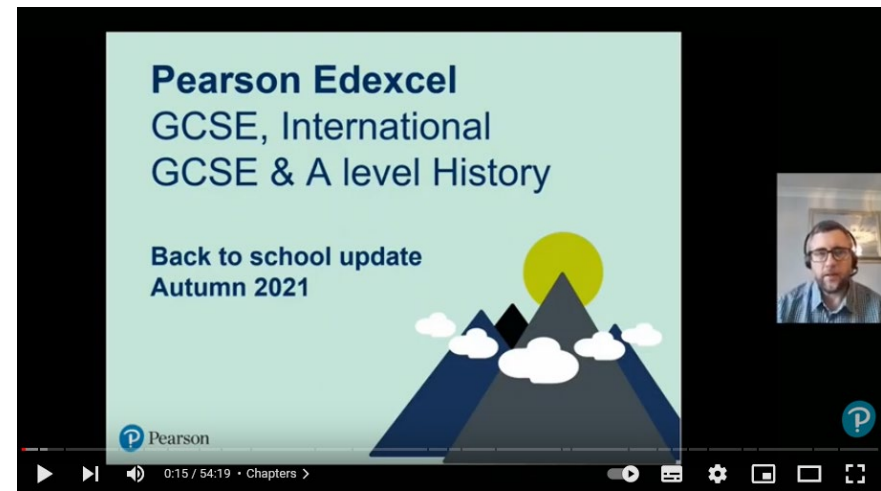
- Receive a brief update on the qualification and ask questions
- Discuss the second-order historical concepts of change and continuity
- Focus on the process of change in the Paper 1 thematic study
- Talk through some marked exemplar student answers
- Network and share teaching ideas and strategies

Agenda

16.00–16.10	Introduction and update
16.10–16.25	Thinking about Change and Continuity
16.25–16.30	Change and Continuity in Paper 1
16.30–16.50	Marked examples from Paper 1
16:50–16:55	Sharing good practice
16.55–17.00	New support materials and questions

GCSE History updates

- Autumn 2021 series
- Summer 2022 series
- New Migration thematic study and Specification Issue 3
- New support materials (at the end of the session)
- Mark Battye recorded a back-to-school update in October which can be seen [here](#).



Autumn 2021 series

- GCSE exams taking place between 18 November and 2 December.
- The content adaptations which were put in place for the cancelled summer 2021 exam series will be carried forward for the autumn series.
- GCSE results to centres: 23 February; results to students: 24 February.
- Key dates for Autumn 2021 post-results services available on our website [here](#).
- Most GCSE History topics had entries for the autumn series.
- In Autumn 2021 grading outcomes will be broadly in line with Summer 2021. This is the same approach that was taken in Autumn 2020.

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:
- [History subject page](#) contains history-specific news and guidance, sign up for history subject advisor email updates:
- 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

GCSE History Summer 2022

- The Ofqual Summer 2022 consultation outcome confirmed the same optional flexibility in place for Summer 2021 would be carried forward.

Students must complete:

Paper 3
Modern depth study

(compulsory)

along with 2 of the 3 remaining units:

Paper 1 Thematic study
with Historic environment

and/or

Paper 2 Booklet B
British depth study

and/or

Paper 2 Booklet P
Period study

Summer 2022

- There are no proposed changes to assessments in terms of question style.
- SPAG will be removed from Paper 1 to ensure comparability with Paper 2.
- Paper 2 British Depth Study and Period Study will be examined on different days – exam time 55 minutes each (currently 1hr 45 minutes total).

GCSE History 2022: support

- Keep an eye on our GCSE History [summer 2022 support](#) page for up to date information and support on these changes.
- An [overview of assessment options available in summer 2022](#).
- Detailed [assessment arrangements in summer 2022](#).
- GCSE History [summer 2022 FAQs](#).

Summer 2022 support



GCSE History summer 2022 FAQs

| PDF 311.1 KB | 01 October 2021



GCSE History summer 2022 assessment options

| PDF 251.5 KB | 01 October 2021



GCSE History summer 2022 assessment arrangements

| PDF 161.8 KB | 01 October 2021

GCSE History 2022: entry codes

- There are new entry codes for Summer 2022.
- Use the entry code calculator – available on our website:
- <https://qualifications.pearson.com/en/forms/gcse-history-entry-calculator.html>

Which Paper 3 title do you wish to sit?*

☐ 30: Russia and the Soviet Union, 1917–41

☐ 31: Weimar and Nazi Germany, 1918–39

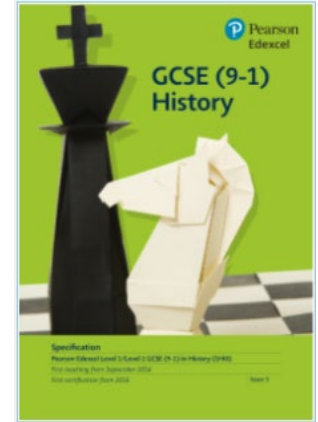
☐ 32: Mao's China, 1945–76

☐ 33: The USA, 1954–75: conflict at home and abroad.

← PREVIOUS

NEXT →

GCSE History Specification Issue 3



- We recently updated [GCSE History specification \(Issue 3\)](#).
- Applies first assessment Summer 2022.
- Migration thematic study added to Paper 1.
- Minor amendments made throughout to improve consistency and clarify content where appropriate.
- Minor amend to Paper 1 question 2b marking instructions to help clarify how to apply mark scheme.
- [Guide to the amendments](#) available on our website.

Amendments to American West

- Issue 3 of the specification resulted in more substantial amendments to American West:
 - To clarify the content.
 - To reorganise some content to where it better fits, with intention of helping students to see links within & across the three key topics.
 - In some instances, inconsequential content has been removed, meaning that it no longer needs to be taught.
- [Guide to American West changes](#).
- Pre-recorded training which explains the changes is now available via the On-demand training tab [here](#) (filtered for GCSE History – scroll down list).
- Changes apply for first assessment Summer 2022.

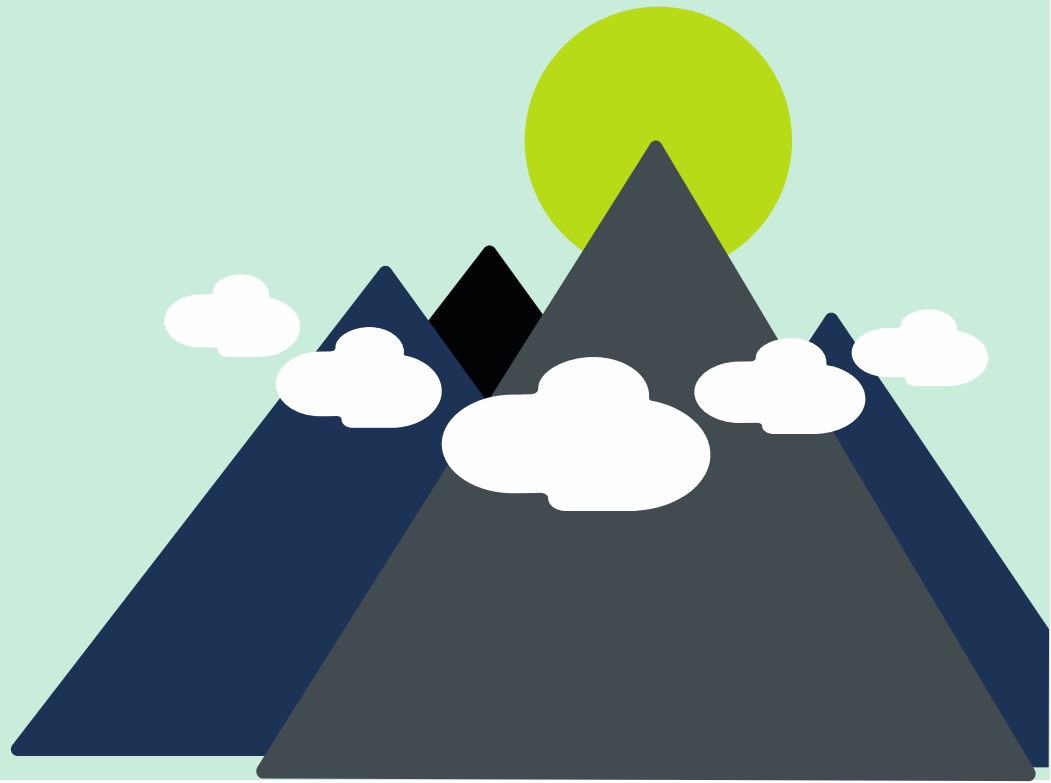
New GCSE Migration Thematic Study

- New GCSE History Migration Thematic Study first assessment summer 2022.
- Pre-recorded Getting Ready To Teach available [here](#).
- Case study from teacher introducing topic to school [here](#) (two posts now available and more to follow).
- Free support for teachers [here](#), including topic booklet, scheme of work, information booklet.
- Resource mapping [Our Migration Story](#) to new Migration topic [here](#).

Diversifying the curriculum

- We hope the new Migration topic will be a valuable addition to our specification and an important step in our plans to make our History qualifications more diverse and inclusive.
- Now this topic has been developed we're starting to work with key stakeholders to think about how future specifications can be designed to be more inclusive and welcome suggestions from History teachers.
- The HA have been running a series of workshops to bring teachers and awarding bodies together to explore how we can make existing popular GCSE topics Elizabeth, American West and Medicine more diverse.
- Following these events we will be asking our examiners to come up with some ideas about how we could incorporate more diversity into these topics to plan for future specification redevelopment.
- Please email teachinghistory@pearson.com if you'd like to get involved with this process.

Thinking about Change and Continuity



Possible challenges when teaching Change and Continuity

- Issues with periods of history – how the specification, teaching, and textbooks consider different periods and what this means for student understanding.
- A tendency to focus on ‘key individuals’ when this isn’t always appropriate.
- Issues with helping students to see the gradual nature of change/evolution of thinking.
- Changes happening at a different pace in different places.
- Helping students to understand the difference between the language of change and the language of causation.
- A tendency to assume change is always positive.

Thinking about Change and Continuity

Denis Shemilt, 1980:

Change can be thought about in the following ways:

- pace or rate of change
- degree or extent of change
- nature or type of change

He also later wrote about helping students to think about the ‘process of change’.

Continuing to think about Change and Continuity

**What's the Wisdom on... Change and Continuity,
Teaching History 179:**

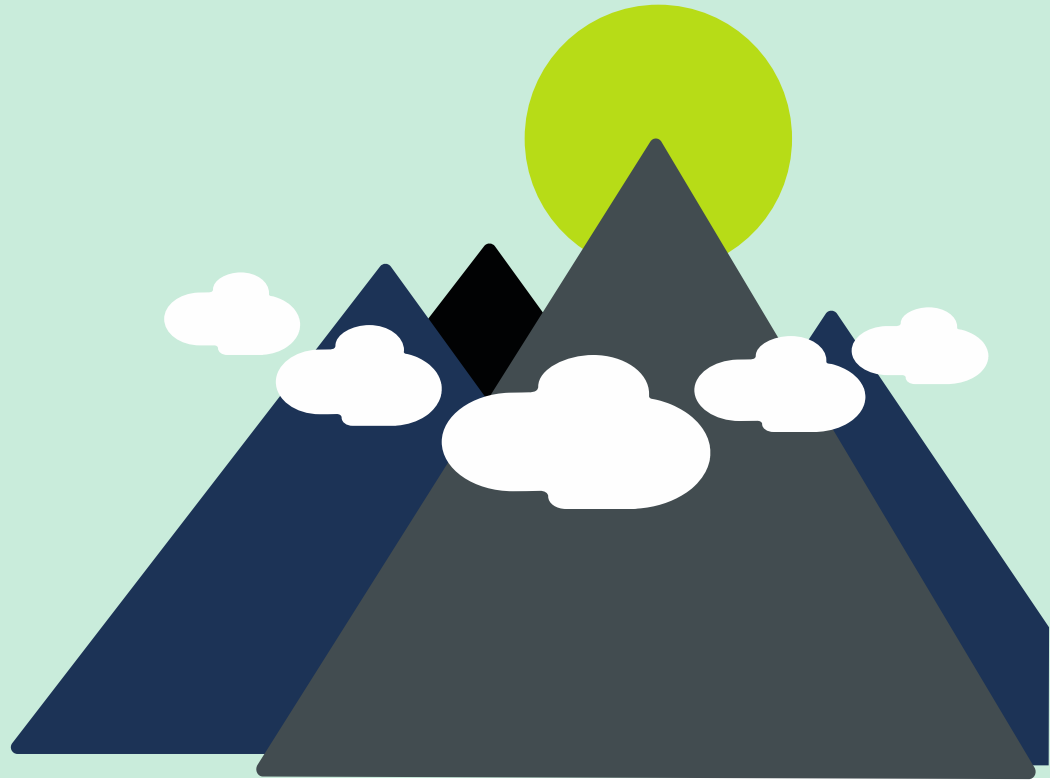
- Think about using Enquiry questions to structure your teaching of Change and Continuity – this can also be applied to GCSE teaching, what type of change do you want to focus on?
- Using timelines, charts and graphs – changes, trends, continuities need to be 'seen' to be understood.

Continuing to think about Change and Continuity

- Focusing on the ‘language of change’ – e.g. intensify, escalate, mutate, transform, adapt, sprout, retreat, decay.
 - But be careful to do this in context – i.e. Hackett in *TH* 178 uses Marc Morris to teach pupils to use ‘transformed’, ‘twisted’, ‘remained’, and ‘hybrid’ in a real context.
- ‘Make periodisation into a problem’ – think about how to unpick and unpack words like Renaissance... why do historians use this term? Is it correct?

N.B. These ideas are also clearly reflected in the recent [Ofsted Research Review on History](#), July 2021.

Change and Continuity in Paper 1



Thematic study options

There are now **four** thematic study options in the specification:

- **Crime and punishment in Britain, c1000–present**
and Whitechapel, c1870–c1900: crime, policing and the inner city
- **Medicine in Britain, c1250–present**
and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
- **Warfare and British society, c1250–present**
and London and the Second World War, 1939–45
- **Migrants in Britain, c800–present**
and Notting Hill, c1948–c1970

[Updated Getting Started Guide](#), pp.13–16

The 'process of change' box...

- Explains the content focus and identifies the relevant concepts and factors that students need to understand.
- This section identifies the learning and assessment focus for the study.
- It is crucial that these concepts and factors are incorporated into the teaching.

Teaching focus	Option example
<i>how key features in the development of [crime and punishment] were linked with the key features of society in Britain</i>	Key feature of society: The impact of industrialisation and the growth of towns in the nineteenth century. Linked development: The breakdown in community law and order and the growth of a professional police force.
<i>how patterns in settlement [in migration] were linked to key features of society in Britain</i>	Key feature of society: economic growth and the rise of the cloth trade. The pattern of settlement: Flemish and Walloon migrants from Europe in the early modern period.

The ‘process of change’: key factors

- **Crime and punishment in Britain, c1000–present**
 - attitudes in society; individuals and institutions (Church and government); and science and technology.
- **Medicine in Britain, c1250–present**
 - individuals and institutions (Church and government); science and technology; and attitudes in society.
- **Warfare and British society, c1250–present**
 - governments and individuals and institutions; science, technology and communications; and attitudes in society.
- **Migrants in Britain, c800–present**
 - institutions (government and Church); religion; economic influences; and attitudes in society.

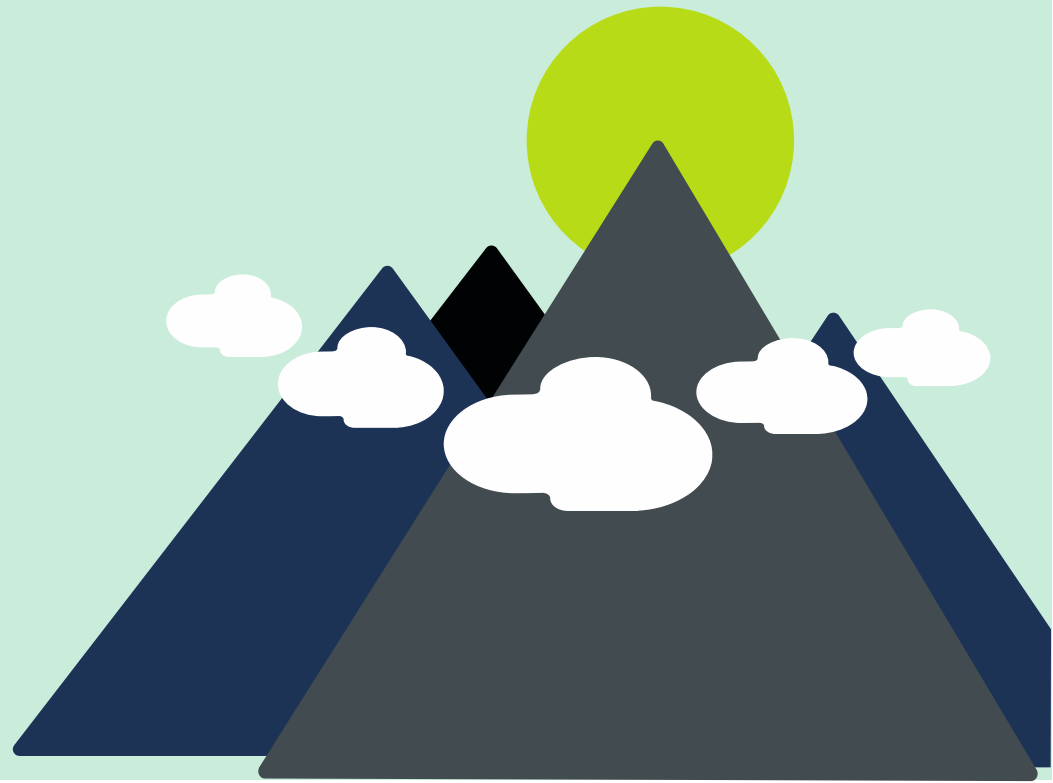
[Topic booklets](#) section 2.3 Content exemplification

Thematic study content structure

- There are **four chronological sections** in each option: medieval, early modern, eighteenth and nineteenth centuries, and modern.
- Each option is defined in terms of **two key strands** which should be studied across the whole time span. These two strands for each option are:
 - **Crime and punishment in Britain, c1000–present**
 1. Nature and changing definitions of criminal activity
 2. The nature of law enforcement and punishment
 - **Medicine in Britain, c1250–present**
 1. Ideas about the cause of disease and illness
 2. Approaches to prevention and treatment
 - **Warfare and British society, c1250–present**
 1. The nature of warfare
 2. The experience of war
 - **Migrants in Britain, c800–present**
 1. The context of migration
 2. The experience and impact of migrants
- Each option includes **case studies** in each of its chronological periods: e.g. The city of York under the Vikings in Migration in medieval England.

[Updated Getting Started Guide](#), pp.13–16

Marked examples from Paper 1



Paper 1 Explain why... the process of change

Explain why there were improvements in medical knowledge in the years c1500–c1700. (12)

Explain why there have been changes in the work of the police in the period from c1900 to the present day. (12)

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- What are the differences in AO1 and AO2 for each response?

Response 1 – Medicine

- The first paragraph demonstrates the importance of the work of Vesalius in disproving Galen's previous theory of the four humours. For AO2, there is good analysis of the scale and limitations of the change this led to whilst demonstrating accurate and relevant knowledge of the time period.
- The next paragraph addresses the work of Thomas Sydenham, cited as a stimulus point in the question. Again, there is accurate knowledge and an analytical approach to addressing the changes which resulted from his work.
- Finally, the response considers the impact of the printing press from the stimulus points and concludes with the work of the Royal Society, although this is incorrectly stated as being established under Charles I rather than Charles II. Despite this error, the answer has already met all of the criteria for Level 4 by this point.

Response 1 – Medicine (cont.)

- There is accurate and relevant knowledge across the time period c1500–1700 to support each point for AO1, the response considers at least three aspects of content which is a requirement to access Level 4, and at AO2 there is a consistent approach to analytical explanation which is directed at the conceptual focus of the question.
- Level 4 awarded.

NB See [examiner reports](#) and [exemplar packs](#) for more exemplar answers for this question.

Response 2 – Crime

- The opening paragraph addresses forensic science, which is cited as a stimulus point in the question. For AO1 there is some relevant knowledge, but this is not developed through the use of specific examples such as DNA or fingerprinting. For AO2 the response offers a sense of change, but the analysis is limited as the explanation is left implicit. No explanation as to how forensic science changed the work of the police is offered other than the assumption that it made things easier than without it.
- The rest of the response follows in similar fashion; the candidate addresses changes to transport, but the provided knowledge refers to examples pre-1900 and not those that led to change through technological examples.
- There is a little more focus in the final paragraph which addresses the impact of computers on police work.

Response 2 – Crime (cont.)

- Whilst there is no need to provide an overall judgement the candidate presents one, but again the focus on change is left implicit with an overall impression that things have got 'easier'.
- Throughout the answer AO2 is judged to be limited analysis with an implicit link to the conceptual focus of the question. For AO1 there is some accurate knowledge and understanding of the time period. The response does go beyond the stimulus points by considering three aspects of content.
- Awarded top of Level 2.

Judgement – Change and Continuity

‘The main reason why medical care and treatment was ineffective during the medieval period was because medical knowledge was based on Galen’s ideas.’

How far do you agree? Explain your answer. (16 + 4 SPaGST)

‘The Norman Conquest (1066) led to significant changes in law enforcement in medieval England.’

How far do you agree? Explain your answer. (16 + 4 SPaGST)

- Read the two responses.
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- How have you used ‘best-fit’ marking to decide a level?

Response 3 – Medicine

- The answer displays Level 4 qualities of Assessment Objective 2 (analysis) offering a line of reasoning and consistent analysis. The candidate considers the importance of government action in creating the NHS which provided equal access to health services; the importance of the Public Health Act, 1875, which ‘forced’ councils to take action and shows the significance of government action in anti-smoking and healthy lifestyle campaigns.
- There is good knowledge on the various aspects of the government’s role, so it displays Level 4 qualities of Assessment Objective 1 (knowledge and understanding).
- Three aspects of content are covered.

Response 3 – Medicine (cont.)

- Judgements are made throughout the answer, applying criteria and the conclusion justifies the judgement that the NHS is the most important aspect of the government's role in medicine.
- This answer has met all the demands of the Level 4 mark scheme and received the full 16 marks.

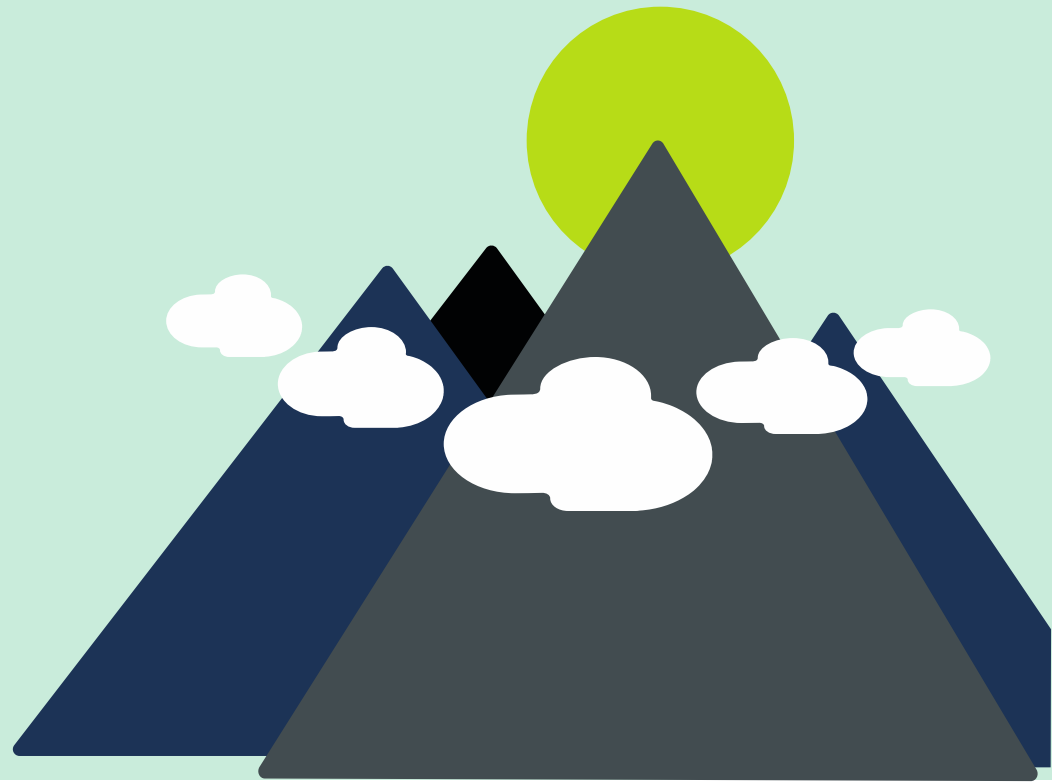
Response 4 – Crime

- The introduction here sets the context of the Norman Conquest and provides an asserted judgement from the offset that there were some changes but also some elements of continuity.
- The first main paragraph offers an accurate explanation as to why the Normans continued, because it was 'effective' and, therefore, there was little need to make change. This argument demonstrates some analysis, but lacks development through the use of supporting knowledge to show why this form of law enforcement was effective.
- There is analytical explanation offered to show change through the use of two examples (Wergild and the Murdrum fine), demonstrating how the end of one naturally progressed into the establishment of the other, which demonstrates precise knowledge of the period.
- The conclusion offers a judgement which partly agrees with the statement in the question.

Response 4 – Crime (cont.)

- This response demonstrates an explanation which offers some analysis, with a line of reasoning which is mostly sustained. The judgement is mostly justified but it is not fully supported by the argument presented throughout the answer.
- For AO1 there is good knowledge and understanding of the time period, but this is slightly weaker in the first paragraph.
- Three aspects of content are covered.
- This response has met the Level 3 criteria for each of the three strands of the mark scheme and, therefore, is awarded a judgement of Level 3.
- The spelling, punctuation and grammar are correct and it has also used relevant specialist terminology so it received 4 marks for SPaGST.

Sharing good practice



Lacking examples to back up statements about change or continuity

Issue:

Students need to have precise examples of knowledge that they can use to support the change/continuity or development that is being discussed

Suggestions for addressing:

- In class discussion, when a pupil identifies a thematic change or feature, ask another pupil to back the point up with an example that shows (or disproves) this point.
- Create a living graph, showing change in a theme, such as law enforcement, medical knowledge or tactics in battle and label it with examples that support each phase.

Confusing the time periods covered

Issue:

Students need to use examples that are relevant to the time period required, as knowledge not relevant to addressing the question will not be credited.

Suggestions for addressing:

- Have a timeline with clearly marked periods on the wall or available to students in lesson.
- Make a revision card sort where students group ideas by time period. Include cards with the century numbers (e.g. fourteenth century) to group in the correct periods.

Activity from the Paper 1 Guide

Change and continuity

Students often struggle with the idea of judging the significance of a change in order to reach a conclusion. A common problem is to reach the conclusion of an essay and simply assert a judgement that something is more or less important than something else because it happened, or because it sounds more important. Thinking in terms of criteria should help students to think critically about how they can reach supported conclusions.

Option in this example

Option 12: Warfare and British society, c1250–present

Changes happen all the time. Every second, things are changing. If historians just listed changes, they would never stop. Therefore, historians have to weigh how important a change is. One way to do this is to decide criteria – that means how you measure change. For example, if you were measuring change in a school, you could look at how grades improved, or how much bullying there was, or the quality of equipment in the school. Using criteria helps to judge how significant, or important, a change is.

Look at these changes in the development of artillery in the years 1700–1900:

c.1700 Bronze used to make cannon lighter and therefore easier to move on the battlefield	c.1700 The British army formed the Royal Regiment of Artillery	1700–1800 Artillery had a longer range than previously.	1803 The British army started to use shrapnel shells	1860 Artillery pieces were cast more quickly and cheaply from solid steel
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Imagine you are investigating how far artillery was responsible for changing warfare c1700–c1900.

- 1) With a partner, make a list of different criteria you could use to judge the importance of changes in artillery for changes in warfare. For example, it could be how long the change lasted, or its impact on battlefield tactics. Choose your best three criteria.
- 2) As a class, discuss your criteria. You can now keep your three or change any of them if you heard a better idea from the class.
- 3) Using your three criteria, judge the importance of the development of artillery for changing warfare in the period c1700–c1900.

Now we need other reasons to compare against artillery to help reach a judgement.

- 4) Think of two more reasons why warfare changed in the period c1700–c1900 that are different from the development of artillery. Support each reason with two or more examples.
- 5) Judge the importance of your two new reasons using the same criteria you used to judge the development of artillery.
- 6) Write a paragraph to explain which of the three changes was more important in changing warfare in the years 1700–1900. Explain why you have made this judgement.

Reflection

Based upon this network event, what are you planning to take away to use in your classroom or department:

- Is it something about the thinking behind change and continuity?
- Is it something about how the questions are marked?
- Is it something about common barriers and pitfalls?
- Is it a teaching strategy or classroom idea?

New support materials



New support materials

On-demand training:

- Migrants in Britain Getting Ready to Teach
- American West changes
- Paper 3, Question 3 assessment and teaching strategies
- New to Edexcel (by end of term)

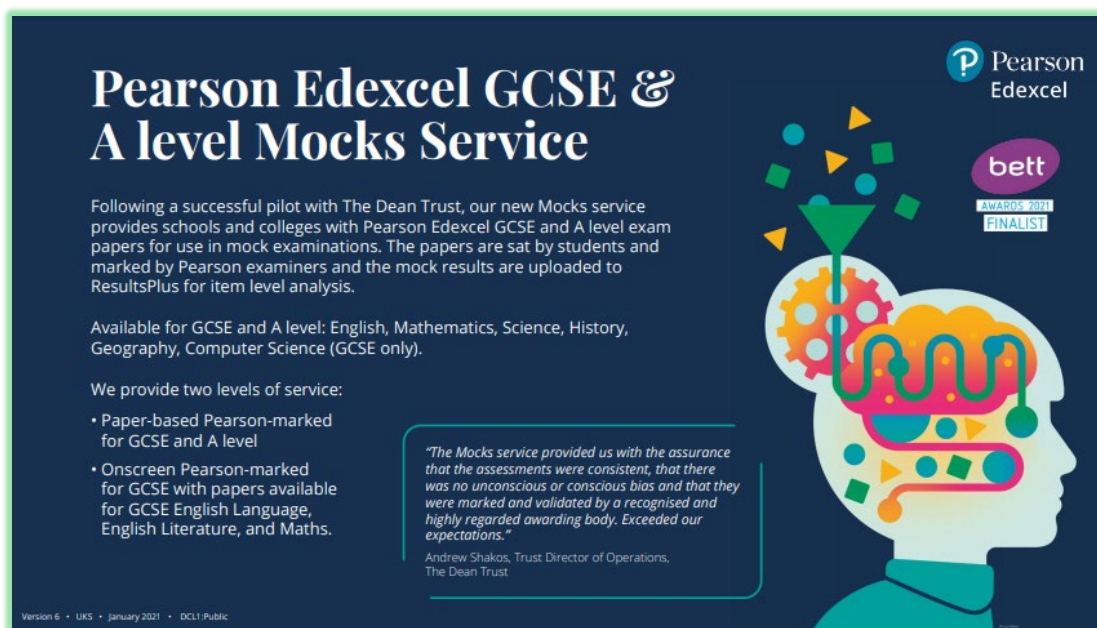
New/recent GCSE History materials available on our website:

- [Updated Getting Started Guide](#) to include Migration and amends
- Paper guides: [Paper 1](#), [Paper 2](#), [Paper 3](#)
- [American West Knowledge Booster tests](#)
- [Whitechapel historic environment teaching resource](#) now available!
- Women in the West: [a case study on The American West](#) (similar case study on Medicine to follow)
- [History topic of the month series](#) (aimed at KS3 students)

Mocks service

<https://qualifications.pearson.com/en/support/Services/pearson-edexcel-mocks-service.html>

- The papers are sat by students and marked by Pearson examiners, and the mock results are uploaded to ResultsPlus for item-level analysis.
- Take a look at our [short video](#) to find out more about the Mocks service.
- You can now submit entries for the Spring 2022 mock exam series. From January 2022 we'll be offering brand-new November 2021 exam papers across all subjects.
- Download the guide [here](#).



Pearson Edexcel GCSE & A level Mocks Service

Following a successful pilot with The Dean Trust, our new Mocks service provides schools and colleges with Pearson Edexcel GCSE and A level exam papers for use in mock examinations. The papers are sat by students and marked by Pearson examiners and the mock results are uploaded to ResultsPlus for item level analysis.

Available for GCSE and A level: English, Mathematics, Science, History, Geography, Computer Science (GCSE only).

We provide two levels of service:

- Paper-based Pearson-marked for GCSE and A level
- Onscreen Pearson-marked for GCSE with papers available for GCSE English Language, English Literature, and Maths.

"The Mocks service provided us with the assurance that the assessments were consistent, that there was no unconscious or conscious bias and that they were marked and validated by a recognised and highly regarded awarding body. Exceeded our expectations."

Andrew Shakos, Trust Director of Operations, The Dean Trust

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AWARDS 2021
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The graphic features a stylized profile of a human head in white and blue, filled with colorful gears and circuitry. A green funnel is positioned above the head, with colorful geometric shapes (triangles, squares, circles) falling into it. The background is dark blue with a green border.

Teaching about the Holocaust at history GCSE or A Level?

The **UCL Centre for Holocaust Education** want to hear from history teachers about their experiences of teaching about the Holocaust and related topics at both GCSE and A Level.

Colleagues from UCL are working in partnership with Edexcel Pearson, AQA and OCR. We are very keen to know more about what is happening in schools and colleges who are teaching about the Holocaust as part of the GCSE and A Level specifications.

This knowledge will inform us and our partners at the exam boards. Your responses are invaluable to us as we continue to support teachers and students covering this complex yet important topic.

Teaching about the Holocaust at history GCSE or A Level?

The survey

<https://ucl.onlinesurveys.ac.uk/teaching-about-the-holocaust-gcse-and-a-level-history>

Many of the questions in the survey are multiple choice but there are also opportunities for you to elaborate using the textboxes and open-ended questions. The survey will take between 20 and 30 minutes to complete, dependent on the level of detail you wish to give in your answers. You can skip any questions you do not want to answer.

Thank you for your time and support with this. If you have any questions about this survey please email Helen McCord helen.mccord@ucl.ac.uk

History Subject Advisor

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Questions?

What can Pearson do for you?

