



## Edexcel A-Level History

### How far was X the key 'Turning Point' ... Questions

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#### A Level Exam-Style Question Section C

How far can the repeal of the Navigation Acts in 1849 be regarded as a key turning point in the changing patterns of trade in the years 1763–1914? (20 marks)

**Tip**

*When answering this question, you should compare the nature of trade before and after 1849. Did it substantially change and, if so, was this down solely to the repeal of the Acts?*

#### Factors to remember when answering a 'How far was X the key 'Turning Point' Question

- Have a deep knowledge of the patterns of trade, the stated factor (repeal of the Navigation Acts 1849) & other potential factors in relation to the question (e.g: Entrepots, Mercantilism, Free Trade, Abolition of the Slave Trade, Corn Laws, Gov. buying shares in the Suez Canal, etc).
- Have respect for the entire chronological range / timescale of the question (e.g: 1763-1914) and avoid leaving extended time periods out. Consider one T.P *before* and *after* 1849 to achieve chronological balance.
- Define and establish the meaning of the term(s) 'turning point' and 'changing patterns of trade' in the introduction. This will ensure that you have established firm criteria by which the question can be judged from the outset.
- Remember that a 'turning point' is something that has a significant impact on future events – it is not necessarily the most 'wizz-bang' event *in* and *of* itself. Think LONG vs. SHORT term impacts. *What does it change in the future in comparison with the past?*
- Ensure that you generate a *clear argument* in the introduction in relation to the Q focus, as well as briefly outlining the context (sentence or two overview of patterns of trade) & focus on the key words in the Q (turning point / changing patterns of trade).

- As well as exploring separate potential 'turning points', you will need to compare them relatively in terms of their impact in regards to the question focus. **Do not be tempted to write the story or a description of the changing patterns of British trade** – be more sophisticated. Compare the patterns of trade so that you can argue the relative significance of the potential turning points.
- This has no focus on causation, instead students are asking themselves 'What patterns of change can be seen over the whole period' and 'what change in pattern is associated with the chosen event - what difference did the event make?' Did it see the biggest change over the period, or were other events associated with greater degrees of change? Judgements about the extent to which a particular event, episode or period is a 'turning point' primarily involves looking at its impact, effects and / or consequences.

Figure 6: Target 'lexicogrammatical chunks' from historical scholarship

allowed	(consequence) arose from (cause)	the basis for (consequence) was (cause)	breakthrough	in the climate of (cause), (consequence)
(cause) dealt a mortal blow to...	(cause) significantly contributed to (consequence)	(cause) compelled	(cause) convinced	develop
to (consequence) it was essential to (cause)	(cause) established (consequence)	exploited (cause)	(cause) guaranteed (consequence)	Had (cause) (not) happened (consequence) may/might/would (not) have happened
(cause) helped (consequence)	(cause) was a prerequisite for (consequence)	(cause) was rooted in (cause)	(consequence) was more of a consequence of (cause) that (cause)	(cause) laid the platform for (consequence)
(cause) was the inspiration behind (consequence)	(cause) was the necessary prelude to (consequence)	(cause) played a vital part in (consequence)	(cause) opened up the way for/the possibility of (consequence)	(cause) was the onset of (consequence)
(cause) provoked (consequence)	(cause) was of only secondary importance in (consequence)	(consequence) required (cause)	(consequence) would not have been possible without (cause)	weakened in the aftermath of (cause)
in the wake of (cause), (consequence)	(cause) undermined	underlying (cause)	(cause) triggered (consequence)	(cause) had (not) proved/ was (not) sufficient

### Mechanics of an A-Level Question

**Criteria.**  
 ↳ a principle or standard by which something may be judged / decided.

How far would you agree that the Soviet government's use of the arts and culture was successful in the period 1917 to 1985?

→ Disagree.

Stated factor.

Keep to time period.

→ Define criteria of success  
 • degree of control

## Example Scaffolding

Section	Requirements	Sentence / Paragraph Starters
Intro	<ul style="list-style-type: none"> <li>✚ Clear definition of the issue – context of the changing patterns of trade 1763-1914.</li> <li>✚ Focus on key words in the Q – perhaps define ‘turning point’ / ‘changing patterns of trade’</li> <li>✚ Judgement / Argument on the basis of question (to what extent was the repeal of the Navigation Acts in 1849 the key turning point in relation to the others? If not this, what &amp; why?)</li> </ul>	<p>Between 1763 and 1914, British trade ... CONTEXT</p> <p>In this context, ‘changing patterns of trade’ / ‘turning point’ refers to ... DEFINITION / CRITERIA</p> <p>The key turning point in terms of the changing patterns of British trade between 1763-1914 was ... while other factors such as ... had an impact on trade ...</p>
Stated Factor	<ul style="list-style-type: none"> <li>• Introduce the stated factor (Repeal of Navigation Acts 1849) and analyse its weight / validity as a ‘turning point’.</li> <li>• Use the PEEKL format. P = Make your Point E = Give at least two/three precise pieces of evidence to support it. E = Explain the point in relation to the question to establish an argument. Perhaps balance / nuance / temper the point that you are making by considering contrasting opinions or counter-arguing.</li> <li>• K = Keep to the question by explicitly referring back to it – mini judgement. Justify its relative importance. Lexicogrammtical chunks!</li> <li>• L = Link to your next point.</li> </ul>	<p>The repeal of the Navigation Acts in 1849 was ... LEAD WITH AN ARGUMENT.</p> <p>This was driven by / involved / resulted in ... (USE PRECISE EVIDENCE / EXAMPLES / KNOWLEDGE TO DEMONSTRATE PRECISE KNOWLEDGE OF THE ACTS &amp; THEIR REPEAL) .</p> <p>The result of this was ... This caused ... The impact of this on the changing patterns of trade was ... This therefore suggests that ... This is further supported by ... The long / short term impacts of ... Furthermore / Moreover / In addition ... LEXICOGRAMMATICAL CHUNKS</p> <p>This subsequently meant that the repeal of the Navigation Acts in 1849 was the (RANK – Lexicogrammtical chunk)... because ... JUSTIFY</p> <p>The repeal of the Navigation Act was a more / less significant turning point in the long term than X because ... (WEIGH RELATIVELY &amp; JUSTIFY)</p>
Factor Two	<ul style="list-style-type: none"> <li>• Introduce the most significant ‘Turning Point’ (if not stated factor) or second most if it was the stated factor.</li> <li>• PEEKL as above.</li> </ul>	As above
Factor Three	<ul style="list-style-type: none"> <li>• Introduce the factor that was the next most significant in relative terms.</li> <li>• PEEKL as above.</li> </ul>	As above
Factor Four (if you have time)	<ul style="list-style-type: none"> <li>• Introduce the factor that was the next most significant in relative terms.</li> <li>• PEEKL as above.</li> </ul>	As above
Judgement	<ul style="list-style-type: none"> <li>• Must be consistent with the balance of the essay.</li> <li>• Justified Judgement on the extent to which stated factor was the key turning point.</li> <li>• Justified Judgement on extent to which other factors can be considered the key turning point.</li> </ul>	<p>Overall, the repeal of the Navigation Acts in 1849 can be considered ... (give judgment on the relative-role of the stated factor first)</p> <p>The repeal of the Navigation Acts was more / less significant than X because ... due to ... as a result of ...</p> <p>It is therefore clear that the main turning point in regards to the changing patterns of trade was X because ... (LONG vs. SHORT TERM)</p> <p>However, other factors such as X played a secondary / significant / short term role ...</p>

## A-Level Part B Success Criteria

## Sections B and C

**Target:** 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.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13-16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17-20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>