

A Level History

Teaching and assessing sources



A Level History: Teaching and Assessing sources

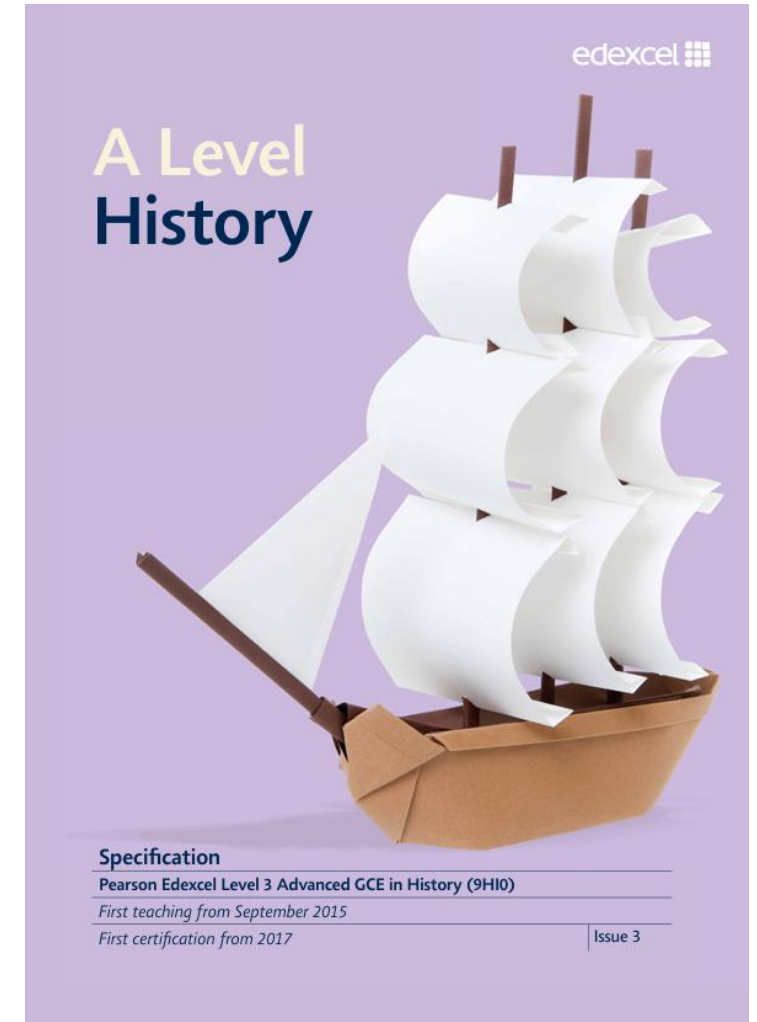
Welcome to this training session on teaching and assessing sources.

The session will cover the assessment model for sources across Papers 2 and 3. It will consider what went well and where there is room for improvement across the two question types, using exemplar student scripts.

The session will consider strategies for teaching sources, and will conclude with a chance to share best practice and ask questions.

This session builds on the Paper 2 and Paper 3 packs previously delivered in 2021 and 2023 respectively.

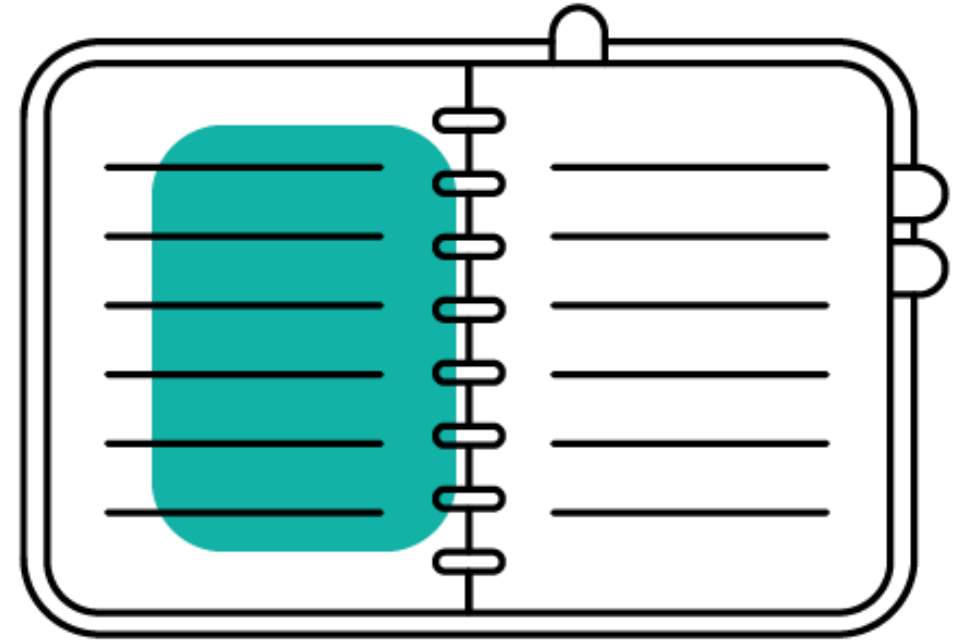
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Agenda

In this session we are going to look at:

- what students have done well and where there is room for improvement
- how sources are assessed across Papers 2 and 3
- strategies for teaching sources
- common issues and FAQs.



Assessment Objective 2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context



Assessment Objective 2

Paper 2

How far could the historian make use of Sources 1 and 2 together to investigate XXX?

Explain your answer, **using both sources**, the information given about them and your own knowledge of the historical context

Paper 3

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.

Paper 3 Section A requires the same skills and concepts of evidence as Paper 2 Section A.

Demonstrating three core skills

- Inference
- Contextual Knowledge
- Provenance

To judge the value for the historian.

Paper 2 Sources



Paper 2 Section A (AO2)

How far could the historian make use of Sources 1 and 2 together to investigate XXX?

Explain your answer, **using both sources**, the information given about them and your own knowledge of the historical context.

2023–24 Paper 2 Exam feedback: what went well

- **Reasoned & Supported Inferences**

“The strongest answers were able to develop reasoned and supported inferences based on the sources.”

- **Evaluation using Contextual Knowledge**

“Evaluated the sources thoroughly in *relation to the demands of the enquiry* on the basis of the contextual knowledge that was on offer.”

- **Evaluation of Nature, Origin & Purpose**

“Evaluated the sources thoroughly in relation to the demands of the enquiry through an awareness of the nature, origin and purpose of the source.”

- **Sources Together**

“This question requires candidates to use the sources ‘together’ to demonstrate Levels 4 and 5 securely. It can be achieved using a variety of different approaches.”

2023–24 Paper 2 Exam feedback: room for improvement

- **Focus on the enquiry**

Not explicitly addressing the focus of the enquiry, but rather discussing issues in general terms.

- **Use of Contextual Knowledge**

Using contextual knowledge to describe events in great detail, rather than to illuminate and discuss the sources.

Or offering up little or no contextual knowledge.

- **Weight**

“Weight is not likely to be established by a discussion of what is missing from a source – unless the author omitted something intentionally.”

- **Engaging Source Content**

Not engaging fully with the content of the sources.

- **Provenance**

“Writing about the nature, origin and purpose of the sources, often along stereotypical lines, without attempting to apply to the content of the sources in coming to a judgement.”

Paper 2 Exemplars



Level 5 descriptor in the mark scheme

- Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.
- Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Paper 2 Option 2H.2 – The USA, 1955–92

How far could the historian make use of Sources 3 and 4 together to investigate the origins of the women's movement in the early 1960s?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(June 2024)

Task

Read sources 3 & 4 in your booklet, p.3. What inferences can be made?

Level 5 Exemplar: 'Both sources are mined for inferences'

Inferences are at the heart of the analysis.

For example:

- Source 3 gives evidence that Kennedy gave women encouragement to seek reform by indicating that change was desirable.
- Source 4 implies that the romanticism of domesticity led to a feminist backlash, launching the sex-role revolution that challenged norms by getting women to understand their position in society

Task

Read exemplar 1, pp.3–10 (sources p.3, exemplar starts on p.4) highlighting or underlining the inferences made.

e.g. : “Friedan notes that ‘the problem lay buried’, suggesting that fear of transgressing gender expectations has silenced women, yet it has led them to ask ‘the silent question’, thus implying that this discontent was widespread.”

The language of inference

What does it suggest? What does it indicate? What light does it shed on the enquiry?

Class activity idea: compose a glossary together of possible language of inference: e.g. suggests, further indicates (double inference); implies... using the students' own ideas and Level 4 & 5 exemplars from the Pearson website.

Words used in the exemplars referred to today:

Suggesting, implying, by implication, highlighting, reveals...

- followed by a reasoned inference.

Level 5 exemplar: contextual knowledge

The Level 5 exemplar “shows a shrewd knowledge of the matters being discussed and illuminates them with judicious use of contextual knowledge of the concerns of women in the first half of the 1960s”.

“[Kennedy] argues that ‘women have basic rights that should be respected and encouraged’. This alludes to the growing sense of female discontent that embedded patriarchal expectations limited them from pursuing careers, instead keeping them in domestic roles. Despite women making up half of the US population, less than 38% women actually held jobs in the 1960s...”

Quotation

Values & concerns of Society

Contextual Knowledge

Suggested class exercise: use of contextual knowledge

- Everyone given the same source in the middle of an A3 sheet & in pairs asked to identify inferences from it.
- When shared in class, the most appropriate inferences are agreed upon, which everyone writes on their sheet – with an arrow to the accompanying quotation.
- The pairs then look at their notes or textbook to select the most appropriate contextual knowledge to write on their sheet linked to each inference.
- *Homework:* to choose one inference/contextual knowledge to write into a full evaluative paragraph.

Whilst being half of US population, less than 38% women held jobs in the 1960s

Suggests growing sense of female discontent

In chat

What do you do in class to encourage careful linking of contextual knowledge to the inferences?

“We should not consider women to be a marginal group that is employed periodically and that is then denied the opportunity to satisfy their needs and aspirations when unemployment rises or a war ends. Women have basic rights that should be respected and encouraged as part of our nation’s commitment to human freedom, dignity and democracy”

Level 5 Exemplar: 'Sustained use of interrogation of both sources'

Introduction

"Both sources convey contrasting viewpoints towards women's rights and the foundation of the women's liberation movement in the 1960s. Source 3 emphasises the lack of equality for women in the public sphere, suggesting that the desire for equality has been born out of a lack of employment opportunities.

In comparison, source 4 focuses on the extent to which domestic life has stifled female potential, therefore suggesting that female discontent has come from oppressive gender roles, which they wish to eschew. Overall both sources are inherently useful together as they represent a broad focus on the different aspects and areas of female life that have stirred a desire for change."

Value together

Understands reasoning

Inference

Understands reasoning

Inference

Value together

In chat

What do you think it means to 'interrogate' the source?

Level 5 Exemplar: careful use of the provenance to consider value, and 'noting the different tones of the sources'

"Therefore, source 3 is **inherently useful** as its nature as a speech demonstrates Kennedy's recognition of the members of the women's rights movement...

... As source 4 is a book, **Freidan evokes urging emotional language to inspire not only empathy in her readers but perhaps inspire individual action too**... this makes source 4 **useful** as it was written by a co-founder of one of the principal women's rights organisations, hence it details the exact motivations of an individual woman that spurred the desire to fight for equality."

What it is

Use of provenance
to analyse value

Tone

Purpose

Who wrote it

Use of provenance
to analyse value

Claim, opinion, fact: suggested class activities

1. Choose a topic from their course and give each pair a different slip of paper which contains a statement which is either a claim, opinion or fact. The pair decide which it is and what inference can be made from it.

The class is then given an enquiry question and each pair is asked to decide, depending on the provenance of the statement and using their own contextual knowledge, how much weight the inference they made has.

Ask each pair to choose which other pair to join so that together their two statements are useful for an historian.

- The provenance of the source provides the context for a claim or opinion.
- Depending on the question, inferences made from claims or opinions can be very useful to an historian.

2. Show an awareness of the nature of the quotes, ~~NOT~~ “he says” Is it claim? Opinion? *“He pleads... She remembers... they boast... he vehemently argues... they confidently assert... etc.*

Students enjoy thinking these up! And getting praise for good verb & adverb choices.

In chat

What has worked for you to get students evaluating this?

Level 5 exemplar; challenging the claims

Source 3

“**Kennedy constantly invokes the word ‘choice’** and repeatedly affirms his belief that ‘women should only work if they desire to do so’. **This suggests his perspective is somewhat misguided** as he actually reinforces the gendered expectations of work that caused their anger and the growth of organisations such as the NOW.”

Source 4

“**Freidan claims to speak on behalf of all women...** she claims that there is a clear voice in women’s heads saying ‘I want something more than my husband, my children and my home’, and whilst this may certainly have been the case for many women who were spurred to join the fight for equality, **it neglects the motivations of many women** who simply wanted ‘the choice’ –to work or be mothers - rather than reject domestic conformity in its entirety, as Freidan suggests”.

Examiner Tip: ‘try to be aware of the concerns and values of the society within which the sources are set when adding contextual knowledge to inferences.’

Degree of Certainty

Stronger Inferences

Some inferences will be strong because they are supported – by the other source, by the context, by the provenance. This is a high degree of certainty, e.g.:

‘This can certainly/clearly/strongly be inferred... given that ... (refer to supporting evidence from context, other source, provenance as appropriate)’

Weaker inferences

Some inferences though can be challenged, again with reference to context, other source, provenance. Students can observe that

‘This inference is less certain as it is challenged by (other source, context, provenance) ...’, or ‘Weaker is the suggestion that... which is not supported by...’

Level 5 Exemplar: the conclusion

“debates the relative weights of both sources and their value together”

“Therefore, source 3 is somewhat diminished in its usefulness by the lack of true understanding Kennedy has. Somewhat similarly, it could also be argued that source 4 is also limited due to the one-sided perspective it presents....

Weight of source 3

Therefore, this arguably limits the value of source 4 as its emphasis on the origins of the women’s movement is skewed towards the more radical perspective...

Weight of source 4

Value together

... Overall, sources 3 and 4 clearly emphasise that the origins of the women’s movement can be seen from both a public and a private life perspective.

Whilst source 3 emphasises the denial of opportunity to women in the employment sector as the provocateur of their disquiet, source 4 focuses to a great extent on the growing rejection of their patriarchal socialisation as the main driver of the desire for change. Whilst both are arguably somewhat limited in their one sidedness, **they are overall incredibly useful when used together** as they allow a historian to examine both the personal and wider social factors that contributed to second wave feminism”.

Value to the historian; suggested class activity

Groups given different enquiries known to them and each group has to decide on two different perspectives which could be useful for a historian to read to gain the fuller picture:

e.g. causes of votes for women in Britain: Suffragette and Suffragist

e.g. significance of the post war growth of the American suburbs; suburban white housewife and black young man in the city ghetto

e.g. success of collectivisation under Stalin; official propaganda and Soviet peasant protests

Then give the groups sources for their enquiries and ask them to write about how valuable they are to the historian when viewed together.

Criteria: using the provenance in judgement

The provenance can be crucial to the judgement on how the sources put together are useful to the historian. It can be used to ask *why* inferences from one source might support, challenge or not support the inferences from the other, or *why* the context might challenge what is being suggested.

In this exemplar, a speech by the President to Congress announcing an Executive Order to introduce the President's Commission on the Status of Women is going to provide a different perspective to the author of The Feminine Mystique and co-founder of the National Organisation for Women.

“it could be said that this actually makes both sources inherently useful together as they present a variety of reasons for the growth of the women's movement when used in conjunction with each other, thus providing a vital perspective in their broad scope.”

Level 5 descriptor in the mark scheme

- Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.
- Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Exemplar 2

How far could the historian make use of Sources 3 and 4 together to investigate relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

Skim read the exemplar in your booklet.

(June 2023)

In chat

with reference to the mark scheme, why is this a high Level 4 and not Level 5?

- Reasoned inferences from both sources in relation to relations between the FRG and GDR in 1970.
- Contextual knowledge added that illuminates the source content.
- Some attempt made to address the utility of the sources to the enquiry.

Level 4 Exemplar: inferences

“Stoph says that... the ‘Council of State saw the Erfurt meeting useful’, suggesting that the GDR saw the Ostpolitik reforms in 1970 as positive as well. This is true to the extent that...”

“Brandt does say that Stoph should contact the Minister for Intra-German Affairs to continue negotiations. This is important as it was known that in 1970 the GDR dealt with the FRG through their Ministry of International Affairs, suggesting that through using ‘Inter-German’ ministry that the FRG still viewed the GDR not as a separate country”.

‘Reasoned inferences from both sources in relation to relations between the FRG and GDR in 1970.’

Level 4:

Analyses the source material, interrogating the evidence to **make reasoned inferences**

Level 5:

Interrogates the evidence of both sources **with confidence and discrimination**, making reasoned inferences

Level 4 Exemplar: contextual knowledge

“...Brandt discusses that he wished to settle the ‘legal issues of equality as states’ referring to the fact that before 1969 Konrad Adenaur had followed the Hallstein doctrine in which the FRG did not recognise the GDR as a separate state but instead referred to it as the ‘eastern zone’... it is widely known that Brandt’s policy of Ostpolitik was largely different in the sense that he believed that in increasing connections between the two states it might bring about reunification in the long term...”

‘Contextual knowledge added that illuminates the source content.’

Level 4: Deploys knowledge of the historical context to illuminate... displaying **some understanding** of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.

Level 5: Deploys knowledge of the historical context to illuminate... displaying **secure understanding** of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.

Level 4 Exemplar: value of the sources

“However, Source 3’s utility in particular is reduced due to the purpose of the source - a letter with the intention of persuading Willi Stoph to form a positive diplomatic relationship between the two Germanys – thus it may not represent the true regard of West German Politicians to East Germany at this time”...

“...The account by Stoph is likely more useful in gauging the relationship between the FRG and the GDR as it depicts that there was a level of distrust still present after the meetings in 1970. This is as Stoph’s speech is less subject to manipulation than Brandt’s as it is being delivered directly to the GDR Volkskammer and therefore there is less need to cover up real intentions”.

‘Some attempt is made here to address the utility of the sources to the enquiry’, though to reach Level 5 this needed to have been ‘developed further’.

Level 4: ‘Evaluation of the source material uses valid criteria which are justified and applied’

Level 5: ‘Evaluation of the source material uses valid criteria which are justified and **fully** applied.’

Exemplar 3 Level 3

Task

Skim read exemplar 3 (delegate booklet, pp.21–24).

In chat

With reference to the mark scheme, why is this a Level 3 script?

Level 3

- ‘This answer makes inferences from both sources with regard to the methods used by the CCP to establish control in China, **though these are not developed very far**.
- To this the candidate adds **some** contextual knowledge to expand the points being made.
- Finally, a **valid attempt** is made to assess the utility of the sources to the enquiry by use of the candidate’s own knowledge. ’
- Demonstrates understanding of the source material and **shows some analysis** by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.
- Deploys knowledge of the historical context to explain or support inferences as well **as to expand, confirm or challenge matters of detail**.
- Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with **limited justification**.

Paper 3 Sources



Paper 3 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.

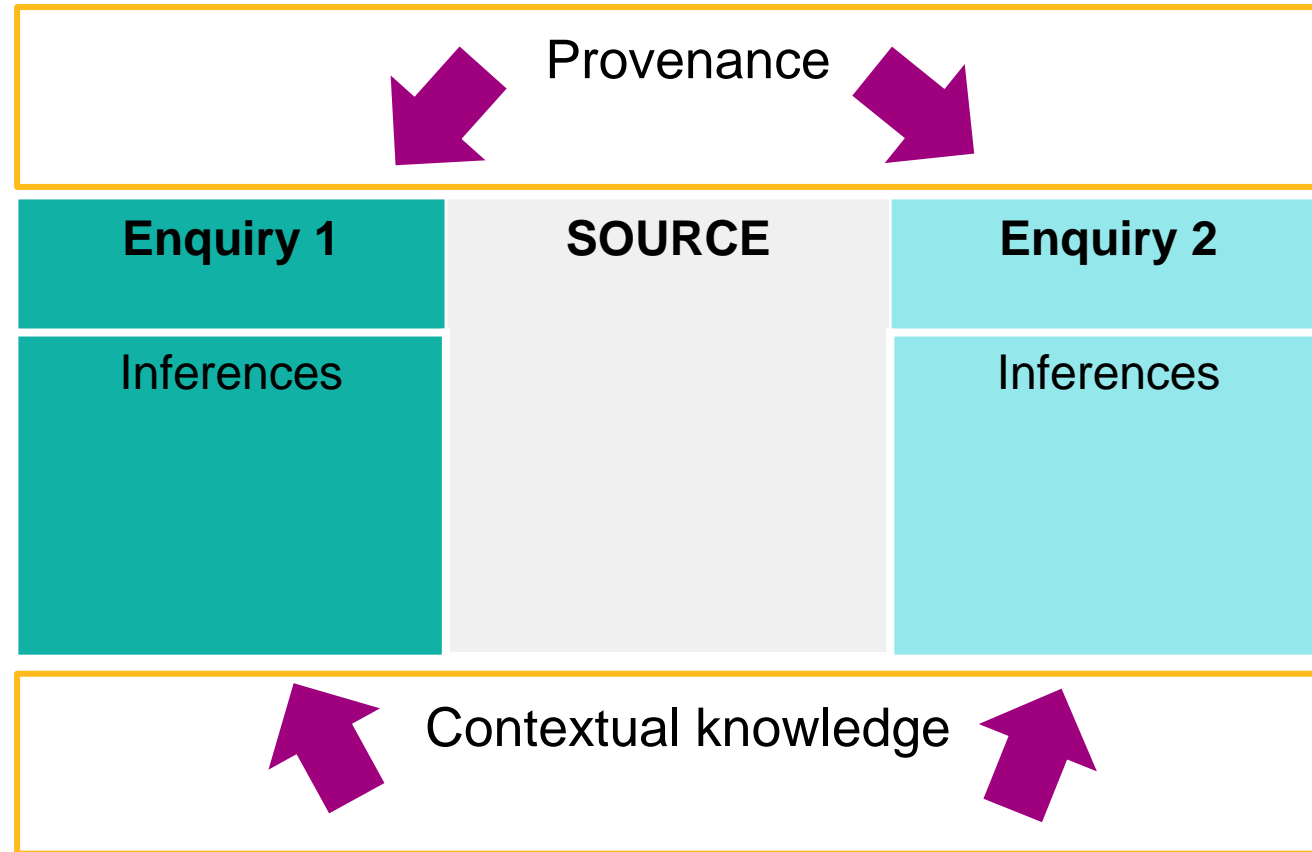
Paper 2

- Interrogates the evidence of **both sources** with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Paper 3

- Interrogates the evidence of **the source in relation to both enquiries** with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,
- Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.
- Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Two Enquiries



In chat

What resources have you used and found helpful?

2024 Paper 3 Feedback: what went well

The strongest answers:

- understood the depth study in sufficient detail
- demonstrated an ability to draw out and develop reasoned inferences from the source for both enquiries
- evaluated the source thoroughly in relation to the demands of the two enquiries on the basis of contextual knowledge
- evaluated the source thoroughly in relation to the demands of the two enquiries on the basis of the nature, origin and purpose of the source.

2024 Paper 3 Feedback: what should students avoid?

- Paraphrasing source content rather than making inferences.
- Selecting elements of the source and commenting with no reference to the provenance or any contextual knowledge.
- Lacking support and development of inferences made.
- Separating contextual knowledge from the inferences made from the source.
- 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.

Paper 3 Exemplar



Paper 3 Option 33: The witch craze in Britain, Europe and North America, c1580–c1750

Assess the value of the source for revealing the beliefs about the nature of supernatural powers and the role of judges in Scotland in the late sixteenth century.

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

(June 2024)

Paper 3 Level 5 exemplar: inferences & value

Task

Skim read exemplar (delegate booklet, p.25).

In chat

What inferences can you spot?

e.g.

- “this image reveals how James used the threat of supernatural... throughout his reign as King of Scotland, sparking fear as a method of controlling the masses”
- “it reveals an important belief of the time, that of Diabolism which James actively sought to establish in both Scotland and England...and replace the traditional belief...”
- “highlighting his desire to use the Berwick hunts as proof of his reliable track record as King of Scotland to his English readers of ‘Daemonologie’...”

Evaluating the value of the source:

- “Collectively, this evidence is valuable, as it highlights how James, and many others of the educated upper-class elite, desired to impose new and more manipulative beliefs in supernatural powers in the late 16th century”.

‘Interweaving’ contextual knowledge

- “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.”
- Tip: Make sure that contextual knowledge is tightly linked to the points/inferences raised by the source rather than as a separate section.
- Ensure that both enquiries receive sufficient coverage

ENQUIRY	INFERENCE	CONTEXTUAL KNOWLEDGE
1		
2		

Class activity: Discuss what is meant by ‘interweaving’, perhaps even using the textiles analogy and exemplars.

In chat

What class exercises do you do to encourage this application of contextual knowledge?

Paper 3 Exemplar 4: Interweaving contextual knowledge

A clear Level 5 response:

- 'Focused and works with the source to identify and illustrate a range of points relevant to both enquiries.'
- There is contextual knowledge throughout the answer to develop the valid inferences that have been made.'

Task

Identify in Exemplar 4 (delegate booklet, pp.26-34) instances of where contextual knowledge has been interwoven into the answer to evaluate the inferences. You could use different colours for each enquiry (an easy way to check an even balance in coverage of the two).

Exemplar 4: Interweaving contextual knowledge

“Power to transform ‘into the likeness of a beast’. This concept links to some of the accusations of shapeshifting towards accused witches in the North Berwick witch hunt of 1590-91 as well as the belief in ‘familiars’ which was a popular belief in both Scotland and England at the time regarding witchcraft. James also makes reference in this source to the accusations against Agnes Sampson in particular, who was a notable victim of the North Berwick witch hunt. James highlights how ‘witches can be transported from one county to another’ which mirrors the accusation that Agnes Sampson was able to fly across the sea and use her supernatural powers to cause the intense storms which James encountered on his journey to Denmark.

James’ links here to the North Berwick witch hunt of 1590-91 are also valuable because of their *implication*. James included further references to the Berwick case by including extracts from ‘Newes from Scotland’ in other chapters of ‘Daemonologie’, clearly highlighting his desire to use the Berwick hunts as proof of his reliable track record as King of Scotland to his English readers of ‘Daemonologie’...”

Contextual
knowledge linked
to source

Contextual
knowledge linked
to source

Evaluates the
source

Inference

Exemplar 4: conclusion

“Ultimately, it is clear that James’ act of perpetuating fearful and threatening depictions and beliefs regarding supernatural powers in **this source is critical** to his attempt to relate to the audience of ‘Daemonologie’ and **highlights how beliefs in the supernatural at this time were largely dictated by leaders and those in the educated upper classes.**

Value of source:
enquiry 1

Furthermore, James’ focus on the role of judges in Scotland during the late 16th century **reveals a strong belief of the duty to punish witchcraft**, which stems from the inherently sinful nature of the supernatural as a belief system.”

Value of source;
enquiry 2

AO2 Tips summary

Inferences are at the heart of the analysis.

Ensure that contextual knowledge is tightly linked –interwoven – to the points raised by the source, rather than as a separate section.

Encourage students to be aware of the concerns and values of the society within which the sources are set when adding contextual knowledge to inferences.

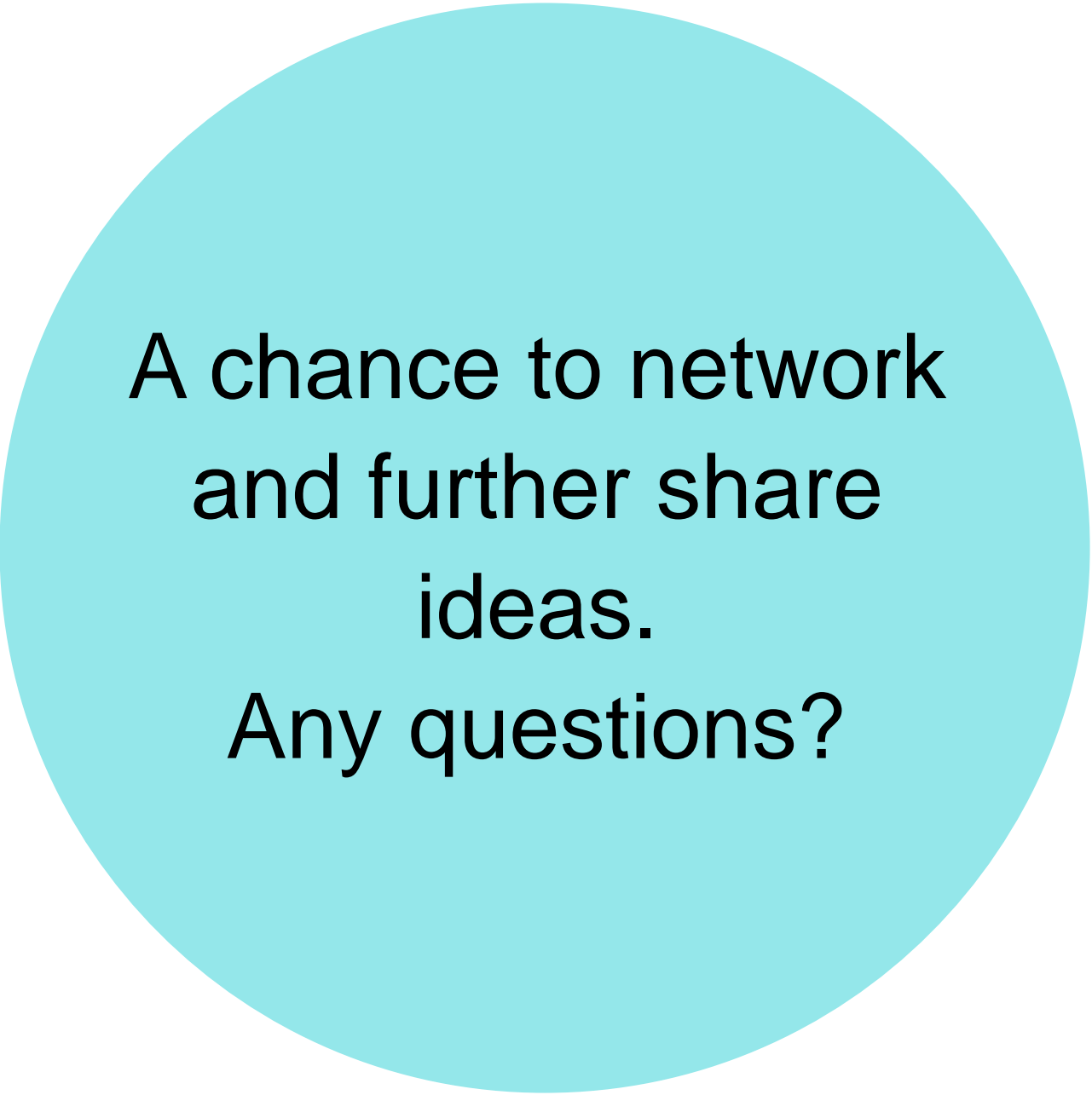
Make careful use of the provenance to judge value

Evaluate the value of the sources together (Paper 2)

A balanced response is needed for both sources (Paper 2) and both enquiries (Paper 3)

The depth studies need to be taught in sufficient detail for section A of paper 3.

There is a large supply of sources and exemplars on the Pearson website which can be made use of for class exercises.



A chance to network
and further share
ideas.

Any questions?

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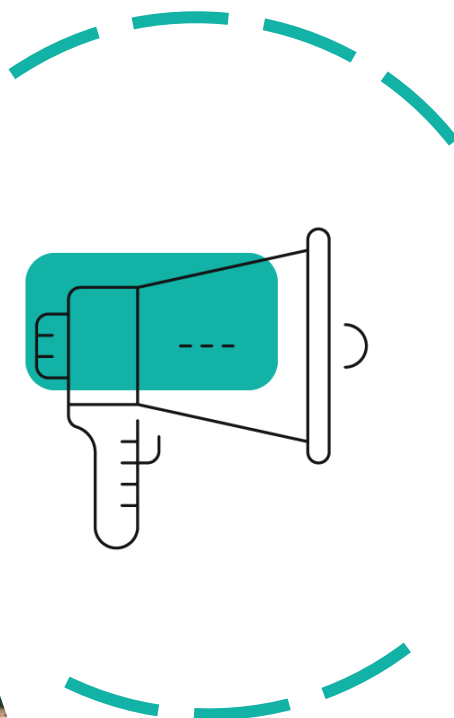
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