

Pearson Edexcel

A level History

Network Event 2021

Paper 2
Depth study



Agenda

- Paper 2 assessment model
 - Section A source analysis and evaluation (AO2)
 - Section B depth essays (AO1)
- Network and share teaching ideas and strategies
- Pearson support

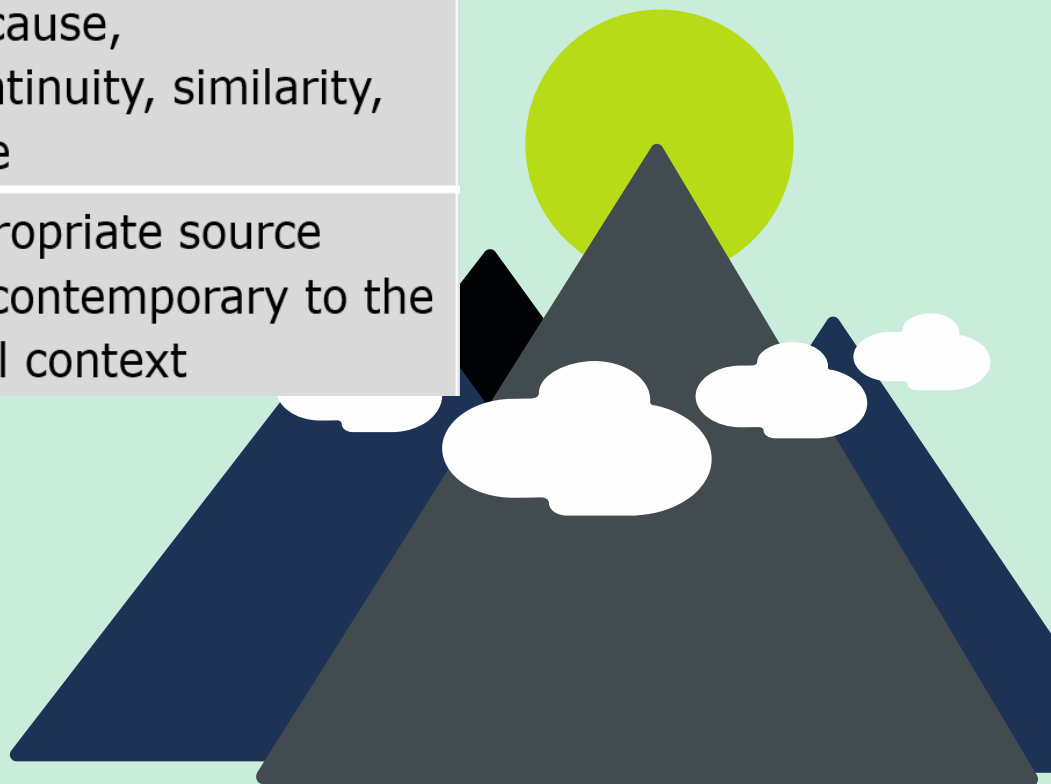
Assessment objectives

AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance

AO2

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



Section A source analysis and evaluation (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



The value of the sources

- The main focus of the mark scheme is on discerning the weight of the sources.
- Encourage students to focus their analysis on the two sources' value.
- Comments such as 'the source does not refer to...' are weak answers: because it is only a short extract, it doesn't refer to many things!
- The question focuses instead on how the historian can use them – their weight – which strong inferences can be made? What else is suggested?
- Context and provenance can be used to add or lessen its weight.
- Writing about 'bias' or 'reliability' based on provenance/context is a Level 2 analysis.

Demonstrating three core skills

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

To judge the value for the historian of the sources together.

How could we approach a source question?

There is no one Pearson-recommended approach, but here are some elements to consider including in your approach:

- A good amount of planning time.
- Careful consideration of what issues the provenance raises
- Highlighting quotations and making inferences from both sources
- Deciding what can be determined when considering both sources *together*, including what could be reflected by their differences.

In chat: what approach do you use?

Planning task

How far could the historian use sources 3 and 4 together to investigate the aims of apartheid in the 1950s?

- Using the extracts from two sources in your booklet, consider the provenance.
- Written by the Minister for Native Affairs and an anti-apartheid campaigner; in chat, what might be the purpose of each source?
- In chat, how might they therefore be useful on the aims of apartheid, when taken together?
- Now read the extracts: highlight a relevant quote and make inferences.
- In chat, what point could be made, using both sources?
- There is a common theme about whether or not apartheid aimed to benefit and provide opportunities for black South Africans.

Inference

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

Contextual value / Inference task 1

- What claim is being made by Verwoerd with his stated aim of ‘opportunities for the full development of their respective powers and ambitions’?
 - *Here the minister is suggesting that an aim of apartheid was to benefit black South Africans through education.*
- Verwoerd was known as the ‘Architect of Apartheid’. With your general knowledge of apartheid and notions of ‘white supremacy’ in South Africa, how might his claim be challenged? So what inference could the student make here?
 - *That Verwoerd is putting a political gloss over the actual intentions of apartheid.*
- Given this knowledge of Verwoerd’s values and concerns, and the gloss he puts on his policies, what further inferences could we make, supported by his use of the word ‘respective’?
 - *That apartheid aimed to educate the black South Africans only to the level that was needed to complete menial, unskilled jobs. It further indicates that a less palatable and publicised aim of apartheid was to separate racially defined groups within South African society and ensure white domination.*

Inference task 2

- Using the protest that apartheid intended '*To keep up the barriers*', what is being claimed by Huddleston here?
- Huddleston suggests that black South Africans are being shut out rather than offered opportunities. This challenges Verwoerd's claim that they would benefit.
- **What inference can the student make?**
- Again, that Verwoerd is putting a political gloss over the actual intentions of apartheid which are to oppress rather than benefit black South Africans.
- So this could be chosen by the student as one of their inferences, since it can be found in both sources, and is supported by its context.

‘Degree of certainty’

- The context and provenance of the source may well challenge what is being claimed in it, or the other source may not support it, and this is where the ‘degree of certainty’ comes in.
- Some claims/suggestions in the sources 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 claimed... given that...*’ [refer to supporting evidence from context, other source, provenance as appropriate]’
 - ‘*This suggestion can be further strengthened by...*’ or ‘*This strongly/clearly indicates that...*’ [give the claim] *since* [again, refer to supporting evidence from context, other source, provenance as appropriate]...’

‘Degree of certainty’

- Some claims/suggestions in the source though can be challenged, again with reference to context, other source, provenance, and so they are more tenuous. Students can observe that *‘This claim is less certain as it is challenged by (other source, context, provenance)...’* or *‘Weaker is the suggestion that... which is not supported by...’*
- But **not** *‘this suggestion is limited’*, as this is not focusing on the value of the source.
- Challenges to claims/suggestions made in the sources can be very revealing so are also, and sometimes particularly, of value to the historian:
 - For example, *‘which valuably reveals that the opinions/assumptions/aims suggested in source 1 are not shared by source 2... because...’*
 - Or, *‘which usefully indicates that earlier these views, as in source 2, were not so confidently expressed/not yet developed as found in the later source 1, given that...’*
- And in many other ways, depending on the question focus.

‘Degree of certainty’ task

- How strong or weak is the claim made in source 1?
- The suggestion by the Minister that black South Africans might benefit from education under apartheid is weak, since it is challenged by both contextual knowledge and the criticisms of the campaigner.
- How much weight then does our inference have; that the Minister was glossing over the real intentions of apartheid?
- The further consideration of the word ‘respective’, which led to the student making an inference of there actually being a lower expectation for black South Africans than is claimed, has considerable weight, since it is supported by the values of the time, by context and by the other source.
- How is this challenge to the claim in source 1 useful to the historian?
- *The sources taken together usefully suggest that a major yet unstated aim of apartheid was to separate and maintain an inferior economic position for black South Africans, which is glossed over by the government.*

Claim, fact, opinion?

- When considering the values and concerns from which the source is drawn, use the provenance to think about who is speaking and the context in which they are writing..
- Ask students to find different ways to describe the tone and attitude of the authors given that context – they can enjoy thinking these up!
- **Task:** what could be said of the context and therefore tone used in our example?

For example,

- Huddleston is making a protest, an objection...
- The Minister is making a political claim, using confident assertions; glossing over the reality...

A class activity example

Provenance?

What does it indicate?

What does it suggest?

SOURCE

What context can I use?

Evaluate the exemplar paragraph in your booklet

What aspects of a good paragraph can you find?

- Underline the inferences made. (What does the source suggest? What does it indicate?)
- Spot the factual evidence used to support or challenge the claims identified in the source.
- Determine how the second source is used to support or challenge the claims in the source and thereby the inference(s).
- Consider the use of the provenance.
- Look at how it links back to the question of the value/weight of the sources *together* to this particular historical enquiry, with reference to the provenance/context.

Criteria: using the provenance in judgement

- The provenance is a key element of considering the weight of evidence to the judgement on how the sources put together are useful to the historian.
- The provenance, alongside the context, can confirm for instance how the two sources support each other to provide strong inferences of use to the historian.
- Or the provenance can be used to ask *why* claims or suggestions made from one source might challenge or not support those from the other, or *why* the context might challenge what is being suggested, which can also lead to valuable inferences being made.
- For instance, this might be because of:
 - the different times the sources were written – how useful then to the historian to see how opinions etc. changed/developed over the time.
 - the different views being expressed by two groups or people might provide the historian with a useful indicator of divergent purposes or arguments.
 - the different aims/propaganda, e.g., of government or opposition, provides useful insight.
 - other ways too – all this of course depends on the question focus.

Criteria: using the provenance in judgement

There are three aspects to a thorough conclusion:

Using the provenance and context to judge the value of:

- *Source 1...*
- *Source 2...*
- ***the sources together
... weighing up the usefulness of the sources – in combination.*

Example 2: how can we use the provenance in judgement

How far could the historian make use of Sources 1 and 2 together to investigate contemporary objections to the sale of indulgences in early sixteenth-century Germany?

- Martin Luther wrote the 95 Theses in October 1517, protesting against Tetzel selling indulgences to take time off purgatory.
- By 1520 the Catholic Church's response had pushed Luther to challenging the authority of the Pope himself, and by 1530 Lutheranism had spread widely across Germany as an alternative to Catholicism.
- **Source 1:** *From the first short history of the beginning of the Reformation in Saxony. It was written in the 1530s by Myconius, a Lutheran Reformer, remembering Tetzel's indulgences campaign.*
- **Source 2:** *From a letter of protest written by Luther to Archbishop Mainz on 31 October 1517. Luther wrote the letter after hearing reports of Tetzel's preaching and selling indulgences.*

Judgement: a) value of each source using provenance

‘In conclusion, source 1 has use in an enquiry into contemporary objections to the sale of indulgences in that it represents Myconius’ remembered Lutheran criticism of Tetzel’s hard economic sell of indulgences campaigns in Annaberg which arguably could reflect similar objections elsewhere in Germany. Source 1 also would seem to suggest criticism of the growth of papal authority was also a contemporary objection, implied in the promises of time off Purgatory, although this reflects more later Lutheran objections by 1530.

‘Source 2 is valuable as it represents early objections considering that it reflects Luther’s initial protests against that sale of indulgences, written to the Archbishop who employed Tetzel, at the time of the 95 theses which became widely circulated across Germany. In this 1517 protest letter, it reveals that Luther was careful not to go against papal authority in the early days of academic debate and calls for Church reform, although by 1520 papal authority over purgatory and hell are challenged.

How far could the historian make use of Sources 1 and 2 together to investigate contemporary objections to the sale of indulgences in early sixteenth-century Germany?

Judgement: b) value of sources together – how much weight they bear

‘Together therefore they very usefully represent criticism of the sale of indulgences, strongly suggesting that the main objections remained across 1517–30 the false promises offered to the people and their resulting economic exploitation by the Catholic Church. This reflects other non-Lutheran objections, such as were included in the 102 grievances against Church corruption expressed at the 1521 Diet of Worms.

Together they also usefully represent how contemporary objections developed from 1517–30, becoming over time more critical about the papal authority behind the indulgences, as indicated in the later source 1.’

How far could the historian make use of Sources 1 and 2 together to investigate contemporary objections to the sale of indulgences in early sixteenth-century Germany?

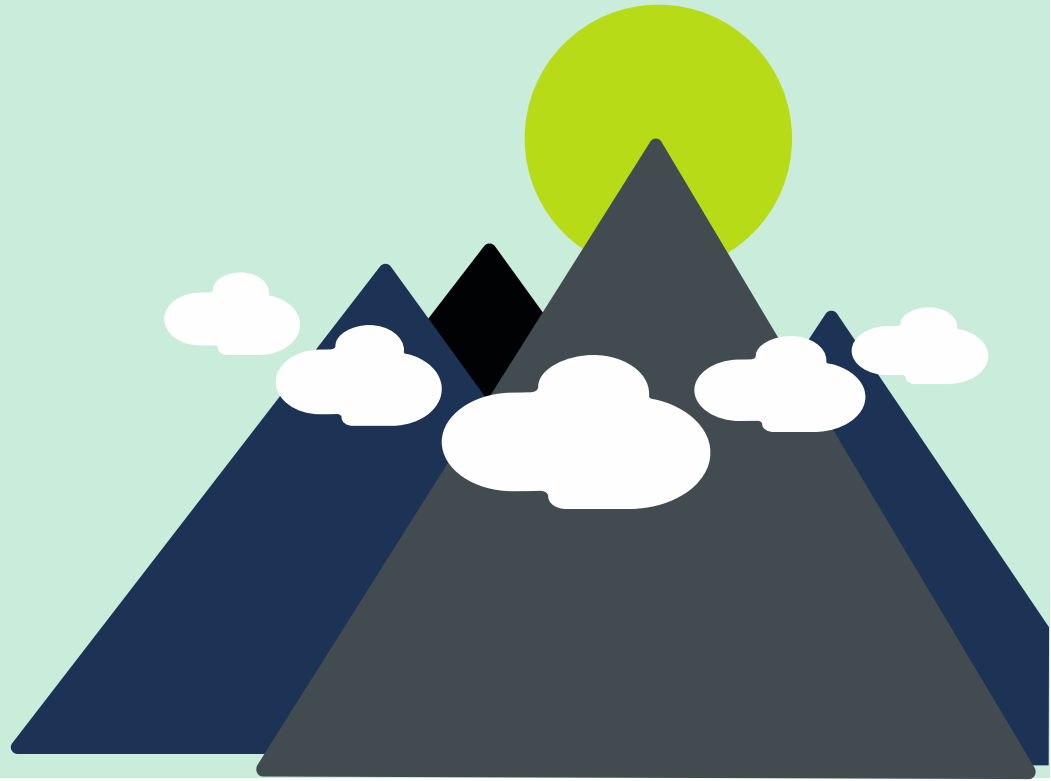
One suggested AO2 structure: whole response

- Point (then Inference) 1 from source 1; how the provenance/context strengthens or reduces the certainty of that inference + can it be supported or challenged by source 2?
- Point (then Inference) 2 from source 2; how the provenance/context strengthens or reduces the certainty of that inference + can it be supported or challenged by source 1?
- Point (then Inference) 3 from one of the sources; how the provenance/context strengthens or reduces the certainty of that inference + can it be supported or challenged by the other source?
- Conclusion: using the provenance/context – the value of source 1; the value of source 2; overall their value in combination to support the judgement of ‘how far’ the sources together can be used in the enquiry – how much weight the evidence can bear.

AO2 Level 5 (student version provided by one centre)

Analysis of source extracts	You interrogate 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.
Integration of contextual knowledge	You use knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the context 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.
Provenance and evaluation	Your evaluation of the source material uses provenance which is justified and fully applied. Where appropriate you distinguish between the degree of certainty with which aspects of it can be used as the basis for claims. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B depth essays (AO1)



Student essay planning (c5 mins)

- Type of question:
- Key words in the question / what does the question actually want you to do?
- Criteria that will be used (see next slide)
- 3 or 4 points that you will discuss:
- Your judgement is:

Criteria

- At the heart of the analysis: explicitly introduced, referred to within each paragraph to consider the relative importance of each factor, and clearly used in the conclusion to bring together the final judgement.

Criteria should not be mechanically imposed – it depends on and must reflect upon the particular question – but here are some general tips to get students started which they can then adapt and customise to the specific question, e.g.:

Causation questions: think about each cause's impact, its role, does one cause underpin the other causes? Or use hypothetical reasoning...

Significance questions: how would they define 'significance'?

Change and continuity questions: think about the nature of change, the extent of change, the rate of change...

A criteria activity in class: change and continuity

How far had Luther's ideas changed from 1517 to 1520?

Students asked to write three different ways to explain the same judgement:

1. The nature of change

'In 1517 Luther was focusing on... but by 1520 this focus had changed to...'
– so what has changed?

2. The extent of change

How much more radical do you think Luther had become by 1520?

3. The rate of change

Look at your graphs: at which point would you say the greatest change took place? The Heidelberg debate? The Leipzig debate? The excommunication? Justify your answer.

Conclusion suggestion (c10 mins)

- Create an interwoven argument from the points you have raised.
- Consider the **relative importance** of one factor compared to another – is one more crucial or central than the others? This is a Level 4/5 analysis and can be practised debate-style in class/online.
- Reach a clear, well supported judgement in answer to the question.
- *Explicitly use your criteria (from the introduction) to justify how you reached your judgement.

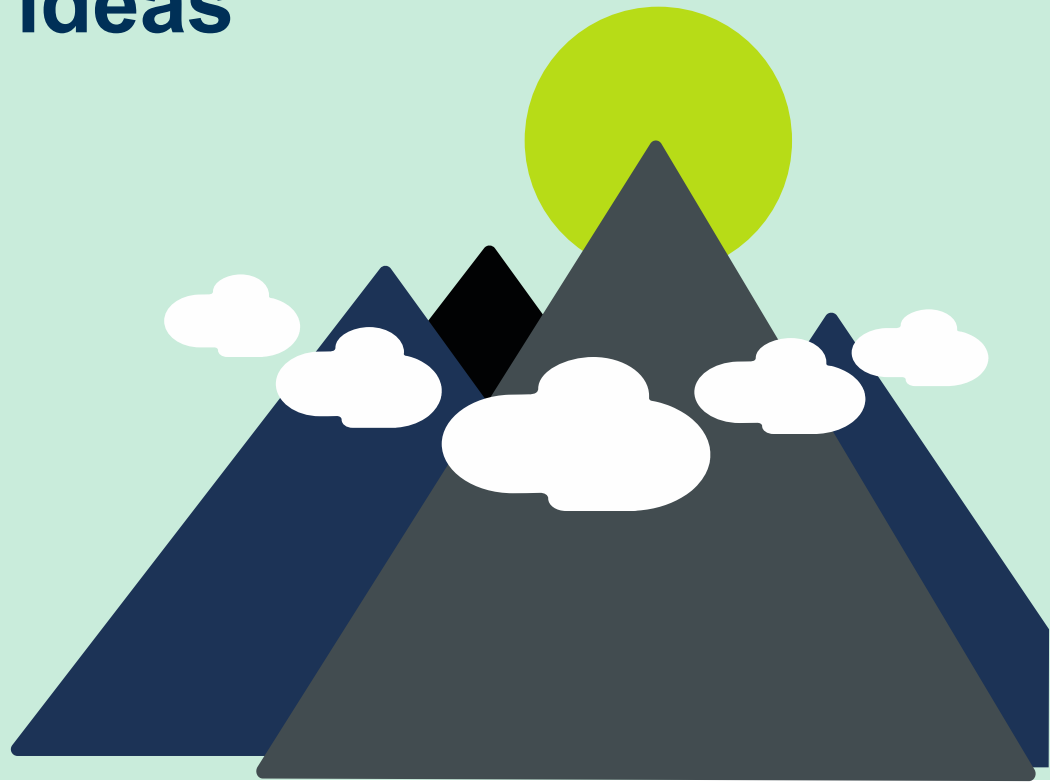
AO1 Level 5

- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.
- Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.
- 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.
- The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Any questions?

Which Paper 2 topic do you teach?

Networking / sharing ideas



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History

Digital submission of A level History coursework

Edexcel GCSE History entry codes for 2021

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Changes to GCSE History in summer 2021

Digital submission of A level History coursework

In order to help with teacher and moderator workload, and to ensure our commitment to working more digitally, we have developed a new digital way for centres to send us their NEA/coursework samples. The new system is called the digital learner work transfer portal (DLWTP).



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Thank you!

