

# GCSE 2016 History



U273



## Aims of the network

- To network and share teaching experiences
- To become more familiar with how sources and interpretations are assessed in the 2016 GCSE specification
- To plan teaching and learning ideas to deliver AO3 and AO4 requirements to your students



# Agenda

- Review the first block of teaching the new specification
- Approaches to Source and Interpretations questions:
  - Where they appear
  - How they are assessed
  - Teaching and Learning ideas
- AOB



## Review of first teaching

- How have you approached the first term?
- Where did you start? Why?
- Have you used the Edexcel support materials?  
How have they been useful?



# Planning for teaching sources and interpretations



# GCSE Assessment Objectives

<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order historical concepts.	35%
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
<b>AO4</b>	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

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**A03**  
15%

Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

## Paper 1: Section A

- Q2(a), 8 marks: analysis of two sources and evaluation of their utility.
- Q2(b), 4 marks: ability to frame historical questions.

## Paper 3: Section A

- Q1, 4 marks: making inferences from one source

## Paper 3: Section B

- Q3(a), 8 marks: analysis of two sources and evaluation of their utility



## Paper 1/Paper 3 – 8-mark utility question

### Sources for use with Section A.

**Source A:** From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).

I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.

**Source B:** From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.

Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.



## 8-mark source utility question

### 2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

*Delegate booklet pages 4–6*



**Target:** Analysis and evaluation of source utility.

**A03:** 8 marks.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> <li>A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance<sup>1</sup>. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with implicit links to the sources.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance<sup>1</sup>. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.</li> </ul>
3	6–8	<ul style="list-style-type: none"> <li>Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance<sup>1</sup> affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.</li> </ul>

**Notes**

- 1. Provenance = nature, origin, purpose.

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## Activity 1: 8-mark utility question

- Make notes on ideas for encouraging analysis and looking at provenance
- Study the mark scheme and review the exemplar answers from 5HAO3 option 3C June 2014
- Read the section on 'Common Barriers and Pitfalls' and consider how this might apply to your teaching and students

*Delegate booklet pages 8–17*



# Paper 1 – 4-mark enquiry question

## (b) Study Source B.

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source B that I would follow up:
_____
_____
_____
Question I would ask:
_____
_____
_____
What type of source I could use:
_____
_____
_____
How this might help answer my question:
_____
_____
_____
_____



## Activity 2

- Discuss question 2(b) from the Medicine paper
- What approaches might students take?
- What else will students need to know?
- Consider possible teaching ideas to help students to understand this question.

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## Selecting an enquiry – suggested activities

- Working in groups, students could be asked to list 5 questions about the situation in the source that they would like to follow up.
- The list should then be passed to another group who will delete any question not related to the source and also any questions which are simply about factual checking, such as how old the person was, what day of the week it was.
- The list of remaining questions should now be passed to the next group who will explain why the remaining questions are suitable enquiries for investigation.
- Each group will choose one enquiry and nominate a spokesperson to explain to the rest of the class why that is a good line of enquiry to follow up.
- The class will vote, using as criteria: how closely the enquiry relates to the source, whether an answer seems possible and how significant the enquiry's results would be.



## Possible sources for the enquiry

- Students should be encouraged to compile lists of different types of sources, for example police records could include lists of officers on duty, notebooks from beat constables, lists of arrests, photographs of criminals; students covering Paper 10 would also be expected to know that Whitechapel was patrolled by H Division.

Taken from Paper 1 guidance



## Paper 3 – 4-mark inference question

- Replaces question ‘What can you learn from Source x about...?’
- Highlights the idea that this goes beyond source comprehension
- Valid support may be in the form of a quote, a paraphrase or valid comment about the source
- The source is placed within the question paper to make sure it isn’t confused with the Section B sources and interpretations, which are in a separate booklet.

*Delegate booklet pages 21–22*



## Concluding thoughts on A03

- Will you need to adjust your teaching to take these new approaches into consideration?
- Will this be reflected in your teaching at Key Stage 3?
- How will you plan for these changes?



## AO4 – What is an interpretation?

- An **interpretation** is an attempt to portray and/or make meaning of the past using evidence, that is, a deliberate construct created after the event(s). (This can include both academic and non-academic interpretations.)
- Sources (AO3) are the evidence – the building blocks.
- Interpretations are the 'house' – the construct – what we have made of the building blocks.



**AO4**  
15%

Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Paper 3: Section B

- Q3(b) 4 marks: analyse and explain how two interpretations are different
- 3(c) 4 marks: suggest why interpretations differ
- 3(d) 16 marks (+ 4 SPAG): evaluate the view of one of the interpretations



## 3(b) Identifying difference

**Interpretation 1:** From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

**Interpretation 2:** From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

*Delegate booklet page 23*



## 3(b) Identifying difference

	<b>Interpretation 1 emphasises positive attitudes</b>	<b>Interpretation 2 emphasises negative attitudes</b>
Language and tone	Exciting, interesting, enjoyed, liked, comradeship	Less popular, growing resentment, kick against
Selection of information	Outdoor events, sports, music, parades Some enjoyed the marching and discipline	Discipline became more strict, membership compulsory, resentment of HY leaders
Points of emphasis	Many young people were attracted; there was great comradeship	Movement became less popular towards late 1930s when focused on preparation for war Some youngsters began to kick against restrictions



## 3(c) Why is there a difference?

- (c) Suggest **one** reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement.

You may use Sources B and C to help explain your answer.

(4)



## 3(c) Why is there a difference?

- Students are invited to, but do not have to, use the sources
- Other reasons for difference can be explored
- But they should not focus on evaluating as they would for AO3 sources
- Responses based on origin or time of production are unlikely to be useful here

*Delegate booklet pages 24–25*



## 3(d) Evaluating and making a judgement

The essence of the task is to:

- identify the overall view being offered
- provide detail from the interpretation and from additional contextual
- knowledge to support that view
- examine the challenge offered from the other interpretation and own
- knowledge, including points additional to those in the second interpretation if appropriate
- reach an overall judgement.

**N.B. There is no stipulation as to how answers are organised.**



## 3(d) Evaluating and making a judgement

A strong response might:

- identify the overall view being offered and indicate areas of challenge from the other interpretation
- identify the key points of evidence being used to support this view and assess the validity of each of them, using the other interpretation and additional contextual knowledge.
- evaluate the points in the interpretation and the points that have been provided to challenge that interpretation in order to form a judgement.

*Delegate booklet pages 26–27*



## 3(d) Evaluation: exemplar responses

For your response:

- Read and highlight where it displays the qualities of the level of response mark scheme
- What approaches need to be developed for students to attempt this question successfully?

*Delegate booklet pages 28–33*



## Support

Range of support materials online, including:

- Getting Started Guide
- Paper 1 Guidance
- Sources and Interpretations Guidance
- Additional specimen papers – coming soon



## Contact Details

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