

Pearson Edexcel GCSE History

Autumn term 2020 Online network events

Source utility questions

Delegate Booklet

10 November 2020

This pack is for delegates attending the GCSE History network event for source utility questions. This pack contains the exemplar material that you will need during the meeting, as well as a space to type any notes or comments.

This GCSE History network will allow delegates to:

- Receive a brief update on the qualification and ask questions
- Revisit the source utility question and how it is assessed
- Talk through some marked exemplar student answers
- Network and share teaching ideas and strategies

Are there any updates or new resources that Pearson are offering which you would like to check out after this meeting?

Review of the Source Utility Question

AO3 (15% of GCSE History)

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

Study Sources A and B* in the Sources Booklet.

How useful are Sources A and B for an enquiry into?

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

** In Paper 1, Question 2(a) addresses Sources A and B. In Paper 3, Question 3(a) addresses Sources B and C.*

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none">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 provenance¹. 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 directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ 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.
Notes 1. Provenance = nature, origin, purpose		
Marking instructions Markers must apply the descriptors above in line with the general marking guidance (page 3). No credit may be given for contextual knowledge unless it is linked to evaluation of the sources. No credit may be given for generic comments on provenance which are not used to evaluate source content.		

Here is a space for any notes you want to make from the discussion of the question and how it is assessed:

Exemplar Answers

Medicine option, Paper 1, Question 1(b), 2019

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

How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front?

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

(8)

Source A: From a letter written by a captain in the Royal Army Medical Corps (RAMC) to his family in 1915. He was in charge of a group of stretcher bearers. Here he is describing the work of his group of stretcher bearers after a German attack on the British trenches.

At 2 am a terrifying bombardment began and at 5 am the first batch of wounded began coming down the communication trench.

It was evening by the time I got out of the trench to look for more wounded. I went off with another man to search for the wounded. We found most of them in a wooded area, so weak that they could not call out. They were so relieved at being found that I led a search for more wounded. It was awful work getting them out of the shell-holes. It was also hard to find enough men to carry them away because the stretcher bearers were so exhausted.

Finally, we got our last wounded to safety at 4 am the next morning. Altogether, we had collected 18 men in a single day and were certain that no-one was left behind.

Source B: A painting by Gilbert Rogers, c1919. The painting is called 'Stretcher Bearers of the Royal Army Medical Corps (RAMC) Lifting a Wounded Man out of a Trench'. Rogers joined the RAMC in November 1915 and served on the Western Front. In 1918, he was commissioned to produce paintings for the Imperial War Museum.



Exemplar 1

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

How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front?

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

(18) Q02a

Source A is ~~very~~ relatively useful in an enquiry into the work of a stretcher bearer on the Western Front. It was by a ~~1st~~ RAMC Captain ~~who was there~~ this ~~is~~ means that it is relevant ~~and~~ ~~to~~ to the time as they were there experiencing the action. Despite this it cannot be considered very accurate as it is a letter ~~home~~ home to his family, as a result they would have likely removed gruesome detail or disturbing events so not to concern loved ones; it can still be considered useful in ~~the~~ outlining the general role of a stretcher bearer. In the source it suggests that a stretcher bearer went out into the frontline to collect and bring back the wounded. I know this to be true as the role of a stretcher bearer was to bring the wounded to the Regimental Aid Post to receive immediate first aid; this was so they could either be quickly sent out into battle again or sent on to ~~the~~ ADs/MDs further back for more specific care. It was written in 1915, so ~~the~~ information on the role of stretcher bearers would be fresh in their mind. The accuracy of it makes it so useful.

Source B is very useful because it gives a vivid ~~and~~ accurate representation of the work of a stretcher bearer in WWI. It can be seen to be dangerous and tiring. I can tell this

from the source as ~~they~~^{there} appear if shell fire visible and the stretcher bearers are having to lift a man out of a ~~to deep~~ deep trench - this would be physically ~~dem~~ demanding. ~~From map~~ It is written in the description that it was painted by an AFMC member ~~for~~ in 1919 for the Imperial War Museum, as a result I would question the accuracy of it as ~~the~~ the effects of war would still be strong in 1919, making the piece likely to be tinted by propaganda and so appear more heroic than reality. Despite this, it was created by a person who was actually there and so can be considered more accurate as they experienced this for themselves. I know, however, the ~~source~~ painting to be accurate as from my knowledge I understood that stretcher bearers were often under fire whilst trying to manoeuvre injured soldiers. Overall, it can be thought that the painting is reliable and accurate, and so making it useful.

Why was this answer awarded Level 3? (The official exam feedback is given later in this booklet).

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

How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front?

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

(84 Q02a)

Source A is a letter written by a Captain in the Royal Army, showing his perspective on a stretcher bearer's life. The ~~captain~~ Captain starts off the letter by showing bombs were exploding and gun shots were fired. So for this is very useful to show how stretcher bearers work was terrifying, dangerous, ~~and~~ and risky. The Captain then explains how hard it was to get the men to safety because of the "shell holes" and also it was hard for them to carry people away because ~~they~~ they were ~~exhausted~~ "exhausted". For me Source A was very useful due to it was from that time period and he was a Captain who was a stretcher bearer.

Source B is a painting from an ex-soldier in the time period of '1919'. The painting is of 5 men 4 alive 1 dead.

The 4 Alive men are stretcher bearers who are in ^{The} middle of war and they are trying to get this soldier to help/safety. The painting shows how dangerous life was for them due to them being in the middle of gun fire and explosions and also it took 4 men to carry one guy. Now Source B is useful in some ways, because it gives you a rough idea how dangerous it was and it's also from a soldier but we don't have ~~any~~ any back-story or information about the painting other than its name 'Stretcher Bearers'. So for me I believe that Source B is half and half useful.

Why was this answer awarded Level 2? (The official exam feedback is given later in this booklet).

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the achievements of the civil rights movement in the years 1960–65?

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

(8)

Source B: A photograph published on the front page of several US newspapers in July 1964. It shows President Johnson presenting Martin Luther King with one of the pens used to sign the Civil Rights Act (1964).



Source C: From a radio interview with John Lewis in 2009. Lewis was a civil rights activist who was at the demonstrations in Selma in March 1965.

On Sunday 7 March, about 600 of us started walking in a peaceful fashion through the streets of Selma. As we came to a bridge the Alabama state police attacked us and released tear gas. A state trooper hit me on the head with his truncheon. I thought I was going to die. I was knocked out. I really don't know how I made it back across that bridge.

President Johnson didn't like what was happening. Eight days after 'Bloody Sunday' he gave one of the most important speeches any President has ever made to Congress when he introduced the Voting Rights Act.

Two weeks later we marched again. 300 people set off and by the time we reached Montgomery there were more than 25,000. That march led Congress to pass the Voting Rights Act.

Exemplar 3

SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the achievements of the civil rights movement in the years 1960–65?

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

(8)

Source B is ^{moderately}~~very~~ useful for an enquiry into the achievements of the civil rights movement. I think this because we can see how close a black American is to the president (Martin Luther King) and King is surrounded by white people, who look to be happy that King is with them. This shows that the achievements in civil rights are high as King is being handed a pen to sign the new de-segregated laws. This source shows a long term success.

Source C is ^{very}~~moderately~~ useful as it shows that altho laws were being passed, white Americans were still extremely angry and violent towards the black Americans. This shows that the source is useful because it shows us that laws were being passed (voting rights) but the white Americans were still extremely violent as the black American was

was knocked out.

overall I think that source C is much more useful because from my own knowledge, I know that laws were passed but the white Americans didn't care, they were still violent and cruel to the black Americans. I also think source C is much more useful as it has a larger long term effect, it shows multiple laws were passed for black civil rights and those laws still exist today.

Why was this answer awarded Level 2? (The official exam feedback is given later in this booklet).

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi policies towards women?

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

(8)

Source B: From a speech made by Joseph Goebbels in March 1933.

German women! German men!

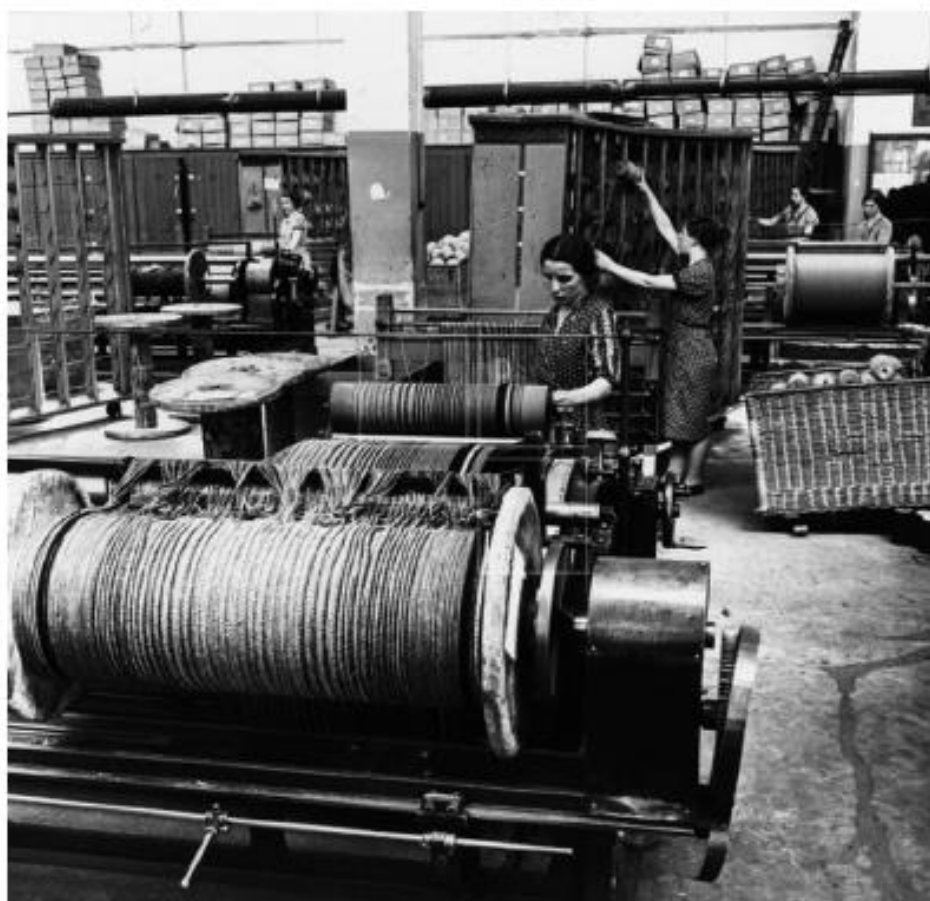
The birth rate in Germany is rapidly declining so a major change is needed.

We believe that German women must use their strength and abilities in different areas from men. Let me say this clearly: the first, best, and most suitable place for the woman is in the family. It is her most glorious duty to give children to her people and nation.

The woman is the teacher of the youth, and therefore the builder of the foundation of the future. If the family is the nation's source of strength, the woman is at its centre.

The best place for the woman to serve her people is in her marriage, in the family, in motherhood.

Source C: A photograph from 1938. The photograph shows women working in a textile factory in a large industrial city.



Marking activity

SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into Nazi policies towards women?

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

NOPCC

(8)

Source B is partially useful as it shows the nature of the Nazi party towards women. It is an extract from a speech by Goebbels who was in the Nazi senior leadership in 1933 at the time when the Nazis passed laws banning women from professional jobs. The purpose of this extract was for the German people to realise the Nazi view of women being the homebuilders and child producers for a greater Germany as it says 'it is her most glorious duty to give children to her people and nation'. From my own knowledge I know that birth rates in 1936 were 30% up from birth rates in 1933 so from this I can tell that the Nazi policies were based on child producing. This source may be unreliable as it is biased towards the view of the Nazis as it was written by a leading Nazi. For this reason the source is partially useful as it shows directly the Nazi policies towards women, however it does not show the success of these policies and it may be biased.

Source C is partially useful as it shows women carrying out skilled labour jobs at an industrial level which was directly against the Nazi view of the women's most suitable place is in the family. It is taken by an unknown photographer so we do not know if the photo

labor was opinionised in any way, as a photo it is also unreliable as it is not place specific and may ~~only~~ not be representative of Germany. At the time in Germany the female workforce would still have been at 26% and the photo makes no mention of specific ~~pro~~ Nazi policy policies. For these reasons it is only partially useful as whilst it shows us what sort of work women would have carried out during the period of 1938 it makes no mention of Nazi policies or the success of them.

What level and mark did this receive? Use this space to make notes (The official exam feedback is given later in this booklet).

Examiner commentaries for the exemplar answers

Exemplar 1 (Level 3, 8 marks)

This response was awarded Level 3.

The answer provides developed reasoning which takes into account how the provenance – in this instance the nature, origin and purpose of Source A – affects the utility of the source. These criteria are applied throughout the written response to Source A leading to a number of judgements about its accuracy. The content of the source is assessed through accurate and relevant supporting contextual knowledge. This part of the answer clearly meets all of the assessment criteria at Level 3.

For Source B, accurate and relevant supporting contextual knowledge which demonstrates the dangers stretcher bearers found themselves in during the First World War is well used to assess the utility of the source content. In addition, examination of provenance through valid criteria which match those used for Source A are applied. This is a very strong response which demonstrates the application of Level 3 criteria for both sources throughout the answer.

An overall mark at the top of Level 3 was awarded.

Exemplar 2 (Level 2, 4 marks)

This response was awarded Level 2.

The analysis of Source A opens with a statement about the nature of the source. There is no further development of provenance for Source A but is not required within Level 2 where candidates may address either content or provenance. There is selection of relevant source content to form some analysis of utility in relation to the work of the stretcher bearers on the Western Front, but this is done without the use of supporting contextual knowledge. Instead the response provides surface level judgements which have been acquired from the source content; such as 'terrifying' and 'dangerous'.

In analysing Source B, the response once again opens with a statement about the nature of the source. There is evidence of understanding the source content in relation to the specific enquiry as the candidate describes the relevant parts of Source B and there is an attempt here to address how this impacts the utility of the source. Similar to the first passage there is no explicit use of contextual knowledge to support these judgements.

As responses on both sources do not demonstrate the application of supporting contextual knowledge, neither passage fulfils the full criteria for Level 2. Therefore, this response was awarded mid-Level 2.

Exemplar 3 (Level 2, 4 marks)

This response was awarded Level 2 - 4 marks.

Source B

The judgement based on content (L2) and there is comprehension and some analysis shown by selection of material to support comments on utility (L2 weak). There is limited contextual knowledge deployed with links to the sources (L1 weak).

Source C

The candidate uses simple judgement on utility given which is supported by undeveloped comment on the content of the source (L1). There is simple comprehension shown by the selection and use of material to support comments on their utility (L1). There is limited contextual knowledge deployed with links to the sources (L1).

Overall 'best-fit' mark Level 2 – 4 marks. The answer has to be Level 2 as there are some Level 2 elements awarded, but it is mid-Level 2.

Marking activity (Level 3, 7 marks)

This response was awarded Level 3 - 7 marks.

Source B

The judgement based takes into account how the provenance affects the usefulness of the source content (L3) and the source is analysed to support reasoning about its utility (L3). In addition, the contextual knowledge used in the process of interpreting the source is placed in Level 3.

Source C

The candidate begins to examine how the provenance affects the usefulness of the content (L3 weak). There is some analysis of the content to support comments on utility but focus on what is missing does not advance points being made (L3 weak). The contextual knowledge is used directly to support a comment on the utility of the source, with some attempt to use it to interpret the source (L2).

Overall this response is a 'best-fit' Level 3 – 7 marks.

Sharing good practice

Use this space to record any ideas, teaching strategies or other notes from the discussion.



Feedback link:

<http://bit.ly/PearsonAutumn2020>