

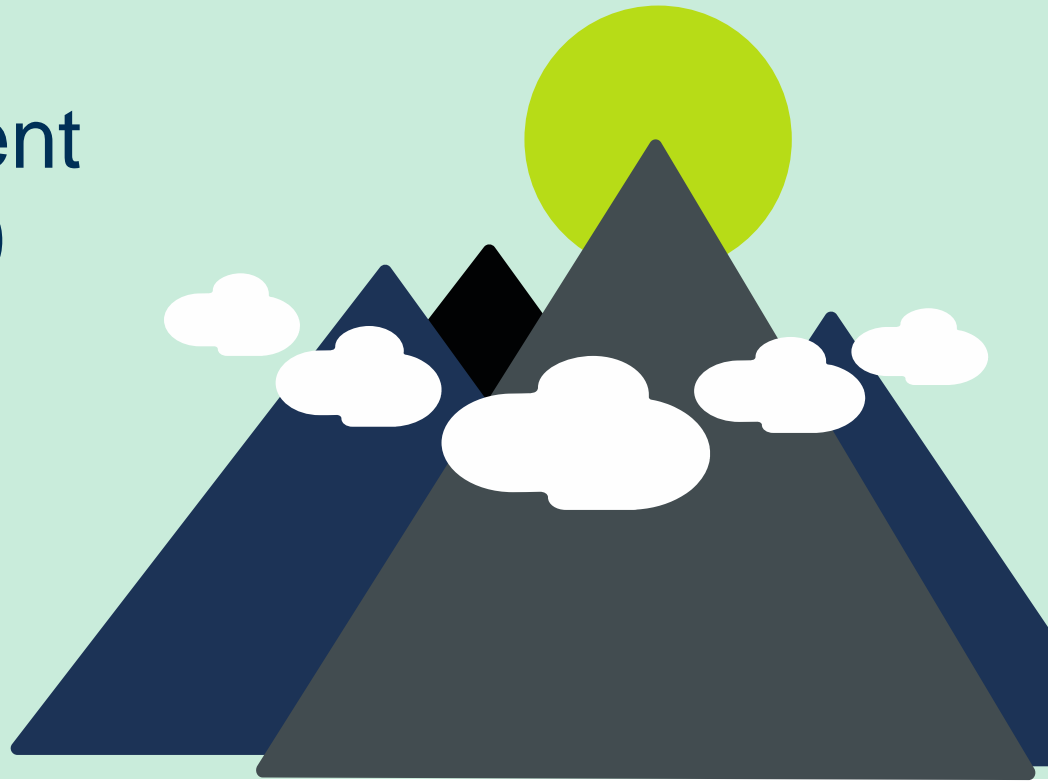
Pearson Edexcel GCSE History

Source utility questions

Online network event
10 November 2020

First teaching in Sept 2016

First assessment 2018



Aims



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

Agenda

16.00–16.10	Introduction and update
16.10–16.20	Review of the source utility question
16.20–16.40	Marked exemplars from past exam sessions
16.40–16.55	Discussion and sharing of best practice
16.55–17.00	Reflection and a chance to network

GCSE History updates

- Autumn 2020 series
- Summer 2021 series
- New Migration thematic study
- New support materials (at the end of the session)

- Mark Battye recorded a 15-minute back-to-school update in September which can be seen [here](#).

Autumn 2020 series

- GCSE exams taking place between 2 and 23 November.
- GCSE results day: 11 February 2021.
- Key dates for Autumn 2020 post-results services available on our website:
 - <https://qualifications.pearson.com/en/support/support-topics/results-certification/post-results-services/post-results-key-dates.html#%2Ftab-UK>
- All GCSE topics had entries for the autumn series.
- Question papers and mark schemes will be released with a padlock so they can be used to support decisions about post-results services. We are reviewing the best time to release these materials to make sure they retain their value for mock exams.

GCSE History Summer 2021

- We have now officially confirmed the changes to Edexcel GCSE History in Summer 2021 following the Ofqual consultation.

Students must complete:

Paper 3
Modern depth study (compulsory)

along with 2 of the 3 remaining units:

Paper 1 Thematic study
with Historic environment

and/or

Paper 2 Booklet B
British depth study

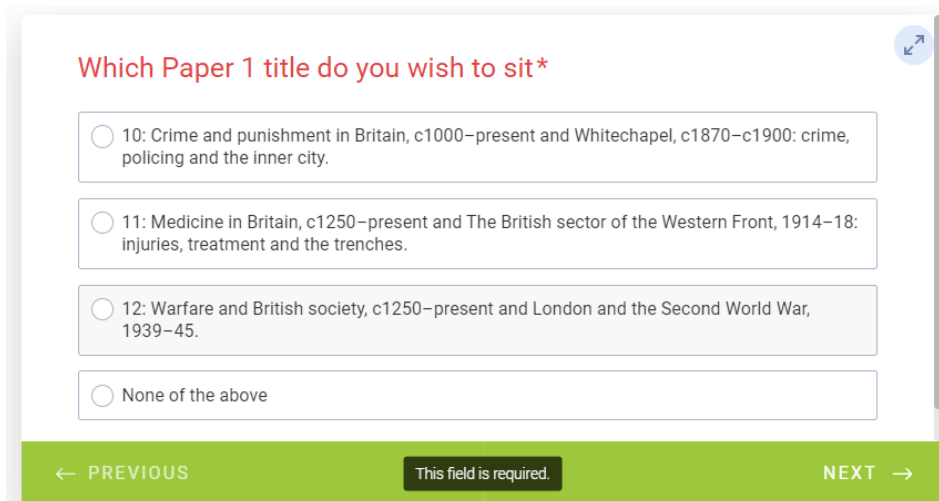
and/or

Paper 2 Booklet P
Period study

- There are no changes to the assessments in terms of question style.
- SPaG will be removed from Paper 1 to ensure comparability with Paper 2.
- Paper 2 British depth study and Period study to be examined on different days – exam time 55 minutes each (currently 1hr 45 minutes total).

GCSE History 2021: support

- Keep an eye on our [summer 2021 support page](#) for up-to-date information and support on these changes:
 - An [overview](#) of topics available in Summer 2021:
 - An [FAQs](#) document to support teachers
 - Detailed overview of [assessment arrangements](#) in Summer 2021
- There will be brand new entry codes for the summer 2021 series.
- We will be using an updated [entry code calculator](#), available Nov 2020:



Which Paper 1 title do you wish to sit*

☐ 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

☐ 11: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

☐ 12: Warfare and British society, c1250–present and London and the Second World War, 1939–45.

☐ None of the above

← PREVIOUS This field is required. NEXT →

Summer 2021 examinations

- The DfE have confirmed the start of the summer series will be moved back by three weeks: announcement [here](#).
- Provisional exam timetables available now on the Edexcel website [here](#).
 - Tuesday 8 June – Paper 3 Modern depth study
 - Thursday 10 June – Paper 1 Thematic study and historic environment
 - Thursday 17 June – Paper 2 British depth study
 - Thursday 24 June – Paper 2 Period study
- GCSE results day will be Friday 27 August 2021.

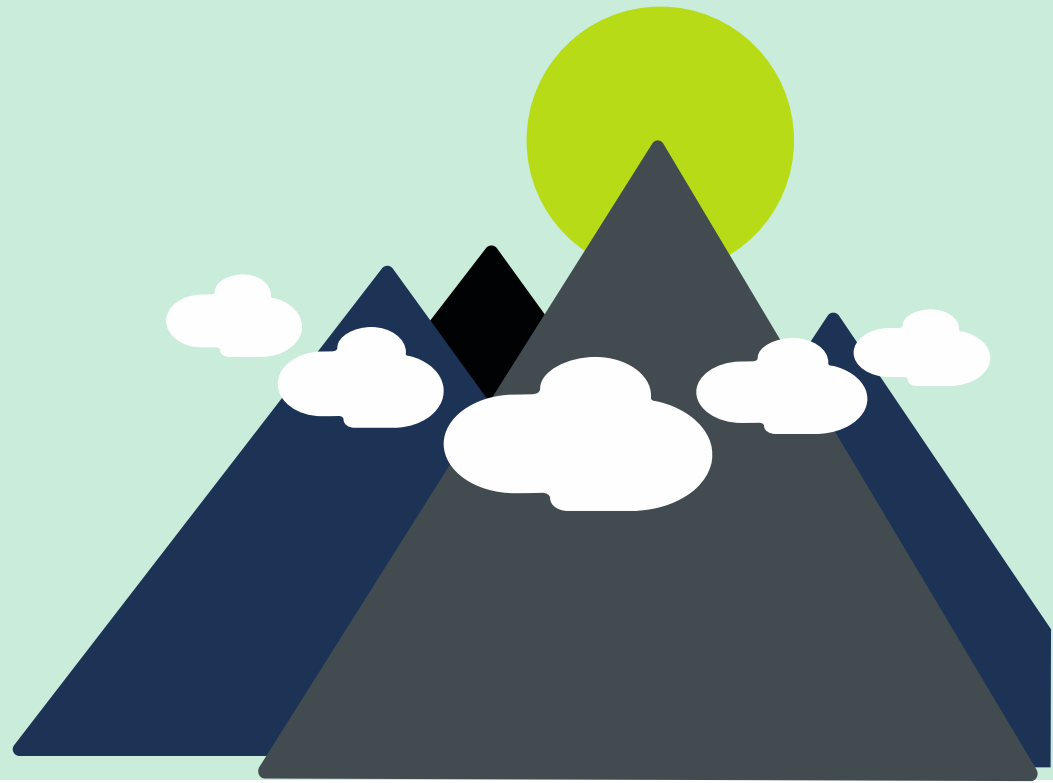
New Migration Thematic Study

- We are preparing to add a brand new Migration thematic study to Paper 1 of our GCSE (9-1) History specification (subject to Ofqual approval).
- We have been working with examiners, teachers and stakeholders to ensure the content is fit for purpose and engaging for teachers and students.
- Plan to submit final draft to Ofqual November 2020, when we will also place draft content on the website.
- Topic will be first teaching September 2021, first exam Summer 2022.
- There will be lots of free support for teachers.
- Publishers will be supporting the topic with textbooks.

New Migration Thematic Study

- Title: Migrants in Britain c800-present
- Key factors: government, religion, economic influences, attitudes in society
- Theme 1: The context for migration, e.g. reasons for migration, patterns of settlement, context of society
- Theme 2: The experience and impact of migrants in Britain, e.g. language, culture, trade, role of media
- Case studies, e.g. City of York under Vikings, C19 Liverpool, Asian migrants in Leicester post 1945
- Historic Environment: Notting Hill c1948-c1970
- See this recent [news item](#) written by Mark Battye.

Review of the source utility question





AO3

AO3 (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



What are sources?

Please use the comment box to share your views:

How do you explain what sources are to your students?



Sources

A source is a piece of evidence that is contemporary to the period of study.

It could include an eyewitness account which was recorded later than the events.

It will not include historians' accounts of the period (these are interpretations).

The sources could be written or visual.

For the source utility question, both sources will be related to the same enquiry.



The source utility question

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.



The mark scheme

- The mark scheme identifies three key strands of evaluation.
- The usefulness of a source for an enquiry depends on:
 - how the historian could use the content of the source as evidence for the enquiry.
 - whether the provenance of the source strengthens or weakens its usefulness.
 - how contextual knowledge could be applied, e.g. to consider whether the source is evidence of the 'typical' situation.
- An overall judgement on each source should be based on a combination of these three elements.
- There is no requirement in the mark scheme to compare the utility of the two sources.



Best-fit marking

The source utility question has two sources. These are marked separately, and then the ‘best-fit’ mark applied:

- Mark each source independently using the mark scheme.
- Compare the two levels to reach a final ‘best-fit’ level and mark
 - If both sources are L2, the overall level will be L2.
 - If one source is L3 and the other is L2, the overall level will be bottom of L3.
 - The same principle applies if one source is missed completely or does not reach L1.



Reliability and utility

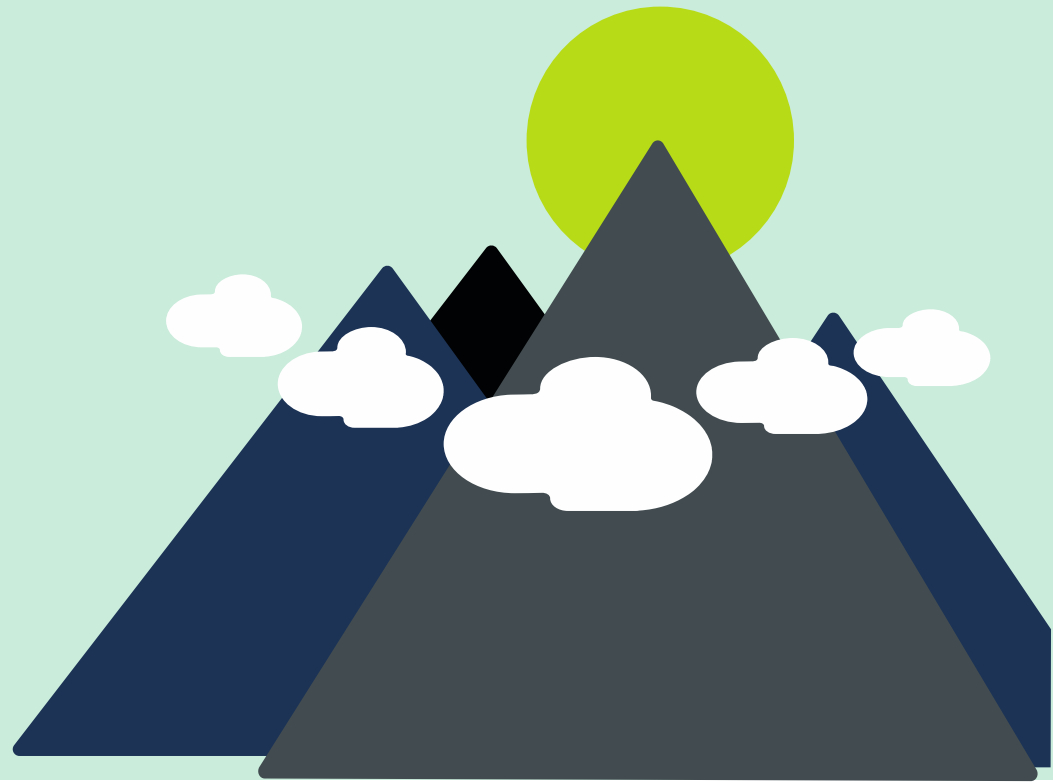
- These are not the same.
- Reliability affects utility – it is an aspect candidates can consider as part of the discussion of utility.
- However, it is not a reason to dismiss the source.
- An unreliable (e.g. inaccurate or biased) source might still be useful.
- It can give scope for inference, for example about attitudes or an intention by the author to mislead.
- If using reliability as a criterion for judgement, it should be clearly linked to utility.



Limitations of sources

- The mark scheme does not *require* the noting of limitations.
- The application of contextual knowledge can note the accuracy / typicality / untypicality of the evidence.
- No source can provide a complete picture of events or situations.
- The ‘it does not say / show’ approach rarely strengthens the answer.
- Responses should focus on utility of source content, not what is missing, unless it might be expected to be included.

Exemplar answers





Exemplar 1 – Level 3 example

Exemplar 1 in the delegate pack (page 6) is an example of a Level 3 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 3.



Exemplar 2 – Level 2 example

Exemplar 2 in the delegate pack (page 8) is an example of a Level 2 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 2.



Exemplar 3 – Level 2 example

Exemplar 2 in the delegate pack (page 11) is an example of a Level 2 answer.

- Read the sources
- Read the answer
- In the comment box, please share your comments about why this received a Level 2.



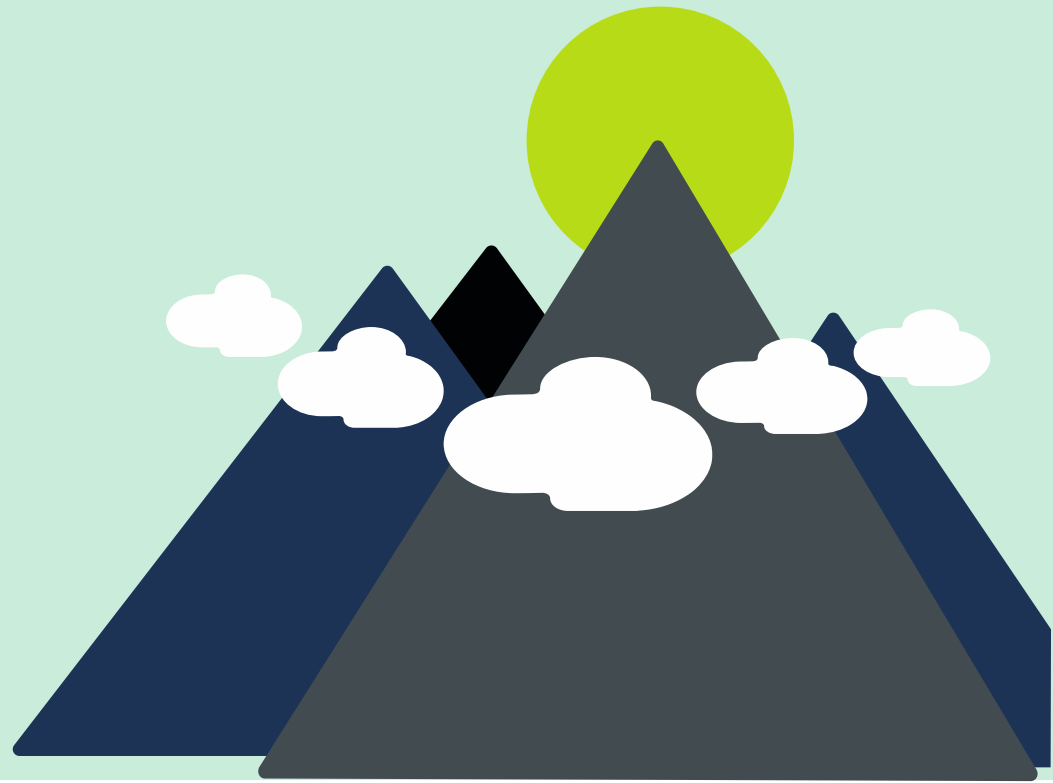
Marking activity

Please find the fourth script in your delegate pack (page 14).

- Read the sources
- Read the answer
- Mark the first source, then the second source.
- Using the two levels, apply the 'best fit' principle.

Put your final level in the text box. You could add a comment to explain your decision.

Sharing good practice





Teaching in practice

What are some of the challenges that your students face in answering this question?

What methods or solutions have you found to help your students deal with challenges?

Do you have any suggestions for effective ways to teach this question?

Activity from the new Paper 1 Guide

Historians have many pieces of evidence. It is important to evaluate how useful each piece of evidence is. However, the usefulness depends on the question that is being investigated. A source might be very useful for one enquiry but less so for another enquiry. Take a look at Source A.

Source A – From an article in *The Times* newspaper, October 1888. *The Times* was a national newspaper, mainly read by the upper classes.

Many critical comments have been made about police failures in connection with the Whitechapel murders. However, it should be remembered that this type of woman chooses to go alone to the place where she has agreed to meet a man.

Some weeks ago, plain-clothes policemen were ordered to patrol this crime-ridden area of Whitechapel and to watch any man or woman seen together in suspicious circumstances.

At about the time when the Mitre Square murder was being committed two of the extra men who had been put on duty were nearby. They would have seen any man and woman going together to Mitre Square. Therefore the police suspect that the murderer had made an appointment with his female victim and they went to the place separately.

How useful is Source A for an enquiry into...

... the effectiveness of the police in Whitechapel in 1888

...

...

- 1) What is the main information in the source?
- 2) The provenance identifies that the source is from a national newspaper dated soon after the Ripper murders. How might this have affected the content of the source?
- 3) In each of the enquiry topics in the boxes, make a judgement about how useful the source would be for investigating that topic by colouring the thermometer. A hotter thermometer means more useful, and colder means less useful.
- 4) Next to each thermometer write one reason for your judgement.

How useful is Source A for an enquiry into...

... the effectiveness of the police in Whitechapel in 1888

...

...

Avoiding generalisations

Some students get trapped in generalisations

One way of addressing this is to present two sources of very similar type, e.g. two photos/two newspapers/two diaries, etc.

Discuss with students which of the two is more useful and why – since both are the same type, that generalisation does not help.

Note – the source utility question does not require a comparison, this is just a task for thinking about sources in more analytical and developed ways.

Hold a source auction

- To help students think about the idea of usefulness to historians, try a source auction.
- Present a wide array of sources.
- In groups students have chance to look at the sources and identify ones that might be helpful to them.
- At the end, they will have to present a case about a specific enquiry.
- Each group has £1,000. Hold an auction to bid for the sources. At the end, whichever sources have been bought can be used by the group in a project – a wall display, a written answer, a video documentary, etc.

Variations – for lower ability classes, the idea of an auction could be replaced with a simple sale, where each source has a price and groups choose the sources that they think will be useful.

To increase the learning potential, you could give each group in the auction a different enquiry, so that at the end you could see how the enquiry focus changed which sources were more or less useful.



Reflection

Based upon this network event, what are you planning to take away to use in your classroom or department?

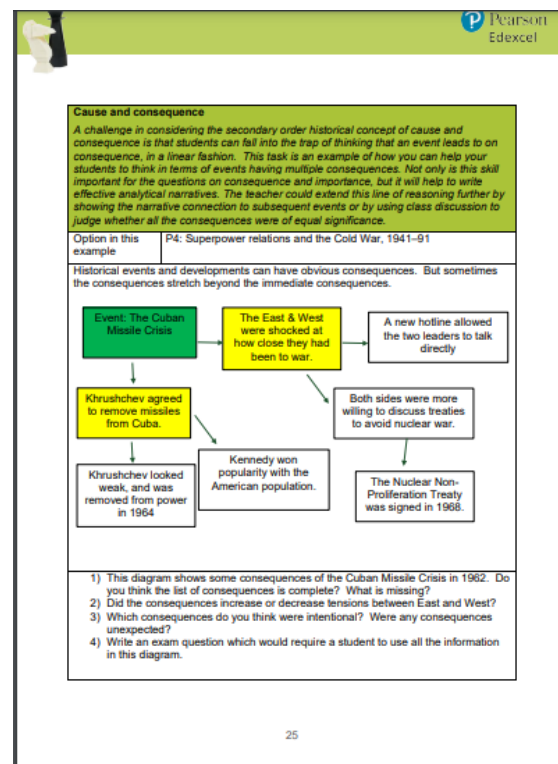
- Is it something about how the question works?
- Is it something about how the question is marked?
- Is it a teaching strategy or classroom idea?

New support materials



New support materials: Paper 2 guide

- GCSE Paper 2 guide available on qualification page:
- <https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/Teaching%20and%20learning%20materials/GCSE-History-Paper-2-Guide.pdf>
- Contains guidance on:
 - how to approach teaching
 - how the topics are assessed
 - second order concepts
 - useful resources
- GCSE Paper 1 guide new on website [here](#)
- GCSE Paper 3 guide coming soon
- GCSE Whitechapel guide coming soon



New support materials: Revise App

- Revise App (from Publishing team, but free) <https://revise.pearson.com/>



Free new revision app

Download from your app store from September 2020

The new Pearson Revise app shows you all your revision topics in one place. You can test yourself, to check what you already know or what you need to work on, and keep track of your progress. There's also the option to link to relevant content in the Pearson Revise Edexcel Revision Guides as needed.

- All your revision topics in one place. Quick quizzes covering all topics for the Edexcel GCSE.
- Track what you know and what you need to work on.
- Links directly to relevant sections of your Pearson Revise Revision Guide.*
- Available for Pearson Edexcel GCSE (9-1) maths, history, sciences and business.

- Coming soon: GCSE revision tips.

New support materials: Early Elizabethan England knowledge booster

- Available now on our qualification page:
- <https://qualifications.pearson.com/content/dam/secure/silver/all-uk-and-international/gcse/history/2016/teaching-and-learning-materials/GCSE-History-B4-Early-Elizabethan-England-knowledge-booster.zip?783766134772011>
- Designed to support students with AO1 Knowledge and understanding.
- Quizzes not exam-style questions – covering whole topic.
- If popular/useful we will try to create more for other Paper 2 topics.

Mary, Queen of Scots

Mary's claim to the throne

1. Decide which statements are true and which are false. Circle your answers.

A. Mary did not have a legitimate claim to the English throne.	True	False
B. Mary's great grandfather was Henry VII.	True	False
C. Mary's grandmother was Margaret Tudor, Henry VIII's sister.	True	False
D. Mary was Elizabeth's first cousin.	True	False

Mary's background and religion

2. Which crown did Mary inherit when she was a baby?

New support materials: Mock marking service

- New mock marking service for GCSE and A level (paid-for service)
- <https://qualifications.pearson.com/en/campaigns/pearson-edexcel-mocks-service.html>
- Papers are sat by your students and marked by either Pearson examiners or school teaching staff, with the results and item level analysis being made available via ResultsPlus.
- 3 windows: Autumn term, Spring term 1, Spring term 2
- Uses last available series of question papers (currently Summer 2019)
- There are three levels of service:
 - Paper-based Pearson-marked: GCSE £9.00 / A level £14.00 per exam paper
 - Onscreen Pearson-marked: £5.50 per exam paper (GCSE only)
 - Onscreen teacher-marked: £3.50 per exam paper (GCSE only)

History Subject Advisor

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Feedback



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Questions?

What can Pearson do for you?

