

# Pearson Edexcel

## GCSE History

### Paper 3 Question 3

Online network event

First teaching in 2016

First assessment 2018



# Aims



This GCSE History network will allow delegates to:



Revisit the Paper 3 Question 3 sources and interpretations question and how it is assessed



Talk through some marked exemplar student answers



Network and share teaching ideas and strategies

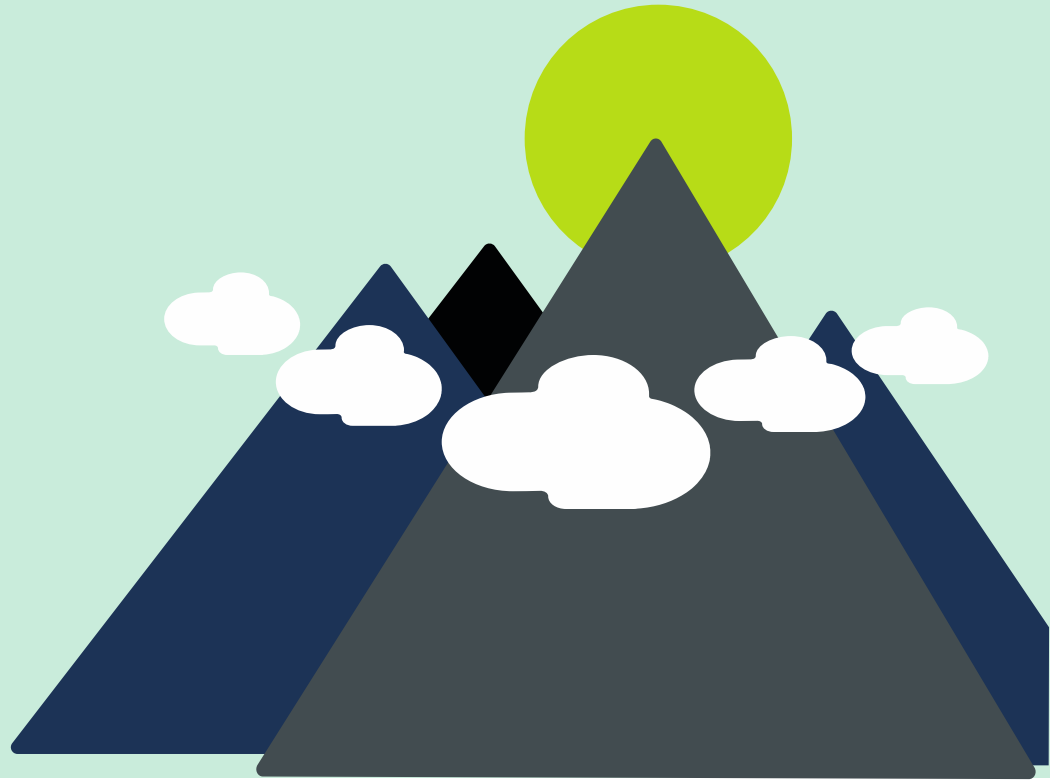
# Agenda

16.00–16.05	Introduction and update
16.05–16.15	Review of the Paper 3 Question 3 question
16.15–16.45	Marked exemplars from past exam sessions
16.45–16.50	Discussion and sharing of best practice
16.50–17.00	New support materials, reflection and a chance to network

# GCSE History updates

- Summer 2021 series
  - Ofqual consultation outcomes due imminently
  - [qualifications.pearson.com/en/campaigns/summer-2021-exam-support.html](https://qualifications.pearson.com/en/campaigns/summer-2021-exam-support.html)
- Migration thematic study
  - We are working with Ofqual to gain approval, and we remain committed to providing it for first teaching September 2021.
  - When it is approved we will be providing training events and new and updated support materials.
- New support materials (at the end of the session)

# Review of Paper 3 Question 3



# Paper 3 Question 3: a package

- Section B of Paper 3 contains one question which has four parts.
- The four parts are a **package** related to a **specific enquiry**.
- The sources and interpretations will always be related to the same enquiry topic. Question 3a, assessing the utility of Sources B and C, will introduce the enquiry that is addressed in the contrasting Interpretations 1 and 2.
- In the specification, this means that the enquiry will be taken from one at least one of the 16 sections available (and may cover more).

# Paper 3 Question 3: a package

- Historians use sources as the building blocks to create a historical interpretation.
- When using sources, historians evaluate the usefulness of sources they are using to help create their view/interpretation of what happened and to analyse what happened (question 3a).
- Source evidence can lead to different viewpoints: the interpretations are two different views on the question being posed by the enquiry.
- Students identify the difference between two views of the same enquiry (question 3b), and why they might differ (question 3c), and come to a judgement about how far they agree with Interpretation 2, in relation to Interpretation 1 and to their own knowledge (question 3d).

# Question 3a: working with sources – the utility question

- Study the generic mark scheme for the 8-mark utility question.
- 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, or whether contextual knowledge confirms the content/information in the source.
- An overall judgement on each source should be based on a combination of these three elements.



# Question 3a: generic mark scheme

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>
<b>Notes</b> <ul style="list-style-type: none"> <li>1. Provenance = nature, origin, purpose.</li> </ul>		

# 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

## Paper 3 Question 3a Sources (AO3)



# Question 3a: marking exercise

## 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)

- Delegate booklet pp.4–8.
- Read the two responses (1 and 2).
- Using the generic and indicative content mark scheme, decide in which Level each should be placed.
- Think about the best fit for each strand of the mark scheme.

# Question 3a: Response 1

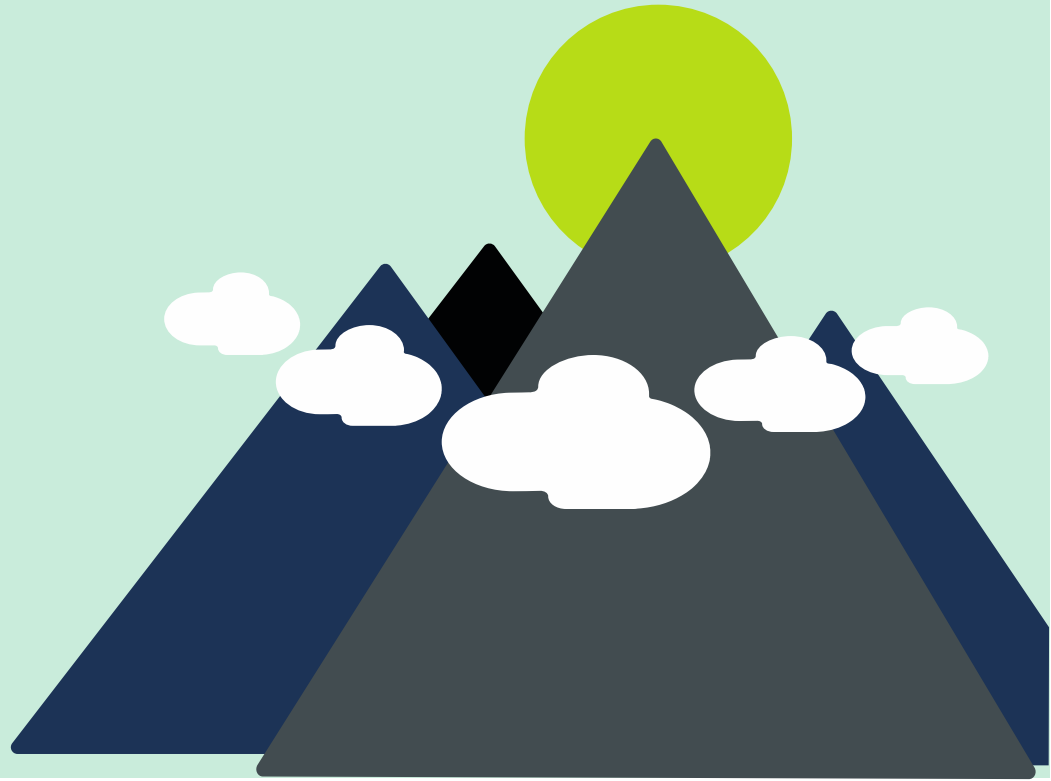
- Valid criteria have been applied to judge source utility throughout the response, although some of the points made about provenance have not been fully developed.
- When writing about Source C, there would need to be more detailed analysis of the content for Level 3.
- The candidate deals with both sources at Level 2 and the overall response meets the criteria for this level securely.

## Question 3a: Response 2

- In dealing with Source B, this candidate has effectively linked the provenance to the content of the source by showing how Goebbels is a useful source for information about Nazi policy given his position in the regime.
- Details in the source are analysed and contextual knowledge is used in the process of interpreting the content and applying a judgement about utility.
- The approach to Source C is similar but the candidate does not deal as effectively with applying criteria to the photograph for judging utility. However, this response meets the criteria for Level 3.

# Exemplar answers

## Paper 3 Questions 3b–3d Interpretations (AO4)





# Interpretations (AO4)

## 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

- Q3b (4 marks): analyse and explain how the two interpretations are different.
- Q3c (4 marks): suggest why the two interpretations differ.
- Q3d (16 marks + 4 SPaG): evaluate the view of one of the interpretations in relation to the other interpretation and contextual knowledge.

# Summer 2019 feedback on interpretation questions

- **Positives**

- Question 3b – the majority of candidates identified a difference and supported it with detail from each interpretation.
- Question 3d – candidates across the attainment spectrum were able to analyse the interpretations. Good to see little evidence of overly structured responses.

- **Room for improvement**

- Question 3c – this is not a question on ‘historiography’ – focus on the intention of the author.
- Question 3d – overly structured answers hindering top level performance.

## Question 3b: identifying difference

- Candidates need to identify the difference between the views given in Interpretations 1 and 2 about the specified enquiry – e.g. in June 2019, Nazi policies towards women.
- Candidates are expected to offer a difference in the **overall view** that the interpretations present.
- They are expected to support this with details from both interpretations.

# Question 3b: marking exercise

(b) **Study Interpretations 1 and 2. They give different views about Nazi policies towards women.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

- Delegate booklet pp.9–11.
- Read the two responses (3 and 4).
- Using the mark scheme, decide on a mark for each response.

## Question 3b: Response 3

- This response identifies a key difference of view and supports it with direct quotes from the interpretations, so is awarded full marks.

## Question 3b: Response 4

- This response identifies a key difference between the interpretations but does not provide any support for the answer.
- This means that the answer is awarded marks in Level 1.

# Question 3c: explaining difference

- Candidates may consider a variety of different possibilities.
- For example, they may choose to focus on the weight the authors have given to different sources and they can use Sources B and C to support their explanation.
- Candidates could also look to explain how the authors have emphasised different details from the past or have considered the past from different perspectives.
- Answers must be substantiated by using details from the interpretation, and sources if relevant, to support the explanation in order to reach Level 2.
- [Getting Started Guide](#), pp.41–42 .

# Question 3c: marking exercise

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about Nazi policies towards women.

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

(4)

- Delegate booklet pp.11–12.
- Read the two responses (5 and 6).
- Using the mark scheme, decide on a mark for each response.



## Question 3c: Response 5

- The candidate has identified a simple valid explanation in looking at the different perspectives taken by the authors.
- However, the answer is not substantiated effectively so is awarded a mark in Level 1.

## Question 3c: Response 6

- This response explains a reason for difference and it is substantiated effectively, in this case by using information from Sources B and C.

# Question 3d: evaluating an interpretation

- ‘How far do you agree...’
  - Must consider **both** interpretations.
  - At top level, shows awareness of how the different points of view are conveyed, e.g. selection of information / emphasis / tone / language – use the appropriate tool(s)
- See:
  - [Getting Started Guide](#), pp.42–44
  - [Guide to Sources and Interpretations](#), pp.11–12
  - new [Paper 3 Guide](#)

# Question 3d mark scheme: Levels 1–3

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>Answer offers simple valid comment to agree with or counter the interpretation. <b>Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</b> Generalised contextual knowledge is included and linked to the evaluation.</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>Answer offers valid evaluative comment to agree with or counter the interpretation. <b>Some analysis is shown in selecting and including details from both interpretations to support this comment.</b> Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. <b>Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation.</b> Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.</li> </ul>

## Question 3d mark scheme: Level 4

4	13-16	<ul style="list-style-type: none"><li>• Answer provides an explained evaluation, reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</li></ul>
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# Question 3d: responses that did well

- Showed understanding of Interpretation 2.
- Separated out key points made in Interpretation 2 and supported them using contextual knowledge.
- Used Interpretation 1 to challenge Interpretation 2, supporting and developing on the points made in Interpretation 1 by using contextual knowledge.
- Used precise contextual knowledge.
- Showed awareness of how the different points of view were conveyed.
- Made a judgement about how far they supported the view in Interpretation 2.

## Question 3d: weaker responses

- Gave the gist of the interpretations but did not adequately analyse them.
- Failed to refer to Interpretation 1.
- Gave vague supporting evidence which lacked precision.
- Did not come to a judgement on the view.
- Answered the question as if it were just asking for an assessment of Nazi policies towards women (the June 2019 enquiry).

# Question 3d: marking exercise

**Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).**

(d) How far do you agree with Interpretation 2 about Nazi policies towards women?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

- Delegate booklet pp.14–19.
- Read the two responses (7 and 8).
- Using the mark scheme, decide on a mark for each response.
- Consider the strength in different strands.



## Question 3d: Response 7

- This candidate has made some valid evaluative points and selects details from Interpretation 2 with a brief reference to Interpretation 1.
- Some knowledge is included that is relevant to the evaluation.
- A judgement is given with some justification. This response meets the criteria for Level 2.

## Question 3d: Response 8

- This candidate has made some valid evaluative points and selects details from Interpretation 2 with a brief reference to Interpretation 1.
- Some knowledge is included and it is relevant to the evaluation. A judgement is given with some justification.
- This means that the response meets the criteria for Level 4.

# Sharing good practice



# Teaching in practice

- What are some of the challenges 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?

# Example issue: not reaching a logical, justified judgement

## *Issue*

- In question 3d, some students do not reach a judgement expressing how far they agree with the viewpoint, but instead describe and exemplify the interpretation, or write an essay based on the topic of the interpretation. Other students make an asserted judgement, which is not supported or justified.

## *Suggestions for addressing*

- Make sure that any method you teach to your students focuses on evaluating the interpretation, rather than leading to an essay on the topic addressed in the interpretations.
- As an early step into the thought process involved in reaching a judgement, present students with three options for overall judgements about the interpretation.
- Whilst students are learning to write analytically, they could have helpful sentence starters to help in writing an analytical judgement. Once students are more confident, encourage them to use a wider range of phrases to enrich their analysis.

# Reflection

Based on 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 something about supporting lower-attaining students?
- Is it a teaching strategy or classroom idea?

# New support materials



# New support materials

- **Paper guides** contain guidance on:
  - how the topics are assessed
  - ideas on how to approach teaching
  - second-order concepts
  - useful resources
- Paper 1 guide on website [here](#)
- Paper 2 guide on website [here](#)
- Paper 3 guide on website [here](#) (imminently)
- Whitechapel guide due for release in March.
- Revise App <https://revise.pearson.com>
- Knowledge boosters: quizzes for AO1 knowledge and understanding:
  - Early Elizabethan England ([here](#)); American West knowledge booster to follow in spring.



# History Subject Advisor

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# Questions?

## What can Pearson do for you?

