History
Evaluating Sources in History
Higher and Intermediate 2

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Support Materials
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GENERAL INTRODUCTION

Evaluating historical sources is central to the study of history and is a skill which is developed throughout the years of secondary school education. These support materials are intended to help both teacher/lecturer and the student focus attention on the particular skills involved in dealing with primary and secondary sources in Higher Still units. An attempt has been made to consolidate the achievements made at Standard Grade and further develop the skills of source evaluation which are required to meet the demands of Higher Still History. Since each level has its own requirements as defined by the Performance Criteria, this support material has been prepared in sections which deal respectively with Higher, Intermediate 2, Intermediate 1 and Access 3. This particular pack contains materials for Higher and Intermediate 2. A separate pack dealing with Intermediate 1 and Access 3 will be available in autumn 1999.

Skills in evaluating sources permeate Intermediate 1 and 2 units and are the subject of a dedicated unit at Higher level. What is expected of the student varies in terms of complexity and sophistication at each level. This support pack offers advice to students on how to recognise different types of source questions and indicates ways in which these questions may be answered. General advice on the allocation of marks is also provided as a helpful guide to what is expected of students.

Within the Higher section, two alternative approaches to source evaluation have been suggested. This allows the teacher/lecturer to adopt whichever is the more appropriate for individual teaching styles and the needs of the student. It may be that elements from both approaches are selected for learning strategies.

The Intermediate 2 section provides general advice on how the materials may be used. All sections deal with the requirements of internal and external assessment and give examples of types of question and possible answers.

These support materials have been prepared by Principal Teachers of History with considerable experience in Higher and Standard Grade presentation. The learning and teaching suggestions constitute current ‘best practice’ and give students the opportunity both to improve their skills and successfully meet all course requirements.
HIGHER LEVEL
APPROACH A
TEACHER/LECTURER GUIDE

APPROACH A

Introduction

This section on the handling of sources at Higher level has been designed to assist you and your students in meeting the new demands of Higher Still. Hopefully this will lead to improved student performance.

The guide contains information on the relevant Outcomes and Performance Criteria for Higher as well as information on the specific requirements for external and internal assessment. While some advice is offered on using the student booklet, you should feel free to make use of it in a way which suits you and your students best.

In addition to the above, the student guide provides guidance on how to recognise different types of source questions and how to answer them.

The final section includes five exemplar questions and answers from the most popular Special Topic, Appeasement and the Road to War to 1939. You can again make flexible use of them to suit your own circumstances.

Outcomes and Performance Criteria for Evaluating Skills in the Higher History Special Topic

Paper 2, the Special Topic, will internally assess the following Outcomes and Performance Criteria. The external exam will sample the Outcomes:

<table>
<thead>
<tr>
<th>HIGHER SPECIAL TOPIC</th>
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<tbody>
<tr>
<td><strong>1. evaluating sources with reference to their provenance and content</strong></td>
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<td>a</td>
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Requirements of External and Internal Assessment for Evaluating Skills in the Higher Special Topic

Assessment

To gain the award of the course, the student must pass all the internal unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, students will have the opportunity to achieve the levels beyond that required to attain each of the unit Outcomes. This attainment may, where appropriate, be recorded and be used to contribute towards course estimates, and to provide evidence for appeals.

External Assessment

Paper 2 (1h 30m)
This paper, which will account for 30 out of 110 marks of the total external assessment, will relate to Unit 3: Historical Special Topic and will assess the skills of evaluating historical evidence. Within their chosen period Option, students will answer five questions on the Special Topic they have studied.

These questions will be directly linked to five primary and/or secondary sources related to aspects of the Special Topic identified within the boxed area of the detailed syllabus. Some or all of these questions may require students to demonstrate their ability to relate the given sources to the wider context of the Topic represented by the syllabus content outside the boxes. Students will be required to answer all the questions. Questions will be worth between 5 and 8 marks to a total of 30 marks.

1. Five sources will be used in each context.

2. Five questions will be set on each Special Topic.

3. The questions will include:
   - a direct source evaluation question
   - a comparison between two sources
   - a question requiring candidates to use three sources for purpose of evaluation
   - a question requiring candidates to evaluate a historical issue by using recalled knowledge drawn from the syllabus outside the boxed area.
     (In some instances these purposes may overlap within one question.)
**Internal Assessment**

This paper will account for 30 marks and will relate to Unit 3: Historical Special Topic. It will assess the skills of evaluating historical evidence. Within their chosen period Option, students will answer five questions on the Special Topic they have studied.

These questions will be directly linked to five primary and/or secondary sources related to aspects of the Special Topic identified by boxes in the detailed syllabus. Some or all of these questions may require students to demonstrate their ability to relate the given sources to the wider context of the Topic represented by the syllabus content outside the boxes. Students will be required to answer all the questions. Questions will be worth between 5 and 8 marks to a total of 30 marks.

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   - a direct source evaluation question
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   - a question requiring candidates to evaluate a historical issue by using recalled knowledge drawn from the syllabus outside the boxed area.
   (In some instances these purposes may overlap within one question.)

4. All Outcomes and PCs should be tested twice in any one context.

Evidence of internal assessment can be collected Outcome by Outcome but the students must not previously have seen the question(s); all assessments must be conducted under exam conditions. However, if done in this way it will not mirror the rigours of the external exam.

Alternatively it is possible to provide a prelim of up to 1h 30m which will give a predictive guide for A-C purposes and will also mirror more closely the demands of the external exam.
Advice on Using the Student Guide

The student booklet has been designed as a reference booklet to help improve performance both in the external and internal assessment of source handling. It is therefore important that students are fully aware of the following:

- the Outcomes and Performance Criteria for their Special Topic
- the exact requirements for both external and internal assessment
- the main types of source questions which can be asked
- the different ways in which the main types of source questions can be asked
- which specific Outcomes and Performance Criteria are required to meet the demands of the different types of questions
- general advice on introducing and concluding answers to the main types of questions
- the availability of five specimen answers on the main types of questions.

Teachers can best decide how to use these materials. However, one possible approach might be initially to use Sections 1 and 2 of the student booklet as a general introduction to source handling and then later for more specific guidance when the students are handling actual source questions. Students could therefore use these guidelines to attempt their own answers to the five exemplar questions given. Presumably students doing different Special Topics from Appeasement and the Road to War to 1939 would be set the same types of questions in their chosen Special Topic. Thereafter, students could compare their answers to the exemplar answers from Section 3 and use the lessons learned in similar future source handling questions. Teachers offering a different Special Topic might wish to provide their own specimen answers. However, the techniques demonstrated in the exemplars are applicable to all contexts and would still be of some value even if a student was following a different topic.
STUDENT GUIDE

Introduction

The student guide which follows is divided into three sections. It is designed to improve your performance both in the external and internal assessment of source handling skills in your chosen Special Topic. The three sections are:

**Section 1: Assessment requirements for evaluating skills in the Higher History Special Topic:**

- an explanation of the Outcomes and Performance Criteria
- information on external assessment
- information on internal assessment
- a diagram identifying the main types of questions.

**Section 2: How to answer source questions:**

- general instructions on answering source questions
- recognising different types of questions
- guidelines on answering the main types of questions
- a choice of possible introductory sentences. Choose the one with which you feel most comfortable
- a possible conclusion.

**Section 3: Exemplar questions and answers:**

- five exemplar questions and answers from the Special Topic Appeasement and the Road to War to 1939.
Section 1: Assessment Requirements for Evaluating Skills in the Higher History Special Topic

The external exam will sample two Outcomes for Unit 3 of the Course.

Internal assessment will sample the same two Outcomes and the related Performance Criteria:

*The Outcomes are the broader skills in which you should demonstrate competence.*

*The Performance Criteria define the two broader skills; each is broken down into three specific skills in which you should also demonstrate competence.*

Outcomes and Performance Criteria for Unit 3 of the Course are as follows:

**Outcome 1**
Evaluate sources with reference to their provenance (origin and purpose) and content.

Performance Criteria:
- a. The evaluation of a range of primary and secondary sources takes account of their origin and purpose.
- b. The evaluation accurately interprets the content of the sources.
- c. The comparison of sources demonstrates understanding of the origin, purpose and/or content.

**Outcome 2**
Evaluate sources with reference to their wider historical context.

Performance Criteria:
- a. Sources are related accurately to historical developments and events through recall.
- b. The evaluation presents a balanced view of the source or sources.
- c. The comparison and evaluation of the source or sources demonstrates understanding of the wider context.

**Assessment**

To gain the award of the course, you must pass all the internal assessments as well as the external assessment. If you pass your internal assessment, you will then have the opportunity to sit the external exam.

Your performance in the external exam will decide your actual grade.
**External Assessment**

This paper, which will account for 30 out of 110 marks of the total external assessment, will relate to Unit 3: Historical Special Topic and will assess the skills of evaluating historical evidence. Within your chosen period Option, you will answer five questions on the Special Topic you have studied.

These questions will be directly linked to sources related to aspects of the Special Topic identified by boxes in the detailed syllabus. Some or all of these questions may require you to demonstrate your ability to relate the given sources to the wider context of the Topic represented by the syllabus content outside the boxes. You will be required to answer all the questions. Questions will be worth between 5 and 8 marks to a total of 30 marks.

In answering the questions you may be required to show that you can:
- identify whether a source is a primary or secondary source and say what the purpose of the source is
- select information accurately from the source, to demonstrate that you understand what it is about
- use your knowledge of that period in history to relate the information in the source to other contemporary events or developments
- make balanced judgements about sources
- show that you understand the historical situation that existed when the source was written/produced
- compare sources with respect to their origin and purpose or content.

**Internal Assessment**

The internal assessment will take place towards the end of your study of the unit. It can be in the form of a 1hr 30 min test paper, to be completed under supervision. This test will cover the content of the Special Topic that you have covered in studying for this unit. You will be presented with five historical questions and be asked five questions with a mark range from 5 to 8.

You will be given five questions and you will be expected to answer the questions by referring to the sources.

In answering the questions you may be required to show that you can:
- identify whether a source is a primary or secondary source and say what the purpose of the source is
- select information accurately from the source, to demonstrate that you understand what it is about
- use your knowledge of that period in history to relate the information in the source to other contemporary events or developments
- make balanced judgements about sources
• show that you understand the historical situation that existed when the source was written/produced
• compare sources with respect to their origin and purpose or content.

In your answers you will be expected to use evidence presented in the sources and relevant recalled knowledge. You will not be allowed to use any books or notes in the course of this test.

All of the questions in this unit assessment cover both of the Outcomes of this unit. Thus, if you do not answer one question very well you may be able to make up for it by giving a good answer to another question.

If you are not successful in achieving the Outcomes through this test, you may be asked to try to answer one or more of the questions on another occasion. If you still experience difficulty you will be given more help with your work and you will have the opportunity to take another test at a later date.
Identifying Types of Questions

The following diagram illustrates the main types of questions which can be asked:

1. How valuable/reliable /useful is a source?

2. Comparing two sources

3. How typical is a view/opinion?

4. How fully does one source explain a particular viewpoint?

5. How fully do three sources explain a particular viewpoint?
Section 2: How to Answer Source Questions

General guidelines on answering source questions

1. Read the sources carefully.
2. Study the questions carefully noticing the allocation of marks.
3. Identify which source handling skills will be needed.
4. Answer the question set taking as much relevant information as possible from the source or sources and as well as you can put it into your own words.
5. Remember the source or sources must be the starting point of your answer.
6. Set the source(s) in context.
7. Bring in relevant recalled knowledge where appropriate to support your answer using perhaps some of the following:
   - Develop further a point already mentioned in the source.
   - Bring in a new point concerning either earlier or later events mentioned in the source or sources.
   - Give further information on the author and/or purpose.
   - Say whether information in the source or sources agrees or disagrees with opinion at the time/contemporary opinion.
   - Show awareness of any historical debate on the issue/incident.
8. Make sure you conclude your answers.
9. The more relevant evidence from the source or sources and relevant recalled knowledge you can give, the better your answer will be.
10. Finally read over your answers to make sure you have answered the questions fully and in a relevant way.
Guidelines on Answering the Different Types of Questions

You can now look at some of the different ways in which the main types of questions can be asked in both the internal and external assessments and then consider the advice on how to answer them:

**Type One: Evaluating the value/reliability/usefulness of a source**

- assess the value of a source as historical evidence
- how useful or reliable is a source as evidence of…?
- how useful is a source in explaining…?
- discuss/explain the significance of a source in the context of the time
- in what ways does a source reflect the events of the time it was published?

You will be expected to refer to the following Outcomes in the external exam and the Outcomes and Performance Criteria in the internal assessment:

| 1. evaluating sources with reference to their provenance and content |
|---|---|
| a the evaluation of a range of primary and secondary sources takes account of their origin and purpose |
| b the evaluation accurately interprets the content of the sources |
| 2. evaluating sources with reference to their wider historical context |
| a sources are related accurately to historical developments and events through recall |
| b the evaluation presents a balanced view of the source or sources |
| c the comparison and/or evaluation of the source or sources demonstrates understanding of the wider context |

In other words before you reach a conclusion to the question, you might consider the following points:

- the context in which the source is set
- the origin of the source in terms of authorship and timing and whether it is primary or secondary
- the purpose/reason why the source was written/produced
- the content of the source in terms of accuracy. You therefore need to know what the main points of the source are and compare the source content with other information from the time. This then allows you to bring in relevant recalled knowledge which is essential if you wish to do well
- once you have carried out the above steps you should then be in a position to make a conclusion/give your opinion on the value/reliability/accuracy of a source. It is vitally important that you do not omit this crucial last step. A single concluding sentence can be sufficient.
**Type Two: Comparison of two sources**

- In what ways and for what reasons do two sources disagree/differ over…?
- Compare the attitude towards…expressed in Sources A and B
- Compare the views in Sources A and B on…
- Explain the differences between Sources A and B
- To what extent does Source B agree with the view suggested in Source A?

You will be expected to refer to the following Outcomes in the external exam and the Outcomes and Performance Criteria in the internal assessment:

<table>
<thead>
<tr>
<th>1. evaluating sources with reference to their provenance and content</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>c the comparison of sources demonstrates understanding of the origin, purpose and/or content</td>
</tr>
</tbody>
</table>

In other words, before you can reach a conclusion to the question you might consider the following points:

- the context in which the source is set
- the origin and purpose of both sources
- the content of both sources
- in considering the above two points and being aware of relevant recalled knowledge you should then be able to show understanding of the origin, purpose and content of the sources
- once you have carried out the above steps you should then be in a position to reach a conclusion to the question. It is vitally important that you do not omit this crucial last step. A single concluding sentence can be sufficient.

**Type Three: How typical is a view/opinion?**

- How widely held at the time were the opinions expressed in Source A?
- Was the reaction in Britain, as described in Source D, typical of British attitudes towards…?
- How much support was there at the time for the views expressed in Source A?
- How well does Source A reflect public opinion at the time?
- To what extent is Source D an accurate reflection of the attitude of the British government to…?
- How typical are the arguments put forward in Source C of those used by supporters of…?
You will be expected to refer to the following Outcomes in the external exam and the Outcomes and Performance Criteria in the internal assessment:

<table>
<thead>
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</tr>
<tr>
<td>c the comparison and/or evaluation of the source or sources demonstrates understanding of the wider context</td>
</tr>
</tbody>
</table>

In other words, before you reach a conclusion to the question you might consider the following points:

- the context in which the source is set
- you must use the source as your starting point to explain what is the opinion being expressed
- you need to use your awareness of relevant recalled knowledge. Again the use of relevant recalled knowledge will improve your answer
- you should use this recalled knowledge to compare the opinion in the source with the public viewpoint
- once you have carried out the above steps you should then be in a position to reach a conclusion to the question. It is vitally important that you do not omit this crucial last step. A single concluding sentence can be sufficient.

**Type Four: How fully does one source explain a particular viewpoint?**

- To what extent does Source A explain…?
- To what extent do you accept the assessment given in Source C?
- To what extent do you accept the view in Source E about…?
- How fully does Source D explain…?
- How fully does Source B explain the reasons…?
- How complete an account does Source A give of…?
- How well does Source C assess…?
You will be expected to refer to the following Outcomes in the external exam and the Outcomes and Performance Criteria in the internal assessment:

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</tr>
</tbody>
</table>

In other words, before you reach a conclusion to the question you might consider the following points:

- the context in which the source is set
- identify the information in the source which explains the point expressed in the question. It is likely that the selected information will only give a partial explanation, which you should indicate in your answer
- using relevant recalled knowledge identify other points of information which are not included in the source but are required for a full explanation
- once you have carried out the above steps you should then be in a position to reach a conclusion to the question. It is vitally important that you do not omit this crucial last step. A single concluding sentence can be sufficient.
Type Five: How fully do three sources explain a particular viewpoint?

- How fully do Sources A, B and E explain…?
- How fully do Sources A, B and D illustrate…?
- To what extent do Sources A, B and C explain…?

You will be expected to refer to the following Outcomes in the external exam and the Outcomes and Performance Criteria in the internal assessment:

<table>
<thead>
<tr>
<th>1. evaluating sources with reference to their provenance and content</th>
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<table>
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<td>b</td>
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</table>

In other words before you reach a conclusion to the question you might consider the following points:

- the context in which the sources are set
- taking one source at a time identify the information which explains the point expressed in the question. It is likely that the selected information will only give a partial explanation which you should indicate in your answer
- using relevant recalled knowledge identify the points of information which are not included in the sources but are required for a full explanation
- once you have carried out the above steps you should then be in a position to reach a conclusion to the question. It is vitally important that you do not omit this crucial last step. A single concluding sentence can be sufficient.
Section 3: Exemplar Questions and Answers

Type One: Evaluating the value/reliability/usefulness of a source

(Source: A report by the heads of three armed services on their ability to fight a war against Germany in 1936)

1. In view of the gravity of the position resulting from the German occupation of the Demilitarised Zone, we met on the 12 March 1936, without instructions but with the knowledge and approval of the Prime Minister, to examine the military aspects of the situation.

2. We realise that the main object of the Government’s policy is to avoid any risks of war with Germany. In case, however, there is the smallest risk, either now or later in the negotiation, that we may be drawn into such a war, we wish to offer the following observations.

3. The attached Report gives the facts regarding the forces at our disposal in certain circumstances, and we would at once emphasise, as is obvious from those facts, that any question of war with Germany while we were as at present heavily committed to the possibility of hostilities in the Mediterranean would be thoroughly dangerous.

4. We also draw attention to the fact that the provision of equipment for the defence of our costs and ports at Home has to date, with the consent of the Government been placed in the lowest category of importance…

Question

How reliable is this source as evidence of Britain’s weak military position in 1936?

5 marks
Answer

The source is in the form of a confidential report on Britain’s lack of military preparedness by the heads of the three armed services in Britain shortly after Hitler had sent German troops into the demilitarized zone of the Rhineland which had been forbidden by the Treaties of Versailles and Locarno. The reliability of the source is therefore increased as it was from the time of the event and was compiled by the top three military men in Britain who more than anyone would know the true extent of Britain’s military weakness. Given too that the purpose of the report was to supply accurate and confidential information on Britain’s military position to the Prime Minister, whose main aim was to avoid war with Germany, its reliability is further strengthened. Moreover, the information in the report on Britain’s weak military condition can be confirmed by other evidence from the time. For example, it was true to say that Britain’s military preparedness had been undermined by Italy’s invasion of Abyssinia as Britain had sent a strong naval presence to the Mediterranean to monitor the situation. Again, it can be confirmed that defence commitments had ‘been placed in the lowest category of importance’. Evidence of this can be seen in the reduced expenditure in the military budgets during the 1920s and early 1930s. This was partly due to the strong pacifist mood in Britain as witnessed by the result in the 1933 East Fulham by-election, and to the economic problems caused by the effects of the Wall Street Crash.

Therefore, given the authoritative and confidential nature of the source and the support from other evidence, the document gives a very reliable picture of Britain’s weak military position in 1936.
Type Two: Comparison of two sources

(Source A: from a speech by Hugh Dalton, a leading member of the Labour Opposition, in Parliament, 20 March 1936)

It is only right to say bluntly and frankly that public opinion in this country would not support, and certainly the Labour Party would not support, the taking of military sanctions or even economic sanctions against Germany at this time…Public opinion here does, I think, draw a clear distinction between the actions of Signor Mussolini in resorting to aggressive war and waging it beyond his frontiers and the actions, up-to-date at any rate, of Herr Hitler which, much as we may regard them as reprehensible, have taken place within the frontiers of the German Reich.

(Source B: from an article by Harold Macmillan, a Conservative MP, on the same problem in The Star newspaper, 20 March 1936)

This is the tragic feature of the present crisis. There will be no war now. But unless a settlement is made now -- a settlement which can only be made by a vigorous lead from this country -- there will be a war in 1940 or 1941.

And unless there is a new European system built now -- a system of Peace, the acid test of which is the principle of declared armaments, internationally inspected and supervised, based upon agreements upon territorial and economic questions -- we shall have a period of frantic rearmament, with intense jealousy and rivalry, which will inevitably lead to war.

For we must face these issues now. If Germany is sincere in her protestations about Peace, let us build the new Peace system now. If she refuses reasonable terms of accommodation, and is proved to be insincere, let us coerce her now -- while she is relatively weak -- instead of waiting until 1940 or 1941, when she will be immensely strong.

Question

Explain the different attitudes towards the Rhineland crisis expressed in Sources A and B.

6 marks
Answer

Sources A and B are from the time and give the reaction of two British MPs to Hitler’s recent remilitarisation of the Rhineland which was in defiance of the Treaties of Versailles and Locarno. Nevertheless, the views expressed are very different.

Hugh Dalton, a leading Labour MP, is playing down Hitler’s action within his own ‘back garden’ and does not think it can be compared to Mussolini’s unprovoked invasion of Abyssinia. He, therefore, like most people in Britain does not want Britain to take any action against Germany and the purpose of his speech in Parliament is to support the national government and ensure that Britain does not become involved in a war against Germany. On the other hand, Macmillan, a Conservative MP but not a supporter of appeasement, wishes Britain to take a more forceful stand against Germany either by taking the lead in setting up a new ‘system of Peace’ or even using force against her if she is not willing to be involved in the new peace system. His purpose in making a statement in the Star newspaper is to warn the British people of the dangers which may arise if no action is taken against Hitler. For example, if nothing positive is done now war will eventually take place in 1940 or 1941. Presumably he was aware of Hitler’s foreign policy aims such as a revision of Versailles and Lebensraum which were likely to spark off a future war. He also envisages a period of heavy rearmament, as had happened before World War I, which again was likely to lead to war. Already Hitler was ignoring the military restrictions of Versailles when he raised the size of the German army to 550,000 men. His final reason for standing up to Hitler now rather than later was to do so ‘while she is relatively weak’. With the value of hindsight we now know this to be true as the German High Command were terrified when ordered into the Rhineland. Indeed, Hitler had given sealed orders to retreat if they met with any opposition. Further, a secret German army memo revealed that while the Germans had only 22,000 troops in the Rhineland, the French had nearly ten times that number in the area. Unfortunately, however, at the time both the British and French governments overestimated Germany’s strength.

In conclusion, therefore, while both sources are from the time, there is a marked contrast between the views and the reasons why they were expressed. Source A represents the Labour view and indeed the majority viewpoint within Britain, whereas Source B reflects the minority opinion.
Type Three: How typical is a view/opinion?

(Source A: from a speech by Hugh Dalton, a leading member of the Labour Opposition, in Parliament, 20 March 1936)

It is only right to say bluntly and frankly that public opinion in this county would not support, and certainly the Labour Party would not support, the taking of military sanctions or even economic sanctions against Germany at this time …Public opinion here does, I think, draw a clear distinction between the actions of Signor Mussolini in resorting to aggressive war and waging it beyond his frontiers and the actions, up-to-date at any rate, of Herr Hitler which, much as we may regard them as reprehensible, have taken place within the frontiers of the German Reich.

Question

How well did Hugh Dalton, in Source A, reflect public opinion at the time?

6 marks
Answer

Dalton, a leading member of the Labour Opposition, is putting across his opinion in Parliament nearly two weeks after Hitler had sent 22,000 German troops into the demilitarized zone of the Rhineland in defiance of the Treaties of Versailles and Locarno.

Dalton makes it very clear that he does not wish any military action to be taken against Hitler or even economic sanctions as France had initially suggested. He justifies his position by stating that Germany was acting within its own territory, thus agreeing with Lord Lothian ‘They are only going into their back garden’. On the other hand, economic sanctions had been necessary against Mussolini as he had invaded another country, Abyssinia, thus breaking Article 10 of the League rules.

Dalton is correct to say that British public opinion supported his viewpoint. The public were clearly afraid of another war as the memories of World War I in which 750,000 British soldiers had been killed were too recent and now there was the additional danger of the ‘bomber’. Evidence of the strong pacifist mood in Britain was clearly seen in a number of ways, such as the shock result of the 1933 East Fulham by-election, and the famous verdict in the Oxford University debate of the same year not to go to war.

In conclusion, therefore, it can be said that Dalton did indeed reflect public opinion at this time. Although there was some unease over Hitler’s methods, the general view, apart from that expressed by the Daily Telegraph, was not to take any action against Hitler.
**Type 4: How fully does one source explain a particular viewpoint?**

(Source: from a speech by Neville Chamberlain in the House of Commons, 5 October 1938)

*In my view the strongest force of all, one which grew and took fresh shapes and forms every day was the force not of any one individual, but was that unmistakable sense of unanimity among the peoples of the world that war must somehow be averted. The peoples of the British Empire were at one with those of Germany, of France and of Italy, and their anxiety, their intense desire for peace, pervaded the whole atmosphere of the conference, and I believe that that, and not threats, made possible the concessions that were made.*

*Ever since I assumed my present office my main purpose has been to work for the pacification of Europe, for the removal of those suspicions and those animosities which have so long poisoned the air. The path which leads to appeasement is long and bristles with obstacles. The question of Czechoslovakia is the latest and perhaps the most dangerous. Now that we have got past it, I feel that it may be possible to make further progress along the road to sanity.*

**Question**

How well does the source explain British government policy during the Munich crisis of 1938?

5 marks
This source is from a speech by Neville Chamberlain, the British Prime Minister, in the House of Commons a few days after the Munich settlement which gave the Sudetenland to Germany. Naturally it would be reasonable to expect the speech to reflect government policy and, indeed, there is much evidence in the source to confirm that Chamberlain is fully explaining British government policy during the crisis. For example, it was true to say that war had to be ‘averted’ at all costs and this was a view shared by the majority of people not only in Britain but throughout its Empire and also in France, Germany and Italy and by their governments although in retrospect this was not the case in Germany. The British government had already followed a policy of appeasement toward Germany over the Rhineland issue and Anschluss with Austria. Now that Chamberlain had become Prime Minister appeasement was his personal and his government’s main objective, and he clearly demonstrated this by his willingness to fly to Germany on three occasions to meet Hitler personally and reach a solution to the problem. This reveals an optimism on the part of Chamberlain who thinks ‘further progress’ can be made, and at the same time there is the implication that Czechoslovakia is seen as the ‘obstacle’ to peace. Indeed it would have been regarded as ‘horrible, fantastic and incredible’ if Britain had gone to war over Czechoslovakia which was regarded by most people in Britain as a distant and unknown country.

In conclusion this source by the Prime Minister does give as expected a full explanation of the British government’s policy to avoid war at all costs. This view was shared by the majority of the British people who gave Chamberlain a rapturous reception on his return from Munich. However, some MPs, such as Churchill, disagreed with government policy and there is some evidence to suggest that the Prime Minister’s homecoming had been carefully orchestrated to give the appearance of national unity.
Type Five: How fully do three sources explain a particular viewpoint?

(Source A: from Walter Gregory, The Shallow Grave (1986))

I was wild with excitement, I was going to Spain, I was going to fight for democracy, I was going to fight against Fascism. The actual causes of the outbreak of the Civil War were barely obvious to me except in terms of the broadest generality: ‘The Fascists are trying to kill a democracy.’

Within days of the Civil War starting in Spain, the British Communist Party had doubled and trebled its efforts to establish a United Front against Fascism or, as our European comrades termed it, a Popular Front. Nobody in the Communist Party saw the Spanish Civil War as just another civil war, Spain was different, Spain was about opposing the growth and spread of Fascism by armed force, of meeting Fascist aggression with aggression and of ensuring the safety of democracy in the face of the Fascist challenge. In Britain, the Communist Party’s efforts fell on barren ground as far as the two major political parties were concerned. The Conservatives could hardly have expected to offer resistance to the right-wing Nationalist insurrection against a left-of-centre government in Spain, but the Labour Party proved to be a major disappointment…Probably a significant number of Labour politicians felt their party had nothing to gain and much to lose by associating itself with the appeal of the numerically small Communist Party which was viewed with suspicion, if not open hostility, by most people in Britain.

(Source B: from Peter Kemp, The Distant Drum (ed. P Toynbee, 1976))

I went to join the Nationalist army for a variety of motives, the first of which was simply a craving for adventure, not unusual at the age of 21.

My second motive was rather more idealistic. I had been active in politics at Cambridge where my traditionalist, Tory opinions caused me to view both communism and fascism with equal loathing. But of the two I believed communism presented the greatest danger to Europe. In 1936 the threat from Germany and Italy was not so clear…and at the beginning of the war the Nationalists were not receiving very obvious or extensive help from either country. In France, however, communists were already active…and a careful study of the early uncensored newspaper reports from Madrid and Barcelona convinced me that the communist party was, or soon would be, in control of the Spanish Republic.

I was already deeply shocked by accounts in those same newspapers of the widespread and indiscriminate massacres in republican territory of ‘enemies of the people’ – the clergy and those whose position or means rendered them objects of suspicion or mere envy.
(Source C: from John Gunther, *Inside Europe* (New York, 1937))

The reason for the French aloofness was not far to seek. Great Britain was insistent on complete non-intervention, and Blum could do nothing without British support. The British feared that intervention might cause a general European war. But the non-intervention pact that they laboriously patched up was not effective, and the delay played heavily into the hands of the rebels.

…For generations Spanish foreign policy was to stand behind the Pyrenees. But a fascist Spain might alter this. If Fascist Spain and Fascist Germany became allies, the position of democratic France would obviously suffer. One look at the map will show that this would change the entire political equilibrium of Europe. Moreover, a Fascist coup d’état might well take place in France itself following a victory of the Spanish reaction.

*Finally, a Fascist Spain would seriously transform the delicate strategic position of Britain and Italy in the Mediterranean.*

**Question**

Do Sources A, B and C adequately explain Britain’s policy of non-intervention in the Spanish Civil War?

8 marks
Answer

Source A, which was written fifty years after the event by a British member of the International Brigade, does offer an important reason why the British government pursued a policy of non-intervention during the Spanish Civil War. The Tories, who formed the bulk of the National government at this time, were naturally unsympathetic to the legitimate left-wing Spanish government. Indeed, biased reports in British newspapers exaggerating the Communist influence in Spain made it easier for the British government not to intervene.

Source B offers a retrospective view from a British supporter of the nationalist cause. This source builds upon the threat of Communism which was seen by many people in Britain in 1936 as a greater threat than Fascism. Indeed, many-right wing people in Britain viewed Communism with suspicion and Fascism with admiration. After all, it seemed that both Mussolini and Hitler had brought order and discipline to their countries by taming Communism.

It could be argued that Source C, written while the civil war was raging, provides the main reason for non-intervention. The British government feared intervention might lead to a European war. A European war was to be avoided at all costs and this was the main thrust of British foreign policy during this period.

While the three sources give a reasonable explanation of Britain’s policy of non-intervention, they do not cover all of the reasons. For example, they do not reveal the real fear of war felt by the British people at this time. Their fears of a repeat of the horrible carnage of World War I had been heightened by the view that ‘the bomber will always get through’ as witnessed in the bombing of Guernica during the Spanish Civil War. In addition, the sources do not explain the weakened military position of Britain at the time due to an earlier reduction in military spending and to the likely lack of support from her Empire. All of these were important reasons why Britain did not intervene.

In conclusion, the three sources do give a reasonable but not a full explanation of Britain’s policy of non-intervention in the Spanish Civil War.
HIGHER LEVEL

APPROACH B
APPROACH B

Introduction

Before beginning Higher History, you have had a lot of experience of making sense of sources at Standard Grade and/or Intermediate level.

In Higher History you will continue to use the skills you have acquired, but in a more developed, more sophisticated way. You will be expected to write more complex and more scholarly answers, in which you make a synthesis of the evidence found in the sources and in your knowledge base.

In the Special Topic this knowledge base will be wider and deeper than the knowledge base acquired in your earlier History courses. The ability to use this knowledge base to help you to make a sound synthesis will be the key to your success in the Special Topic. How, then, can you organise your knowledge to enable you to tackle different types of questions?

The examples that follow are taken from the Special Topic, Appeasement and the Road to War, to 1939. The method of organising your knowledge relies on an activity familiar to you since infancy - jigsaw puzzling.

When generalising about the past, historians frequently refer to ‘patterns’ and ‘mosaics’. They place personalities, events and movements inside a pattern or sequence in order to make sense of them, and to heighten their own and their readers’ perception of the past.

Organising Your Knowledge Base

Here is a simple example of how to fit the pieces of the past together. In the ‘Why Appeasement?’ programme in BBC Television’s series, Twentieth Century History there is a sequence of sources in which a newsreel film from the Spanish Civil War period shows Madrid being bombed. British cinema audiences watched this in horror. The programme shows one man gazing transfixed at the screen.

The analysis you make of this in class is probably along the following lines: the excerpt shows how newsreel film of the war in Spain, with its high civilian casualty rate, made a dramatic impact on the British public of the time, and fuelled their pro-appeasement sentiments.

But can you attach a piece of your own knowledge? You may remember that in earlier class work you encountered a statement made by Prime Minister Stanley Baldwin in November 1932. He said:

*I think it is well also for the man in the street to realise that there is no power on earth that can protect him from being bombed . . . The bomber will always get through.*
You thus add this piece of knowledge to the images in the newsreel film and the picture of the worried man. It all fits together like this:

The analysis you can now make is much more profound than your original version, for you are able to introduce a further key element into your synthesis. You are truly showing knowledge in depth when you fit the pieces together in the way shown above.

**Unseen Sources? Don’t Panic!**

In Higher History Special Topics examiners often dig up what E H Carr wrote about in *What is History?* - the ‘Stalybridge Gingerbread Vendor’. Carr was making the point that historians ‘rescue’ figures and events that have until then been hidden or obscure, and give them prominence in their investigation of an issue. Many of the sources in the Special Topic are like the Stalybridge Gingerbread Vendor. You will never have seen them before. Do not panic. Think again of a complicated jigsaw puzzle of, say, one of Monet’s water lilies paintings. You have fifty interior pieces which look confusingly alike. But one or two pieces are slightly distinctive. They provide a starting point from which you can join the fifty pieces together.

Historical sources that you have never seen before are like this. They always contain distinctive clues that enable you to place the sources alongside other familiar pieces of the pattern.

Look at the source that follows. When candidates in the 1994 Higher History exam read it, it was almost certainly new to them. J Gurney was one of History’s ‘Gingerbread Vendors’. In *Crusade in Spain* (published in 1974) he wrote:
Source

The Spanish Civil War seemed to provide the chance for a single individual to take a positive and effective stand on an issue which seemed to be absolutely clear. Either you were opposed to the growth of Fascism and went out to fight against it, or you acquiesced in its crimes and were guilty of permitting its growth. There were many people who claimed it was a foreign quarrel and that nobody other than the Spaniards should involve themselves in it. But for myself and many others like me it was a war of principle, and principles do not have national boundaries. By fighting against Fascism in Spain, we should be fighting against it in our own country and every other.

There are several distinct clues in this passage.

Line 8: ‘it was a war of principle’
Line 9: ‘principles do not have national boundaries’
Lines 9-10: ‘fighting against Fascism’
Line 2: ‘to take a . . . stand on an issue’
Book title: ‘Crusade in Spain’

These distinctive clues enable you to fit the author, Gurney, into the appropriate part of the Spanish Civil War jigsaw alongside the pieces of your knowledge. Here is how it might be fitted in by you (refer to Figure 1):

By fitting the Gurney extract into the appropriate part of your knowledge base, you have placed the source in context. By being able to see how and where the source fits into the big picture, you can confidently answer any question about the source, for example:

‘In what ways, and for what reasons, do Gurney’s views, as expressed in the source differ from those of the writer in Source D (a Franco sympathiser)?’ (a typical Higher question)

‘How well did Gurney in Source C reflect British public opinion on the Spanish Civil War?’ (a typical Higher question)

One-Piece Wonders

Occasionally, when jigsaw puzzling, one small piece picked up at random can turn out to be crucial. Tremendous links can be made from this one piece. Your knowledge base can be used in this way in History. Take the case of Thomas Moore. This extract appeared in the 1993 Paper:
Source

If the Austrian people had not welcomed this union, physical opposition and bloodshed must have occurred. That so far there has been none proves the inherent desire of the two nations to secure the Anschluss of which they have been so long deprived by the determined interference of the leading European powers . . . [Austria] has free markets for her raw material and manufactured goods, but, more important still, she is removed as a source of friction and discord from international relationships . . . Let us therefore consider and assess the benefits with which Austria and Europe are confronted before allocating blame for a development which in the end may prove a decisive factor in European appeasement.

[Source: from a letter from Conservative MP Thomas Moore to The Times, 17 March 1938]

The question asked was ‘Does Source C or Source D more accurately reflect British public opinion in March 1938 towards the Anschluss?’ (Source C was an extract from The Glasgow Herald’s editorial - the newspaper was stubbornly unwilling to ‘spin’ to the Chamberlain government’s tune.)

Thomas Moore in Source D appears to be typical of rock-solid Tory backbench support for Chamberlain. Using the ‘jigsaw’ method, you can link him to others such as Henry ‘Chips’ Channon and Lord Tweedsmuir. But Moore was more than just ‘lobby-fodder’. He turns up in the pages of a 1944 booklet, ‘Your MP’, written by ‘Gracchus’. As well as being MP for Ayr, Moore was a leading member of the Anglo-German Fellowship set up in 1935. He made many pro-Fascist statements, including: ‘Give Hitler a chance; I am satisfied he is absolutely honest and sincere.

Lieutenant-Colonel Sir Thomas Moore was thus a ‘fellow traveller’ of Nazism, one of a significant number of Tory MPs and peers who admired Fascism and Nazism. Hitler had his ‘fifth column’ in Britain.

So, one small piece of knowledge, fitted on to the source, qualitatively alters your evaluation of Source D. It opens up a whole new perspective for you.

To test your understanding of how to use every piece of your knowledge base, focus on the Rhineland affair. You probably feel quite secure in your interpretation, being well-versed on the views of ‘the usual suspects’ such as Baldwin, Eden, Churchill and Lord Lothian. However, you should now refer to the BBC Radio Scotland Education Notes on Appeasement (1998).
Locate the extract from A R Peters, *Anthony Eden at the Foreign Office*:

> In addition the Foreign Office was receiving reports from the City indicating the danger of Germany repudiating substantial loans owed to British bankers in the event of sanctions being enforced.
> [the author is referring to evidence found in ‘Documents of British Foreign Policy’, 2nd series, volume 16, nos 55 & 79]

How does one small footnote transform your understanding of British attitudes to the Rhineland affair? Does it lead you towards another factor explaining Britain’s desire to handle Hitler with care? Were British investors in the German market alarmed that a vigorous reaction by the UK might see them lose out? In developing such a line of thought, you will add novelty and quality to any interpretation written by you of British attitudes in March 1936.

**The Big Picture**

Many students view the ‘8-marker’ with dread and foreboding. But here, too, the jigsaw method can help. Think of the Special Topic you have been studying as a 2,000-piece puzzle, teeming with people and activities, like a Brueghel landscape.

In the 8-marker you are asked to write about three of these pieces. These three pieces will come from different parts of the jigsaw. Your task is, first, to locate them in the correct area of the jigsaw, then to begin to link them to other pieces known to you. When you have done this, you will be able to begin answering the question. To see how to do this using the jigsaw method, refer to Figures 2, 3 and 4.

**Using the Jigsaw Method in Revision**

How can great slabs of knowledge acquired in a Special Topic be summarised and made manageable? One example involves Chamberlain and Appeasement. Refer to Figure 5 to see how synthesis might be attempted.

A blank jigsaw template is provided with these notes. Whatever your Special Topic, we hope that it will help you to make sense of the past.

Historians frequently ask the question, ‘What if . . . ?’ when they are studying the past. It is the most seductive of questions. ‘What if Hitler had had a Guidance teacher who advised him thus: “Addy, forget about Art College . . .” ’. But in the end this is fruitless speculation.

It is infinitely more rewarding to study History in terms of what actually happened, to make connections, to fit apparently random pieces with each other, to make sense of the past.
Figure 1

- Writers and artists
- Scottish volunteers
- International Brigade
- ‘arms for Spain’
- Rejection of non-intervention
- ‘a war of principle’
- Gurney
- ‘crusade in Spain’
- ‘fighting against Fascism’
- ‘... a European civil war fought on Spanish soil’ (E H Carr)
- Franco and the Nationalists identified as Fascists
Figure 2
Figure 4
Figure 5
INTERMEDIATE 2 LEVEL
TEACHER/LECTURER GUIDE

Introduction

This pack has been developed for use with students who will be presented at Intermediate 2 level. At this level students will be required to make effective use of a range of historical sources across all units which they study. (This is a major difference to the Higher Grade where students will only be given sources for one unit i.e. the special topic and in Paper 2 of the external exam.) At Intermediate 2 level students will be confronted with sources in order to answer all types of question across all three units studied. This means that it is important that students are confident in using sources and that they can evaluate them effectively.

The pack of materials includes information for teachers/lecturers and a student pack which gives advice on handling sources at this level. The student pack also contains exemplar questions/answers.

Advice on Using the Student Guide

The student guide has been designed as a reference booklet which could be used as a short, discrete teaching unit to introduce the key skills required at this level. This might be particularly important for students who have not experienced Standard Grade History where some of the key skills will have been introduced. It is also envisaged that it may be useful to be dipped into at various points throughout the course to emphasise or reinforce certain points.

The student booklet is split into three main sections:

- General advice on handling sources
- Specific advice on types of question and how to answer each
- Examples of questions and model answers

Teachers may wish to add or include other sources and questions as they progress through the course to link with the contexts they teach. Units produced by the Higher Still Development Unit make reference to opportunities within the provided teaching materials to allow students to practise particular kinds of evaluating questions. This information is generally included in the teacher’s notes and this may be of use in identifying appropriate practice questions for each of the contexts studied in a particular school or college. The fact that this booklet will be available to all schools on CD should assist in this task.
Evaluating Sources at Intermediate 2 level

Assessment items at Intermediate 2 require students to make effective use of sources in a number of ways:

- They will be given information in a source and asked to explain an event, view or development from the past – using the source and recalled knowledge.

- They will be given a source and asked to evaluate the source itself (e.g. the value / reliability of the source, etc.).

- They will be given two sources and asked to compare them in a particular way.

The Outcomes and Performance Criteria for Intermediate 2 History state this in the following way:

<table>
<thead>
<tr>
<th>Intermediate 2</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
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<tr>
<td><strong>PC (a)</strong></td>
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<tr>
<td><strong>PC (b)</strong></td>
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<tr>
<td><strong>Outcome 2</strong></td>
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<tr>
<td><strong>PC (a)</strong></td>
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<td><strong>PC (b)</strong></td>
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<tr>
<td><strong>PC (c)</strong></td>
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<tr>
<td><strong>Outcome 3</strong></td>
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<tr>
<td><strong>PC (a)</strong></td>
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<tr>
<td><strong>PC (b)</strong></td>
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<tr>
<td><strong>PC (c)</strong></td>
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</tbody>
</table>

The source handling skills required of students at Intermediate 2 involve questions which will allow them to demonstrate the above Performance Criteria. These will be assessed in both the internal assessment items and in the external exam. General information on the nature of these assessments is given below.
**Internal Assessment**

- For each unit students will normally sit an assessment which will last for approximately 1 hour.

- The paper will be unseen and administered under exam conditions with no notes.

- The questions will be related to between three and five primary / secondary sources from across the unit content. There will normally be three or four questions with a range of 4-8 marks.

- One of the questions will usually ask for an explanation making use of information in a source and recalled knowledge.

- Usually two of the questions will involve source evaluation – one of these will always call for a comparison between two sources.

- Questions relating to presented sources immediately follow the sources to which they relate.

- Students should answer all questions in the assessment item. Where appropriate they are advised that they should use information from the sources and recalled knowledge when answering the questions.

- Sources at Intermediate 2 are usually shorter than those used in Higher and some of the more complex sources are simplified.

**External Assessment**

Students will sit an exam lasting 1.5 hours. The paper will be in four sections. Students will need to answer on all three contexts which they have studied as part of their course.

- Section 1 is ‘The Short Essay’ giving a choice of essay titles each worth 8 marks. (no sources given).

- The rest of the paper is divided up by context and comprises questions which sample the Outcomes and Performance Criteria outlined earlier in this booklet.

- For each context studied students will usually get one question which relies solely on recalled knowledge.

- No source is given.

- The remaining questions will be based on two or three sources and can demand explanation, source evaluation or comparison of sources.
STUDENT GUIDE

When you are studying History at Intermediate 2 level you will be assessed in internal assessments, each lasting about 1 hour and in an external exam lasting 1.5 hours. In both types of assessments you will need to show that you can do three main things:

- Describe historical events using recalled knowledge
- Explain historical events using sources and recalled knowledge
- Evaluate historical sources

At Intermediate 2 level you will often get sources to help you with some types of question. This booklet is designed to help you make effective use of historical sources.
Sources and the Study of History

As part of your study of History you must be able to make effective use of historical sources. These can be primary sources or secondary sources.

A **primary source** is something which was produced or published at the time of the event it describes.

A **secondary source** is usually produced later on. Most secondary sources will have made use of primary source material as a basis for research. Many books will incorporate primary source material in the text to exemplify a point.

Sources help historians find out about the events of the past – why they happened, what people thought about them at the time, and why they were important. Often sources show that people had different opinions about what was going on or what should be done or why something was significant.

Historians have to take account of what they find in sources but they also have to be wary. They need to look at how reliable the source – this means that they should consider who wrote the source, when they wrote it and why they wrote it. They need to look out for bias, exaggeration, propaganda, etc. They also need to take account of why the source was written or made. Sometimes historians need to think about what they already know about an event – it may be that the source has omitted something which might be important.
Assessment Requirements

The SQA who make up the History exams and the internal assessments will expect you to use sources as part of your study of History. They state that you should be able to do all of the following:

<table>
<thead>
<tr>
<th>Intermediate 2</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong> Demonstrate knowledge and understanding of historical developments, events and issues</td>
</tr>
<tr>
<td>PC (a) the knowledge selected from recall is relevant</td>
</tr>
<tr>
<td>PC (b) the knowledge selected demonstrates accurate understanding of the topic and its themes and issues</td>
</tr>
<tr>
<td><strong>Outcome 2</strong> Explain historical developments and events</td>
</tr>
<tr>
<td>PC (a) the explanation is supported by relevant information selected from recall and sources</td>
</tr>
<tr>
<td>PC (b) the information presented in the explanation is accurate</td>
</tr>
<tr>
<td>PC (c) the response is appropriately organised</td>
</tr>
<tr>
<td><strong>Outcome 3</strong> Evaluate historical sources with reference to their historical context</td>
</tr>
<tr>
<td>PC (a) the evaluation of the sources takes account of the origin or purpose and context of the sources</td>
</tr>
<tr>
<td>PC (b) the evaluation takes account of the content in sources</td>
</tr>
<tr>
<td>PC (c) a comparison is made between two sources</td>
</tr>
</tbody>
</table>
**What does this mean?**

The **Outcomes** refer to what you should be able to do in order to pass Intermediate 2 History. **PCs** (Performance Criteria) measure the smaller steps you need to take to achieve the Outcome.

For example – in order to show that you have achieved Outcome 3 (evaluating historical sources), you would need to show that you can do the following things:

- take note of who wrote the source and say why this might be important
- understand why the person wrote the source or why it was produced
- show that you know about the events the writer is describing or referring to and how they are linked to other events at the time
- show that you can understand the main points made in the source
- explain the author’s point of view clearly
- compare the information in one source with information in another
- explain the differences between sources.

**Exam Type Questions about Sources**

**What will the sources be like?**

At Intermediate 2 level you will be offered a range of sources about the topic(s) you have studied. Often the sources will include a range of primary sources written at the time, or by someone who was involved at the time and wrote down what they thought later on. This can be very useful as the person may be an eye-witness to an event or have been personally involved in making a decision. However it is important to remember that not all primary sources are necessarily accurate or reliable. Sometimes you will find secondary sources written later on by someone who has studied the topic for themselves and may have a particular view on it. They will often have the benefit of hindsight – this means they know what happened later on. Secondary sources can be very useful, especially if they look at different viewpoints about an event.

The people who make up your exam papers might use a selection of the following kinds of sources:

- newspaper articles from the time
- letters to newspapers from the general public at the time
- speeches in Parliament criticising or defending the government’s actions at the time
- private letters, diary entries, memoirs of people who were involved in the event
- cartoons drawn at the time
- propaganda posters, leaflets from the time
- articles in magazines
- history books
- photographs.
When you are presented with the sources you will also be told where the source has been taken from. This is called the **provenance** of the source and will usually include information about the author, and information about where and when the source was produced.

This information can often be very important and it might help you when you go on to answer the source question. **Do not ignore the provenance of the source!**

**Source A**: a speech by the Prime Minister explaining the government’s actions on unemployment …

It has been necessary to cut unemployment benefit by … etc.

---

This is the provenance - look out for
- who wrote the source and think about why this might matter, e.g. could they be biased, etc.?
- when the source was written
- why the source was produced

This is what the Prime Minister actually said. Read the information carefully and try to link each point to information you already know from studying the source.

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**History**: Evaluating Sources in History – Int 2

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What will the questions be like?

Knowledge and Understanding

- Some questions in your assessments will not have any sources at all! They will simply expect you to use recalled knowledge to show that you know about something which happened in the past from the unit that you have studied.

Evaluating Events

- In some questions you will be given a source and then asked to explain an event, issue or development from the past. Part of the answer will be referred to in the source but other information must come from your knowledge of the topic.

Evaluating Sources

- Some questions will ask you to show that you have considered carefully not only the information in the source but also the nature of the source itself. This is known as evaluating a source. Questions asking you to evaluate historical sources can be asked in a variety of ways.

- Some questions will ask you to compare two sources – this can be about similarities and differences in content or about where the source came from or why it was produced.

Most questions at Intermediate 2 level which require you to use sources will fall into one of three main categories as shown in the diagram below. Some questions will require you to do more than one thing at a time, for example ‘How would you explain the differences between Sources A and B?’ requires you to demonstrate understanding of the sources and to compare two sources.
The remaining part of this booklet looks at points you should consider when you are faced with source questions. The section below looks at general points to think about. Later sections cover specific advice about the different types of question you will get. You will be given some examples of source based questions to try, and examples of good answers are also provided.

General Advice on Answering Source Questions

1. Look at the provenance of the source first to see what the information is about, who produced the source and why. Keep this in mind as you read the source itself.

2. Read the sources carefully – there will often be a few words you may not understand – try not to let this put you off. Sometimes you can work out the general meaning by looking at the other words in the source.

3. Read each question very carefully and note the number of marks. It is essential that you really answer the question and that you write in enough detail. If you are asked to write a short essay you will need to organise your information into clear paragraphs and reach a conclusion. This is particularly true of Intermediate 2, ‘explain’-type questions.

4. When you are using information from the source give as much information from the source as possible which is relevant to the question. Try not to just copy the source – put information into your own words to show that you have really understood the source.

5. Add recalled knowledge where this is required. This can be done in different ways, for example:
   a) develop a point from the source in more detail;
   b) bring in a new point from your own knowledge which helps to answer the question;
   c) give information on the author of the source or on the reasons why he or she produced the source.

6. Try and introduce your answers – often this will involve saying what the source is about and who produced it, e.g. *Source 3 is a speech by Churchill in which he criticises the government for signing* ...

7. Try to conclude your answers by linking points back to the question you were asked.

8. Read over your answers to make sure you have answered fully and with relevant information. Take care with spelling, handwriting and grammar.
Guidelines on Answering the Different Types of Question

**Type 1: Demonstrate knowledge and understanding using a source**

Examples of this type of question:

a) Explain why the British government followed a policy of appeasement in the late 1930s. (For this question you should write a short essay using Source A and recalled knowledge.) (8)

b) Describe and explain the problems faced by the Russian army in 1916. (Use Source B and recall.) (4)

c) How far does Source C explain the reasons for Bruce's victory at Bannockburn in 1314? (6)

In this type of question the examiner is looking to see if you can do the following things:

- understand the question which will ask you to explain the key historical developments and events you have studied
- understand the main points referred to in the source
- pick out relevant and accurate points from the source and use them to answer the question
- add recalled knowledge which is accurate and relevant
- organise and structure your answer into clear sentences and paragraphs, where necessary writing an appropriate introduction and conclusion.

**General Advice**

This type of question is asking whether you have understood and learned the key historical content of the course. A source is provided and will usually give you one or two relevant points which will help you to answer. However there is normally scope for you to expand on the points in the source or bring in other relevant information. It is essential that you use the source and recall. Do not just use the source or just use recalled knowledge. If you do you will be heavily penalised in the marking.

Sometimes questions like this are for 8 marks. When this happens you will be expected to answer in several paragraphs in the form of a short essay. Your first paragraph should always be your introduction. Your last paragraph should always be your overall conclusion.
**Type 2: Evaluating a source (in terms of its strengths and weaknesses)**

How could this type of question be asked?

1. How useful is Source A as evidence of ...?
2. To what extent does Source B explain ...?
3. How well does Source A explain ...?
4. How reliable is Source B as evidence of ...?

You will notice that some of these also require you to demonstrate knowledge and understanding using a source.

In this type of question the examiner is looking to see if you can do the following things:

- read and understand the main points which are being put forward in the source
- take account of who wrote the source (the origin) and/or why they wrote it
- explain what was going on at the time the source was written
- make a judgement about whether the information given in the source can be taken at face value – in other words, can you trust the information or do you have to be wary for some reason (e.g. is the author biased?) Do they have a particular reason for putting forward a different point of view to many others?
- identify important points which the source has left out
- give additional relevant information which would also help to answer the question.

**General Advice**

You must try to include two main parts within your answer:

- something about what information the source is giving you
- something to show you have taken note of who wrote the source, why it was written and what was happening at the time (it is often easiest to get this part out of the way first).

In addition you must actually answer the question. So if the question asks how useful is Source A, you will have to come to one of the following conclusions:

- Source A is very useful because …
- Source A is fairly useful because … But …
- Source A is of very limited use because …
- Source A is of no use because …
**Type 3: Comparing two sources**

At Intermediate 2 level you will normally be asked to compare two sources.

How could this type of question be asked?

1. Compare the views expressed in Sources C and D.
2. To what extent do Sources C and D agree about …?
3. How would you explain the differences between Sources C and D?
4. In what ways and for what reasons do Sources C and D disagree?

The examiner is testing you to see if you can:

- understand what the sources are referring to (i.e. putting the sources in context)
- take account of who wrote the sources (i.e. consider the origin of the sources) or why they were written
- identify the general viewpoint of each author
- explain clearly what the sources say and refer to recalled knowledge if necessary
- decide which things the sources agree on or disagree on
- explain why they agree or disagree.

**General Advice**

When asked to compare two sources it is often best to start by stating in very general terms the overall gist of the two sources, e.g. Source A, a letter to *The Times* in 1913 is clearly in favour of giving women the vote, whereas Source B, a speech by the Prime Minister, gives the official view of the Liberal government as to why women should not be allowed to vote. Then you must explain in greater detail exactly what the two sources say. Try to avoid copying out most of the sources. Put points in your own words or explain them in greater depth to show that you really do understand what arguments the author was trying to put across. In most comparison questions you should also refer to the origin or purpose of the sources. This can often be done at the start of your answer and does not take much time.

You should always come to a conclusion at the end of your answer in which you sum up your comparison of the two sources, e.g. *The two sources have completely different views about whether women should get the vote because one is written by a Suffragette while the other is by the Prime Minister who was opposed to votes for women.*
Exemplar Questions and Answers

Type 1: Demonstrating knowledge and understanding using a source

(Source A: from Paul Crabtree, British Economic and Social History, 1850 to 1945, published in 1984)

In 1906, however, the Liberal Government responded to the demands for change from within their own party. MPs like Lloyd George and Winston Churchill argued that the government had to accept responsibility for the millions who lived below the poverty line. Reports from London and York added evidence to their demands. There is little doubt that the Liberals did help to lay the foundations of the modern Welfare State with a number of major social reforms – educating and feeding the poorest children free of charge, paying pensions and helping to insure workers against sickness.

Question

1. Explain why the Liberal Government of 1906 to 1914 passed a number of welfare reforms which laid the foundations of the Welfare State.

(For Question 1 you should write a short essay using Source A and recalled knowledge. You should include a brief introduction and conclusion.)
Answer

Between 1906 and 1914 the Liberals passed a series of welfare reforms which were designed to help the poorest people in Britain. Some people praised the Liberals and said that they introduced the reforms because they were genuinely concerned for those living in poverty. Others said that the Liberals passed their reforms because of the challenge of the new Labour Party. There were in fact several reasons which explain why the Liberals’ reforms were passed between 1906 and 1914.

As the source says, there was pressure from some Liberal MPs to get the party to move away from the idea that the state should not interfere in people's lives. People like Lloyd George and Churchill argued that not everyone living in poverty was to blame – sometimes they could not help the fact that they were out of work or too ill to work. Some Liberals began to argue that it was up to the government to help these people.

Reports on how bad conditions were for the poor were also published about this time and they shocked people. Rowntree's report about poverty in York showed that about one third of people lived below the poverty line in overcrowded slums. People said that in a modern country like Britain this should not be allowed to happen. People were also worried that the security of the country could be at risk if too many people were ill. This was shown by the number not allowed to join the army during the Boer War.

However, some people believe that the Liberals didn't just pass their reforms because they cared about how the poor in Britain lived. More and more working-class people now had the vote and there was a new political party in Britain. The Labour Party was formed to stand up for the working class and the Liberals knew that they might lose votes to Labour unless they showed that they also were willing to help the working class.

It is clear then that there were a number of reasons why the Liberals passed their welfare reforms. Some were genuinely concerned about the shocking conditions people lived in and thought it was time for the government to get involved. Others, though, were more worried about keeping Britain safe and wanted change to ensure healthy men for the army. Finally, there is no doubt that the Liberals were aware that they had to show the new voters of the working class that they would do something to help them before they switched their support to the Labour Party.

Checklist

Introduction
Points from source
Points from recall
Information organised into paragraphs
Overall conclusion
Type 2: Evaluating the value of a source

(Source A: extract from a WSPU magazine, *The Suffragette*, in which Miss Arabella Scott describes her experience of being force-fed in Perth Prison (she was forcibly fed in Perth Prison for five weeks)

*The wardresses would then enter with the apparatus: extricate and hold me in position, e.g. flat on my back. Then the doctor greased the tube and inserted the gag. Then I would close my eyes and pray that I should have no feelings of resentment or anger towards those who caused me pain. I always dreaded the insertion of the tube, which was accompanied by dry retching and choking sensations…*

*On removal of the gag my head was seized, my jaws and lips held tightly together. Sometimes…the food would be returned into my mouth, and unable to escape would burst through my nose. Then my nose would be pinched, and I was ordered to swallow it again…I was held in this way from one to two hours after each operation…*

**Question**

2. How useful is Source A to historians studying the treatment of Suffragette hunger Strikers? (4)
Answer

Source A is an extract from a Suffragette magazine. The source was written by a Suffragette hunger striker, Arabella Scott, who was force-fed and who was describing how it felt to be force-fed. The source is very useful to historians because it gives a very clear description of what happened – it explains how the doctor forced the tube into her mouth and how she felt while the force-feeding was taking place. It also explains how she was often sick after being force-fed but that the prison wardresses tried to stop this. It is a very useful source because it gives detailed information by someone who was actually there at the time.
Type 3: Comparing two sources (example from ‘The Red Flag’)

(Source A: part of a statement by Rodzianko, President of the Duma, made in March 1917 and sent to the Tsar)

The disturbances which have begun in Petrograd are becoming more serious… Shortages of bread and flour cause panic. There is complete distrust of the government… The defence plants in Petrograd have ceased work because of lack of fuel and raw materials. The workers are without jobs, the unemployed take the path to riot and revolt.

Source B: extract from a telegram to Tsar Nicholas II from his wife Alexandra on 10 March 1917

This is a hooligan movement, young people run and shout that there is no bread, simply to create excitement, along with workers who prevent others from working. If the weather was very cold they would all probably stay at home. But all this will pass and become calm if only the Duma will behave itself.

Question

1. In what ways and for what reasons do Sources A and B differ about what was happening in Petrograd in March 1917? (6)
Sources A and B give very different accounts of what was happening in Petrograd in March 1917. Source A was a plea made by the President of the Duma to the Tsar. He feels the situation is getting serious. He says that people are starting to riot and revolt. He says that a lot of the unrest is caused by the severe shortages of bread and flour. According to Source A many of the people who were rioting were out of work because there was no fuel left. Source B is part of a telegram from the Tsarina Alexandra to the Tsar in which she tries to reassure him that the unrest in the city is not that serious. She does agree that the people in the streets claim there is a shortage of food but she does not seem to think the disturbances are all that serious. She says that the problem will pass. The two sources differ on whether the unrest on the streets is serious or not. The Tsarina would not have been out on the streets and she would not really have known how bad things were. She was also trying to reassure her husband while Rodzianko was trying to warn him to come back and deal with the problem.
Guidelines on Marking of Exemplar Questions

Question 1

When marking this 8-mark question the examiner is looking for the following things:

a) a structured answer, i.e. an introduction, information which is organised into clear paragraphs which are relevant to the question and an overall conclusion
b) accurate and relevant information which is included in the source
c) accurate and relevant information which the student has added from recall.

Comment on the exemplar answer

Structure:
There is a clear introduction in the first paragraph which begins to answer the question and makes clear at least two of the main reasons which will be dealt with in the rest of the essay. Information is well organised in separate paragraphs and the essay has a concluding paragraph which sums up the essay.

Points from the source:
• pressure to pass reforms from Liberal MPs like Lloyd George
• reference to reports on poverty in York and London
• huge numbers living below the poverty line

Points from recall:
• additional information about a point made in source, e.g. Churchill pressed for reforms
• knowledge about reports on poverty shown, e.g. names of authors, reference to what reports found
• accurate and relevant information not mentioned at all in the source has also been included in the answer, e.g. reference to the threat from the Labour Party.

Overall a sound answer. Mark awarded: 8

Question 2

When marking this question the examiner is looking for the following things:

• that the student has taken account of the origin or purpose of the source
• that the student knows what events the source is referring to
• that the student can make sense of the information in the source

Comment on the exemplar answer

There is a clear reference to who wrote the source and why it was written. It is placed in context (reference to hunger strikes). The student has obviously understood what the author of the source has written. The key points have been summarised well.

Overall mark: 4
Question 3

When marking this question the examiner is looking for the following things:
• that the student really compares the two sources
• that the student can describe the differences in what the two sources say
• that the student can look at origin and purpose and explain why the sources differ.

Comment on the exemplar answer

The answer deals well with who wrote the sources and why they were written. There is a clear description of what the two sources say and a comparison is made, e.g. ‘the two sources differ on whether the unrest on the streets is serious or not’. There is an attempt to explain why the sources differ.

Overall mark: 6