

Edexcel GCSE History B: Schools History Project

Teacher support booklet 2013

Unit 3 – source enquiry

This Teacher Support Booklet has been designed to support you with the changes to Unit 3 of the History B (Schools History Project) specification from September 2013. This specification is for first certification in June 2015.

What are the changes to content in Unit 3?

- For options **3A The transformation of Surgery c1845–c1918** and **3B Protest, law and order in the twentieth century**, the amplification of content has been expanded, due to the increased requirement for own knowledge within the exam paper. These additions are indicated in green on the matching charts which are [available on the Edexcel website](#).
- For comparability across the Unit 3 options, the dates for option **3C The impact of war on Britain** have been extended to c1903–c1954.
- Option **3D The work of the historian** is no longer available. This is due to the increased focus on own knowledge within the Unit 3 exam paper.

What are the changes to assessment in Unit 3?

The changes to the Unit 3 exam paper are summarised in the table below and then covered in more detail underneath, question by question. In Unit 3, there is now an increased emphasis on AO1 and AO2, with more additional own knowledge required. There is also an increased focus on the second element of AO3 (interpretations and representations). This has resulted in amendments to existing question types as well as one new question type, which replaces the cross-referencing question 3.

Background information	With the increased emphasis on own knowledge in Unit 3, the background information in the source paper has been removed.
Question 1: inference	No change
Question 2: analysis of purpose of a representation	Now focused on representation purpose; increased emphasis on own knowledge
Question 3: explanation using source and recalled knowledge	New question type
Question 4: evaluation of source reliability	Increased emphasis on own knowledge
Question 5: making a judgement about a view using sources and own knowledge	Evaluation of historical interpretation; increased own knowledge requirements

It should be noted that the papers adopt a case-study enquiry approach. Students should not expect coverage of every element of the specified content for the unit. The examination papers may relate to a single Key topic, or they may relate to more than one.

Question 1: inference

Question 1 will be familiar from previous Unit 3 papers: it requires students to make supported inference(s) from a source.

Sample assessment materials Unit 3A question 1

1 Study Source A.

What can you learn from Source A about how operations were carried out before the nineteenth century?

Sample assessment materials Unit 3B question 1

1 Study Source A.

What can you learn from Source A about the tactics of the suffragettes?

Sample assessment materials Unit 3C question 1

1 Study Source A.

What can you learn from Source A about the extent of the damage done during the Blitz?

The mark scheme is unchanged:

- Level 1: comprehension
- Level 2: unsupported inference(s)
- Level 3: supported inference(s).

The full mark scheme can be seen in the Sample assessment materials (SAMs).

Practising inference skills

Students can practise inference skills by:

- Highlighting words or phrases which suggest inferences as they read a source.
- Writing an inference and then adding a word or phrase from the source to support it.
- Sorting phrases copied from the source from inferences made from the source.
- Using body language: students work in pairs with one student role-playing body language and the other making inferences.
- Using 'bag of belongings': again working in pairs, one student brings in a bag which contains several items about themselves. The other student has to make inferences from the contents of the bag about the interests of the other student.
- Matching inferences to sources: students are given a set of sources and a list of inferences. They have to match the inferences to the sources.

Question 2: analysis of purpose of a representation

Question 2 targets: knowledge recall and selection, significance within a historical context, analysis of how aspects of the past have been interpreted and represented in different ways (AO1/AO2/AO3).

The three questions from the sample assessment materials demonstrate this.

Sample assessment materials: 3A question 2

[Source B: An illustration and caption showing an operation from *Antiseptic Surgery*, written by one of Lister's assistants and published in 1882. It is a representation of Lister's methods.]

Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

Sample assessment materials: 3B question 2

[Source B: A cartoon published by the suffragettes in 1913. McKenna was the Home Secretary, the government minister responsible for law and order. The cartoon is a representation of the Temporary Release of Prisoners Act (the 'Cat and Mouse Act').]

Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

Sample assessment materials: 3C question 2

[Source B: From the front page of the *Daily Mail* newspaper, 31 December 1940. It is a representation of the Blitz.]

Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

Sample assessment materials: Question 2 mark scheme

1	1–2	<p>Simple statement(s) about the representation.</p> <p>EITHER</p> <p>Valid comment is offered about the representation, but without support from the source.</p> <p>OR</p> <p>Answer identifies detail(s) or information from the representation but relevance to the intended purpose is not identified.</p>
2	3–5	<p>Supported statement, comprehending the representation.</p> <p>Valid comment about the purpose of the representation is offered and linked to details in the content of the source.</p> <p>Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context.</p>
3	6–8	<p>Explained purpose, analysing the representation.</p> <p>Analysis of the treatment or selection of the content of the representation is used to explain its purpose.</p> <p>Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context.</p>

Exemplification: sample student answers

Two example answers are given below, the first for option 3A, the second for option 3B. Both relate to the sample assessment materials questions given above.

Example 1: 3A, Question 2 (SAMs)

This illustration was part of a book written by one of Lister's assistants. It has a drawing showing how an antiseptic spray should be used and the caption underneath points out key details about how to use it correctly. It is a way of teaching surgeons how to use Lister's techniques because it emphasises the correct distance of the spray from the wound and the way that the surgeon and his assistant keep their hands and instruments in the spray.

The fact that this book was produced suggests that the author wanted to spread Lister's ideas and this was necessary because Lister faced a great deal of opposition. Some doctors tried to use his ideas but did not do it properly and gave up, thinking his ideas were wrong. Others gave up because the carbolic acid spray cracked the skin on the surgeon's hands and made the instruments slippery. The purpose of this representation is to show how it should be done, because an illustration is clearer than writing for showing how the spray should be positioned and once other surgeons use Lister's techniques properly, there would be less infection after surgery and the survival rate would go up.

Commentary

This answer would get the full 8 marks. Details of the illustration and caption are used to show that the purpose of this representation is to teach other surgeons and spread Lister's ideas. Own knowledge is used to explain why this was necessary and what effect Lister's ideas had on surgery and therefore why the assistant would want to publish this book and illustration.

Example 1: 3B, Question 2 (SAMs)

This cartoon was published by the Suffragettes as a way of stating that they will overcome the government's opposition through sheer numbers. Its purpose was to express their defiance of the government and to also gain sympathy from the public. The cartoon suggests the cat cannot cope with so many mice and the mice will eventually win if they just continue with their tactics. The cartoon also hopes to get public sympathy by making people feel sorry for the Suffragette mice who are being played with and eaten by the cat.

Commentary

This answer shows a good understanding of the cartoon's message, its intended audience and its purpose. However, it does not explicitly identify the meaning of the different elements of the cartoon or explain how the selection or treatment of such details creates the overall message. There is no use of own knowledge to support the comments or to explain the context of this cartoon and therefore nothing offered to support the comments about the purpose of this representation.

The reference to the cat eating the mice allows this answer into Level 2, but there is so little reference to the details of the cartoon or to own knowledge that it cannot score more than 3 marks.

How is this question 2 different from the old question 2?

This question is similar to the previous question 2 except that it now requires students to analyse the purpose of a representation.

The wording of Level 3 in the mark scheme has changed to emphasise the requirement for explicit use of knowledge of the historical context. There is a mark ceiling of 6 in Level 3 if no knowledge is used and a ceiling of 4 in Level 2.

The mark scheme progression has been amended to reflect the emphasis on comprehension and analysis of the purpose of the representation. The previous Level 2 descriptor emphasised identification of the message of a source. The revised mark scheme awards Level 2 to those answers which show comprehension of the purpose of the representation and Level 3 to answers which analyse the selection or treatment of the content of a representation to explain its purpose.

Helping students analyse representations

The following activities can be used to help students to analyse selection and treatment of content to show purpose:

- Students look at past or present television adverts and try to identify the purpose of the advert from the way the product is represented.
- Each student brings in newspaper or magazine adverts. Then, working in pairs, students try to identify the purpose of each advert. For example, someone who wanted to sell a new type of exercise equipment would stress the effects of using it. The advertisement would **portray** people getting healthier and fitter but also enjoying using it. This would make people think it was effective and therefore would help to achieve the **purpose** of selling the equipment.
- Students create a table like the one below, or use 'call-outs' from a copy of a visual representation to identify the details they would use in an answer and the explanation they would include.

What the representation shows / says	How that creates an impression or message	How that links to the purpose of the [advert etc.]

- Students could also be encouraged to think about what the representation has chosen to leave out. In the exercise machine example above, the advert would be unlikely to show somebody who was exhausted and sweating or doubled up with cramp. The table could add another column or section to record these points.
- Students choose a representation from a textbook and write an explanation of what impression it creates, how it does that and for what purpose. They then go back through their answer and colour-code the points they have made, the detail from the source that they have used to support their points and additional detail from their own knowledge. Is every point supported by evidence? Is any detail included which is not being used to make a point? How did they use their own knowledge?

Question 3: explanation using source and recalled knowledge

Question 3 is no longer a cross-referencing question.

Unit 3 Question 3 now targets: knowledge recall and selection, causation within a historical context, source comprehension (AO1/AO2/AO3).

Students are asked to look at one source and to use that source and their own knowledge to provide an explanation. The three new question 3s from each option's sample assessment materials are given below. These questions ask for an explanation of a problem (3A) and actions (3B) and the role of an individual (3C). Other possibilities might include explanation of outcomes (e.g. why unsuccessful) or position (why (un)popular) etc.

The mark scheme requires four elements to be present for full marks:

- **two** explained factors
- use of the source (maximum 5/10 if no source used)
- use of own knowledge (maximum 5/10 if no additional knowledge deployed).

Sample assessment materials: 3A question 3

[Source C: *From Lord Lister, His Life and Work by GT Wrench, published in 1913. Here he is writing about operations in the 1860s and 1870s.*]

Study Source C and use your own knowledge.

Why was the problem of infection so great in the 1860s?

Explain your answer, using Source C and your own knowledge.

Sample assessment materials: 3B question 3

[Source C: *From a statement made by Emmeline Pankhurst during her trial in October 1908. She was found guilty of conduct likely to cause disorder.*]

Study Source C and use your own knowledge.

Why did the WSPU use militant tactics which broke the law?

Explain your answer, using Source C and your own knowledge.

Sample assessment materials: 3C question 3

[Source C: *From a speech in parliament by the Prime Minister, Winston Churchill, 8 October 1940.*]

Study Source C and use your own knowledge.

What part did Winston Churchill play in keeping up the morale of people in Britain in 1940? Explain your answer, using Source C and your own knowledge.

Sample assessment materials: question 3 mark scheme

1	1–3	<p>Simple statements.</p> <p>EITHER</p> <p>Answer consists of simple statements from the source.</p> <p>OR</p> <p>Answer consists of simple statements from additional knowledge without reference to the source.</p>
2	4–7	<p>Supported statements.</p> <p>Statements are supported by information from the source and/or additional knowledge.</p> <p>Maximum 5 marks for answers which do not use both source and additional knowledge.</p>
3	8–10	<p>Developed explanation.</p> <p>Answers uses the source and precise own knowledge.</p> <p>NB: No access to Level 3 for answers that do not include additional knowledge.</p>

Exemplification: sample student answers

Two example answers are given below, the first for option 3C, the second for option 3A. Both relate to the Sample Assessment Materials questions given above.

Example 1: 3C, Question 3 (SAMs)

Churchill was leader of the government so he was responsible for the way propaganda was used to keep up morale. This was done through posters, songs, the newspapers, films, newsreel and so on. Churchill himself visited factories and bombed areas as a way of showing he cared about the people and he made a lot of important speeches both in parliament and on the radio.

He didn't lie and pretend that we were doing well and therefore people trusted him to tell them the truth. This also meant that they believed him when he said we would win if we kept on fighting. His famous speech after Dunkirk summed up the 'bulldog' idea that we would just keep hanging on and we would never give in.

In Source C he admitted that cities had been bombed and even warned that more bombing was to come but this meant that people had faith in him when he said the cities would rise again. They were also likely to accept his point that newspapers were unlikely to print pictures of places that had not been bombed so in that way he prevented people from becoming depressed by the bad news.

Commentary

This answer uses Source C and own knowledge to show Churchill's role in maintaining morale. His role as prime minister is explained and examples are given to show how his speeches persuaded people to continue to fight.

This is Level 3 and would receive the full 10 marks.

Example 1: 3A, Question 3 (SAMs)

Infection was a huge problem in surgery in the 1860s. Up until Pasteur's germ theory in 1861 people did not know what caused infection and therefore they did not understand the importance of keeping the wound clean and using clean bandages. Even when Pasteur showed that microbes in the air caused infection, many surgeons refused to believe it and continued to wear dirty clothes when operating and just wash their hands and the instruments in water to clean them.

To make the situation worse, anaesthetics were now being used. The surgeon could take a little more time over the operation and the patient was not struggling, so more complex operations were being done deeper inside the body. This meant that the surgeon's dirty hands and instruments were taking bacteria into the wound and so the amount of infection actually rose. In fact, this was known as the Black Period of surgery because so many patients died after they had survived the operation.

Commentary

This is an excellent explanation of the problem of infection, with a really clear focus on why it got worse during the 1860s. However, there is no reference to Source C at all so it cannot receive more than 5 marks.

Helping students with explanation questions

The following table may help students when practising these questions. Column 1 must be completed to identify a point of explanation (a factor). Column 2 must be completed to support the explanation; column 3 may help to develop the answer more fully.

Factor 1	Source	Own knowledge
Because ...		
Factor 2	Own knowledge	Source
Because ...		

Question 4: evaluation of source reliability

Question 4 is similar to question 4 in previous Unit 3 question papers and will therefore be familiar. It requires students to evaluate source reliability.

The additional requirements for own knowledge are reflected in the mark scheme: a maximum of 6 marks in Level 2 and a maximum of 8 marks in Level 3 if no own knowledge is included.

Sample assessment materials: 3A question 4

How reliable are Sources D and E as evidence of the success of Lister's antiseptic methods? Explain your answer, using Sources D and E and your own knowledge.

Sample assessment materials: 3B question 4

How reliable are Sources D and E as evidence of the public's reactions to the suffragette protests? Explain your answer, using Sources D and E and your own knowledge.

Sample assessment materials: 3C question 4

How reliable are Sources D and E as evidence of the reactions of people to the Blitz? Explain your answer, using Sources D and E and your own knowledge.'

*From sample assessment materials: question 4 mark scheme***Level 1 (1–3) Judgement based on simple valid criteria.**

Comments based on subject/amount of detail, or assumed reliability because of time/nature/origins of the source.

Maximum 2 marks for use of one source only.

Level 2 (4–7) Judgement is based on the reliability of the sources' information or is based on an evaluation of the nature or authorship of sources.

EITHER

Answer focuses on details which can be corroborated or challenged.

OR

Answer focuses on how reliable/representative/authoritative the source is.

Maximum 5 marks if Level 2 criteria are met for only one source.

Maximum 6 marks if answer does not use own knowledge of the context.

Level 3 (8–10) Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry.

Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/authoritative/comprehensive it is).

Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only.

Exemplification: sample student answer

One example answer is given below for question 4 from option 3B in the sample assessment materials given above.

In Source D Laurence Housman is speaking from his own experience. He was involved with the Suffragettes at the time and designed some banners. This means that his account should be accurate when he says the WSPU processions could be two or three miles long and hold up traffic. He doesn't go into details about the reactions of the public except to say that some unexpected people supported the WSPU. His account comes from 1937 but there is no reason to think he wouldn't remember the situation. However, the fact that he was involved with the Suffragettes might mean he wants to impress his readers with how important the WSPU was, especially if he is trying to say that women got the vote because of these campaigns.

In Source E, McKenna is saying that the majority of the public are annoyed with the WSPU and want them punished. Suffragettes had started to commit crimes in the hope of being arrested and then Marion Wallace Dunlop went on hunger strike in 1909. The Suffragettes used a lot of publicity to get public sympathy about the issue of hunger strikes and some of them were let out of prison because they became ill. Therefore the government ordered them to be forcibly fed and the WSPU then made a lot of posters calling it torture and asking voters to vote against the government in the next general election.

McKenna is saying that the public supported the use of forcible feeding and this should be reliable as he is unlikely to lie when making a speech to parliament. However, he would not want to admit that his political party had made a mistake or that the public was against forcible feeding so he might have exaggerated the amount of support he had. When he says that some of the letters he received said women should get the vote, he admits that some of the public supported the Suffragettes and the fact that he does admit this suggests that this view of the public attitude is reliable.

Commentary

There are good points made about the author of both sources, considering whether they had accurate knowledge of public attitudes and whether they would be likely to give a reliable account. Own knowledge is used to explain the context of Source E and attitudes towards the Suffragettes, but there is no use of own knowledge when discussing Source D. This answer reaches Level 3 but the lack of own knowledge when evaluating Source D means it can only receive 8 marks.

Helping students with reliability questions

Students should be aware that question 4 requires them to think about what weight can be placed on a source. It tests how far they understand how the historian **evaluates the reliability of evidence** before using it. The following points might be helpful in guiding students:

- The first key point historians want to check about a source is **whether the source is based on accurate knowledge and understanding**. To do this, they might check whether the author was there at the time, whether the author was involved in the event, whether the author understood the overall context.
- Secondly, historians need to think about **whether the person producing the source would be likely to give a full and accurate account**. To do this the historian might think about whether the author has a reason to be very positive or to avoid telling the whole truth.

- The historian also needs to think about whether the situation being described is typical, because a source can be a reliable account of an individual situation, but it can be misleading to think that everyone had the same experiences.

Key ideas to remember when evaluating a source are:

- The **nature** of the source. A photograph shows a particular moment but it can be staged or deliberately taken from a specific angle in order to create an impression. A drawing will also reflect the knowledge and attitude of the artist.
- The **origins** of a source (who produced it and when) can give some clues about whether the source is likely to contain accurate information.
- The **purpose** of a source can give clues about whether the author might want to hide some information, or might be afraid to be critical, or might want to be rewarded.

It is always important that students think about each individual source and don't make assumptions based on generalities. For example, not all newspapers sensationalise and not all bankers are rich.

- It is wrong to say that a source is reliable just because it comes from the time of the event. If that were true, then everything written in every newspaper would be true.
- It is wrong to say that a source is reliable because it was written by someone who was involved in the event. Someone could be involved in a car accident and tell lies rather than admit that they caused it.
- It is wrong to say that a source from an historian cannot be accurate because the historian wasn't there at the time. The historian would have researched a wide range of sources and evaluated them for reliability before putting the evidence together and reaching a conclusion.

A table such as the one below may help students to plan their answers to reliability questions.

	Source D	Source E
<p>Reliability of the source's information Give examples of what is reliable about what the source suggests. Test this against your own contextual knowledge of the topic.</p>		
<p>Unreliability of the source's information. What is the source suggesting which is unreliable? Test this against your contextual knowledge of the topic.</p>		
<p>Reliability of N/O/P of source. What is reliable about who wrote the source, why, when and under what circumstances?</p>		
<p>Unreliability of N/O/P of source. What is unreliable about who wrote the source, why, when and under what circumstances?</p>		

In summary, students should:

- Avoid generalised statements such as 'the camera never lies' and 'all cartoons exaggerate'.
- Use evidence from the source(s) to back up their comments on nature, origins and/or purpose.
- Make sure they have addressed *some* aspect of each source.

Make use of their own knowledge of the author/situation/events mentioned in order to consider whether the source is reliable.

Question 5: making a judgement about an interpretation using sources and own knowledge

Question 5 now requires students to evaluate an interpretation using three sources and their own knowledge.

This differs from the previous approach to question 5 in the following ways:

- It requires students to consider an interpretation taken from a secondary source.
- Students are asked to reach a judgement using this source and two others together with their own knowledge. Students are not required to make use of sources additional to those to which the question directs them. Students may make use of material from other sources if this material helps to strengthen their answer, but they should not strain to make use of it. The mark scheme allows full marks to be gained for an answer using the three selected sources and additional knowledge.
- Students are required to bring additional recalled knowledge to bear in the process of reaching a judgement. This could take the form of adding information to that provided in the sources, or adding new points which the sources do not raise. Mark ceilings exist in Level 3 when own knowledge is not used. No access to Level 4 is permitted without additional recalled knowledge, however well argued the response.

Sample assessment materials: 3A question 5

Source F suggests that the main reason for opposition to Lister's methods was that surgeons could not believe that germs caused infection. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources D, E and F, and any other sources you find helpful.

Sample assessment materials: 3B question 5

Source F suggests that the publicity created by the suffragettes led to increased support for votes for women. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F and any other sources you find helpful.

Sample assessment materials: 3C question 5

Source F suggests that morale in Britain was high during the Blitz of 1940–41. How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F, and any other sources you find helpful.

Extract from sample assessment materials: question 5 mark scheme (not including QWC or SPaG)

Level 1 (1–4) Generalised answer.

EITHER

Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.

OR

Selects details from the sources which support or counter the interpretation, but without direct linkage to the question.

Level 2 (5–8) Supported answer, linking the interpretation to relevant detail.

Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.

Level 3 (9–12) Developed evaluation, agreeing or disagreeing with the interpretation.

Answer reasons from the evidence to consider the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.

Maximum 10 marks for answers which do not include additional knowledge to support their argument.

NB: No access to Level 3 for answers which do not use the sources.

Level 4 (13–16) Sustained argument and evaluation, reviewing alternative views before giving a balanced judgement on the interpretation.

Answer considers the evidence which supports the interpretation that [... was the prime reason], and also considers evidence which suggests other [reasons were more significant]. The evaluation of the interpretation is supported by precisely selected evidence from the sources and additional knowledge.

Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.

NB: No access to Level 4 for answers which do not include additional knowledge.

Exemplification: sample student answers

Two example answers are given below, the first for option 3C, the second for option 3A. Both relate to the sample assessment materials questions given above.

Example 1: 3C, Question 5 (SAMs)

Two of the three sources can be used to support the idea that morale stayed high. In Source A the postman delivering the mail is an example of daily life continuing which suggests that morale is high. In F it says that attendance at work was 'surprisingly good' and that morale was high. There were always lots of attempts to persuade people to keep up their morale, for example photographs of people 'smiling through' in the air raid shelters, films and radio programmes, government propaganda posters and comments about how 'Britain could take it'.

In another way, the sources suggest that morale was not high. In A the postman can't deliver the mail because the bombs have destroyed everything and it shows how much devastation there was and that normal life could not continue. Source F mentions people leaving London each night because they were afraid of the Blitz and Source E is even stronger, talking about people running madly to get into the shelters and hysterical mothers trying to get their children away from London.

The majority of sources produced at the time are positive because the government censored anything that would affect people badly. This meant that newspapers could publish photographs of ruined buildings but they rarely showed dead bodies or reported panic. Also the three sources used here are all about London where the Blitz was worst. Other cities were bombed and had heavy casualties but many areas of the countryside were safe – that is why children were evacuated there. Stories from evacuees suggest that morale in the countryside was quite high and of course the government would publicise any good news to keep people's morale high.

These sources need to be treated cautiously. There is no reason to think they are wrong but they come from a time of censorship and are all about London so they might not give us the full story. There has also been a lot of things published in the time since the war to say that the 'Blitz spirit' was a myth and people's morale was not high.

However, even if people did not feel positive there is still a lot to suggest people did feel determined not to be beaten and that they were fighting for a 'good' cause. This can be seen in songs like 'We'll meet again' and in the cartoons in newspapers or the jokey film of Hitler 'doing the Lambeth Walk'. Therefore it seems reasonable to conclude that morale was fairly high for most of the time and although people might be afraid during a raid or depressed about rationing, public morale was not low enough for the government to bring in stronger controls such as curfews or using informers.

Commentary

The answer makes good use both of details from the sources and of details from own knowledge to consider the issue of whether morale was high. Both sides of the issue are discussed and a cautious judgement is reached which also takes account of the weight of evidence in the three sources.

This answer deserves the full 16 marks.

Example 1: 3A, question 5 (SAMs)

Pasteur's germ theory was only published in 1861 and it takes time for new ideas like this to be accepted so it is not surprising that many surgeons did not believe microbes caused infection. And if they did not believe that, then it is totally understandable that they would see no point in using Lister's techniques. In fact one surgeon used to make jokes about shutting the door quickly before the microbes got in.

However, there are lots of other reasons why Lister's ideas were not accepted. His techniques were difficult to use – the carbolic acid made the surgeon's skin cracked and sore and made the instruments slippery. This made it difficult to operate when using Lister's carbolic acid spray. Some surgeons did use the spray but didn't get the technique right and gave up because it didn't seem to work. Others didn't see the point of Lister's ideas because they had good results just using soap and water to keep everything clean. Meanwhile Lister himself kept changing his ideas which made people think he didn't know what he was doing.

So it is difficult to tell whether surgeons resisted Lister's ideas because they did not accept his ideas about infection, whether they were reluctant to change their ways or whether they tried his ideas and thought they didn't work.

Commentary

This answer considers the reason offered in the question and other reasons why Lister's ideas were not accepted. It has the right approach for Level 3 and includes own knowledge. However, there is no reference to the sources. Although it could be claimed that some of the comments are based on the sources, they need to be used explicitly and therefore this answer cannot move into Level 3. It is at the top of Level 2 – 8 marks.

Helping students make a judgement about an interpretation

A table such as the one below may help students prepare for question 5.

	Supports interpretation	Counters interpretation	Reliable	Unreliable
Source D				
Source E				
Source F				
Own knowledge				

How can I create mock papers for this new style of examination paper in Unit 3?

This Teacher Support Booklet has been designed to support you with the changes to the Unit 1 of the History A (The Making of the Modern World) specification from September 2013. This specification is for first certification in June 2015.

Question 1	Question 1 from previous papers may be used. This question has not changed.
Question 2	<p>Question 2 from previous papers may often be suitable.</p> <p>Check that the source is actually a representation or choose a new representation. A poster, a newspaper front page with a headline, a cartoon, an extract from a later publication etc will be suitable, but a photograph on its own will not be.</p> <p>Replicate the question stem used in SAMs.</p> <p>Use the mark scheme for the SAMs, adapting the indicative content as necessary.</p>
Question 3	<p>Choose a source which relates to an element of specification content. You could use one of the following: a photograph, a speech, a newspaper report, a memoir etc.</p> <p>Devise a question requiring an explanation of an aspect of the source content – an attitude, position or action, for example.</p> <p>Phrase the question as in the SAMs: ‘Study Source C and use your own knowledge. Why ... ? Explain your answer, using Source C and your own knowledge.’</p> <p>Use the mark scheme for the SAMs, adapting the indicative content as necessary.</p>
Question 4	<p>Questions from previous papers may be used, but some will need to be amended to refer to reliability.</p> <p>To create new questions, choose two contemporary documents of different types which relate to an element of specification content. For example, you could use two from the following: a photograph, a speech, a newspaper report, a memoir etc.</p> <p>Make sure that you use materials about which you have enough knowledge to write an informative caption on the origin of each of the sources.</p> <p>Replicate the question stem used in the SAMs: ‘How reliable are Sources D and E as evidence of ... ?’ Amend the ending to relate to the issue you have chosen.</p> <p>Use the mark scheme from the SAMs, adapting the indicative content as necessary. Note that for marks above 6 in Level 2 and above 8 in Level 3, additional knowledge must be present.</p>

Question 5	<p>Questions from past papers may be adapted. Select the secondary Source F, together with two other sources. Make sure that the three sources together contain evidence for and against a view contained in Source F.</p> <p>Use the question wording from the SAMs: 'Source F suggests that ... How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources __, __ and F and any other sources you find helpful.'</p> <p>Use the mark scheme from the SAMs, adapting the indicative content as necessary. Note that for marks above 10 additional own knowledge must be used.</p>
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