**GCSE SHP History Unit 3 Source Enquiry**

**Question 1: Inference**

What you can work out from the source which is not directly said.

• make at least two inferences (what the source is suggesting or giving clues about)

• use evidence from the source to back up the inference.

**Eg What can you learn from Source……..about……..?**

**How to answer inference questions**

• Highlight words, phrases or details(if it’s a picture) in the source and work out what these show you.

• Try writing the inference and then support it with a word or phrase from the source.

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| Plan your answers: **Inference** |
| The source suggests that...… |
| This is because it…. |
| I can also infer … |
| This is supported by… |

**Question 2: Source Analysis**

You might be asked to work out its message or purpose, or the attitude of the author.

**Eg**

Purpose: What it was trying to make its audience think or do or believe.

• **Why was [this source] published/made?**

Message:What idea the source was trying to give and how author/artist created this.

**• How has the author/artist shown the importance of /suggest …?**

Impression:What idea or view the source was trying to give about a person or event.

**• What impression has been created by [this source]?**

**• What impression was the author/ artist trying to give?**

Attitude:What the author’s view is and how you can tell this from the details of the source.

**• How can you tell that the author / artist was sympathetic to /against …?**

**How to answer source analysis questions:**

• Work out what source suggests or what message is it trying to get across

• Think about what the source concentrated on/included

• Think about how she/he has presented the details-positively, negatively

• Use evidence from the source to fully illustrate your points.

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| Plan your answers: **analysing message or purpose** |
| The purpose / message/ impression of the source is:  • … |
| I can tell this because of details the author has chosen to include…  • …  • …  • … |
| This message/impression is created by….Or This purpose/view is also shown by …  [add examples of how the source treats the subject or the wording they choose to use.]  • …  • …  • … |

**Question 3: Cross referencing**

This question is asking you to cross reference or compare sources. You must consider:

• Support between the sources - how far do they agree in what they suggest

• Challenge – how far do they differ in what they suggest

For an A grade- You could also think about the reliability of the sources. You would consider the source’s origin [who produced it and when] and its nature [type of source] and try to decide if this would make it a source which is convincing in its support or weak as supporting evidence.

**How to answer cross-referencing questions:**

Try using different coloured highlighter pens to show the support and challenge between the contents of written sources.

**Eg**

To consider amount to which a set of sources support or challenge a viewpoint:

**• How far do the sources suggest that…?**

**• How far do the sources support the view that…?**

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|  | Support for the view | Challenge for the view |
| **Source C** | • …  • … [or none] | • …  • … [or none] |
| **Source D** | • …  • … [or none] | • …  • … [or none] |
| **Source E** | • …  • … [or none] | • …  • … [or none] |
| **Overall conclusion on extent of support** |  | |

To consider how much two sources support what another one suggests:

**• How far do source C and D support the impression/ evidence given in source E?**

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| **Source E** | Impression/view given in source E  • …  • … |  |
|  | Support for Source E | Challenge for source E |
| **Source C** |  |  |
| **Source D** |  |  |
| **Overall conclusion on extent of support** |  | |

**Question 4: Evaluation of sources**

Utility/Value – Whether information the source contains, or what attitudes it reveals to aid an enquiry and whether, what it does contain or suggest, can be trusted.

**EG:**

* **Which of sources F and G is more useful [or valuable] to an historian enquiring ……? Explain your answer, using Sources F and G.**
* **Is Source F more useful [or valuable] than source G to an historian enquiring …..? Explain your answer using sources F and G.**
* **Compare the value of Sources F and G for an historian enquiring into ..... Explain your answer, using Sources F and G.**

**How to answer source evaluation questions:**

• Begin each paragraph with the wording of the question e.g. Source F is more useful because… or Source G is less valuable because…

• You must evaluate both sources. It is easier to do each source in turn.

•Use evidence from the source(s) to back up your comments.

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| **Planning your answers: Utility** | | |
|  | **Source F** | **Source G** |
| **Usefulness of what the source suggests/tells us** -examples of what the source is useful for.  **Strengths of source in terms of reliability-**origin, purpose, nature |  |  |
| **Limitations** **of what the source suggests/tells us -** aspects of topic we cannot find from the source.  **Weaknesses in reliability**-origin(who, when, where produced it), purpose (why made), nature (what it is) |  |  |
| **Conclusion/judgment**: Which source has most utility/value? (information provided by source compared to the other and more reliable) | | |

**Points to consider:**

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| **Origins** | |
| **Who produced the source?** | What are you told about who produced the source? Is the person in a position to be particularly knowledgeable? |
| **When?** | Was the source produced by someone who was there at the time, or was it produced later?  What are the advantages and disadvantages of eyewitness accounts? Remember eyewitnesses can get things wrong or get a limited view.  Someone writing later could have more opportunity to check out the facts. |
| **What circumstance?** | Was the person able to give their own views? Was the person forced to follow the government view? Even if they couldn’t this may be useful in itself. |

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| **Possible purpose** | |
| Speeches | Because the speaker wants people to do something. |
| Adverts | Usually intended to persuade people to buy something. |
| Posters | For propaganda purposes – to get you to support a certain view or turn you against the other side. |
| Photographs | Purpose may be to give an accurate record. But it could also be to give a narrow or particularly dramatic and even distorted view of an event. Purpose may be to inform or to impress or influence the view of the viewer. |
| Cartoons | To turn you against a person or event by ridicule and exaggeration, or to persuade you to support an idea or campaign. |

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| **Nature (some possible points to make)** | |
| Diaries | Give a day to day eyewitness view but only one view and if to be published can have an ulterior motive. |
| Memoirs | Views of someone who experienced event and enable person to be detached and reflect as later on. But may be coloured by hindsight. [Be careful about generalised statements about memory loss. Unlikely to forget important event.] |
| Posters | Reflect view of the time, often of the government but may be one-sided and generally for propaganda purposes. |
| Photographs | Can give accurate details. However might be selective and taken for a purpose. Can give a distorted view. |
| Cartoons | Can reflect a popular view of the time of a person or event – an ‘in joke’. However, may be an exaggerated even distorted view of the event. |
| Biography | Often well researched. However biographer often strongly in favour of or against the subject of the biography. |

**Question 5: Reaching a judgment about a statement**

Use three of the sources and your own knowledge to test a statement. You can also use any other sources in the paper.

**How to answer the judgment question**

* Decide which sources… Agree with the view and which Disagree with the view. Remember that some sources might be used to agree and disagree with the view!
* Think about the strength of the evidence from the sources. Make a comment if the evidence is particularly reliable or weak.
* Come up with key examples from your own knowledge which Agree with the view and which Disagree with the view.
* Reach a judgment

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| Use the following table to quickly prepare for your answer | | | |
| **Source** | **Agrees with statement** | **Disagrees with statement** | **Reliable?** |
| **1st given source** |  |  |  |
| **2nd given source** |  |  |  |
| **3rd given source** |  |  |  |
| **Own knowledge & other sources** |  |  | **N/A** |

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| **Planning your answer-Judgement** | |
| **Introduction** | Set the scene for your answer – what is the statement suggesting? |
| **Points agreeing with the view** | Which points from sources agree with the view?  Use evidence from the sources to support this. |
| **Reliability** | How strong is the evidence in agreeing with the view?  [Try to comment on at least one of the three given sources either here or below in points against the view.] |
| **Own Knowledge** | Add new point(s) or extra details from your own knowledge. |
| **Points disagreeing with the view** | Which points from sources disagree with the view?  Use evidence from the sources to support this. |
| **Reliability** | How strong is the evidence which disagrees with the view?  [Try to comment on at least one of the three given sources either here or above in points for the view.] |
| **Own Knowledge** | Add new point(s) or extra details from your own knowledge. |
| **Conclusion** | What is your final judgement on the statement? Does the weight of evidence agree or disagree? Begin with the word ‘Overall’. |