**History iGCSE Paper 2 – Source Paper**

Paper 2 is a source investigation into one of the topics we have studied in Unit 1. You will be required to use your knowledge of this topic to assess a set of sources. You have no choice of question and must answer all six questions – 2x 7 marks, 3 x 8 marks and 1 x 12 marks. There will be up to 8 sources.

**You will have 2 hours to complete the paper. I would suggest spending about 10 minutes going through the sources at the beginning of the exam. Then take approximately 15 minutes per question, with 30 minutes for the 12 mark question at the end.**

**Key words for this paper:**

**Context/contextual information –** This is the own knowledge of the period we have studied that you have that will be applied to explain the sources and to test their accuracy. You need to have revised this content thoroughly to be able to place the sources in context i.e. explain what was happening at the time that they were produced that might help to explain them.

**Provenance –** This is the origins of a source: who created it, when it was created, where it was created, what it is, why it was made.

**Purpose –** This is the reason that the source was created, the message, idea or opinion that it was designed to promote. Phrases that can suggest purpose are: to criticise, to justify, to celebrate, to deny, to threaten, to mock.

**Audience –** This is the group that the source was intended for – the people who were meant to see it and be influenced by it. Often identifying the audience can help us understand the purpose of the source creator.

**Reliable –** This is how much we can trust a source and what it says. To decide how reliable a source is, we consider source provenance to assess whether there is any reason for the source creator to exaggerate, miss out information or misrepresent the truth.

**Useful –** This is not the same as reliability. For utility, consider ‘useful for what?’ Even sources that are biased can be useful for giving us information - they tell us about the attitudes and concerns of the person who made them.

**KEY ADVICE**

* **Read the question – don’t try and make it fit what you are comfortable with. There may be question stems which go outside of the questions listed here, but by and large they will use similar skills, but you must make sure you answer the question you are given, not the one you want**
* **Linking to above – USE THE WORDS OF THE QUESTION – this means you are more likely to be answering it**
* **Know your content - always apply contextual knowledge to the sources, whatever the question**
* **Try to avoid stock comments about reliability e.g. he wasn’t there so he doesn’t know – think about why that person would say that thing at that time and who they were saying it to.**

**QUESTION STRUCTURE – 7 AND 8 MARK QUESTIONS**

**ONE SOURCE QUESTIONS:**

**What is the message of the source?**

This question is all about purpose – what idea or opinion are they trying to give their audience?

1. ***Identify message*** *– use purpose phrases e.g. to criticise etc. It is very unlikely that the source is just giving information*
2. ***Support with detail from the source*** *– observation from the cartoon or quotes that show this message*
3. ***Address the context of the cartoon*** *– consider what is happening at the time the source was made that might explain its message*

**Are you surprised by this source?**

This question is to test your contextual understanding of the time – does the source fit with what you know was happening?

1. ***Make judgement on surprise –*** *State clearly whether or not it is surprising*
2. ***Explain using contextual knowledge –*** *Explain how your contextual knowledge has helped you make this judgement – does it fit with what was happening? Would you expect this person to be giving this view at this time?*

**What is the purpose of this source?**

Remember to use purpose phrases e.g. criticise and consider context in this question. Addressing the audience is also helpful.

1. ***Identify purpose of the source –*** *use language that reflects purpose and identify who the audience is*
2. ***Evidence from source to show this purpose*** *– what does the source say/show that promotes this message?*
3. ***Context to explain*** *– what was happening at the time which explains why this source would have been created?*

**Why was this source published in (year)?**

This is another question about purpose, but this is heavily linked to context so ensure you link the purpose of the source to what was happening in that given year.

1. ***State reason why you think the source was published*** *–link to the year and use purpose phrases*
2. ***Use detail from the source to show how it supports this reason-*** *use observations and quotes to explain the message*
3. ***Use own knowledge to place into context-*** *make sure you are really specific to the year mentioned in the question.*

**How useful is this source to a historian?**

Remember that no source is ever not useful – it just might only be useful in a certain way. Even if a source is biased, it can be useful for showing us that that bias existed.

1. ***Makes judgement on how useful*** *– Never say that the source is completely useless.*
2. ***Explain what it is useful for showing*** *– consider what bias and untrustworthy sources are still able to show – whose view is portrayed here? If it is exaggerating or false, why would it be doing this?*

**How reliable is this source?**

For this question you must grapple with how much you can trust the information that the source gives you.

1. ***Judgement on reliability-*** *overall would you trust the information in this source about this topic?*
2. ***Use the purpose of the source to explain reliability –*** *consider the audience and what message the author wanted to give. Would this have meant that they have exaggerated or misrepresented the facts?*
3. ***Use the context in which the source was created to explain reliability –*** *what was happening at the time that might explain the purpose further*

**TWO SOURCE QUESTIONS:**

**How far does source X prove source Y wrong?**

You are essentially looking for similarities and differences in the sources. These can be broader messages but also try to identify subtler differences in attitude or purpose.

1. ***Identify ways in which the sources disagree and explain using their content and purpose –*** *but ensure you phrase this using the words of the question e.g. ‘in some ways source X does prove source Y wrong because…’*
2. ***Identify ways in which the sources agree and explain using their content and purpose –*** *‘however in other ways source X supports source Y because….’*
3. ***Make judgement on whether X proves Y wrong*** *– are the sources more similar or different?*

**Study sources X and Y. Why do they differ in their accounts of…?**

For this question, the focus is not on identifying what is similar about the sources, but why they present different views. This means considering their provenance and purpose.

1. ***Outline what each source says about the topic*** *– do this briefly to show how they are different*
2. ***Explain why these views are different using their provenance and the context in which they were produced*** *– consider what was going on when each source was produced and what intentions the creators of the sources might have had . Make sure you are referring to both sources when explaining why they differ.*

**How far do source X and Y agree?**

This is a straightforward agree/disagree question, based on their content. Look for points of similarity and difference, reflecting on their overall ‘big message’, as well as sub points of detail.

1. ***Reflect on agree*** *- big message and small details*
2. ***Reflect on disagree*** *– big message and small details*
3. ***Make overall judgement on how far their main message agrees or not***

**Study Sources X and Y. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.**

This is very much like the question above, but instead of agree/disagree, you must use similarity/difference. Once again, consider the overall ‘big message,’ and the smaller sub points of detail.

1. ***Reflect on similarities*** *- big message and small details*
2. ***Reflect on differences*** *– big message and small details*
3. ***Make overall judgement on how far their main message is similar or difference***

**Study Sources D and E. Does Source D prove that (writer of source E) was lying in Source E? Explain your answer using details of the sources and your knowledge.**

This question is similar to the question asking whether one source proves another wrong, but the focus will be on considering provenance to address this. The sources will be presenting contrasting views on a topic and you need to essentially suggest which is more reliable.

1. ***Address how the source content challenges each other*** *– i.e. explain the message of E and then explain how D’s message is different and challenges the view of E*
2. ***Use the provenance of both sources to explain which source you judge to be more reliable on this specific topic***
3. ***Make overall judgement*** *– does D prove that the writer of E was lying? Consider which source you have found more reliable to justify this.*

**Study sources X and Y. Was (source author) lying in one of these sources? Explain your answer using details of the sources and your own knowledge.**

The two sources for these questions will be presenting contrasting views from the same person. Your job is to identify how the two views are different and then use your contextual knowledge to explain why. Ensure you cross reference – i.e. consistently compare the similarities and differences between the sources using their content and context.

1. ***Identify what the difference is in the source views***
2. ***Explain how they can be seen as not lying*** *– if you are suggesting they aren’t lying, then you probably want to discuss how the context was different for each source, based on when they were made, which explains the difference.*
3. ***Explain how they can be seen as lying****- you want to use the context to show how the audience and purpose may have caused one source to be less reliable than the other. Identify which source is more reliable.*
4. ***Make your judgement overall on whether you think the author was lying in one of the sources***

NB: You may not be able to address both sides, which is fine – just make sure you support your overall judgement.

**Study Sources X and Y. How far would (historical person) have agreed with the cartoonist of Source H? Explain your answer using details of the sources and your knowledge**

For this question, you can use your knowledge of the person, as well as the view they present in one of the sources.

1. ***Ways that the person would agree with source Y*** *– using source X and your knowledge of that person*
2. ***Ways that the person would not agree with source Y*** *– using source X and your knowledge of that person*
3. ***Overall judgement on whether the person would agree or not***

**Study Sources F and G. Which of these two sources do you trust more? Explain your answer using details of the sources and your knowledge.**

For this question, focus your answer on provenance and context. Try to directly compare aspects of provenance and cross reference them.

1. ***Reasons why source F is more reliable than source G –*** *use purpose, audience, when it was created and context to explain*
2. ***Reasons why source G is more reliable than source F -*** *use purpose, audience, when it was created and context to explain*
3. ***Overall judgement on which source you trust more and why***

**Study Sources X and Y. Which of these two sources would be more useful to a historian studying (historical event)? Explain your answer using details of the sources and your knowledge.**

Remember with utility, you must consider provenance and reliability, but also how useful the content is for a historian – consider the attitudes/concerns that it shows us that people had at the time

1. ***Compare reliability of the two sources –*** *how is X more reliable than Y, how is Y more reliable than X, which is more reliable overall?*
2. ***Compare the content of the two sources –*** *what does each source tell the historian/suggest to the historian? What attitudes/ concerns does this message imply?*
3. ***Make overall judgement on which source would be more useful and why***

**Study Sources F and G. Does Source G make Source F surprising? Explain your answer using details of the sources and your knowledge**

For this question, you are looking at how far the main messages agree with one another – the idea of surprise is all about whether G challenges the message of F.

1. ***Ways that G challenges the message of F –*** *how do these two sources not agree?*
2. ***Ways that G has a similar message to F –*** *how do these sources suggest similar ideas?*
3. ***Overall judgement on level of surprise –*** *base this on whether G and F overall suggest the same big message (not surprising) or whether they have different overall views (surprising)*

**12 MARK QUESTION**

**Study all the sources. How far do these sources support the view that….?**

**Use the sources to explain the answer.**

You must use **all** the sources in your answer. A good start is to draw a table and mark in it which sources agree with the view, and which disagree. Some sources might appear on both sides.

When using a source, refer to it by its letter (i.e. ‘source A says….’) and use quotes/observations to illustrate your point. You must follow every quote/observation with an explanation of how that supports or challenges the view in the question.

To get full marks you must include **evaluation** of **at least two** sources in your answer. This means reflecting on the reliability of the source – reflect on purpose and audience to assess its value as a piece of evidence. Don’t do this for every source – 2 or 3 should be enough.

**STRUCTURE:**

**Paragraph one –** first sentence should begin ‘In some ways the sources support the view that….. For example source X says….’

Follow this sentence with a quote/observation from a source, followed by an explanation of how that evidence supports the view in the question. Then link this to another 2/3 sources – always following the structure of point from the source and explanation, using the words of the question consistently. Make sure you **evaluate** at least one source in this paragraph.

**Paragraph two -** first sentence should begin ‘In some ways the sources challenge the view that….. For example source Y says….’

Follow this sentence with a quote/observation from a source, followed by an explanation of how that evidence supports the view in the question. Then link this to another 2/3 sources – always following the structure of point from the source and explanation, using the words of the question consistently. Make sure you **evaluate** at least one source in this paragraph.

**Conclusion –** Address **both** sides of the argument and explain whether overall you believe that the sources agree or disagree with the view in the question. Explain how you have reached that judgement.