

**Zistory Source Based Case Study Skills**  
**Upper Secondary Social Studies and History Cheat Sheet**

## source based case study skills

### *basics of source analysis work*

whenever we write our inferences from sources, we must be very thorough and complete in our inferences. to do so, we can refer to the SACR framework.

### SACR framework

From Source A, I can infer that British rule was beneficial for Singapore as it enabled Singaporeans to achieve prosperity.

- S: Subject (who?)
- A: Aspect (what?)
- C: Claim (how?)
- R: Reason (why?)

our inference will be incomplete (and likely a sub-message) if...

common error 1: SAC only

British rule was beneficial for Singapore.

common error 2: SCR only

The British were beneficial for Singapore as they enabled Singaporeans to achieve prosperity.

common error 3: SAR only

British rule enabled Singaporeans to achieve prosperity.

conclusion is...

**SEE THE FULL PICTURE OF THE SOURCE!**

### basic inference

examples:

- what can you tell / learn / infer from the source about...?
- what does the source tell you about...?
- what information does the source reveal about...?

### PEEL framework

- point (SACR inference)
- evidence (quote RELEVANT evidence from the source, quality > quantity)
- explanation (explain the RELEVANCE of evidence / IMPACT of evidence)
- link (reiterate your point)

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**inference – message**

example:

- what is the message of this source?

**PEEL framework**

- point (SACR inference)
- evidence (quote **RELEVANT** evidence from the source, quality > quantity)
- explanation (explain the **RELEVANCE** of evidence / **IMPACT** of evidence)
- link (reiterate your point)

**inference – purpose**

examples:

- why was this source published?
- what is the purpose of this source?

**WAMEIO framework**

- **W: writer's intent** (action verb)
  - neutral: convince, persuade, remind
  - positive connotations: praise, applaud
  - negative connotations: warn, criticise, condemn
- **A: audience** (who is the source targeted at?)
  - be specific!
  - the public  the German public
- **M: message** (SACR inference)
- **E: evidence & explanation** (quote **RELEVANT** evidence from the source, quality > quantity + explain the **RELEVANCE** of evidence)
- **I: issue at hand** (contextual knowledge, provenance, circumstance leading to publishing of source)
- **O: outcome** (what does the author want the audience to do after seeing the source?)

**comparison**

examples:

- how similar/different are both sources?
- to what extent are both sources similar/different?
- how are both sources similar/different?
- in what ways are both sources similar/different?
- how far would both sources agree/disagree?

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#### *comparison of content*

- state the common criterion that will serve as the basis of comparison for your paragraph. be careful to avoid mismatch! (mismatch = comparison is NOT based on a common criterion)
  - ✗ Source A argues that the government is effective in mitigating workplace discrimination while Source B claims that employers should be blamed for workplace discrimination. (what's the common criterion? mismatch!)
  - ✓ Both sources differ in terms of who should be blamed for workplace discrimination.
- point (SACR inference), evidence & explanation for Source A
- point (SACR inference), evidence & explanation for Source B

#### *comparison of purpose and/or overall PERSPECTIVES*

- state the common criterion clearly (both sources are similar/different in terms of purpose and/or their overall perspectives)
- purpose and/or perspective for Source A. for purpose arguments, WAMO will suffice!
- purpose and/or perspective for Source B, as above. for purpose arguments, WAMO will suffice!

#### *sample of purpose and perspective comparison*

Both sources differ in terms of their perspectives about Germany under Weimar leadership, due to their differing purposes. (common criterion) Source A's purpose is to convince (W) the German public (A) that the Nazi government's rule was beneficial as Hitler's economic policies managed to eliminate unemployment within just a few years (M). This is so that the German audience will wholeheartedly support the Nazi government under Hitler's leadership (O), therefore tightening Hitler's grip over Germany (outcome in bigger context). Based on this purpose, as well as the fact that this speech is addressed to the German workers at the German Labour Front, it is known that Source A would convey a critical attitude towards the Weimar government, thus criticising the Weimar Republic for bringing great hardship for the Germans. (overall perspective) In contrast, Source B's purpose is to convince (W) the German public (A) that the Nazi government's rule was oppressive as Hitler's social policies ruthlessly suppressed many minority groups who had suffered immensely (M). This is so that the German audience will rise up against the Nazis and resist the regime in their own ways (O), therefore weakening Nazi authority in Germany (outcome in bigger context). Based on this purpose, it is known that Source B would convey a supportive attitude towards the Weimar government, especially given that it was a pamphlet by the Social Democratic Party, the most influential party in the Weimar Republic during the Weimar years, that was in exile, hence praising the Weimar Republic for the freedom and rights that people enjoyed during the Weimar years. (overall perspective)

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**the critical analysis of a source with the help of other sources – reliability, usefulness & surprise**

**examples:**

- **reliability**
  - **how reliable / trustworthy is the source?**
  - **can you trust the source? / do you believe the source?**
  - **how far does the source prove that...?**
- **usefulness**
  - **how useful is the source?**
- **surprise**
  - **are you surprised by the source?**

**Note: Always follow question phrasing**

**(e.g. Q: How reliable is the source? A: The source is reliable... or Q: Can you trust the source? A: I can trust the source....)**

**thought processes behind testing for reliability, usefulness and surprise:**

- **reliability**
  - **if a source is reliable...**
    - **it is supported by other sources (cross-reference)**
    - **it does not have any motive (provenance & purpose)**
    - **it has enhanced reliability (e.g. Source A was by Pritam Singh, the founder of the Workers' Party, who is expected to speak positively about his own party to garner Singaporeans' support, yet he criticised his own political party for its inefficacies, making his claims more likely to be truthful and therefore reliable.)**
  - **if a source is unreliable...**
    - **it is contradicted by other sources (cross-reference)**
    - **it has a motive (provenance & purpose)**
- **usefulness**
  - **if a source is useful...**
    - **it is reliable, so...**
      - **it is supported by other sources (cross-reference)**
      - **it does not have any motive (provenance & purpose)**
    - **it provides multiple perspectives in the issue**
  - **if a source is not useful...**
    - **it is unreliable, so...**
      - **it is contradicted by other sources (cross-reference)**
      - **it has a motive (provenance & purpose)**
    - **it omits certain perspectives or information in the issue**

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- **surprise**
  - **if a source is unsurprising...**
    - **it is supported by other sources (cross-reference)**
    - **it fulfils its expected purpose given its provenance (provenance & purpose)**
      - **e.g. LKY praising the PAP (LKY is the founder of PAP, hence he would speak positively about the PAP, and since the source fulfils this expected purpose, it is unsurprising)**
  - **if a source is surprising...**
    - **it is contradicted by other sources (cross-reference)**
    - **it does not fulfil its expected purpose given its provenance (provenance & purpose)**
      - **e.g. Pritam Singh criticising the WP (Pritam Singh is the Chairman of WP, hence he is expected to speak positively about the WP, but in the source, he criticises the WP, and since the source does not fulfil this expected purpose, it is surprising)**

## **evaluation**

### ***type 1: Judgement assertion***

typically, the assertion provided would only contain SAC.

e.g. "Singapore's healthcare system is beneficial to the people." / "Hitler's rule is beneficial to the Germans."

hence, in your inference PEEL paragraphs, you must include the full SACR.

e.g. "Singapore's healthcare system is beneficial to the people as it is of high quality." / "Singapore's healthcare system is not beneficial to the people as it is unaffordable amidst the rising cost of living." / "Hitler's rule is beneficial to the Germans as it provides welfare services for workers." / "Hitler's rule is not beneficial to the Germans as it marginalises minority groups."

### ***type 2: Factor assertion***

e.g. "The government plays the most important role in ensuring good healthcare." / "It was primarily Hitler's economic policies that consolidated his power in Germany."

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**Step 1: Do one inference PEEL paragraph per source to show that they support / oppose the assertion in the SBQ. (this may be very tedious, so do write FAST. note that this can gain you 8 marks so please don't skip this step!)**

*For Social Studies, you must extend beyond the source to address the assertion.*

e.g. "Schools should do more to prevent school shootings." With reference to all sources, HFDYA?

**✗ I agree with this view based on source A. The cartoon shows a mother rejecting her son's choice of choosing school bags related to popular shows that he liked. However, she approved the school bag made of Kevlar, a material commonly used in body armour and bulletproof vest. This shows that not enough is done to prevent school shootings and students have to come up with ways to protect themselves. (how does students needing to come up with ways to protect themselves link to schools not doing enough to prevent school shootings?)**

**✓ I agree with this view because Source A claims that parents are worried about their children's safety at school. The cartoon shows a mother rejecting her son's choice of choosing school bags related to popular shows that he liked. However, she approved the school bag made of Kevlar, a material commonly used in body armour and bulletproof vest. This shows that parents have to be cautious about their children's safety at school at the height of school shootings in America, highlighting that students are vulnerable to these dangers of school shootings in school, therefore proving that schools need to do more to protect their students' safety and prevent school shootings.**

**Step 2: Take either one of the three routes to gain you the +2 marks!**

1. Analyse 1-2 sources in relation to its/their reliability
  - a. Firstly, test whether the source(s) is/are reliable.
  - b. If the source(s) is/are reliable → Support the assertion
  - c. If the source(s) is/are unreliable → Oppose the assertion
  - d. Try to find source(s) that is/are definitely reliable/unreliable!

**In conclusion, I would agree/disagree with this statement to a small/large extent. Looking at the reliability of source A, it is written by (author), addressed to (audience) to convince and let them know that (message) so that they will (intended action/outcome). Source A might have an incentive to be biased towards/against..... thus making it unreliable. Looking at source B..... Therefore since A and B are both unreliable, it implies that they are not as useful to be used to examine the statement and thus I would tend to believe source C and D more and therefore disagree with the statement to a large extent.**

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2. Using examples from contextual knowledge
  - a. Do not take this route unless you are very familiar with the context of the source based case study you are given!
  - b. Remember to anchor your contextual knowledge to a source!

**In conclusion, I would agree/disagree with this statement to a small/large extent because my contextual knowledge supports/challenges Source A. From my knowledge...**

3. Give a balanced conclusion
  - a. Do not take this route unless you can weigh the factors of the issue!
  - b. Identify a basis of weighing (e.g. time-frame: short term vs long term, present vs future OR state and nature of society/economy/country: size and culture of a country, ability of a country etc.)

**e.g. In conclusion, I would agree/disagree with this statement to a small/large extent. Looking at the present state of the British healthcare system, where it is overstretched with overworked staff and long waiting times, coupled with the nature of Britain facing an ageing population, it is inevitable that the British healthcare system would find it extremely hard to provide quality healthcare to its people and thus I will disagree with this statement to a large extent.**