Revision for EOY Exams

Year 3 History

Skills to be Tested

Source-Based Skills

- Inference

- Purpose

- Comparison

- Utility

- Making Conclusion

Source-Based Question: Inference

- Inference (P) **MUST** be made based on the source.

- Inference must **ATQ**!

- This means, Inferences **CANNOT** be made from contextual knowledge or assumptions. It must be made from the specified source in question.

- Evidence (E) provided must come from the source and must support the inference.

- Evidence must be EXPLAINED (E) in context to show **how** it supports the inference.

PURPOSE

- Some sources are produced with a specific motive / purpose in mind.

- Such sources have the intention of sending a message across to a target audience.

- Examples of such sources: posters, photographs, speeches, paintings, political cartoons, etc.

INFERRING PURPOSE

- **Author** – Who creates the source?

- **Action & Message** – Does the source want to persuade / convince (not just tell / inform) What is the source trying to convince / persuade? Infer and look for evidence to support **(PEE).**

- **Audience & Outcome** - Who is the source trying to influence? What is the source hoping to achieve from the target audience? How does the author want the target audience to act? **The outcome has to show a change in mindset or a change in action from the audience.**

Sample LORMS (Inference/Purpose)

Level	Level Descriptors	Marks
L1	**Answers based on provenance/Lifting/Describing the source.**	1 m
L2	**Inferences made.** *Award 2 marks for an inference identified without evidence AND explanation. Award 3 marks for an inference explained WITH evidence*	2-3m
L3	**Message made.** *Award 3m for identifying message with attempt at explanation. Award 4m for identified message fully explained and supported.*	3-4 m
L4	**Purpose made, supported and explained** *Award 5m for identified purpose with attempt at explanation. Award 6m for full explanation with the context included.*	5-6 m

Source-Based Question: Comparison

- Determine the requirements of the question before answering:
  - Does the question ask for
    - similarities **or** differences OR
    - similarities **and** differences?
- **Point of Comparison** must be inferred from the source and ATQ.
- Use **CAVIAR** to help you determine the point of comparison (**C**ondition, **A**ction, **V**iew, **I**mpact, **A**ttitude, **R**eason).
- **Evidence** must be provided from <u>BOTH</u> sources.
- **Explain** the evidence from both sources to show how it supports your point of comparison to ATQ.

What Questions look like

. **In what ways are Sources C and D similar in …?**
. **How are Sources C and D similar in …?**

Similarities ONLY

. **In what ways are Sources C and D different …?**
. **How do Sources C and D differ …?**

Differences ONLY

. **How different are Sources A & B in showing…?**
. **To what extent is Source A similar to Source B in …?**
. **How similar are Sources A and B?**
. **To what extent is Source A different from Source B in term of …?**

Similarities AND Differences

How to compare

P (POINT)

✓ **Identify a common criterion – point of comparison to base the comparison on (i.e. something the 2 sources have in common)**
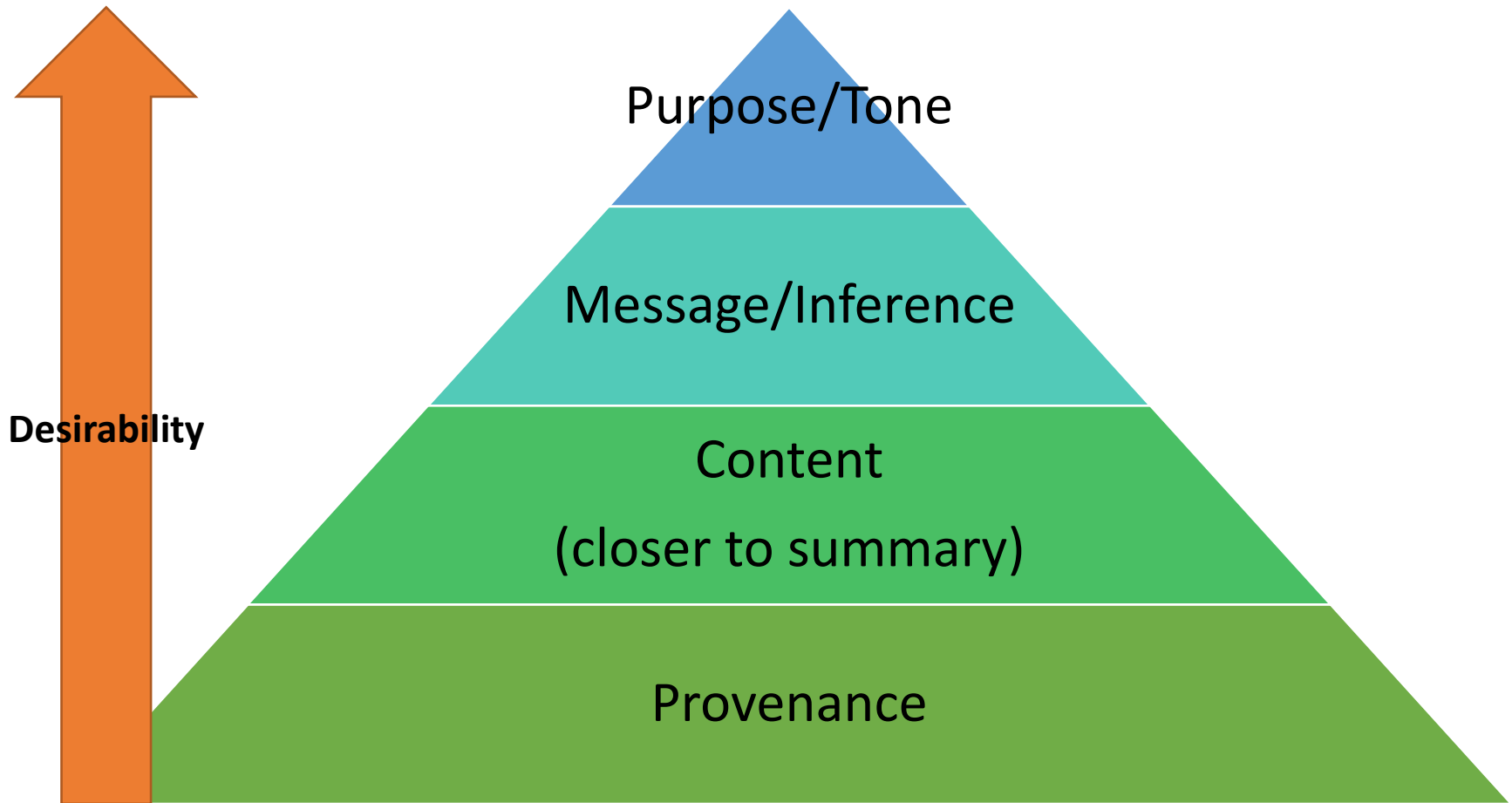
E (EVIDENCE)

✓ **Match inferences taken from one source with that in the other. Support the similarity / difference with explicit detail (evidence) from each source.**

E (EXPLANATION)

✓ **Draw insights from the similarities and/or differences surfaced & explain the insights**

Desired Levels of Inference and Comparison

Desirability

Purpose/Tone

Message/Inference

Content
(closer to summary)

Provenance

Sample LORMS (Comparison)

Level	Level Descriptors	Marks
L1	Describes the source(s), with no interpretation, or comparison OR Provenance/Source Type only	1
L2	Identify similarity and/or difference, without evidence and/or explanation.	2
L3	Similarity OR Difference based on content/message, explained and supported with evidence.	3-4
L4	Similarity AND Difference based on content/message identified, supported and explained. Both sides of L3	5
L5	Difference based on tone/purpose identified, supported and explained. Award 6 marks for fully developed answer that uses contextual knowledge to explain sources.	5-6

STEPS TO CHECKING UTILITY OF A SOURCE

Step 1
- What CONTENT in the source is useful/relevant to the topic of inquiry?

Step 2
- What key facts/points are lacking in the source (in relation to the topic of inquiry)?

Step 3
- Is the source reliable? (PROVENANCE)

Step 4
- Conclude by explaining the aspects in which the source is useful and/or limited in its usefulness

STEP 1: What CONTENT in the source is relevant to the topic of inquiry? (CLAIMS)

Determine the Content in the given source that is RELEVANT to the topic of inquiry with CROSS-REFERENCE
- Study the source carefully
- Make inferences about the topic of inquiry (PEE)

1. Source A is useful in revealing that Cixi was indeed the dominant power in the Qing government

Cite evidence from sources/context knowledge to support your claims about these gaps in source content (PEE)

CROSS-REFERENCE (source or contextual knowledge) to identify the gaps in the given source (in relation to the topic of inquiry) and consider how these gaps affect the utility of the source.

STEP 2: What **CONTENT** is lacking in the source (in relation to the topic of inquiry)?

CROSS-REFERENCE (source or contextual knowledge) to identify the gaps in the given source (in relation to the topic of inquiry) and consider how these gaps affect the utility of the source.
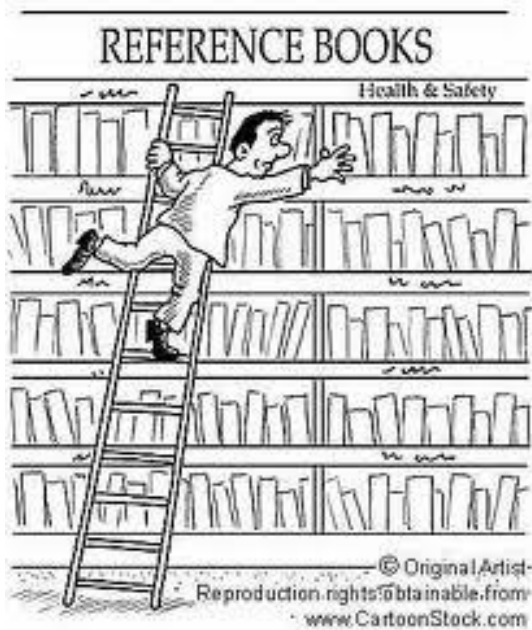
Ask the following question:
a) What are the key facts/points that the source is **not** telling you about the topic of inquiry?

- Identify the source that you cross-refer to (e.g. Source B or contextual knowledge)
- Cite evidence from sources/context knowledge to support your claims about these gaps in source content (PEE)

CROSS - REFERENCING

REFERENCE BOOKS
Health & Safety

© Original Artist
Reproduction rights obtainable from
www.CartoonStock.com

- When choosing a source for cross-referencing, make sure that it is **relevant** and **reliable**.
  - It relates to the issue discussed
  - It does not have a propaganda motive in the source

STEP 3: Is the source reliable (PROVENANCE)?

CAP (Critically Assess the Provenance) and consider how the reliability affects the utility of the source.
- Study the provenance carefully
  - Purpose – why was it produced? What was the outcome the source hoped to achieve?
  - Can you detect Bias in the source?

STEP 4: Conclude by explaining the aspects in which the source is useful and/or limited in its usefulness

- How do these gaps in source content limit your understanding of the topic of inquiry? Or they are not significant enough to do so?
- Does the bias in the source obstruct your understanding of the topic of inquiry? How so?

WRITING FRAME

- Determine the **Usefulness of Source** with **CROSS-REFERENCE**
  - Infer what the source tells us about the topic of inquiry
  - PEE

- Check limitations of claim (**CONTENT**) with **CROSS-REFERENCE**
  - What are the key facts/points that the source is **not** telling you about the topic of inquiry?
  - PEE

- Critically Assess the **PROVENANCE**
  - What is the Purpose of the source?
  - Can you detect Bias from the purpose?
  - Is the source reliable?
  - PEE

- Conclusion
  - How do these gaps in source content limit your understanding of the topic of inquiry? Or they are not significant enough to do so?
  - Does the identified bias obstruct your understanding of the topic of inquiry? How so?

Sample LORMS (Utility)

Level	Level Descriptors	Marks
L1	**Lifting information from source, without any inference made**	1m
L2	**Useful and/or Limited, unsupported.**	2m
L3	**Useful and/or not useful; supported and explained using source evidence only.** Award the higher mark in the level for more fully developed answers.	3m- 4m
L4	**Useful and/or not useful; supported and explained using source evidence and cross reference/context knowledge.** Award the higher mark in the level for more fully developed answers.	5m - 6m
L5	**L4 + Usefulness based on reliability.** Award the higher mark in the level for more fully developed answers.	7m - 8m

SBQ: Drawing conclusions

Step 1: Analyzing the question

- Sample:

"Stalin outmaneuvered Trotsky to become the leader of the Soviet Union". How far do the sources agree with this statement? Explain your answer.

- Identify the Inquiry Question
- Unpack the given question
- Consider the two possible perspectives
  - Stalin outmanoeuvred Trotsky
  - Stalin benefitted from external factors

Step 2: Getting clues

- Read the background information carefully

- Provides context on the given issue

- Will provide clues that will help to inform your understanding of the sources/inquiry question

- What can you extract from the given background information?

BACKGROUND INFORMATION

READ BACKGROUND INFORMATION
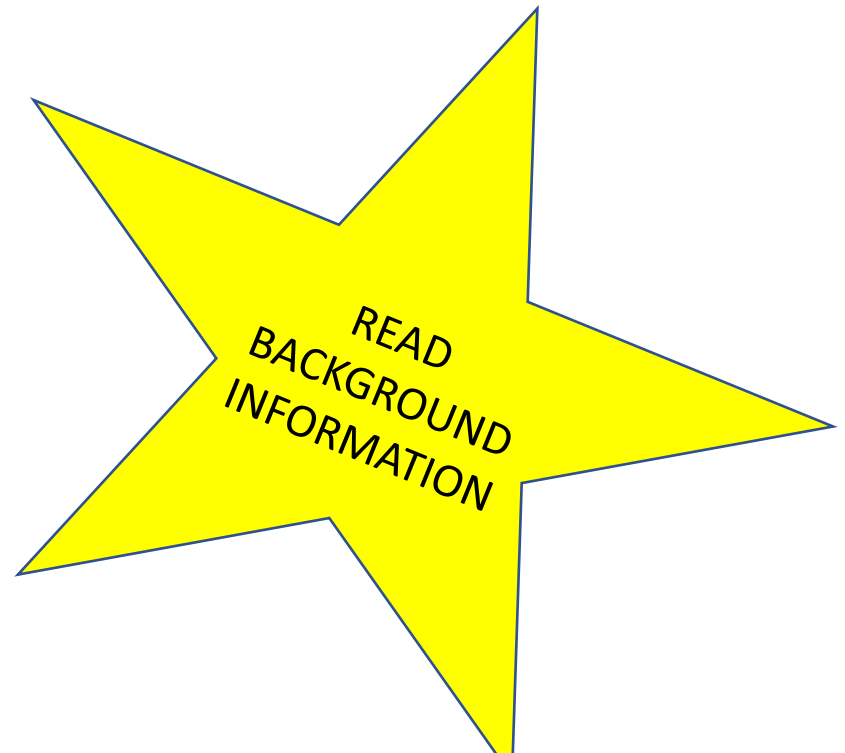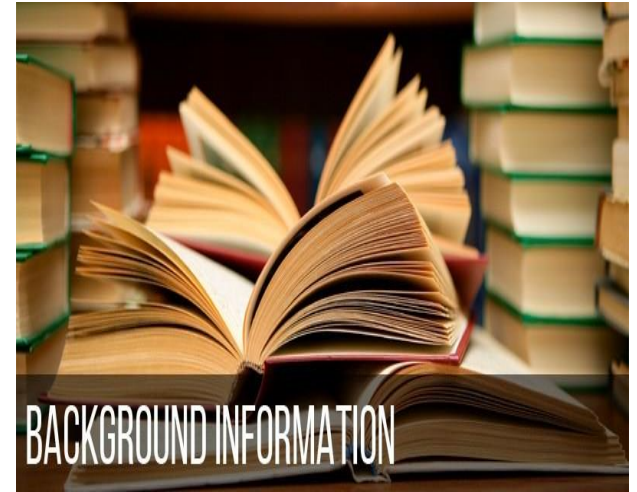
Step 3: Making Inferences

➢Begin to make <u>inferences</u> from each source.
  ➢Identify the specific message embedded within the source
  ➢The inference that you identify must be related to the overarching inquiry question
  ➢What is the possible inference here?

Comrade Stalin, having become General Secretary, has concentrated enormous power in his hands: and I am not sure that he always knows how to use that power with sufficient caution. I therefore propose to our comrades to consider a means of removing Stalin from this post and appointing someone else who differs from Stalin in all respects - being more tolerant, more loyal, more polite, more considerate of his comrades. Trotsky is the most able man in the Party. His defect is that he has too much self-confidence.

Consider

. . . .

Is this really a very useful source in addressing the issue or in answering the inquiry question?

Critique the source by analysing two key aspects:

- Questioning utility (what the source does not say/is unable to prove)
- Questioning reliability (is the source accurate? Has it exaggerated?)

Apply whatever is applicable

Consider

....

Is this source reliable? No

- Clearly propaganda
- Exaggerated and biased

However, is it useful?

- What does this source show about whoever produced it?
- Are we able to determine if the source was effective in achieving its intended purpose?

Step 4: Grouping the Sources

- Once you have analysed all the sources, group them into those that support the given statement and those that challenge the given statement

- Craft a general statement to summarise the general claims of each set of sources

FOR	AGAINST
The following sources support the given statement as they show that…	The following sources challenge the given statement as they show that…

Step 5: Writing the Answer

- Paragraph 1
  - **Point**: "Sources ___, ____, ____, support the given statement as they show that Stalin had outmanoeuvred Trotsky by making use of his position to gain allies and ostracise Trotsky."
  - **Evidence:** "This is evidenced by… also, to support this, Source ____ says that… Lastly, Source ___ states that…"
  - **CAP: "**Furthermore**,** These sources are reliable/unreliable, useful/not useful as…."

- Paragraph 2
  - **Point:** "However, Sources ___, ____, ____, challenge the given statement as they show that it was Trotsky's own weaknesses and failings that allowed Stalin to come to power."
  - **Evidence:** "This is evidenced by… also, to support this, Source ____ says that… Lastly, Source ___ states that…"
  - **CAP: "**Furthermore**,** These sources are reliable/unreliable, useful/not useful as…."

Step 5: Writing the Answer

- Paragraph 3
  - **Point**: "Ultimately, I believe that the sources do more to support/challenge the given statement as…."

Things to note:

- This type of question carries the highest weighting but it is the simplest to score.

- You are expected to examine both supporting and opposing evidence in all the sources (Sources A-E).

- A source may contain evidence for both sides of the issue.

- After examining evidence on both sides, explain your conclusion.

Sample LORMS (Making Conclusion)

Level	Descriptors	Marks
L1	**Writes about hypothesis, no valid source use**	1
L2	**Yes OR No, unsupported.**	2-3
L3	**Yes OR No, supported by valid source use** *Award 4 marks for one Y or N supported by valid source use, and an additional mark for each subsequent valid source use up to maximum of 5 marks.*	4-5
L4	**Yes AND No, supported by valid source use.** *Award 6 marks for one Y and N supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7 marks.*	6-7
L5	**L4 + Evaluation of extent.**	8