

# GCSE Modern World History Unit 3 source enquiry: War and the transformation of British Society c1903-28

## Guidance document for students

The Unit 3 question paper will be a source based enquiry consisting of six to eight sources and five questions. The questions will usually follow the following pattern:

- **Question 1:** Inference.
- **Question 2:** Purpose of the creation or use of a source.
- **Question 3:** Cross referencing.
- **Question 4:** Evaluation of utility or reliability which could include the connection between them.
- **Question 5:** Making a judgement or testing a hypothesis.

You will be tested on a range of different evidence skills, using the sources separately and in combination. You will also need to use your own contextual knowledge throughout to consider reliability, and to evaluate the sources as evidence.

### Question 1: Inference

The first question is asking you to make inferences from a written source.

The question requires you to:

- make at least two inferences
- use evidence from the source to back up the inference.

### What is an inference?

An inference means:

- What is the source suggesting?
- What message(s) does it give?
- What is its attitude or tone? Is the writer sarcastic, sad, pleased, angry, happy, supportive etc?
- What evidence in the source supports this attitude, tone, or message?

## How to answer inference questions

- Practice by highlighting words or phrases which suggest inferences as you read a source.
- Try writing the inference and then support it with a word or phrase from the source.
- Remember you need to make two supported inferences to achieve full marks!

The following table will help you to plan your answers:

Inference planning writing grid
The source suggests that...
This is supported by...
The source also suggests that...
This is supported by...

Exam tip: students often fail to make inferences and instead copy out or summarise the source.

## Practicing inference questions

Source A: A female member of the Home Service Corps writes about her experiences in 1915.

I am learning all kinds of outdoor work, and can milk, feed calves and pigs and poultry, and drive the milk float. I get up at four every morning and enter the joys of milking. I was knocked over by a calf this morning and my hand is pretty badly hurt. Some people tell me that I will not be able to get on with my farm work in the winter, but I intend to stick to it. Our men don't stop fighting in the cold weather, and neither shall I.

What can you learn from Source A about women's farm work during the First World War?

There are several phrases which are underlined. What do they suggest about the experiences of this woman?

### Student marking exercise 1: inference

These are two sample answers:

#### Student A

Source A tells me that women did all sorts of outdoor work and that she feeds calves and pigs and drives a milk float. It also says that she hurt her hand and does the farm work in the winter. Source A says that she will not stop working because of the cold weather.

#### Student B

Source A suggests that women were involved in all aspects of farming. It also suggests that these women were very brave and determined.

Try to mark these sample answers using this simplified mark scheme:

Level	Descriptor	Marks
1	Summarises or copies out the source	1
2	Makes unsupported inferences <ul style="list-style-type: none"><li>• 2 marks one unsupported</li><li>• 3 marks two unsupported</li></ul>	2-3
3	Makes supported inferences <ul style="list-style-type: none"><li>• 4-5 marks one supported inference</li><li>• 5-6 marks two supported inference</li></ul>	4-6

- What level is each answer?
- Why?
- How could each answer be improved?

The answer to these questions can be found at the back of this document!

### Developing inference skills

These are some activities which you could carry out in class to develop inference skills:

- **Body language:** work in pairs with one student role playing body language and the other making inferences.
- **Bag:** 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 etc 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

The second question is asking you to analyse the purpose of a source.

### What is meant by the purpose of a source?

This means why was the source produced? What is the source trying to make you think or do?

Think about the different types of source and their possible purpose...

Type of source	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	To give you a particular often narrow and even distorted view of an event in order to get your support or turn you against.
Cartoons	To turn you against a person or event by ridicule and exaggeration.

### Developing purpose analysis skills

These are some activities which you could carry out in class to develop purpose analysis skills:

- Look at past or present television adverts. Try to identify the purpose of the advert. What is it trying to make you do or think?
- Each student could bring in newspaper or magazine adverts. Then, working in pairs, try to identify the purpose of the advert.

## How to answer purpose analysis questions

In this type of question you are being asked to:

- Make inferences about the source. What is it suggesting about the person or event? What message is it trying to get across?
- What evidence from the source supports this?
- What is its purpose? Why is it trying to put across this message? What is it trying to make you think or do?
- Use evidence from the source and your contextual knowledge of the event, person and/or who produced the source to fully explain its purpose.

Source B: An official painting of 1917 with the title 'A Land Girl Ploughing'



Message	Purpose	Own Knowledge
What message is this painting trying to get across?	What was the purpose of the painting?	Can you use your own knowledge to explain the purpose of this painting?

What was the purpose of the painting?

The following table will help you to plan your answer using the details of the painting and your own knowledge.

## Purpose planning writing grid

The source suggests that...

The message of the source is...

I know this because...

The purpose of the source is...

I know this because the source...

I also know this because from my own knowledge...

## Student marking exercise 2: analysis of purpose

These are two sample answers.

### Student C

Source B is suggesting that women did farm work during the First World War. I know this because it shows a country scene in which a woman is ploughing a field using a horse drawn plough. The message of the source is that women did important work on the land during the war including jobs previously done by men in often unpleasant weather as the painting gives the impression that the weather is worsening.

### Student D

Source B shows a woman who is ploughing a field using a horse drawn plough. The horses are very big and it looks like it is very hard work. The weather does not look very good. During the First World War women did all sorts of work. Some even worked in munitions factories.

Try to mark these sample answers using this simplified mark scheme:

Level	Descriptor	Marks
1	<b>Simple Statement</b> These are generalised statements without support from source or detailed contextual knowledge.	1-2
2	<b>Supported statement.</b> These are statements which identify the message of the source and give details in support from the content or context of the source.	3-5
3	<b>Explained purpose.</b> Analysis of the treatment or selection of the source content is used to explain the message and its intention. Purpose is distinct from message. Purpose is what the message is designed to achieve.	6-8

- What level is each answer?
- Why?
- How could each answer be improved?

The answer to these questions can be found at the back of this document!

### Question 3: Cross referencing

This question is asking you to cross reference three sources.

Cross referencing means comparing what the sources suggest. When cross referencing or comparing sources you should look for:

- Support between the sources - how far do they agree in what they suggest?
- Challenge - how far do they differ in what they suggest?

You also have to cross-reference or compare the sources for reliability and typicality.

- In other words what support or challenge is there in who produced the source and why (purpose). For example two sources may support each other in what they suggest but have very different purposes.
- Typicality means comparing to what extent the sources reflect a typical or popular view of the time.

### Developing cross-referencing skills

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

For example, highlight in blue in each source areas of support in what the sources are suggesting. Highlight in green areas of challenge between the two sources.

For visual sources try to write around the source what you think it is suggesting. These annotations can also then be highlighted in green or blue.

Similar highlighting can be done between the provenance of the sources.

You could then try to complete the table on page 12 using your highlighting to help you.

## How to answer cross referencing questions

Source C: From an article in a British newspaper, July 1916.

Farmers are taking advantage of the register introduced by the Board of Agriculture for the employment of women on the land. The girls on the land improve in health and increase in weight. The work is of supreme usefulness because we have the submarine ceaselessly gnawing at our shipping and making our burden heavier so we must produce everything possible. It has improved the physique of our girls - they like it, and many will permanently adopt it.

There are two main ways in which the cross referencing question could be phrased:

### ***Version 1***

Study Sources A, B and C

How far do these sources agree about the importance of women's farm work during the First World War?

*(a slight variation on this is to ask how far the sources support the view...)*

### ***Version 2***

Study Sources A, B and C

How far do Sources A and B support the evidence of Source C about the importance of women's farm work during the First World War?

## How to answer

To achieve Level 2 you are being asked to identify:

- Support between the contents of the sources for the view or Source C.
- Challenge between the contents of the sources for the view or Source C.

N.B. You need to identify at least one example of support and challenge to achieve a higher mark within Level 2.

To achieve Level 3 you are being asked to:

- Explain support or challenge between the reliability/typicality of the sources.
- Make judgements on the extent of support in content and reliability/typicality between the sources and the view or Source C. Use judgement words or phrases such as strong support, some support, little support, no support.

Use the following table to help plan your answer...

<b>Source A</b>	Support for the view or Source C	Challenge for the view or Source C	Extent of support
Contents			
Reliability/ typicality			

<b>Source B</b>	Support for the view or Source C	Challenge for the view or Source C	Extent of support
Contents			
Reliability/ typicality			

Source C only for version 1

<b>Source C</b>	Support for the view	Challenge for the view	Extent of support
Contents			
Reliability/ typicality			

### Student marking exercise 3: cross-referencing

#### *Version 1*

Study Sources A, B and C

How far do these sources agree about the importance of women's farm work during the First World War?

This is a sample answer to the above question...

#### **Student E**

Sources A and C agree about the importance of the work done by women during the war. Source C suggests that their work has been vital in preventing food shortages caused by the submarine sinkings. Source A gives examples of the variety of work done by women including milking cows and feeding the animals as well as driving a milk float. However, whilst Source C says that the work has improved the health and weight of the girls, Source A suggests that the work was not always pleasant with the land girl being knocked over by a calf.

Sources B and C agree about the importance of women's farm work during the First World War. Source B shows a land girl using horses to carry out the ploughing on a farm. Source C suggests that this sort of work was of vital importance to the war effort. Source C, however, goes further mentioning the effects of the submarine attacks on food supplies.

## *Version 2*

Study Sources A, B and C

How far do Sources A and B support the evidence of Source C about the importance of women's farm work during the First World War?

### **Student F**

Source A supports and challenges the evidence of Source C about the importance of the work done by women during the war. Source C suggests that their work has been vital in preventing food shortages caused by the submarine sinkings. Source A supports this by giving examples of the variety of work done by women including milking cows and feeding the animals as well as driving a milk float. However, Source A also challenges the views of Source C. Source C says that the work has improved the health and weight of the girls, Source A suggests that the work was not always pleasant with the land girl being knocked over by a calf.

Sources B supports the evidence of Source C about the importance of women's farm work during the First World War. Source C suggests that this sort of work was of vital importance to the war effort. This is supported by Source B which shows a land girl using horses to carry out the ploughing on a farm. Source C, however, goes further, mentioning the effects of the submarine attacks on food supplies.

Try to mark these sample answers using this simplified mark scheme:

Level	Descriptor	Marks
1	Generalised yes and/or no answers without support from the source.	1-3
2	Answers with support from the source(s)	4-7
3	Answers which, in addition, consider the degree to which support is provided. This level also includes evaluation of sources for reliability/typicality etc.	8-10

- What level are these answers?
- How could they be improved to the next level?

The answer to these questions can be found at the back of this document!

#### Question 4: Utility/reliability

This question is asking you to evaluate either the utility or the reliability of two sources.

#### What is meant by utility and reliability?

Students often confuse utility and reliability...

- Utility - this is asking whether the source is useful - what value it has.
- Reliability - this is asking whether the source can be trusted.

Reliability can be brought into utility - the reliability of a source is important in making a judgement on its utility. However, utility is not part of reliability.

These are two ways in which the utility/reliability question could be phrased:

#### Version 1

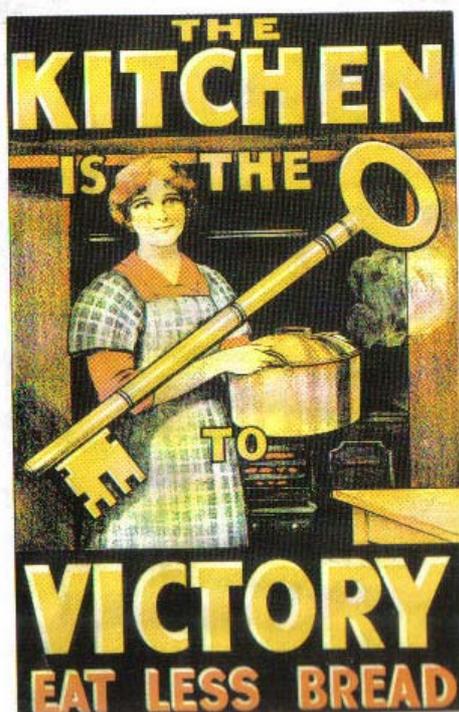
Study Sources D and E.

How useful are Sources D and E as evidence of government attempts to reduce the consumption of bread during the First World War? Explain your answer using the sources and your own knowledge.

#### Version 2

How reliable are Sources D and E as evidence of government attempts to reduce the consumption of bread during the First World War? Explain your answer using the sources and your own knowledge.

Source D: A government poster of 1917.



Source E: From a government leaflet published in 1917.

I am a slice of bread. I am wasted once a day by 48,000,000 people of Britain. I am 'a bit left over', the slice eaten absent-mindedly when really I wasn't needed. I am the waste crust. If you collected me and my companions for a week you would find that we amounted to 9,380 tonnes of good bread.

WASTED! Nine shiploads of good bread!  
SAVE ME, AND I WILL SAVE YOU!

<u>Nature</u> What type of source is it?	<u>Origin</u> Who produced it? When? Where?	<u>Purpose</u> Why was it produced?
What are the sources suggesting compared to your contextual knowledge of the topic?		

## How to answer utility question ie How useful are the sources?

- You can reach level 2 by explaining the value and/or limitations of the contents of each of the sources. What are the sources suggesting compared to your contextual knowledge of the topic?
- You can also reach level 2 by explaining the value and/or limitations of the NOP - nature, origins and purpose - of the sources.
- To achieve level 3 you need to **evaluate** the contents and NOP for both sources.
- Try to begin each paragraph with the words of the question eg Source D is useful because... or Source E has limitations because.
- You must evaluate both sources. It is easiest to do each source in turn.

Use the following table...

Utility Planning Sheet		
	Source D	Source E
<p><b>Usefulness of what the source suggests.</b></p> <p>Give examples of what the source is useful for. Compare this to your own contextual knowledge of the topic.</p>		
<p><b>Limitations of what the source suggests.</b></p> <p>Identify aspects of topic we cannot find from the source. You will have to bring in your contextual knowledge.</p>		
<p><b>Value of NOP of source.</b></p> <p>What is reliable about the source which makes it useful?</p>		
<p><b>Limitations of NOP of source.</b></p> <p>What is unreliable about the source which makes it less useful?</p>		

## Student marking exercise 4: utility

### Version 1

Study Sources D and E.

How useful are Sources D and E as evidence of government attempts to reduce the consumption of bread during the First World War? Explain your answer using the sources and your own knowledge.

These are some student responses to the above question...

#### Student G

Source D is useful because it suggests that food consumption is vital to the war effort using the slogan 'The kitchen is the key to victory' and makes clever use of the symbol of a key. It is also very good evidence of the government use of posters to encourage support for voluntary rationing. However, Source D only provides evidence of government methods to deal with bread shortages and deliberately glamourises the image of the woman in the kitchen. There is no evidence of the effects of this campaign.

Source E is useful because of the method used to get across the amount of bread that is wasted each week, a government leaflet about an imaginary slice of bread. It is also useful because it was produced at a time of growing food shortages due to the increasing U-boat sinkings of merchant ships.

Source E provides useful evidence of an alternative method used by the government to encourage rationing and discourage waste. However, Source E has limitations. It only provides evidence of one government method of reducing food consumption nor does it give examples of its effectiveness.

### **Student H**

Source D is not useful because it is only a poster. It tells me that people have to save bread and this will help the victory. It shows a woman who is baking bread in a kitchen. It has a key because the slogan is key to victory. It was brought out by the government during the First World War.

I think that Source E is useful because it was done at the time. It tells people that they waste bread because they do not eat the crust. It says that 9,380 tonnes of bread is wasted each week. The poster was put out by the government.

### **Student I**

Source D is useful because it suggests that the government are concerned about the amount of food consumption. It uses the slogan 'The kitchen is key to victory' and uses the key as the symbol. This was at a time when U-boat sinkings were reducing British food imports. However, it only provides evidence of one government method.

Source E is useful because it gives another method used by the government to avoid wastage and ensure adequate food supplies. This example is a government leaflet about an imaginary crust of bread which is being wasted. It uses figures of the population and the wastage to get across its point. However, this is only one example of the methods used by the government.

Try marking these student answers using the simplified mark scheme below...

Level	Mark	Descriptor
1	1-3	Simple or generalised statements. <ul style="list-style-type: none"> <li>• Generalised statements about NOP.</li> <li>• Undeveloped, unfocused descriptions of content.</li> </ul>
2	4-7	Developed judgement based on utility or limitations of: <ul style="list-style-type: none"> <li>• The contents of the sources.</li> </ul> OR <ul style="list-style-type: none"> <li>• The NOP of the sources.</li> </ul>
3	8-10	Developed judgement based on utility or limitations of: <ul style="list-style-type: none"> <li>• The contents of the sources.</li> </ul> AND <ul style="list-style-type: none"> <li>• The NOP of the sources.</li> </ul>

- Which of the following answers is level 1, level 2 or level 3?
- Give reasons for each decision.

The answer can be found at the back of this document!

## How to answer reliability questions ie How reliable are the sources?

This is very similar to utility in that you have to evaluate the contents and the NOP - however you are being asked to judge whether the source can be trusted, not whether it is useful.

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

### Exam tips:

Try to avoid generalised statements such as 'The camera never lies' and 'all cartoons exaggerate'.

Use evidence from the source(s) to back up your comments on nature, origins and purpose.

You do not have to make developed comments on all three - nature, origins and purpose - of each source. Make sure you have addressed some aspect on each source.

### Developing NOP skills

These are some activities which you can use in class to develop NOP skills:

Look at a variety of sources and annotate them with the 5 Ws...

- What type of source is it - nature
- Who produced it - origins
- When was it produced- origins
- Where was it produced - origins
- Why was it produced - purpose

Think about the different types of source and their possible NOP...

Type of source	Nature (what)
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 the event and enable person to be detached and reflect on the event. Careful about generalised statements about memory loss. If important event unlikely to have forgotten.
Posters	Reflect view of the time, often of the government but one-sided and generally for propaganda purposes.
Photographs	Can give accurate details. However often selective and taken for a purpose. Can give a distorted view. Only view of photographer or whoever hired the photographer.
Cartoons	Can reflect a popular view of the time of a person or event - an 'in joke'. However, only one 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.

<b>Origins</b>	
<b>Who produced the source?</b>	Is there the name of an individual or an organisation? What do you know about who produced the source? This is where contextual knowledge is very useful.
<b>When?</b>	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. Try to avoid generalised statements such as 'Eyewitness accounts are always more useful/reliable than those written later' Someone writing later could have more opportunity to check out the facts.
<b>Where? Under what circumstances</b>	Was the source produced in a free society in which the person could give their own views? Was the person forced to follow the government view? For example many First and Second World War sources were produced under strict government censorship. They are still useful as an example of a censored view of the time.

<b>Type of source</b>	<b>Possible purpose</b>
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	To give you a particular often narrow and even distorted view of an event in order to get your support or turn you against.
Cartoons	To turn you against a person or event by ridicule and exaggeration.

## Question 5: The hypothesis question

This is the last question in Unit 3 and it is asking you to use the sources to test a statement or hypothesis. You will have to once again refer to the five sources used in questions 1-4 (Sources A-E) and will be given an additional Source F.

Source F: From a history of the First World War, published in 1993.

In 1917 the government tried to operate a voluntary ration scheme, asking people to limit themselves to a certain amount of bread, meat and sugar each week. But the campaign failed as shortages continued and queues for food grew longer. Therefore in 1918 compulsory rationing was phased in on sugar, meat, butter, margarine and cheese. This worked as queuing for food became a thing of the past.

Study all the sources

'The main reason that Britain was not starved out of the First World War was the success of government propaganda'.

How far do the sources in this paper support this statement? Use details from the sources and your own knowledge.

### How to answer the hypothesis question

1. You need to decide which sources:

- Agree with the view
- Disagree with the view

Remember that some sources might be used to agree and disagree with the view!

2. Make a judgement on the reliability of each source in supporting or disagreeing with the view. You must bring in your own contextual knowledge in making this judgement.

Use the following hypothesis preparation table...

<b>Hypothesis:</b>				
<b>Source</b>	<b>Agrees with interpretation</b>	<b>Disagrees with interpretation</b>	<b>Reliable</b>	<b>Unreliable</b>
<b>A</b>				
<b>B</b>				
<b>C</b>				
<b>D</b>				
<b>E</b>				
<b>F</b>				

Now use the information from the preparation grid below to plan a balanced essay answering the question...

### Essay planning grid

<p><b>Introduction</b></p>	<p>Set the scene for you answer.</p> <ul style="list-style-type: none"> <li>• What is the hypothesis suggesting?</li> <li>• Which sources agree or disagree with this hypothesis?</li> </ul>
<p><b>Sources agreeing with the view</b></p>	<p>Which sources agree with the view?</p> <p>Use evidence from the sources to support this.</p>
<p><b>Reliability and unreliability</b></p>	<p>How reliable are these sources in agreeing with the view?</p> <p>Evaluate the reliability of at least one of these sources.</p>
<p><b>Sources disagreeing with the view</b></p>	<p>Which sources disagree with the view?</p> <p>Use evidence from the sources to support this.</p>
<p><b>Reliability and unreliability</b></p>	<p>How reliable are these sources in agreeing with the view?</p> <p>Evaluate the reliability of at least one of these sources.</p>
<p><b>Conclusion</b></p>	<p>What is your final judgement on the hypothesis? Does the weight of evidence agree or disagree?</p> <p>Begin with the word 'Overall'.</p>

## Student marking exercise 5: hypothesis

Study all the sources

'The main reason that Britain was not starved out of the First World War was the success of government propaganda'.

How far do the sources in this paper support this statement? Use details from the sources and your own knowledge.

This is a student response to the above question...

### Student J

Source A says it was because of the work of women. This woman is helping on the farm and doing all sorts of jobs even driving a milk float. This is not a reliable view.

Source B shows that it was due to the work of women on the land. It shows a woman who is using a plough which is being pushed by horses. It is a government poster which will be propaganda.

Source C says it was the work of women who are helping to grow more food which is needed because submarines are being sunk. This was written in 1916 in a British newspaper.

Source D is an example of a government poster which is trying to get people to save on the amount of bread they are eating. It uses the key to get its message across. It is a good example of how the government used propaganda to get message across.

Source E is another method used by the government to save on wastage. It is an example of a government leaflet to encourage people to eat the crust of the bread. It shows that it was government propaganda which prevented people starving. It is not reliable because it is only one pamphlet.

Source F says it was because of the government scheme for rationing. This was voluntary at first but eventually became compulsory for sugar, meat, margarine and butter.

Try marking the student's answer using the simplified mark scheme below...

Level	Descriptor	Marks
1	<b>Generalised answer</b> , offers undeveloped comment without direct support from sources or own knowledge.	1-4
2	<b>Supported answer</b> offers a judgment on the hypothesis and links to relevant details from sources. At this level no attempt to organise the sources to answer the question. Award 7-8 marks to answers which also comment on the reliability or *sufficiency.	5-8
3	<b>Response focuses on the issues</b> and reaches a judgement making direct use of the sources. The sources are organised to answer the question but the answer will be unbalanced and only points of agreement or disagreement will be convincingly dealt with. Award 11-12 marks to responses which also identify issues of the reliability or sufficiency of the sources.	9-12
4	<b>Balanced answer exploring the evidence for and against the hypothesis.</b> Balanced and focused throughout. Award 15-16 marks to responses which also take into account the strength of the evidence from the provided sources (their reliability and /or sufficiency) in the process of coming to an overall conclusion.	13-16

\*sufficiency = is there enough evidence to prove or justify the hypothesis?

- What level is this answer?
- How could this be improved to the next level?

The answer can be found at the back of this document!

## Answers to student marking exercises

### Student marking exercise 1: inference

	Level	Reason	How could the answer be improved?
<b>Student A</b>	1	The student paraphrases and summarises the source. There are no inferences.	The student could be encouraged to begin their answer with 'This source suggests...' and look for messages.
<b>Student B</b>	2	The student makes two unsupported inferences.	Back up the inferences with evidence from the source. For example bravery is shown when she continues to work after hurting her hand.

### Student marking exercise 2: analysis of purpose

	Level	Reason	How could the answer be improved?
<b>Student C</b>	2	The student gives the message of the source and supports it with evidence from the painting.	Analyse the purpose of the source. What is it trying to make people think or do? Support this with contextual knowledge.
<b>Student D</b>	1	The student describes what the source shows. There is knowledge but it is not used to evaluate the source.	Make inferences about the source and explain the message it is trying to get across using evidence from the painting.

### Student marking exercise 3: cross-referencing

	Level	How can this be improved to the next level?
<b>Student E</b>	2	The student has found support and differences between Sources A, B and C. However to achieve level 3 needs to compare the sources for reliability/typicality and to make judgements on the extent of support between the sources for the view.

	Level	How can this be improved to the next level?
<b>Student F</b>	2	The student compares A & C and B & C. However to achieve level 3 needs to compare the sources for reliability/typicality and to make judgements on the extent of support between Sources A & C and B & C.

### Student marking exercise 4: utility

	Level	Reason
<b>Student G</b>	3	Balanced developed evaluation of both sources using the contents and NOP of each source.
<b>Student H</b>	1	Student describes/summarises each source and makes generalised and unsupported statements.
<b>Student I</b>	2	Student evaluates the content of each source but does not evaluate NOP.

## Student marking exercise 5: hypothesis

	Level	How can this be improved to the next level?
Student J	2	<p>The student does attempt to answer the question but makes no attempt to organise the sources. To achieve Level 3:</p> <ul style="list-style-type: none"><li>• Organise sources to agree and disagree.</li><li>• More explicit in relating the sources to the question.</li></ul>