

GCSE Modern World History Unit 3 source enquiry: War and the Transformation of British Society c1931-51

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: From a government leaflet, *Evacuation, Why and How*, July 1938.

If we were involved in war, our big cities might be subjected to determined attacks from the air - at any rate in the early stages - and although our defences are strong and are rapidly growing stronger, some bombers would undoubtedly get through. We must see to it then that the enemy does not secure his chief objects - the creation of anything like panic, or the crippling dislocation of everyday life. One of the first measures we can take to prevent this is the removal of the children from the more dangerous areas.

What can you learn from Source A about evacuation?

There are several phrases which are underlined. What do they suggest about evacuation?

Student marking exercise 1: inference

These are two sample answers:

Student A

Source A tells me that big cities are going to suffer from attacks from the air and that some bombers will get through. Source A says that the enemy wants to create panic and cripple everyday life and to prevent this they will remove children from the more dangerous areas.

Student B

Source A suggests that evacuation was carried out to remove the young from areas threatened with attack from the air. It also suggests that it was carried out to prevent the Germans from destroying morale.

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">• 2 marks one unsupported• 3 marks two unsupported	2-3
3	Makes supported inferences <ul style="list-style-type: none">• 4-5 marks one supported inference• 5-6 marks two supported inference	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:

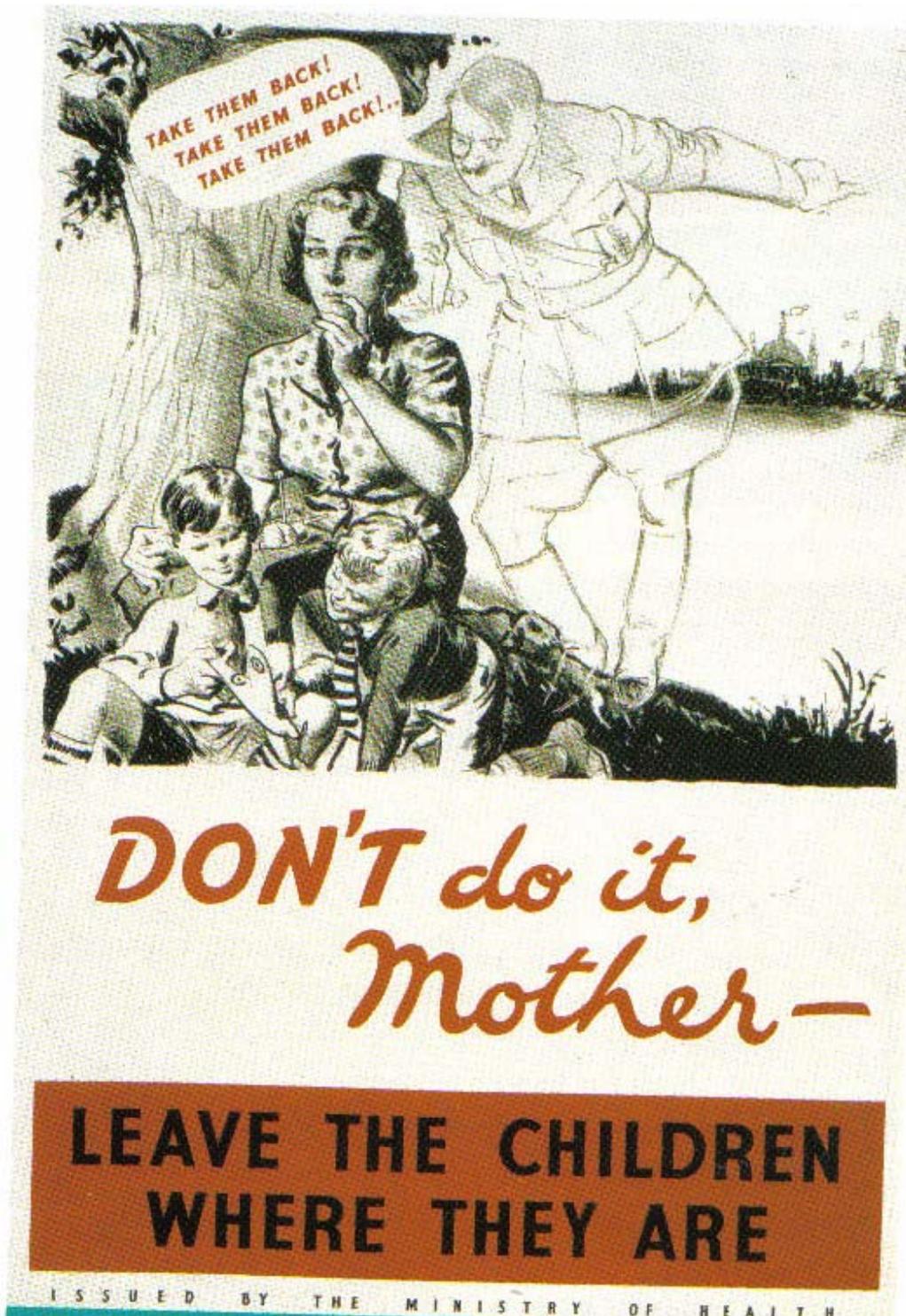
- Look at past or present television adverts. Try to identify the purpose of the advert. What is it trying to make you do or think?
- Each student could bring in newspaper or magazine adverts. Then, working in pairs, try to identify the purpose of the advert.

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: A government poster of January 1940.



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

Study Source B

Why was this poster published? Use details of the poster and your own knowledge to explain your answer.

The following table will help you to plan your answer using the details of the photograph 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

The message of Source B is that the mothers should keep their children in the countryside rather than sending them back to the towns and cities. This message is put across with an image of a mother and her children in a pleasant country scene. However, the figure of Hitler is encouraging her to take them back to the town or city whilst the poster warns them against this.

Student D

Source B shows a mother sitting in a field in the countryside with her children. She is being told by a figure which represents Hitler to send her children back to the town or city. The poster has a warning which is 'Don't do it mother. Leave the children where they are'.

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

Level	Descriptor	Marks
1	Simple Statement These are generalised statements without support from source or detailed contextual knowledge.	1-2
2	Supported statement. 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	Explained purpose. 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 14 using your highlighting to help you.

How to answer cross referencing questions

Source C: From the memoirs of Ray Whitehurst, 2006, who was evacuated in September 1939.

When Bert (aged 12), Jean, Reg and myself were told we were being evacuated from our house on Osmaston Road, I had no idea why. My mother explained that young children were being moved out of towns to the countryside because Hitler and Germany were now at war with us and we might get bombed. It still didn't mean much to me but if Mam said this was going to happen then it would. Probably my friends were right when they said that Hitler hated small children and ate them at mealtimes.

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 evacuation? Explain your answer, using the sources.

(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 evacuation? Explain your answer.

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...

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

Source 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

Source C	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 evacuation? Explain your answer, using the sources.

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

Student E

Sources A and C agree about evacuation. Both suggest that it was due to the threat of bombing. Source A stresses that some bombers will get through and will cause panic and destroy family life. Source C mentions that the evacuation was due to bombing and the threat from Germany. However, Source A goes much further than Source C in stressing the reason for evacuation - the threat of the German bombing leading to panic and crippling dislocation.

Sources B and C also agree about evacuation suggesting that evacuation was due to the threat posed by Hitler and the Germans. In Source B, Hitler is shown tempting the mother to return her children to the towns whilst in Source C Hitler is said to hate small children and eat them at mealtimes. However there is some disagreement. Source B is about the threat of a mother returning her children to the city. Source C is about the original evacuation from a town or city.

Version 2

Study Sources A, B and C

How far do sources A and B support the evidence of Source C about evacuation? Explain your answer.

Student F

Source A supports and challenges the evidence of Source C about evacuation. Both suggest that it was due to the threat of bombing. Source C mentions that the evacuation was due to bombing and the threat from Germany. Source A stresses that some bombers will get through and will cause panic and destroy family life. However, Source A goes much further than Source C in stressing the reason for evacuation - the threat of the German bombing leading to panic and crippling dislocation.

Source B supports and challenges the evidence of Source C about evacuation suggesting that evacuation was due to the threat posed by Hitler and the Germans. In Source C Hitler is said to hate small children and eat them at mealtimes whilst in Source B, Hitler is shown tempting the mother to return her children to the towns. However there is some disagreement. Source C is about the original evacuation from a town or city whereas Source B is about the threat of a mother returning her children to the city.

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 the experiences of evacuees? Explain your answer, using Sources D and E and your own knowledge.

Version 2

Study Sources D and E.

How reliable are Sources D and E as evidence of the experiences of evacuees? Explain your answer, using Sources D and E and your own knowledge.

Source D: An official photograph showing evacuees in their country foster home in 1940.



Source E: The recollections of Kate Eggleston, published in a book about evacuation in 1989. She lived in Nottingham during the Second World War.

I was at primary school when war broke out, in Nottingham. As a small child I can remember the evacuees coming. We were horrible to them. It's one of my most shameful memories, how nasty we were. We didn't want them to come, and we all ranged up on them in the playground. We were all in a big circle and the poor evacuees were herded together in the middle, and we were glaring at them and saying, "You made us squash up in our classrooms, you've done this, you've done that." I can remember them now, looking frightened to death.

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

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

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>Reliability of the source's information.</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>Unreliability of the source's information.</p> <p>What is the source suggesting which is unreliable? Test this against your contextual knowledge of the topic.</p>		
<p>Reliability of NOP of source.</p> <p>What is reliable about who wrote the source, why, when and under what circumstances?</p>		
<p>Unreliability of NOP of source.</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.

Student marking exercise 4: reliability

Version 2

Study Sources D and E.

How reliable are Sources D and E as evidence of the experiences of evacuees? Explain your answer, using Sources D and E and your own knowledge.

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

Student G

Source D provides reliable evidence of the experiences of some evacuees. It shows some children in the pleasant garden of a host family. The children seem content and well looked after. A number of evacuees enjoyed a better lifestyle than they had experienced before evacuation. However, Source D was probably used by the government to highlight the benefits of evacuation and encourage mothers to send their children to the countryside. This was a carefully selected image not necessarily typical of the experiences of all evacuees some of whom were not well treated and did not enjoy their new surroundings.

Source E is reliable because it was written by an eyewitness many years later who was able to reflect on her experiences. Moreover, she provides evidence of her own bullying behaviour towards evacuees which was quite widespread. Nevertheless Source E is not totally reliable. Kate Eggleston is writing for a book about evacuation which may well highlight the more extreme evidence of evacuation in order to grab the interest of the reader.

Student H

I think that Source D is reliable because the camera never lies. The children seem to be having a good time. They are in a big garden with their foster family. They seem to be well looked after. Source E is not reliable because the evacuee might have forgotten what it was like. She says she remembers how the evacuees arrived and how they were horrible to them. They pushed them in the middle and bullied and frightened the evacuees.

Student I

Source D provides reliable evidence of the experiences of some evacuees. It shows some children in the pleasant garden of a host family. The children seem content and well looked after. A number of evacuees enjoyed a better lifestyle than they had experienced before evacuation especially those who moved from the rougher parts of towns and cities to pleasant rural middle class homes.

Source E also provides reliable evidence of the experience of evacuees explaining how, at first, they were often bullied by the children in the areas to which they were evacuated. There was some resentment from local children and some evacuees had unpleasant experiences.

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

- 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!

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.
Origins	
Who produced the source?	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.
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. 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.
Where? Under what circumstances	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.

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.

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 modern world history textbook, published in 1999.

The children who were evacuated had mixed experiences. Some were happy, helping on the farms and eating better than they had ever done. Others had a miserable time. Some were even seen as a burden by their foster families. They also missed their own families, far away in the cities. Many country families were in for a shock. They had to deal with children who wet their bed and evacuees who had no experience of using a knife and fork to eat.

Study all the sources

'Evacuation was an unpleasant experience for all involved.'

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

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...

Hypothesis:				
Source	Agrees with interpretation	Disagrees with interpretation	Reliable	Unreliable
A				
B				
C				
D				
E				
F				

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

Essay planning grid

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

Study all the sources

'Evacuation was an unpleasant experience for all involved.'

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

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

Student J

Source A says that the towns and cities are going to be bombed and this will lead to panic and the disruption of family life. It says they should remove children from the dangerous areas.

Source B suggests that some mothers were sending their children back to cities and towns. It is warning them of the dangers of doing this by showing Hitler trying to persuade them to do this.

Source C says that evacuation was necessary because Hitler was evil and the towns were going to be bombed.

Source D shows how some evacuees had a very good time and that evacuation was successful. These children have obviously moved to a very good home with a large garden. They are obviously being well looked after and seem very happy.

Source E suggests that some evacuated children did not have a very good time. In fact these children were bullied by the children who already lived there. This bullying made them frightened. It suggests evacuation was not a success.

Source F says that some children had a good time while for others it was a miserable experience. It also says that some of the host families were in for a real shock when they saw some of the evacuated children they were looking after.

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

Level	Descriptor	Marks
1	Generalised answer , offers undeveloped comment without direct support from sources or own knowledge.	1-4
2	Supported answer 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	Response focuses on the issues 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	Balanced answer exploring the evidence for and against the hypothesis. 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?
Student A	1	The student paraphrases and summarises the source. There are no inferences.	The student could begin their answer with 'This source suggests...' and look for messages.
Student B	2	The student makes two unsupported inferences.	Back up the inferences with evidence from the source. For example threatened with attack from the air 'some bombers will undoubtedly get through'.

Student marking exercise 2: analysis of purpose

	Level	Reason	How could the answer be improved?
Student C	2	The student gives the message of the source and supports it with evidence from the poster.	Analyse the purpose of the source. What is it trying to make people think or do? Support this with contextual knowledge.
Student D	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 poster.

Student marking exercise 3: cross-referencing

	Level	How can this be improved to the next level?
Student E	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?
Student F	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: reliability

	Level	Reason
Student G	3	Balanced developed evaluation of both sources using the contents and NOP of each source.
Student H	1	Student describes/summarises each source and makes generalised and unsupported statements.
Student I	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">• Organise sources to agree and disagree.• More explicit in relating the sources to the question.