Verulam School
Year 9 Exam Question Guidance

The year 9 exam is primarily testing your ability to use and evaluate sources. These are key history skills that we have been working on throughout the year.

This doesn't mean that you won't need your own knowledge. Some questions will require you to evaluate the sources and this will require you to justify/develop your points using your own knowledge.

The paper is divided into two sections; the Industrial Revolution and the First World War.

For each section there will be a selection of sources and then some questions asking you to analyse those sources.

The exam will test the following skills:

Inference	Comprehension
Cross-Referencing	Utility/Reliability
Hypothesis testing	

Topics for Revision
It is important to have a good overview of the topic, however the source questions will only focus on a specific part of the topics that you have studied.

This doesn't mean that some of your knowledge will be wasted – in fact you will get better marks if you can make links between different aspects of a topic.

Key areas for revision include:

Industrial Revolution	First World War
*Coal Mining	*Trench Warfare
*Factory Conditions	*Trench Conditions
*Child Labour	*Propaganda and Censorship
	*The Experience of Battle

Comprehension: Give X pieces of information from Source A.
These are very easy questions. You just have to read the source, understand what it says and copy/paraphrase the relevant information to answer the question.

Remember one mark will equal one piece of information.

Inference: What can you learn from Source A about…….?

How to answer
Inference questions ask you to give the message of the source. You must read between the lines of what is written in order to achieve top marks.

Begin your answer using one of the following:
Source A infers that…
Source A implies that…
Source A seems to say that…
Source A suggests that…

This will help you to make a judgement and avoid repeating the content of the source.
Try to look for the key words to help you make your inferences.

Example:
What can you learn from Source A about reactions to the assassination of Archduke Franz Ferdinand? (4 marks)

The message could be that Britain and Germany did not believe that the assassination was a serious event.

Source A: From the memoirs of David Lloyd George, the British Chancellor of the Exchequer in 1914.

When I first heard of the assassination of Franz Ferdinand I felt it was a grave matter. However soon **my fears were calmed as the Kaiser left on a yachting holiday.** However, an important Hungarian lady called on me and told me that we were taking the murder of the heir to the Austrian throne too lightly. **It had provoked a storm in Austria** and might lead to war with Serbia.

The message could be that the assassination had serious repercussions in Austria.

Overall the message could be that Britain had underestimated the importance of the assassination of Archduke Franz Ferdinand.

Do	Don't
*Start your answer with "this source suggests…" or "this source infers…" *Discuss the overall theme, then give specific examples. *Try to consider every sentence.	*Add your wider knowledge. *Refer to the Nature, Origin & Purpose (NOP) of the source. *Paraphrase the source [*re-write the source in your own words*]

Cross-Referencing Question: Does Source C support the evidence of Source A and B about……?

Cross-referencing means comparing. This question wants you to compare a source with one or two of the others on the paper.

How to answer
*Begin by looking at Source C and working out what it says in relation to the question.
*Look at Source A and find points of agreement and disagreement with Source C.
*Look at Source B and find points of agreement and disagreement with Source C.
*Then make your judgement (make sure you start a new paragraph). Begin your judgement with the word "Overall…". This should ensure you are answering correctly.
*If you want top marks you need to aim to explain the "extent of agreement" and give reasons why this is the case (eg: *a factory owner would probably say that his factory was a great place to work, which might be why his account strongly disagrees with that of a factory worker*)

Example structure for a cross-referencing answer:

CA+	Source C does support the evidence in Source A to some extent because… (Provide evidence)
CA-	However, Source C does not support the evidence in Source A because… (Provide evidence)

CB+	To a certain extent, Source C does support the evidence in Source B because… (Provide evidence)
CB-	On the other hand, Source C does not support the evidence in Source B because… (Provide evidence)
Judgement	Overall, Source C does support the evidence of A and B because… (Summarise and refer back to the question)

Words and phrases the examiner will be looking for:

*'To a degree…	*To a certain extent…
*Completely	*Whereas…
*On the other hand…	*However…
*Strongly agree because…	*Overall…

Do	Don't
*Explain the similarities and differences between the sources. *Use the formulae to help you structure your answer. (Remember there may be more than one agreement and/or disagreement). *Use judgement words or phrases such as 'strongly agree'/'there is little support'/'very little agreement'. *Give an overall judgement of the sources.	*Miss out any of the sources. *Compare A and B if the question asks you to compare C with A and B. *Quote whole sentences. *Refer to the NOP of the sources. *Use your wider knowledge.

Utility/Reliability questions: How useful are Sources D and E as evidence of…?

Utility means usefulness. If the question uses the word 'useful' it requires you to decide how useful or limited a source is in order to answer a particular historical issue.
If the question uses the word 'reliable', it wants you to decide how accurate and trustworthy the information is – you still need to look at what the source says (content) and who produced it (NOP).

How to answer

You must write about both the **content** of the sources and the **NOP** of the sources in order to get top marks.

CONTENT
*What can you learn from the Source in relation to the question? (Remember to use your inference skills).
*What is useful about the content of the source? Think about:
    What effects does it mention?
    Are there any limitations to the content?
    What doesn't it mention/show?

> **Content**
> What the sources show and say, what views do they have about a historical event. Just writing about content can get you half marks.
> **NOP**
> The Nature, Origin and Purpose of each source. In other words: WHAT is it? WHERE has it come from/WHEN was it written? WHY might it have been produced?
> Analysing these aspects as well as content will help you reach top marks.

NATURE, ORIGIN and PURPOSE
You find these in the **provenance** of the source (that's the bit at the top which tells you what the source is and where it has come from)
    NATURE: What type of source is it? Eg: a speech, a photograph, a cartoon, a letter, a diary extract? How will the nature of the source affect how useful it is?

Eg: A private letter is often very useful because the person who wrote it generally gives their honest view on something.

ORIGIN: Who wrote or produced the source? Is it likely that their view will be one-sided? Is their view worth knowing? When was the source produced? Is it an eyewitness account? Why might it being an eyewitness account make it more useful and/or more limited?

PURPOSE: Why was the source produced? Eg: the purpose of an advert is to make you buy the product advertised. People will usually make speeches to get your support. How will this affect the usefulness of the source?

Key words and phrases the examiner will be looking for:

*"The source is useful because…"
*"The source is limited because…"
*"The source is less useful because…"

Do	Don't
*Comment on how useful the NOP and the content of the source are in order to answer the question. *Begin your answer with "The source is useful because it suggests…" *Use your own knowledge of a topic to help you decide what is useful and what is limited about the source.	*Write about one source if the question asks you to assess two sources. *Paraphrase the source – you must explain whether the information it contains helps you to answer the question or not.

Hypothesis Testing: Using all the sources and your own knowledge, explain whether you agree with this view.

These questions will normally start with a statement which gives a particular viewpoint about the topic.

You are expected to explain whether or not you agree with the statement using the evidence of all the sources you have been given and your own knowledge.

Using your own knowledge as well as the evidence from the sources is crucial in this question if you want to do well.

This question is worth the most marks and you will be expected to write a minimum of one side of A4.

How are the marks allocated?
Maximum half marks   Your answer only uses the sources OR only uses your own knowledge.   **6-8 marks**   You use all the sources and your own knowledge to help you agree or disagree with the statement.   **9-10 marks**   You give both sides of the argument using all the sources AND your own knowledge AND make a judgement (conclusion) about whether the quote is accurate.

How to answer

*Work out which sources agree with the statement and which sources disagree with the statement.
*Use your own knowledge to add points of agreement and disagreement with the statement or to expand on the source evidence.
*Consider how the reliability of the sources affects their contribution to the argument and include these points in your answer to show that you are weighing up the evidence.
*As you write your answer, use the evidence from the sources (quotes) and specific examples from your own knowledge to support your arguments.
*Finish your answer with a judgement which summarises your main points and ultimately explains whether you feel the statement is valid.

<u>Suggested structure for the synthesis question</u>

Introduction
*Explain the two possible sides to the interpretation

Agreeing with the interpretation
*In each paragraph: Use the sources (collectively or individually) to agree
                                   Then use your own knowledge to agree with each source/point
*Try to add another paragraph of your own knowledge which agrees with the interpretation.

Disagreeing with the interpretation
*In each paragraph: Use the sources (collectively or individually) to disagree
                                   Then use your own knowledge to disagree with each source/point
*Try to add another paragraph of your own knowledge which disagrees with the interpretation.

Conclusion
*Your final judgement on the interpretation.
*Start with "Overall…" or "In conclusion…"
*Then explain whether you mainly agree or disagree – use key points from your answer to help you.