Source Handling Skills for National 5

1. ***Evaluate the Usefulness of a Source***

To answer this question you need to –

Look at the **ORIGIN** of the source

* **Who** wrote/drew/said the source? Was that person in a position to know the facts or give an opinion? Are they an eyewitness or someone with the benefit of hindsight (a historian)? Does this make it more or less useful?
* **When** did they write it? Were they there at the time? Does this make it more or less useful?

Then look at the **CONTENT** of the source

* **What** does it say that helps answer the question? Make 2 points and put them in your own words.

Lastly, what **WEAKNESSES** or **LIMITATIONS** does the source have?

* This is your chance to use your own knowledge – what does it not include that can answer the questions – “However, the source is less useful because it does not mention….” Mention 2 points not in the source.

**Example Question**

**Source A** is from a book by Mungo Park, an eighteenth century explorer in Africa.

There are slave factories near the coast. The African captives are usually secured by putting the right leg of one and the left leg of another into the same pair of fetters. By supporting the fetters with a string, they can just walk, though very slowly. Every four slaves are likewise fastened together by their necks with a strong rope or twisted thongs and at night extra fetters are put on their hands.

1. Evaluate the usefulness of **Source A** as evidence of the treatment of Africans when they were first captured? (5 marks)

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

**Always answer the question first!**

**Answer**

**Origin** – When it was written and who wrote it? (2 marks)

*Source A is quite* ***useful***because it was written at the time of the slave trade, making it more likely to be accurate. It is also **useful** because the author, Mungo Park, was an explorer who was an eyewitness to the slave trade, making him more reliable and unlikely to be biased.

**Content**- What does the source say that helps answer the question?

(2 marks)

The source is **useful** as evidence because it mentions the way slaves were chained up to one another and could barely walk which is **accurate** information. It’s also **useful** as it mentions that they are tied up to one another every night so they cannot escape which is also **accurate.**

**Limitation/**

**Weakness**- What does the source not mention that could help answer the question? (2 marks)

However, the source is **less useful** because it does not mention that the slaves were kidnapped forcibly from their homes using violence, sometimes by tribal chiefs who traded their own people and prisoners of war for goods. It is also **less useful** because it does not mention that newly captured slaves were often kept in terrible conditions on the coast in the slave factories and given a branding mark to approve of fitness for sale.

This answer receives full marks – remember to keep mentioning why the source is useful or less useful all the way through your answer!

1. ***Comparing Sources***

**Compare the evidence of… Sources A and B ….**

Start your answer with a statement such as “Sources A and B mostly agree about…” or “do not agree at all about…”

Then back up your statement with a point-by-point comparison, using **short** quotes from the sources. Show you understand it by explaining what the sources agree on. Do this at least twice.

e.g. Sources A and B agree about the attitudes towards … In Source A it says that “…” and Source B agrees by saying that “…”.

However the sources disagree about … Source A says “…” while Source B says”… “. When the source is not written (a picture) then you still compare the content of the source by describing what it shows with the written content of the other source.

**Example Question**

**Sources A** and **B** describe the effects of the Atlantic slave trade on Africa and its peoples. (2007)

**Source A**

Nowhere in history have a people experienced such a terrible ordeal as Africans during the Atlantic slave trade. Over nearly four centuries of the trade, millions of healthy men, women and children were savagely torn from their homeland, herded into ships, and dispersed all over the so called New World. Although there is no way to work out exactly how many people perished, it has been estimated that about 10 million Africans survived the Middle Passage.

**Source B**

The Atlantic slave trade spelled disaster for Africa and its peoples. For four hundred years, millions of the healthiest young people of the region were stolen from their homeland. No-one is sure exactly how many were sold into slavery but probably about 11 million African people arrived in the New World between 1450 and 1850. Add to that the number who died in war or on the journey and you can begin to see the devastating effect on families at that time

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Compare the evidence about the effects of the slave trade on Africa and its peoples in Sources A and B (4 marks)

Use your own words to describe what they disagree or agree on. (1 mark)

(1 mark)

**Answer-**

Answer the question first – do they mostly agree or disagree? (1 mark)

*Sources A and B mostly agree about the effects of the slave trade on Africa and its peoples.*

**Both Sources A and B agree that the slave trade had a horrific effect on Africa and its people.** *Source A says that “nowhere in history have a people experienced such a terrible ordeal” and Source B agrees by saying that the “slave trade spelt disaster for Africa and its peoples”.*

Find quotes in the source as evidence of them agreeing or disagreeing (make sure they are not too long!)

(1 mark)

Both Sources A and B also agree the healthy people from Africa were taking away forcibly having a disastrous effect on Africa. Source A says “millions of healthy mean, women and children were savagely torn from their homeland” and Source B agrees by saying “millions of the healthiest people were stolen”.

1. ***How Fully Question***

How fully does Source A describe …..

To answer this question-

1. Write a judgement sentence, **'Source A gives quite a full description of ...but misses some points out'.** Without this sentence, the maximum you will get it 2.

2. Pick out the points that the source does tell you about the issue and write them in your own words (Try to find 3 points)

3. Then mention other points (at least 3) from your own knowledge that are not mentioned in the source. If you don’t have anything from your own knowledge then the maximum mark you can get is 2.

**Example Question**

**Source B** is part of an interview with Black Elk, a Sioux holy man.

My people had lived in the Black Hills for many years. The white men wanted to have a road up through our country to the place where the yellow metal was. But my people did not want the road. It would scare the bison and make them go away. Also, it would let the other white men come in like a river. And so, when the white soldiers came and built themselves a fort, my people knew that they meant to have their road and take our country and maybe kill us all when they were strong enough.

3. How fully does **Source B** explain the reasons for the 1876 Sioux Revolt?

You must use evidence **from the source** and **your own knowledge** and give reasons for your answer. (6 marks)

Remember to start by answering the question

Pick out around 3 points from the source (you can use short quotes here)

(3 marks)

**Answer**

*Source B explains the reasons for the 1876 Sioux revolt quite fully, but has its limitations.*

It mentions that one reason for the Sioux revolt was that the Native Americans were unhappy that the ‘white men’ wanted to build a road through their lands. It also mentions that the Sioux were scared that this would scare away the bison they relied on and that it would bring more white men to the area. Another reason it mentions for the Sioux revolt is that they feared that the white men would grow in strength and eventually attack them.

*However the source does miss out other important reasons for the Sioux revolt including the Native Americans fear and hatred of the reservations they had been forced to live on. The source also doesn’t mention that they also saw the ‘Black Hills’ as sacred ground that could not be disturbed, with the Sioux believing that the land belonged to them and their ancestors. The source also fails to mention that the Treaty of Fort Laramie had previously guaranteed the Sioux the Black Hills land and many of the Sioux were now very angry that prospectors and the army were entering their land, breaking the promise.*

Use your own knowledge (3 marks)

1. **Describe questions**

These are worth 4 marks. You need to make 4 relevant historical points to get full marks.

The easiest way to answer these questions is to write the same number of sentences as marks the question is worth **i.e.** in a 4 mark question, you should write 4 sentences.

You can get **one** mark for each simple point and **two** marks for each developed point.

**Describe the ways in which slaves resisted on the plantations. 4**

One way slaves resisted on plantations was through passive resistance which was when they resisted without violence. **(1 mark)** One example of this was deliberately injuring themselves to avoid having to work. **(1 mark for a developed point)**

Slaves also resisted by running away and leaving the plantation without having a ticket allowing them to do so. **(1 mark)**

Slaves resisted by violent uprisings when they would join together to attack their owners. **(1 mark)**

1. **Explain questions**

In thesequestions you have to explain **why** something happened. It’s as easy as **ABC**(D).

Explain questions are worth 6 marks. You need to make 6 relevant historical points to get full marks.

You can get **one** mark for each simple point (ABC) and **two** marks for each developed point (ABCD).

**REMEMBER:**Answer the question using the **ABC**(D) layout

**Answer**        Use the question’s wording  
**Because**       Write the word “**b**ecause”  
**Comment**    Say why this answer affected the issue

(Develop)          You could add an additional fact

You should make sure that each **ABC sentence** refers to the wording of the question.

**Explain the reasons why there was a high casualty rate during WW1. 6**

Machine guns was one reason why there was a high casualty rate during the Great War because the defensive advantages of the trench meant that soldiers had to cross no-man’s land whilst under heavy machine gun and rifle fire. **(1 mark)** The machine gun couldactually fire 600 bullets in one minute which made it almost impossible to escape from. **(1 mark for a developed point)**

Barbed wire was another reason for the high casualty rate because barbed wire slowed attackers down. (1 mark) This meant that defending troops such as at the battle of the Somme, July 1st 1916 could kill large numbers of men quickly. **(1 mark for a developed point)**

Heavy artillery was a further reason for the high casualty rate because of the heavy artillery used on the western front as these modern guns fired shrapnel shells over a wide area. **(1 mark)** Also the fact that heavy artillery was fired from a distance gave the attackers the advantage of surprise and made retaliation difficult. **(1 mark for a developed point)**

1. **Questions that ask To what extent . . . (9 marks)**

In an **9-mark**question you have to make a judgement, and why this is. This can involve identifying the most important factor or deciding how successful something has been.

You get marks for the points below:

**TIP 1:**Use **FACE** to plan your answer

**TIP 2:**Remember to [**explain**](https://mrmarrhistory.wordpress.com/explain-questions/) your factors

**F**actor

Discuss the **F**actor named in the question, explaining why it is important (1-3 facts required).

**A**lternative  
Discuss **A**lternative factors by saying “However…” and then outline another point of view/factor. Give 1-2 facts about these.

**C**onclusion  
**C**learly answer the question using the wording of the question

**E**vidence - Give one piece of **E**vidence to support your conclusion

**To what extent were political fears the reason why the USA cut immigration in the early 20th century? 9**

The USA cut immigration in the early 20th century for a number of reasons. One of them was political fears but economic concerns and racism were also clear reasons. **(1 mark for an introduction)**

Political fears did cause the USA to cut immigration, many of the new immigrants came from Russia which had recently experienced a communist revolution and Americans feared their capitalist system would be overthrown by communism. **(1 KU)**

However other factors also made the USA restrict immigration **(1 point for balance)** such as economic concerns. Most new immigrants arrived poor and willing to work for long hours for low wages which angered trade unions as it drove down wages and made it harder for American workers to strike. **(1KU)**

Racism also led to the USA restricting immigration. After 1900 most of the immigrants came from southern and eastern Europe, such as Russia, Italy and Poland. The Americans believed that people from these areas were inferior to old immigrants from West and Northern Europe. **(1KU)** Many of these new immigrants were Catholic and poorly educated so they cut immigration to keep them out and preserve the ‘American’ way of life. **(1KU)**

In conclusion political fears were only partly responsible for America cutting immigration. **(1 point for valid conclusion)** Concern that new immigrants were stealing jobs was a bigger concern for most Americans but the most important reason was basic racism as many didn't like the types of immigrants arriving and in their eyes wanted to keep America 'pure'. **(1 point for conclusion supported with** evidence)