

# Teaching Guide: AO3 questions

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## Introduction

This guide is designed to give you a greater understanding of the three AO3 source questions featured on our exam papers. It will explore the general principles of progression in AO3 questions, and how the assessment objective shapes the mark schemes. To illustrate the qualities seen at each level of response, we have selected student responses at each level and have provided accompanying written commentaries. The questions we will focus on in this guide are:

- Question 1 wider world depth studies: 'How do you know?'
- Question 2 wider world depth studies: 'How useful are...'
- Question 1 thematic studies: 'How useful is...'

Please note, separate guides have been published for the AO1/AO2 8 mark questions, the AO1/AO2 extended writing questions and AO4 questions.

## Assessment Objective

AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied.
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AO3 focuses on the analysis and evaluation of sources.

Sources are considered to be primary evidence contemporary to the period in the question (ie produced **at the time** of the period being discussed).

There are many different types of sources that we will use in our examinations: visual sources, such as photographs, cartoons and propaganda posters, and written sources, such as newspaper articles, speeches and diary extracts.

## What A03 means in the classroom

A03 questions ask students to use three key elements associated with source analysis and evaluation. These are as follows:

Content	<ul style="list-style-type: none"> <li>• What is the source saying?</li> <li>• What is the message?</li> <li>• Does it have a particular point to make?</li> </ul>
Provenance	<ul style="list-style-type: none"> <li>• Who was the author/artist of the source?</li> <li>• Who was its intended audience?</li> <li>• How does this affect the source's motive or purpose?</li> <li>• How does the time and place in which the source was created influence the motive or purpose of the source?</li> </ul>
Historical context	<ul style="list-style-type: none"> <li>• How does the source relate to the students' knowledge and understanding of the historical period?</li> <li>• How does their knowledge and understanding explain the features of the source's content and/or provenance?</li> </ul>

## What are the key principles of progression A03 questions?

Two important principles lie behind progression for all three A03 question types:

- source analysis and evaluation must be linked to the given issue in the question
- knowledge and understanding must be used in order to explain the features of a source and place source in context.

To exemplify how the above principles govern progression for source questions, it may be helpful to think in terms of a commonly used writing structure such as: Point, Evidence and Explain (PEE). To avoid confusion, we will focus for the time being on progression in the 8 and 12 mark 'how useful...' questions, though we will return to the 4 mark 'how do you know...' question later in this pack.

- At a basic level (Level 1), students are above to identify basic features of the content or provenance of the source(s) and may provide some description, or show understanding of them. At Level 1 answers may include knowledge that is related to the enquiry topic specified in the question.
- At a simple level (Level 2), students can make a simple inference or point (P) about the usefulness of the source(s) in relation to content and/or provenance, and support it with either relevant knowledge and understanding or some further expansion (E) of the point only. The understanding of utility in the answer will remain implicit because the connection between the point and the evidence are not made explicit through a relevant explanation (E).
- At a developed level (Level 3), students will make inferences or points (P) about the utility of the source(s). They will demonstrate developed reasoning about the content **or** provenance of the source(s) using knowledge and understanding (E) and explanation (E) that is directly linked to the issue in the question.

Note: for the 12 mark question, students must address both sources to progress in to Level 3 and Level 4.

- At a complex level (Level 4), students will make developed inferences or points (P) about the utility of the content **and** the provenance of the source(s), using knowledge and understanding (E) and explanation (E) that is directly linked to the issue in the question. To be considered for full marks, students also need to make a substantiated judgement about the utility of the source(s).

## What is a substantiated judgement about a source(s)?

A substantiated judgement is a relevant judgement about usefulness for the issue in the question that is supported by evidence and explanation: it is not simply a conclusion or an assertion.

This judgement may focus on either the content or provenance in a complex manner, or it may use all three elements of the source (content, provenance and contextual knowledge) in order to substantiate a broader point about usefulness that is relevant to the focus of the question. In doing so, it may show links or connections between evidence that are clearly relevant to the question.

For the 12 mark question, a response might make a complex judgement about **one** source, or may address **both** sources by relating them together.

## What about limitations?

It is not necessary for students to look at the limitations of the source(s) to form a judgement. Students tend to produce stronger response when they are positive with the source(s), and explain how it is/ they are useful, whereas points about limitations are more regularly asserted or partially relevant. Therefore, a response that only focuses on reason why the source(s) is useful can be credited at the highest levels of the mark scheme.

Analysis and evaluation of limitations will be credited, but only if it these are supported by knowledge and reasoning that is relevant to the focus of the question. However, limitations are not required or expected in order for a student to access the higher levels of the mark scheme. Students should remember that excessive commentary on what is not included is very likely to produce answers that are not relevant to the question set.

It is also worth stressing to students that a source can be useful even if it contains distortions or inaccuracies. For example, a piece of propaganda can be just as useful to an historian for a particular line of enquiry as a source that conveys accurate evidence.

## Question 1 wider world depth studies: 'How do you know?'

This 4 mark question requires students to analyse a source with reference to its content and/or provenance and relevant contextual knowledge.

Students are given a proposition in the form a statement and asked to consider how the source supports the proposition.

These examples below draw from *1BD Conflict and tension in Asia, 1950-1975*.

### Question

Q1. Source A is critical of American involvement in Vietnam. How do you know?

Explain your answer using Source A and your contextual knowledge.

**[4 marks]**

### Source A

An American cartoon published in April 1975, commenting on the results of American policy in Vietnam. It shows Henry Kissinger carrying a case beside President Gerald Ford. They are surrounded by Vietnamese refugees.



A 1975 Herblock Cartoon, © The Herb Block Foundation

## June 2019 1B/D Conflict and tension in Asia, 1950-1975

Source A is critical of American involvement in Vietnam because the US had a policy but eventually the US and Vietnam didn't follow. In the photo there are civilians of Vietnamese people who are upset and walking in a crowd with two Americans who are also upset.

At Level 1, responses are able to identify a relevant feature or features of either the content and/or provenance, but often struggle to link their analysis to the given proposition with appropriate contextual knowledge. This is seen in the above Level 1 response which shows a basic understanding of the source in the second sentence. The first sentence tries to link to the proposition, but it is not substantiated.

L1: 1 mark

## Level 2 response

### June 2019 1B/D Conflict and tension in Asia, 1950-1975

Source A is critical of American involvement in Vietnam. It shows the Vietnamese refugees everywhere. This shows the Vietnamese civilians who have had to move and become poor due to America's failure to help them. South Vietnam was invaded by the Viet Cong in 1975. Therefore America had failed to stop the spread of communism in Vietnam. The source also shows Kissinger and Ford leaving. This could be the source implying that they are both in disgrace for losing the war, with all the money wasted instead of helping America. The source that shows US policy is empty. This shows that they did not work and that the Americas failed.

At the higher level, responses are able to explain the given proposition in the question, using specific contextual knowledge to support the analysis of content and or provenance. This response is, therefore, credited at top Level 2 as it builds on analysis of the source's content (explaining the symbolism of the empty case and the portrayal of Kissinger and Ford) by including contextual knowledge of American involvement in Vietnam, therefore showing developed analysis.

L2: 4 marks

## Question 2 wider world depth studies: 'How useful are...'

This 12 mark question asks students to evaluate how useful two sources are for a historian studying a given issue. Students should evaluate the content and provenance of the sources, with the highest marks given to responses that also include a substantiated judgement about utility for the given issue.

Substantiated judgements can be shown through complex evaluation of an individual source or complex evaluation of the sources together by addressing them in combination or as a pair.

The examples below draw from *1B/B Conflict and Tension in the Interwar years* to demonstrate qualities shown like at each level of the mark scheme.

### Question

Q2. How useful are **Source B** and **C** to an historian studying the League of Nations?

Explain your answer using **Sources B** and **C** and your contextual knowledge.

[12 marks]

### Sources

#### Source B

Adapted from a recruitment pamphlet published by the League of Nations Union in 1925. The League of Nations Union was a British organisation formed in October 1918 which promoted the ideals of the League of Nations. By the mid-1920s, it had over 250,000 supporters.

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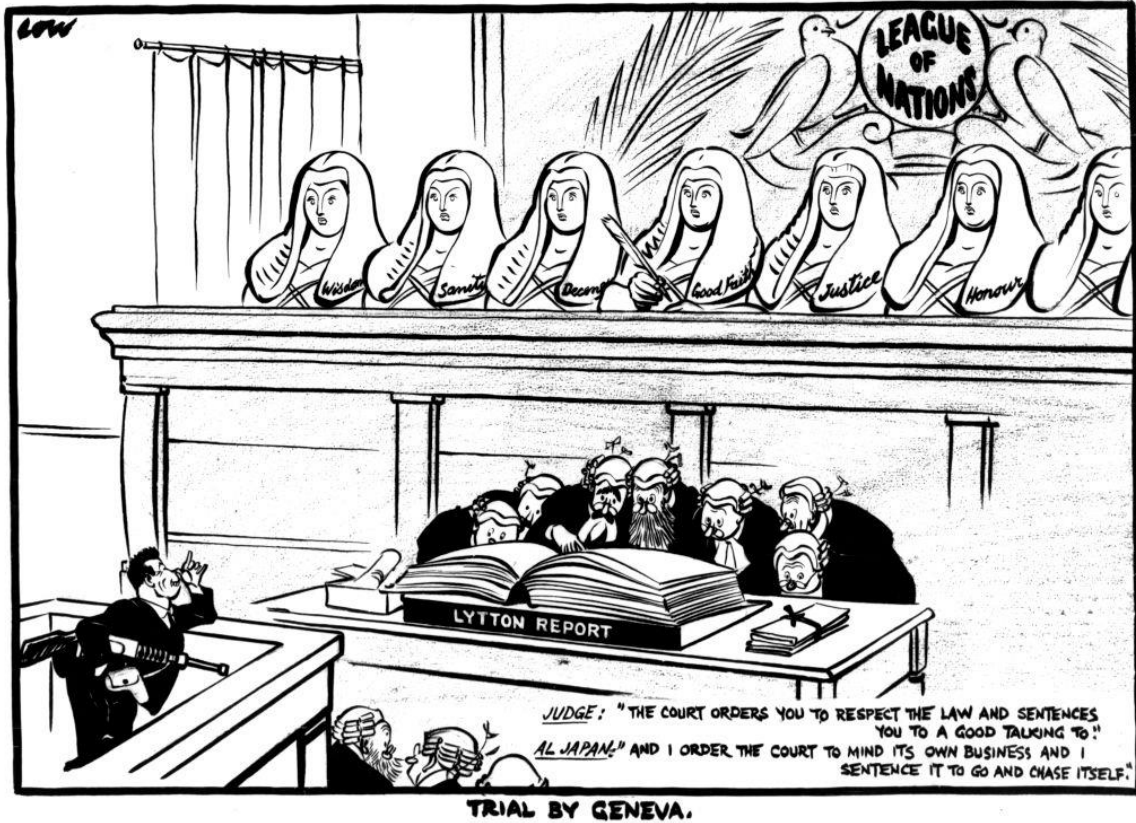
The League has achieved so much in the last four years; it has prevented war between Sweden and Finland; settled the disagreement over Upper Silesia, and created an International Health Office.

The League has not achieved more because it does not have, as yet, the support of the whole world. So this means there is a need to tell people about the League.

Taxpayers, businessmen, ex-soldiers, and women should all join our Union to demand the prevention of future wars.



A cartoon published in Britain in 1932. The figure holding the gun is Japan who is on trial in front of the League of Nations, in Geneva.



© Universal History Archive /Getty Images

## 2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

Source B is a recruitment pamphlet published by the League of Nations. The source claims to have achieved 'so much' despite it being published in the mid 1920s. This is not a useful source to an historian studying the League of Nations as it is misleading only describing the League's successes.

Source C is a cartoon published in Britain in 1932 showing a person holding a gun on trial representing Japan. This shows Japan can undermine the League which was true after the Manchurian crisis. This source is useful to someone studying the League of Nations.

Responses at the lower level tend to describe or identify relevant features of the source, showing understanding of content and/or provenance. The response is credited at top Level 1 because it makes two basic points, referencing aspects of the content and provenance of each source. It shows a basic understanding of Source B, and references some historical context for Source C (the Manchurian Crisis).

L1: 3 marks

## Level 2 response

### 2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

Sources B and C is useful to a historian studying the League of Nations. Source B is useful as it gives the points in which the League of Nations was successful. The source also is promoting the good things, so they have more support. The success the league brought up of Upper Silesia where they settled the disagreements is only one of the three successes.

However, source C shows a turning point in which the League of Nations had started to show failures. Like when the League of Nations were giving Japan some economical sanctions for invading China, Manchuria in which Japan didn't care as the League could not do anything as they had no army and didn't want to go all the way to Japan and China to sort out the problem.

At Level 2, responses tend to offer simple or generalised inferences from one or both sources. In doing so, they often expand on features relating to content and/or provenance with some contextual knowledge in a way that implicitly relates to the issue in the question. This is demonstrated by the above response. It addresses both sources, initially attempting to engage with the purposes of Source B, though this requires further substantiation. A good point about the utility of the content of Source C is made at the beginning of the second paragraph and expanded upon with simple contextual knowledge, though the link back to utility for the issue in the question is not made explicit.

L2: 5 marks



## 2019 1B/B Conflict and tension, the Interwar Years, 1918-1939

I think that source B and C are both useful. In source B the writer talks about how the League has settled disputes between Sweden and Finland and Upper Silesia. The League stopped the dispute between Sweden and Finland by giving land to Finland but told them they couldn't build forts which both countries agreed to. However, in upper Silesia, Germany and Poland both wanted that country to themselves so the League decided to split it between them but Germany complained that they had all the something land and Poland complained that they had half the population but hardly any land. They eventually agreed to the terms but this could be important to a historian studying about the League as it shows that sometimes they can be weak and can't control the countries.

Moreover, in source c, it shows Japan making fun of the judges and the League of nations as they are looking through the Lytton Report. This represents the Manchurian crisis as Japan blamed China for an explosion on their railway so Japan decided to invade Manchuria. China appealed to the League and they send out a moral condemnation but Japan ignored it. The League then sent out 'Lytton' to create a report but it took him almost a year and by the time he got back Japan had invaded Manchuria. The League told Japan to get their troops out of Manchuria but Japan didn't listen and left the League. This is important for a historian studying about the League as it emphasises that the league is weak and has no power over more powerful countries and it can't control them. The League also lost one of its permanent members and is defenceless without an army proving that it's not actually that important.

The response is credited at top Level 3 because it gives developed evaluation of both sources based on content. Paragraph one uses detailed contextual knowledge to evaluate Source B in relation to the successes of the League of Nations in the 1920s. Paragraph two places the content of Source C in context and evaluates what can be learnt by an historian. However, because there is no reference at all to the provenance of either source, and developed evaluation of both content and provenance is required to access the top level, this response cannot progress to Level 4.

L3: 9 marks

## 2019 1B/B June 2019 Conflict and tension, the Interwar Years, 1918–1939

Source B is relatively useful as it supports the league in 1925, a time when the league had a handful of successes and had not yet lost the support of thousands, for example after Abyssinia in 1934 where small countries knew the league wouldn't protect them to appease more powerful countries.

In the source it says that the league 'prevented war between Sweden and Finland' from my own knowledge I know this is true because of the dispute over the Aaland islands. Both Sweden and Finland claimed the islands but the league gave them to Finland with the condition that no forts must be built on them. Both countries accepted the terms and so the league had been successful.

However, the source could be considered less useful as it doesn't mention any of the failures of the league for example in Corfu and Vilna, this is because the source was published by the League and it's trying to paint it in the most positive light possible.

In source C, it refers to Manchuria which was one of the most significant failures of the league. Japan is on trial at a court in front of the league which links to how the league issue it moral condemnation after it's invasion of Manchuria. There are large, identical figures with words such as 'honour' and 'justice' to represent the ideals of the league of Nation as however below there is a more accurate representation of the League of Nations with too many people fussing over the Lytton report. This links to how the Lytton report took too long to produce due to the complicated structure of the league and the need to make unanimous decisions. By the time the Report had been produced Japan had left the league and invaded other parts of China.

Overall, Source C is more useful as it gives a more accurate overview of the league after more time had passed from the 1920s to 1932.

Responses at Level 4 deal with both sources and provide developed evaluation of content and provenance. The response above is, therefore, credited at low Level 4 because it gives a developed evaluation of both sources, including both the content and provenance. Paragraph one shows developed evaluation using the provenance of Source B. It recognises that the date of the source (1925) means it refers to events during the early years of the League's existence. Paragraph two reaches Level 3 by giving details of the historical context surrounding the content of Source C.

In order for this response to progress and be credited at the top mark in Level 4, a supported judgement about the usefulness of the source for the issue in the question would be required. This judgement could focus on one of the sources in complex way, or it could seek to relate the two sources together, for example, by exploring how the sources are useful when taken together because they show how attitudes towards the League changed over time.

L4:10 marks

## Question 1 Thematic studies: 'How useful is...'

This 8 mark question asks students to evaluate how useful a source is for an historian studying a given issue. Students should evaluate the content and provenance of the source, with the highest marks given to responses that also include a substantiated judgement about utility for the given issue.

The application of the mark scheme and the skills involved in answering the question is the same as the 12 mark 'how useful...' question on Paper 1, but here students only need to evaluate one source rather than two.

The below responses draw from *2A/A Health and the people...* to demonstrate qualities shown like at each level of the mark scheme.

### Question

Q1. How useful is Source A to an historian studying the methods of treating disease in the eighteenth and early nineteenth centuries?

Explain your answer using **Source A** and your contextual knowledge.

[8 marks]

### Source



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## June 2019 2A/A Health and the people, c1000 to present day

Source A is a cartoon from the 18th century. It shows a patient surrounded by lots of people, all offering him loads of different treatments, and he looks very worried about what is happening. One man is about to cut his arm off while another is offering him leeches, which was a treatment that people used.

At level 1, responses are descriptive and show understanding of content and/or provenance of the source. The above response is credited at Level 1 because it identifies relevant features from the source's content about the array of treatments on offer to patients.

L1: 1 mark

## Level 2 response

### June 2019 2A/A Health and the people, c1000 to present day

Source A is cartoon that shows the patient being given various treatments, including leeches. Bleeding using leeches was an incredibly popular treatment. It was based on the Hippocratic idea of balancing the four humours to restore good health. As the cartoon points out, it was rarely effective. This makes the source useful because it shows what people thought at the time about treatments.

Another reason why Source A is useful is because it shows how doctors weren't sure how to cure an illness as the source shows the difference between treatments and that a number of the treatments were fakes and wouldn't help cure the illness like Beef soup and this makes it less useful.

At Level 2 students tend to offer simple or generalised inferences that require more contextual support and/or focus on the issue in the question. Evaluation in relation to utility tends to be implicit and not directly linked to the focus of the question.

This response above demonstrates two simple inferences, in both cases simple knowledge to expand upon the source's content; however, the link to utility for the issue in the question remains implicit.

L2: 4 marks

### June 2019 2AA Health and the people, c1000 to present day

Source A is useful about portraying various methods of treatment in the 18<sup>th</sup> and 19<sup>th</sup> centuries as it illustrates many different remedies and medicines that were frequently used. Opium was used as an anaesthetic for surgery. However, it was unreliable as it wouldn't necessarily make the patient completely unconscious and could lead to violence. Quackery was also extremely popular at the time illustrated by the many queues of people trying to advertise remedies which may not have worked.

Furthermore, the patient is also being offered the drug quinine which was used to treat malaria. However, although quinine was effective for treating malaria, the offering of such a variety of treatments suggests the doctors are unable to say what disease the man has, which showed that doctors were not properly qualified to offer the correct treatment.

At Level 3, students are able to develop evaluation of the usefulness of the source for the issue in the question with reference to either the content or the provenance of the source, using contextual knowledge to support their evaluation. This response is awarded Level 3 because two separate points of evaluation about utility for the issue in the question are clearly identified (one in relation to the many different treatments available at the time, the other in relation to the expertise of doctors). Both are supported with relevant knowledge and evidence from the content of the source, though the second paragraph is the weaker of the two. The response only refers to the content of the source and so to progress to Level 4, the response would need to make a developed point in relation to the source's provenance.

L3: 6 marks



## Level 4 response

June 2019 2AA Health and the people, c1000 to present day

I believe this source is quite useful as it represents the Quacks in the 1800s. We can see the man being bombarded by sellers with random substances they fooled others to use so they can gain money. This relates to the meaning of the source that it was made to 'expose fakes'. As germ theory hadn't been discovered (discovered in 1861) society did not really know what cured illnesses. Therefore people such as Quacks would use this to benefit from it.

We can see a man holding 'opium', this is useful as we know back in 1340s-50s opium would be used as an anaesthetic, however wouldn't cure an illness. This shows why the cartoon is aimed to 'make fun of them'. People wanted them exposed as many were oblivious to what was going on due to lack of knowledge of medicine around the 17th and 18th centuries.

To progress to Level 4, developed reasoning about the content and provenance is required. This response is credited at Level 4 because it makes developed points about content and provenance. The response uses relevant contextual knowledge to evaluate the utility of the source's content. In the second paragraph, it uses the time and circumstances of the source's creation to explain its purpose. Together, these two points are considered to be evidence of complex thinking.

To progress to full marks, a response should include a substantiated judgement about the usefulness of the source for the issue in the question.

L4: 7 marks