Unit 3 - Source Analysis questions

(a) Compare and contrast the messages of **Source 1** and **Source** **2**.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Reference to the messages in Source 1 and Source 2 | 1–2 |
| Points of comparison of the message(s) in Source 1 and Source 2 | 1 |
| Points of contrast of the message in Source 1 and Source 2 | 1 |
| **Total** | **4** |

**Markers’ notes:** Look for the message of each of the sources. Evidence should be sourced from the documents themselves to support message

(b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Source 1** and **Source** **2** as representations of (internal divisions and crises, political leadership etc etc)

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| --- | --- |
| **Description** | **Marks** |
| Provides example of a strength and weakness of Source 1 as a representation of the impact of internal divisions and crises | 1–2 |
| Provides example of a strength and weakness of Source 2 as a representation of the impact of internal divisions and crises | 1–2 |
| Evaluation of the usefulness of the sources | 1 |
| **Total** | **5** |

**Markers’ notes:** Higher marks should be awarded to candidates who look at **both** the strengths and weaknesses of the sources provided in terms of how they are represent the intent of the question.

(c) Explain the historical context of **Source 3**. Include the relevant events, people and ideas

depicted or represented in the source.

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| --- | --- |
| **Description** | **Marks** |
| Identifies the focus of the source | 1 |
| Outlines the causes or events that led to the focus of the source | 1 |
| Provides specific details for the focus of the source, dates/events/people/place/ideas | 1–2 |
| **Total** | **4** |

**Markers’ notes:** This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.

(d) Identify and account for the authors’ perspectives in **Source 3** and **Source** **4** regarding …..(ideas, cohesion/division, conflict, etc etc)

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| --- | --- |
| **Description** | **Marks** |
| Articulation of the perspective of Source 3 | 1 |
| Articulation of the perspective of Source 4 | 1 |
| Analysis of the perspectives in relation to the question asked. This may include discussion of:   * motives * bias * time * place * purpose | 1–4 |
| **Total** | **6** |

**Markers’ notes:** The last part of the question ‘regarding’. Candidates must consider the perspective of the sources in terms of the theme/force of the document study.

To do this:

• articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time).

• use evidence of the perspective from the source.

• identify how the author shows the perspective in the source.

(e) Evaluate the extent to which the **four** sources give an accurate insight into the significance of …(insert concepts, ideas, leadership etc etc)….. within Russian society.

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Articulation of the different aspects of the internal divisions and crises that are shown | 2 |
| Identification of aspects of the impact of the internal divisions and crises that have been omitted | 1 |
| Evaluation of the extent to which the sources reflect the significant aspects of the internal divisions and crises being depicted in the sources in terms of their impact on society | 1–3 |
| **Total** | **6** |

**Markers’ notes:** The intent is to not have a list of what has been omitted, rather candidates need to focus on what the documents do tell them about leadership within the context studied and why it may have been significant to highlight that, plus what the implication/impact of that leadership was on the society being studied. Candidates should include their own knowledge of the course studied to support their point of view as well as the sources provided.