History National 5 Exam



Source Handling Questions

**The National 5 exam will assess 3 types of Source Handling questions**

*Evaluate the usefulness ….. Compare the views of the sources*…. and *How fully*

All answers you give to these questions will be positively marked meaning that you’ll get credited for what you have correct and no marks will be deducted for any mistakes or things you’ve missed out. It is important to be as accurate with your points as possible though.

***Evaluate the usefulness of Source X as evidence of….***

In this question you should evaluate the extent to which a source is useful by commenting on evidence such as author, type of source, purpose and timing, content and what’s missing.

* A maximum of 3 marks can be given for evaluative comments relating to **author**, **type** of source, **purpose** and **timing**
* A maximum of 3 marks may be given for evaluative comments relating to the **content** of the source
* A maximum of 2 marks may be given for comments relating to significant **points that are missing**
* These questions are worth 5 or 6 marks and there’s one in each part of the exam so you need to crack how to do these!

**Example**

**Source A** is a letter sent by Thomas Leyland and Company of Liverpool to Captain Caesar Lawson of the slave ship *Enterprise* on 18 July 1803.

Sir,

Our ship the ‘Enterprise’ is now ready for sea. You are to go on board immediately and sail to the Slave Coast of West Africa. You will trade the goods on board for slaves, palm oil and ivory. Carry only male slaves if you can because you will be sailing for the Spanish colonies, and females are difficult to sell there. Be careful when you choose your slaves; only take healthy strong ones.

**Evaluate the usefulness of source A as evidence of how slaves were chosen. (5 marks)**

*Source A is useful as it was* ***written on July 18 1803*** *which is a primary source, written during the height of the slave trade(1 mark). It is also useful as it was* ***written by Thomas Leyland*** *who was a prominent slave trader and therefore knowledgeable about why slaves were chosen(1 mark). The source was written to the Captain of the slave ship* ***to inform him of his duties****. This makes it very useful as it gives a first-hand account of what slave traders were looking for (1 mark).* ***It says*** *‘Be careful when you choose your slaves; only take healthy strong ones’ which shows evidence of reasons for choosing slaves and makes it useful (1 mark). However,* ***it is less useful*** *as it is only an account from one slave trader, and it fails to mention what slaves would be required in other colonies (1 mark).*

***How fully does Source X describe/explain….***

In this question you should make a judgment about the extent to which the source provides a full description / explanation of a given event or development.

* Up to 3 marks can be awarded for you identifying points from the source which support your judgement, you must interpret each point (put it in your own words) rather than copying from the source
* Up to 4 marks can be awarded for you indenting significant points which have been left out of the source which are relevant
* A maximum of 2 marks can be awarded if you don’t make a judgment
* This type of question is worth 5 or 6 marks

**Example**

**Source B** is about the Presidential election of 1860.

In 1860, the leaders of the Republican Party asked Abraham Lincoln to run for president. Most people in the North voted for Lincoln. He insisted that he had no intention to end slavery in the South, but he would not let it spread to new territories. However, Southerners were terrified that slavery would die out. Lincoln won the election in November 1860 with 39.8 per cent of the vote, all coming from free states.

How fully does **Source B** explain the reasons why some southern states seceded from the Union? **Use Source B and Recall** **(6 marks)**

*Source B explains the reasons why some southern states seceded from the union quite fully.* ***One thing it mentions*** *is that Lincoln would not let slavery spread to new territories, even though he had no plan to end slavery in the south (1 mark).* ***It highlights*** *the idea that southern states left the Union because they were terrified that slavery would come to an end if they did not(1 mark). The fact that the new president, Lincoln, was voted in by only free states* ***shows another reason*** *that the south left; they did not want him as president (1 mark). However,* ***it fails to mention*** *that the differences in industry were making the north rich and the south were unhappy to pay taxes to pay them taxes (1 mark).* ***Another issue not mentioned*** *is the desire for southern states to control themselves, whereas the north wanted everything controlled on a federal basis (1 mark). Finally, the growth of the abolitionist movement led the south to secede in order to maintain their way of life (1 mark).*

***Compare the views of sources X and Y…***

In this question you should interpret evidence and make direct comparisons between 2 sources. You should compare evidence on a point by point basis to make your answer clear.

* A simple comparison which shows what they overall agree/disagree about will get 1 mark
* A developed comparison where you give an overall comparison and then give specific evidence from each source to highlight this will get 2 marks
* Using a highlighter is a good way to find the comparisons
* This type of question is worth 4 marks
* It is possible to get marks for simple comparisons, but it is not good practice

**Example**

**Sources C** and **D** describe attitudes towards the Great War.

**Source C**

The newspapers predicted a very short war – over by Christmas at the latest. It seems strange to remember it now. I guess I was caught up in the excitement of it all – it felt like the beginning of a great adventure. Everyone was so happy and desperate to get to the Front and take on the Germans.

**Source D**

We all hate it here. The trenches are hell on earth – always wet and muddy and usually cold. The war drags on and on and none of us can see an end to it. Today the Germans shelled us for three hours during the afternoon but we kept our heads down. I want out of this madness. I want to go home – we all do.

**Compare the views of Sources C and D about attitudes towards the Great War. (4)**

***Overall*** *the sources disagree about the support for the war with* ***Source C*** *saying they were ‘caught up in the excitement of it all’ and* ***Source B*** *disagreeing by saying that we all hate it here.’ (2 marks for developed comparison).* ***The sources also disagree*** *on the desire to fight as* ***Source C*** *says that soldiers were ‘so happy and desperate to get to the Front’, whereas* ***Source D*** *says ‘I want to go home – we all do.’ (2 marks for developed comparison).*