1.1 History: sources and the prescribed subject

Name: _____ Class: _____ Date: _____ **Total: 34 marks**

KEY WORDS purpose • collective security

History: sources and the prescribed subject

Objective

Apply the Paper 1 question techniques (comprehension, value and limitations, comparison, the mini-essay) with OPVL tied to the enquiry, and command the prescribed-subject menu with the move-to-global-war case studies (Paper 1 and the prescribed subjects).

1 Key knowledge and worked examples

Paper 1 toolkit. Four sources, one hour, 24 marks. Q1 [3 + 2] comprehension: what a written source says, and a visual source's message; quote the source, no outside knowledge. Q2 [4]: value and limitations with reference to origin, purpose and content, relative to the enquiry. Q3 [6]: compare and contrast two sources, linked point by point. Q4 [9]: thesis, the sources, outside knowledge, counter-case, judgement. Purpose = the intended effect on an audience, inferred from form and moment. OPVL handles: origin (who, when, where), purpose, value, limitation – always relative to the question; bias is evidence, never disqualifying. Prescribed subjects: military leaders; conquest; move to global war (Japanese 1931–41, German and Italian 1933–40); rights and protest; conflict and intervention. Timing: give Q4 the most time.

2 Practice

2.1 State the OPVL letters and what each stands for. [2]

2.2 A source is a government poster from 1936. Give one reason it may be VALUABLE and one reason LIMITED, for an enquiry into living standards. [2]

2.3 Distinguish a source's purpose from its content. [2]

2.4 Name the two case studies of "the move to global war" with one key year each. [2]

2.5 Explain why "this source is biased, so it is useless" is a weak argument. [2]

3 Exam-style questions

3.1 *(Q2 style.)* With reference to its origin and purpose, assess the value and limitations of Source A – a private diary entry by a foreign minister written the night before a 1938 conference – for a historian studying the decisions reached at that conference. [6]

3.2 *(Q2 skill: purpose.)* A 1933 state radio broadcast praises rearmament. Using its origin and content, identify the likely purpose and one effect the broadcaster intended. [4]

3.3 *(Q4 style.)* "Collective security failed in the 1930s because the aggressors were bolder than the democracies were resolute." Using the sources and your own knowledge of German and Japanese expansion, evaluate this claim. [8]

3.4 *(Q3 style.)* Two classroom sources written for this sheet. Source C, in the voice of a British newspaper, October 1938: "The agreement signed at Munich has spared Europe a war that no nation wanted, and Germany's claim was to German-speaking districts." Source D, in the voice of a Czech journalist, October 1938: "Our country was divided at a table where we were not allowed to sit. Today it is the Sudetenland; tomorrow we will learn what such promises are worth." Compare and contrast what Sources C and D reveal about the Munich Agreement. [6]