

USE THE SOURCE



LUKE

USE THE SOURCE, LUKE





USE THE SOURCE, LUKE

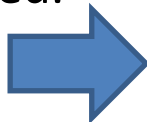
LUKE! USE THE SOURCE!



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2024 Paper 2 – Sources

- Written paper, 1h45, 40marks (older papers were 2 hours, 50marks)
- Candidates answer **five questions** (older papers 6) on either the prescribed topic from the Core Content in Option A or the prescribed topic from the Core Content in **Option B**.
- Each option includes a range of **source material** relating to the prescribed topic, and the five questions are based on the source material provided.
- The **prescribed topic** changes in each examination session.



AO1 An ability to recall, select, organise and deploy knowledge of the syllabus content. 20%

AO3 An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context. 80%

June 2024 examination

How effectively did the United States contain the spread of communism?
(C5: Korea/Cuba/Vietnam)

Assessment overview

All candidates take **three** components. All candidates take Paper 1 and Paper 2 and **either** Component 3 **or** Paper 4. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 2 hours
Structured Questions 40%
60 marks

- Candidates answer **two** questions from Section A (Core content) and **one** question from Section B (Depth studies).
- All questions are in the form of structured essays, split into three parts: (a), (b) and (c).

Externally assessed

and:

Paper 2 1 hour 45 minutes
Document Questions 30%
40 marks

- Candidates answer **one** question on **one** prescribed topic taken from Section A (Core content).
- Candidates are presented with a range of source materials relating to each prescribed topic.
- The prescribed topics change in each exam series – see section 4.

Externally assessed

All candidates take either:

Component 3
Coursework 30%
40 marks

- Candidates produce **one** piece of extended writing based on a depth study from the syllabus. The depth study is prescribed by the centre.

Internally assessed and externally moderated

or:

Paper 4 1 hour
Alternative to Coursework 30%
40 marks

- Candidates answer **one** question on a depth study.
- All questions are in the form of structured essays, split into two parts: (a) and (b).

Externally assessed



Cambridge IGCSE™

HISTORY

0470/02

Paper 2 Document Questions

For examination from 2024

SPECIMEN PAPER

1 hour 45 minutes

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question on **one** option only.
Option A: Nineteenth century topic
Option B: Twentieth century topic
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [].



Core Content

Option B

Option B: Twentieth century topic

Prescribed topic

HOW FAR WAS THE LEAGUE OF NATIONS A FAILURE?

Study the Background Information and the sources carefully, and then answer all the questions.

Background Information

Background Information

The League of Nations faced many difficult problems after its establishment in 1919. Its critics claim that it achieved little and point to the fact that another world war broke out in 1939. Its defenders argue that although it did eventually fail to prevent another world war, it had several successes. Overall, how far was the League of Nations a failure?

Source

SOURCE A

- *Up to 10*
- *Mix of text and images*

It became clear very quickly that the League would be just an addition to existing international relations mechanisms and often one to be kept at arm's length; Britain and France had no intention of allowing the Treaty's enforcement to become a League responsibility. It is also not clear whether the 'new diplomacy' achieved different results than the 'old' diplomacy might have done in similar circumstances.

The League, however, did have its uses. Handing over the government of Danzig and the Saar to the League solved tricky problems. The League's beneficial role in inhibiting slavery, international prostitution and the trading of drugs, in promoting the protection of refugees, and preventing and controlling disease, was acknowledged. It enjoyed successes in the Swedish-Finnish quarrel over the Aaland Islands in 1920 and in the Greece-Bulgaria dispute of 1925, but significantly, both were in accessible parts of Europe, were between minor states, and did not involve the direct interests of a great power.

The League was much less effective where any of these criteria did not apply. It was in Abyssinia in 1935 that the demands of the old and new diplomacies came into sharpest conflict. The circumstances meant that the credibility of the League and the 'new' diplomacy became linked with the response to this problem. The lessons were painful. The League had ended in failure. It had been based on too many paradoxes: the attempt to create collective security in a world of sovereign national states and the hope of international democracy in a world dominated by great powers. After Abyssinia the League became an increasing irrelevance.

The provenance is written below the source in italics, and describes the origin

From a history book published in 2010.

Answer ALL 5 Questions (pre 2024 papers had 6)

1 Source Questions

- Message?
- Purpose?
- Surprised?
- Useful?
- Reliable?

2 Source Questions

- Agree/disagree?
- Similar/difference?
- Why differ?
- Who agree?
- More surprised
- More useful
- Prove wrong?
- Lying?

9 Mark Question

Study all the sources.

How far do these sources...?

Now answer **all** parts of Question 2. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering parts **(a)–(e)** you should use your knowledge of the topic to help you interpret and evaluate the sources.

(a) Study Sources A and B.

Does Source B prove that Ho Chi Minh was right in Source A? Explain your answer using details of the sources and your knowledge. [8]

(b) Study Source C.

Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge. [8]

(c) Study Source D.

How useful is this source to a historian studying the Vietnam War? Explain your answer using details of the source and your knowledge. [7]

(d) Study Sources E and F.

Whose account can be trusted more, Westmoreland's or Scowcroft's? Explain your answer using details of the sources and your knowledge. [8]

(e) Study **all** the sources.

How far do these sources provide convincing evidence that the US was defeated in Vietnam because it failed to win the support of the South Vietnamese people? Use the sources to explain your answer. [9]

Paper 2 – Question Format

- There will be up to **10 sources**.
- You have **no choice** of question and must answer **all five** questions (1x7marks, 3x8marks and 1x9mark = 40 marks)
- There are a range of questions for 1 source or comparing 2 sources
- They tell you which source/s to study
- Most questions end with *Explain your answer using details of the sources and your knowledge.*
- The final 9 mark question always in the format:
*Study **all** the sources. How far do these sources provide convincing evidence that...? Use the sources to explain your answer.*

e.g. How far do these sources provide convincing evidence that German anger at the Treaty of Versailles was justified? Use the sources to explain your answer. [12]

Paper 2 – Opening the paper

- First read the **Background Information**
- Then read **all** the sources (10mins)
- Then read **all** the questions
- Take the questions in order – using the sources as directed
- Spend **2mins per mark** – approx. 15mins per question and 20mins for the big question
- Annotate** the sources - **content** *and* **provenance** (you could also jot down **context/knowledge**)
- Repeat** info if necessary: if information is relevant to two questions write it down **twice**
- Other sources on the Paper, not mentioned in the question, can be used if they contribute to a better answer but you **must** mention the source given.

General Exam - Tips

- Understand the demands of the question (terms and timeframe)=> **BUG**
- This is **vital** for Paper 2 because of the **variety** of possible questions

BOX the **COMMAND** words.

What is the question asking you to do?

UNDERLINE the **KEY** words.

What do you have to include?

How many marks are available?

GO BACK and check you have done the boxed word and included the underlined words in your answer.



Paper 2 – Answer Structure Tips

- **Focus on the question – *BUG***
- **Use the words of the question in your first sentence –** no need for an intro
- **If required give both sides –** surprise, reliability, usefulness, agree/disagree
- **Two paragraphs –** to structure and develop your response
- **Judgement –** How far requires a judgement! Add a final sentence to hammer your answer home
- **Cross Reference and Substantiate -** your points using;
 - Content/Inferences - detail from the source
 - Provenance – source origin described in *italics*
 - Context/background knowledge

QUESTION

Study Source X.

INSERT QUESTION HERE. Explain your answer using details of the source and your knowledge. [8]



CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



INSERT
SOURCE
HERE

CONTEXT / KNOWLEDGE

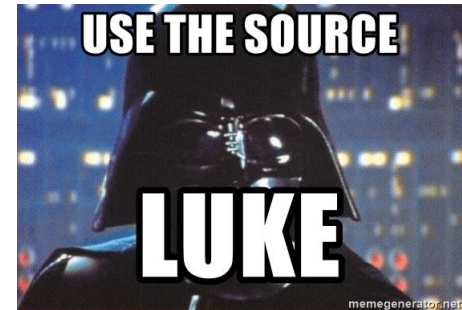
What was happening at the time which explains why this source would have been created?



PROVENANCE

What is the source? Who made it? Where was it made? When was it made? Why? What is the purpose? Who is the audience? Is it reliable? Does its provenance make it useful?

INSERT PROVENANCE INFO HERE



Paper 2 – Single Source Questions

Study Source X... Explain your answer using details of the sources and your knowledge.

What is the message of the source? What central idea or opinion are they trying to give their audience? There may also be sub messages.

What is the purpose of this source? What is the source trying to do? What is its aim? Why was it made and who for?

Why was this source published in (year)? This is another question about purpose, but this is heavily linked to context happening in that given year.

Are you surprised by this source? This question is to test your contextual understanding of the time – does the source fit with what you know was happening?

How useful is this source to a historian? Remember that no source is ever not useful – it just might only be useful in a certain way. Even if a source is biased, it can be useful for showing us that that bias existed.

How reliable is this source? For this question you must grapple with how much you can trust the information that the source gives you.

Paper 2 – Double Source Questions

Study Source Y and Z ... Explain your answer using details of the sources and your knowledge.

How far do source Y and Z agree?

How similar are these two sources?

Why do they differ in their accounts of...?

Does Source Y make Source Z surprising?

How far does source Y prove source Z wrong?

Does Source Y prove that (writer of source Z) was lying in Source Z?

Was (source author) lying in one of these sources?

Which of these two sources do you trust more?

Which of these two sources would be more useful to a historian studying (historical event)?

1 paragraph

In some ways Source D is surprising/is not surprising because...

- Detail from the source content/provenance
- OK
- End your paragraph with a sentence using the keyword 'surprised'
- No explicit mention of source C in the mark scheme but these can be fickle, I'd compare them.

1 paragraph

In some ways Source G is trustworthy/is not trustworthy because...

- Detail from the source content/provenance
- OK
- End your paragraph with a sentence using the keyword 'trust'

Paper 2 – All the Sources Question

Study all the sources. How far do these sources provide convincing evidence that...? Use the sources to explain your answer.

- 1. Sort all the sources into support, against and neither**
- 2. Plan a balanced answer which explains **two** sides**
- 3. Back up your point with details from:**
 - Content (refer to the source by letter or quote)
 - Provenance (refer to the source by letter or provenance)
- 4. Explain** how this evidence supports/does not support the statement
- 5. Conclusion** Give a short final judgement on "how far"

Sources SUPPORTING	NEITHER	Sources AGAINST

Paper 2 – All the Sources Question

Study all the sources. How far do these sources provide convincing evidence that...? Use the sources to explain your answer.

Side 1 – SUPPORTING

P: 'In some ways the sources support the view that.....'

E: For example source A says....'

E: Explanation of how that evidence supports the view in the question.

+ Then link this to another 2/3 PEE sources

Side 2 – AGAINST

P: 'In some ways the sources challenge the view that.....'

E: For example source B says....'

E: Explanation of how that evidence supports the view in the question.

+ Then link this to another 2/3 PEE sources

Conclusion – Address both sides of the argument and explain whether overall you believe that the sources agree or disagree with the view in the question. Explain how you have reached that judgement.

Sources SUPPORTING

A, F, D, G, H

NEITHER

Sources AGAINST

B, C, E, G

In some ways the sources support the view that the superpowers acted responsibly during the Cuban Missile Crisis. For example source A describes how Kennedy set out the crisis to the American people on TV on 22nd October 1962 and explained why a 'strict quarantine on all offensive military equipment' was a responsible action to take to achieve 'peace and freedom around the world'. This shows that Kennedy wanted the American people to see that he was acting responsibly and decisively towards the nuclear build up on Cuba.

E: Explanation of how that evidence supports the view in the question.

+ Then link this to another 2/3 PEE sources

Watch These

- <https://www.youtube.com/watch?v=JnwwCNGsWv0&t=1s>
- https://www.youtube.com/watch?v=YACBavU_rmbU

IGCSE HISTORY

P2: SOURCE

ANALYSIS

KOREA

Name:



- In this booklet you will find every image source ever used in an IGCSE History past paper on Korea.
- Image sources are often reused with different questions in different papers.
- Source papers have more written sources than images.
- Analyse each source for Content/Provenance/Context.
- Plan your answers for the source questions.

QUESTION

Study Source X.

INSERT QUESTION HERE. Explain your answer using details of the source and your knowledge. [8]



CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



INSERT
SOURCE
HERE

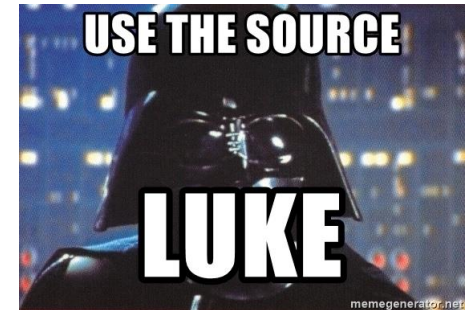
CONTEXT / KNOWLEDGE

What was happening at the time this source was made? What do you know that the source mentions? What do you know that it doesn't mention?



PROVENANCE

What is the source? Who made it? Where was it made? When was it made? Why? What is the purpose? Who is the audience? Is it reliable? Does its provenance make it useful?



INSERT PROVENANCE INFO HERE

QUESTION

Study Source A.

What is the message of this cartoon? Explain your answer using details of the source and your knowledge. [6] (May, 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE A: A British cartoon published on 28 June 1950. On the left, Stalin is shown talking to some of his friends.

QUESTION

Study Source A.

What is the cartoonist's message? Explain your answer using details of the source. [7] (March, 2017)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE A: A British cartoon published in June 1950. The man holding the hand of the United Nations is President Truman.

QUESTION

Study Sources D and E.

How far do these two sources share the same view of American foreign policy? Explain your answer using details of the sources and your knowledge. [8] (May, 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

*SOURCE D: A cartoon published in Britain on 30 June 1950.
The figure with the United Nations is President Truman.*

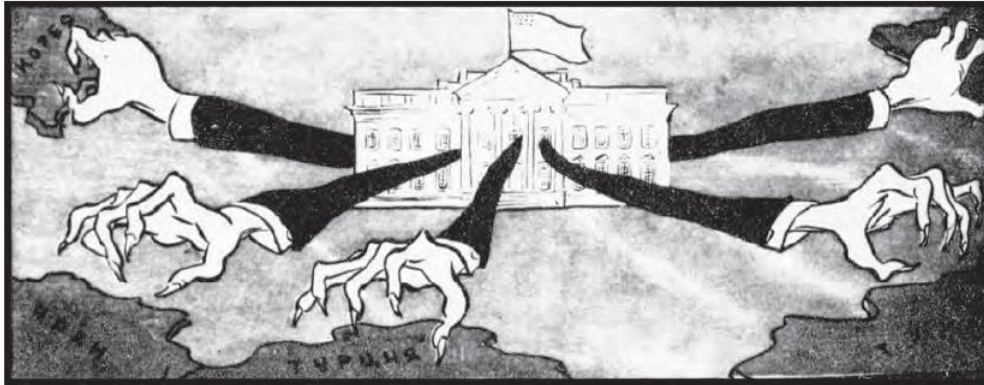
QUESTION

Study Sources D and E.

How far do these two sources share the same view of American foreign policy? Explain your answer using details of the sources and your knowledge. **[8]** (May, 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



SOURCE E: A Soviet cartoon published in 1950. The building represents the White House where the American President lives and works.

CONTEXT / KNOWLEDGE

What was happening at the time this source was made? What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it? Where was it made? When was it made? Why? What is the purpose? Who is the audience? Is it reliable? Does its provenance make it useful?

QUESTION

Study Sources C and D.

Why do you think these two sources disagree? Explain your answer using details of the sources and your knowledge. [7] (November 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.

We cannot stand idly by when the American imperialist, a notorious enemy, is now expanding its war of aggression against our Korean neighbour and is attempting to spread the aggressive flames to the borders of our country.

SOURCE C: From a Chinese newspaper, October 1950.

CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

QUESTION

Study Sources C and D.

Why do you think these two sources disagree? Explain your answer using details of the sources and your knowledge. [7] (November 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE D: A South Korean poster from 1950 showing what the South Koreans feared would happen to their country.

QUESTION

Study Sources H and I.

Do these sources prove that the United States was fully supporting the UN in Korea? Explain your answer using the details of the sources and your knowledge. [9] (November 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE H: A cartoon from a British newspaper, November 1950. It shows General MacArthur ordering a South Korean tank to stop.

QUESTION

Study Sources H and I.

Do these sources prove that the United States was fully supporting the UN in Korea? Explain your answer using the details of the sources and your knowledge. [9] (November 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.

Our principal difficulty is General MacArthur. His policy is different from the policy of the UN. He seems to want war with China. We do not. It is no exaggeration to say that by his public utterances he has weakened public confidence in this country and in Western Europe in the quality of American political judgement and leadership. Here we seem to have a case of a commander publicly suggesting that his policy is not the stated policy of his government, nor subject to the control of his own government.

SOURCE I: From a telegram from the British Foreign Secretary to the British Ambassador in the USA, early April 1951.

CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

QUESTION

Study Source H.

Why was this source published in Eastern Europe in 1950? Explain your answer using details of the source and your knowledge. [8] (March, 2017)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE H: A postcard published in 1950 in Eastern Europe. The figure is General MacArthur. The words on MacArthur's cloak are 'UN Flag'.

QUESTION

Study Source I.

How useful is this photograph as evidence to an historian studying UN involvement in the Korean War? Explain your answer using details of the source and your knowledge. [8] (May, 2007)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE I: A photograph of UN soldiers in the Korean War. The soldiers include an American, an Australian, an Englishman, and two South Koreans.

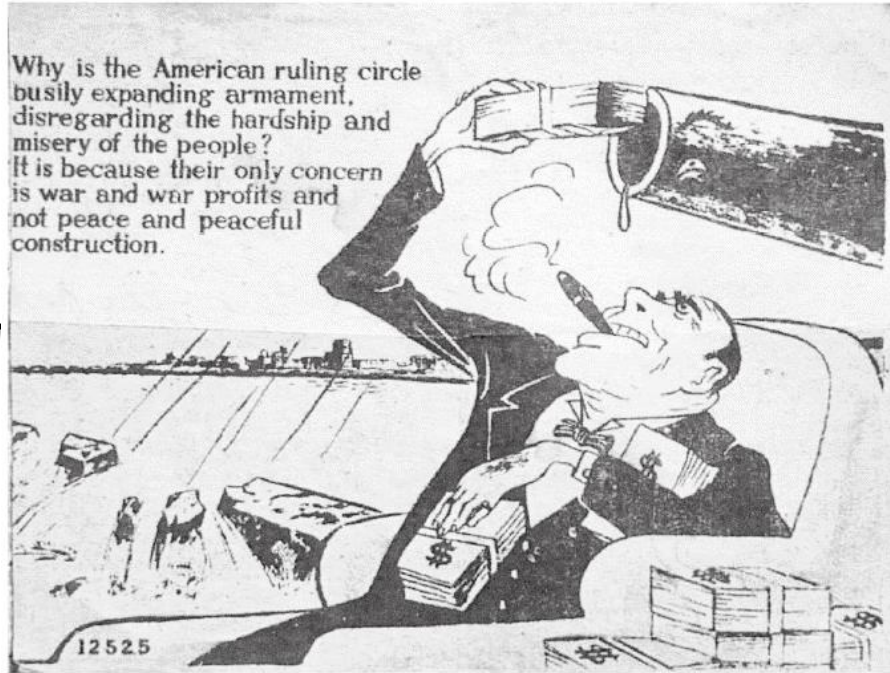
QUESTION

Study Source E.

Why was Source E distributed in Korea? Explain your answer using details of the source and your knowledge. [8] (Summer 2019 v1)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made? What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it? Where was it made? When was it made? Why? What is the purpose? Who is the audience? Is it reliable? Does its provenance make it useful?

SOURCE E: A leaflet distributed in Korea during the war.

QUESTION

Study Source F.

What is the message of the cartoonist? Explain your answer using details of the source and your knowledge. [8] (May/June 2019 v1)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made? What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it? Where was it made? When was it made? Why? What is the purpose? Who is the audience? Is it reliable? Does its provenance make it useful?

SOURCE F: cartoon entitled 'Phoney Peace Parade' published in Britain, 4 July 1950. Britain had asked the Soviets to help bring about a peaceful settlement and they promptly mounted a 'peace' campaign.

QUESTION

Study Sources D and E.

How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge. [8] (May/June 2019 v2)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

*SOURCE D: A cartoon published in Britain on 30 June 1950.
The figure with the United Nations is President Truman.*

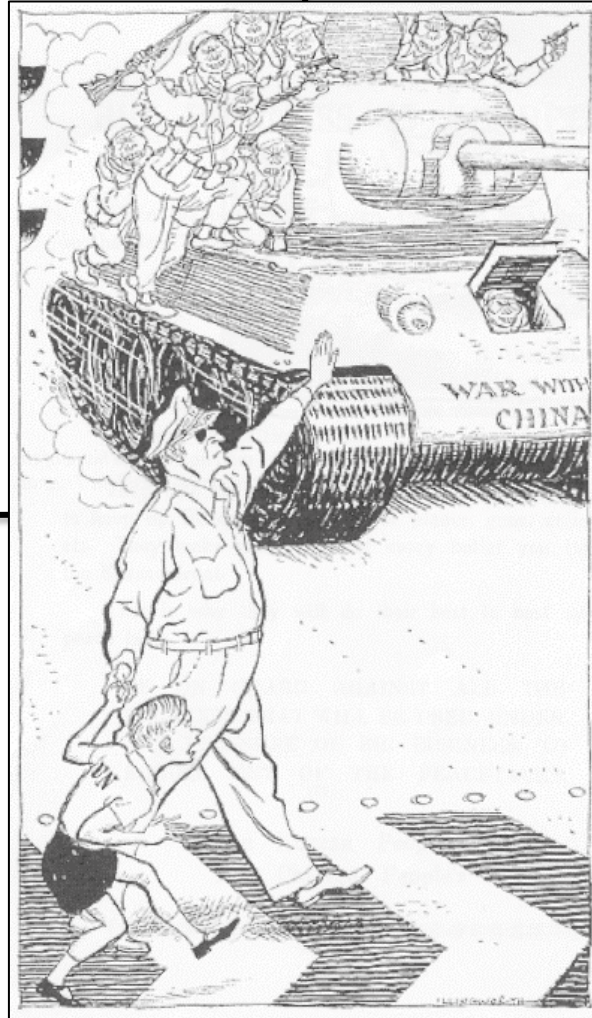
QUESTION

Study Sources D and E.

How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge. [8] (May/June 2019 v2)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE E: A cartoon published in Britain, 19 November 1950. The man holding the hand of the United Nations is General MacArthur.

QUESTION

Study Sources D and E.

How similar are these two sources? Explain your answer using details of the sources and your knowledge. [8] (May/June 2019 v3)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

SOURCE D: A leaflet distributed in Korea during the war. It shows UN troops being squeezed out of a toothpaste tube and into a cannon where they are fired northward.

QUESTION

Study Sources D and E.

How similar are these two sources? Explain your answer using details of the sources and your knowledge. **[8]** (May/June 2019 v3)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



SOURCE E: A leaflet distributed in Korea during the war. The figures at the top represent Mao Zedong, Stalin and Kim Il-sung. Kim Il-sung was the Prime Minister of North Korea.

CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

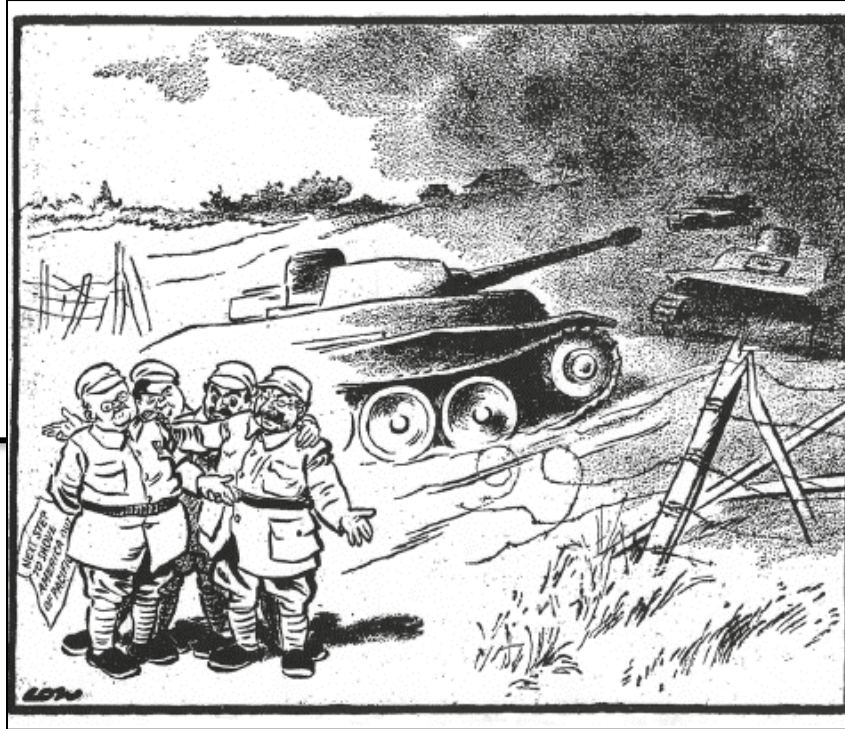
QUESTION

Study Sources F and G.

How far does Source G support the cartoonist in Source F? Explain your answer using details of the sources and your knowledge. [8] (May/June 2019 v3)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.



SOURCE F: A cartoon published in Britain, 28 June 1950. Stalin is saying, 'Honest, Mister, There's Nobody Here But Us Koreans.' The writing on the piece of paper on the left reads, 'Next step to shove America out of Pacific'.

CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

QUESTION

Study Sources F and G.

How far does Source G support the cartoonist in Source F? Explain your answer using details of the sources and your knowledge. [8]
(May/June 2019 v3)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.

It has not been proved that, in carrying out this aggression on South Korea, the North Koreans have been acting on instructions from Moscow; and it was suggested that there might be advantage in seeking to isolate this incident and to deal with it as an act of aggression committed by the North Koreans on their own initiative. This would have enabled the Soviet Union to withdraw any support which they might have been giving North Korea without loss of prestige. The announcement which the US Government was proposing to make, by linking this up with communist threats in other parts of Asia, would present a major challenge to the Soviet Union, and its reference to Formosa might even provoke China to attack Hong Kong.

SOURCE G: record of a discussion between leading members of the British government, 27 June 1950.

CONTEXT / KNOWLEDGE

What was happening at the time this source was made?
What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it?
Where was it made? When was it made? Why? What is the purpose?
Who is the audience? Is it reliable?
Does its provenance make it useful?

QUESTION

Study Source C.

Why was this pamphlet distributed in Korea at this time? Explain your answer using details of the source and your knowledge. [8] (May/June 2019 v2)

CONTENT / INFERENCES

What can you learn from the source? What is the message? Select details and explain.

BIG BUSINESS IS SCARED OF PEACE

When the peace talks began, the value of shares fell on the New York Stock Exchange.

They've made plenty out of the bloodshed in Korea.

Net Corporate profits after tax in the first quarter of this year were at an annual rate of \$24 billion or 50% above the first quarter of 1950. This was an all time peak.

They—the big businessmen—need war and war tension to keep up Government orders for planes, guns, uniforms, etc. They make money out of every bullet you fire at the Korean front.

That is why they will do their best to bust up the peace talks.

BE ON GUARD AGAINST ALL THE
PRETEXTS THAT WILL BE USED, UNDER
THE PRESSURE OF BIG BUSINESS, TO
SQUIRM OUT OF THE PEACETALKS.

The Korean People's Army
The Chinese People's Volunteers

CONTEXT / KNOWLEDGE

What was happening at the time this source was made? What do you know that the source mentions? What do you know that it doesn't mention?

PROVENANCE

What is the source? Who made it? Where was it made? When was it made? Why? What is the purpose? Who is the audience? Is it reliable? Does its provenance make it useful?

SOURCE C: A pamphlet distributed in Korea during the war.

Paper 2 – All the Sources Question

6) Study **all** the sources.

INSERT QUESTION?

Use the sources to explain your answer.

[12]

Paragraph 1 – SUPPORTING

‘In some ways the sources support the view that.....

P: Source A clearly support the statement that...

E: For example source A says/shows....’

E: Explanation of how that evidence supports the view in the question.

+ Then link this to another 2/3 PEE sources

Paragraph 2 – AGAINST

‘In some ways the sources challenge the view that.....

P: Source B gives a different reason for...

E: For example source B says/shows....’

E: Explanation of how that evidence supports the view in the question.

+ Then link this to another 2/3 PEE sources

Conclusion – (don't technically need this but the 'How far..' indicates a judgement so a sentence or two should do) - Address both sides of the argument and explain whether overall you believe that the sources agree or disagree with the view in the question. Explain how you have reached that judgement.

Sources SUPPORTING	NEITHER	Sources AGAINST