

OXFORD

# History

Learning the skills  
of analysing  
historical sources

Grade 10–12

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## A guide to ANALYSING HISTORICAL SOURCES

This book is a step-by-step guide to the skills needed to analyse sources of evidence. As the teacher, you can use it to build your own confidence about source analysis, and you can use each unit as a hand-out for your classes to make sure you are teaching skills analysis thoroughly.

When studying History, you need to learn how to analyse sources, because this is what historians do when they are finding out about the past. They use sources to answer the questions they have about the past. When sources are used like this, they become the historian's evidence. This is why the FET History exams have source-based sections. To do well in these sections, learners need to know all the different ways that sources can be analysed.

These analytical skills are also needed in life in order to understand and make up your own mind about what is written and said in the news and by people in general. These skills will help you to decide which information you can trust as accurate and which information is less trustworthy.

This book introduces you to the various analysis skills you need and then gives you opportunities to practise applying them to various sources in the *Oxford In Search of History* textbook. You should therefore have the textbook with you as you work through this guide. Make sure you understand how to apply a newly learnt skill before you move on to the next one, because each skill builds on and uses the ones previously learnt.



Key words that are included in a word list at the end of the guide are highlighted where they appear in the units. Suggested answers to practice activities are available to



# What type of source is it and when was it made?

When you start to work with sources, you need to work out what type of source they are and when they were made.

So the first question to ask of a source is: **“What type of source is it?”** There are four types:

Types of sources	Examples
Written	A diary entry; a birth certificate; a movie ticket; a bus timetable; a newspaper report
Visual	A photograph; a painting; a political cartoon
Object	A leather bag; a pottery bowl; a bronze statue; a building
Oral	A spoken history of a community which has been passed down through generations; an eye-witness account; an interview with someone who lived at the time.

## Apply what you have learnt:

Use your *In Search of History* textbook. Look at the sources listed below and identify what type of source each is. (For example: It is an object source because it is an actual telephone from the 1960s.)

Remember that some things can be more than one type of source. (For example: It is a visual and a written source because it is a map which includes drawings and writing.)

<i>In Search of History</i>	Page number and source letter
Grade 10	The mosque shown on the cover; page 11 Source B; page 16 Source C; page 41 Source B; page 180 Source L
Grade 11	Page 12 Source B; page 75 Source E; page 101 Source K; page 167 Source M
Grade 12	Page 140 Source O; page 179 Source M; page 255 Source C

### Exam Tip

Read the caption under the picture of the source! It will either tell you the date the source was made or it will say it comes from the period you are studying.

The next question to ask is: **“When was it made?”**

We ask this question to work out if the source is **primary** or **secondary**.

## Primary sources

All the sources that were made during the time period being studied are known as **primary sources**. They come from that time.

### Strengths of primary sources as evidence about the past:

- They come from the actual time being studied and show us what people, places and things were like then
- They show or tell us about what people did and their levels of technology
- They can give us insight into people's feelings and attitudes.

### Weaknesses of primary sources as evidence:

- They can only comment on a particular moment from one point of view
- They can be too emotional to trust as accurate
- They can be fake (like an altered photograph) or inaccurate (like half-forgotten memories)
- They may not be typical.

## Secondary sources

All the sources that are made long after the time period that is being studied are known as **secondary sources**. A historian's analysis of Shaka's development of the Zulu Kingdom in the 1820s, published in 2014, is an example of a secondary source.

### Strengths of secondary sources as evidence:

- They can show change over time
- They can **analyse** past events with the benefit of hindsight (knowing what has happened since the event)
- They are based on proper **evidence** and research
- They give interpretations about the past.



### Weaknesses of secondary sources as evidence:

- They may be inaccurate
- They may present a one-sided view as if it is the only view.

### Apply what you have learnt:

Re-look at the sources you used in the previous task and identify whether they are primary or secondary sources.

For further information on this topic, refer to **Skills Support** in:

- \* *In Search of History* Grade 10, pages 87 and 181
- \* *In Search of History* Grade 11, page 27
- \* *In Search of History* Grade 12, pages 17 and 112



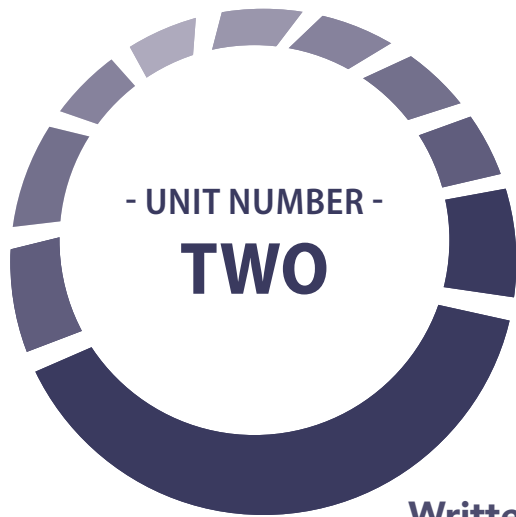
### Exam Tip

Secondary sources in exams will usually be written sources. You can identify them in the caption because they either give:

- the name of the historian, the name of the book or article, the publisher's name and the date of publication, or
- an internet address.

## How could questions on this skill be asked in an exam?

- 1 Decide if this is a primary or secondary source. Explain your answer.
- 2 Explain why you need more evidence than one photograph to understand this event.



# What does the source say about the past?

## Written sources

It is important to learn this skill well, as all the ones that follow depend on it. You need to pay careful attention to the structure and detail of a source. By doing this you will be able to answer the question: **“What does it tell me?”**

### How to unpack what a source is saying:

It is important to work carefully through the whole source and to pick out all the different details.

## Source

Toussaint L’Ouverture was a slave born on a plantation in northern Saint Domingue in 1743. He was the grandson of an African king. As a child he heard many stories about his ancestors. This made him proud of his African roots and determined to fight against slavery.

➤ *From the book called Black Peoples of the Americas 1500-1900s. It is written by Donald Hinds and was published by Collins Educational in 1992. This extract comes from page 34. He is describing Toussaint L’Ouverture, the leader of the slave rebellion in 1791. (You can also find it in In Search of History Grade 10 on page 92 as Source D.)*

How to unpack what a source is saying	Answers for this source
1 <b>First read the caption</b> given. This will tell you who made the source and when. It might also give you useful information that will help you understand what the source is about.	It is written by Donald Hinds in 1992, therefore it is a secondary source and should be well researched. The source is about a leader of a slave rebellion.
2 <b>Identify the main idea</b> in the extract. The first and/or last line of each paragraph will usually state the main idea of the paragraph.	(In this source the main idea is in the last line). The main idea is that Toussaint L’Ouverture had a proud heritage and this made him stand up to the system of slavery.
3 Pick out all the points/reasons that are given to <b>back up the main idea</b> .	<ol style="list-style-type: none"> <li>1 He was born a slave in Saint Domingue.</li> <li>2 He came from a royal background – his grandfather was a king.</li> <li>3 He knew his proud family history through stories passed down.</li> </ol>
4 If a source has lots of paragraphs, work through each paragraph in this way.	

### Apply what you have learnt:

Remember to use the skills you learnt in Unit 1 as well.

- Use the sources listed in the table and answer these questions:
- What can you learn from the caption?
  - How does this influence your reading of the source?
  - Identify the main point made either in the first sentence and/or last sentence of each paragraph.
  - List the ideas given in the rest of the paragraph which back up the main point.

<i>In Search of History</i>	Page number and source letter
Grade 10	Page 24 Source D; page 86 Source B
Grade 11	Page 32 Source D; page 73 Source C
Grade 12	Page 90 Source I; page 93 Source L

For further information on this topic, refer to **Skills Support** in:

- \* *In Search of History* Grade 10, page 87
- \* *In Search of History* Grade 12, pages 17 and 112

Once you have identified all the detail in a source, you can start to draw thoughtful conclusions about what you have read. To do this you need to be able to look at:

- what has been stressed
- what the main message is
- what the writer's attitude is (for or against).

### Apply what you have learnt:

Identify the overall message/theme in the following sources. You need to be able to explain this in your own words. The first example in each case has been done for you.

<i>In Search of History</i>	Page number and source letter	Main theme
Grade 10	Page 60 Source F	Source F gives two effects of Dutch colonialism; one he sees as bad and one as good. The bad one is the dying out of Khoisan languages. The good one is the creation of the coloured population through the unions between Dutch men and slave women.
	Page 110 Source G	
Grade 11	Page 110 Source H	Source H describes how her mother worshipped Hitler. She believed the Nazi <b>propaganda</b> and believed the Nazis were doing good and not harming anyone. The author seems not to support this view.
	Page 164 Source G	
Grade 12	Page 61 Source N	Source N comments on the massive financial expense of the Vietnam War for America, at the cost of other needs, and points out the waste as they lost in the end anyway. He does not support the war.
	Page 134 Source E	

### How could questions on this skill be asked in an exam?

- 1 Identify the main issues raised in this source.
- 2 Explain how the writer backs up his views.
- 3 Quote three words that prove the author's point.
- 4 List two ideas given in the source in favour of this argument, and two against it.

- UNIT NUMBER -  
**THREE**

# What does the source say about the past?

## Visual sources

So far you have worked with written sources. Now you will learn how to analyse visual sources.

### How to analyse a visual source:

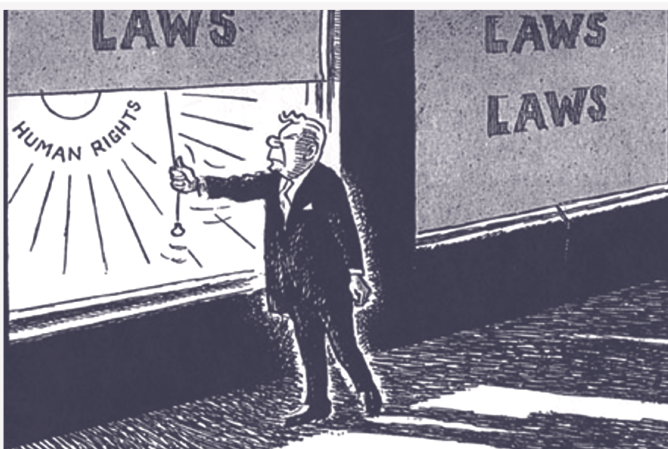
There are many types of visual sources, such as photographs, posters, cartoons and paintings. To analyse visual sources, you need to **identify all their details** (just like you did with written sources).

You do this by asking questions like those that follow. Note: not every question will apply to every visual source.

#### Ask yourself:

- What people and/or objects do you see?
- Are there any symbols or words included? What information do they give?
- Are any symbols or words more important than others? Why?
- What/who is in the front (foreground) or centre? Pay attention to this; it is usually important.
- Are people drawn naturally or given odd expressions or features? This will show the artist's attitude towards that person or the job they have.
- What action and/or event is going on in the visual?
- Are light and dark used? This can suggest goodness/evil or may just be used to draw attention.
- Are some people or objects shown as larger than others? Why does the artist want to draw attention to them?
- Is the photograph posed or natural? This shows whether it is an everyday scene or whether it has been created for a particular purpose.
- Are images shown straight on or from particular angles? This can help to show the artist's attitude: things looked down on from above look vulnerable or non-threatening; those seen from below can look powerful.
- What is the message that the artist wants to put across?

## Source A



▲ This cartoon is of South African Prime Minister Verwoerd. It was published in the Cape Argus newspaper in 1958, at the time Verwoerd was ruling. Many apartheid laws were passed in the 1950s taking away the rights of black South Africans.

## Source B



▲ This photograph is of the school students in Soweto who marched in June 1976 in protest against Bantu education and in particular against the government's rule that they had to write certain of their exams in Afrikaans. The words on their banners read: 'We do not want Afrikaans' and 'To hell with Afrikaans'.

**Apply what you have learnt:**

- 1 Identify all the details in the cartoon above using the questions on page 6 as a guide.
- 2 Do the same for the photograph.
- 3 Now that you have worked out all the details, you can start to draw your own conclusions. Identify in each case:
  - which aspects have been stressed
  - what the artist's message is about this topic.

**Always back up your answers with evidence from the sources.**

Now repeat questions 1, 2 and 3 with the following visual sources in your textbook:

<i>In Search of History</i>	Page number and source letter
Grade 10	The painting on page 34; page 67 Source A; page 193 Source B
Grade 11	Page 36 Source K; page 135 Source K; page 185 Source J
Grade 12	Page 47 Source S; page 196 Source A; the posters on pages 71 and 186

**Question what you learn:**

Instead of believing everything a visual source shows you, be aware that they have strengths and weaknesses as evidence.

**Strengths of visual sources as evidence:**

- Photographs show what life was like at the time. They show the actual events, buildings and fashions and how people interacted.
- Cartoons summarise the main issues of the day and comment using humour. They can provide a lot of information by using symbols.
- They can show people's emotions. This helps us to increase our understanding of the emotional impact of events in the past and to feel something about the past instead of just thinking about it.
- Posters, photographs and paintings are easy to understand.

**Weaknesses of visual sources as evidence:**

- They are not "truth"; they are an artist or photographer's view.
- Photographs can be altered or faked.
- A photograph shows one moment in time so:
  - a. it may not be typical of other events of the time
  - b. what is included in that one frame may be different from the surrounding environment.

For further information on this topic, refer to **Skills Support** in:

- \* *In Search of History* Grade 10, pages 70, 169 and 187
- \* *In Search of History* Grade 11, page 63
- \* *In Search of History* Grade 12, pages 9 and 138

**How could questions on this skill be asked in an exam?**

- 1 Identify the symbols included in this cartoon that show it is about ...
- 2 Identify features in this poster that show support for the resistance movement.
- 3 Why is the man drawn with unusual facial features?
- 4 To what extent is this photograph useful as evidence about this event?
- 5 Explain the cartoonist's attitude to the politician shown in the cartoon.





# Who made the source and why?

## Point of view and purpose

So far you have learnt the skills of identifying:

- **what** kind of source it is
- **when** it was made and
- **what** it says or shows about the past.

Once you have these skills, you are ready to move on to questioning what is presented in sources and not just accepting their versions as the truth.

Most sources give a certain view of events or issues and are not always accurate or supported by other people. Most sources are or were created by someone. That person will often give their **point of view** of an event. They want you to support their view and therefore try to make you believe that what they are saying is the truth.

To be able to work out the view of the person who made the source, you need to ask these questions:

- **Who** made the source?
- What attitude does he or she have about the event or issue?
- What is his or her connection to the event or issue?
- Has he or she been affected positively or negatively by the issue?
- **Why** did he or she make the source? What is its purpose?
- What impact did he or she hope to make?
- **Who** was the intended audience? Who was meant to be influenced by what was said/written?

## Apply what you have learnt:

### Exam Tip

The more you know about the topic, the easier you will be able to recognise the version that is being presented to you in a source! You will know which content, from all they could have chosen, has been stressed by the person who made the source and which has been left out.

- 1 Explain why it makes a difference who created the following sources. (Think about: who they are, what position they hold, how they connect with the event, why they are making their statement and how all this would influence their view or attitude.
  - a. A speech by a politician.
  - b. An eyewitness account of an event in which his friends were arrested.
  - c. A press statement by the Minister of Defence explaining why his country is involved in a war.
  - d. A praise poem for the king performed by a praise poet who is paid by the king.
  - e. An historical account of a government system by an historian who wants to show how the policies have affected poor people badly.
  - f. A journalist's report on a workers' strike in the newspaper which is owned by rich businessmen.
- 2 Write a paragraph describing a sports match from the point of view of:
  - a. a fan of one side
  - b. the referee
  - c. a player.
- 3 Compare how they are similar and how they differ.

You need to be able to identify the point of view of the person who made the source so that you can start to challenge their view and become aware that what they say is not necessarily the whole truth.

A source can be trusted as accurate evidence if the person who made it:	The accuracy of a source should be questioned if the person who made it:
<ul style="list-style-type: none"> <li>does not take sides; is <b>objective</b> (fair to all sides involved)</li> </ul>	<ul style="list-style-type: none"> <li>clearly supports or is against one side</li> </ul>
<ul style="list-style-type: none"> <li>is not affected by the outcome or interpretation one way or another (<b>neutral/impartial</b>)</li> </ul>	<ul style="list-style-type: none"> <li>has been affected negatively or positively by the outcome</li> </ul>
<ul style="list-style-type: none"> <li>is not personally involved (is able to step back and see the event or issue rationally)</li> </ul>	<ul style="list-style-type: none"> <li>is personally and/or emotionally involved</li> </ul>
<ul style="list-style-type: none"> <li>shows different sides of the debate</li> </ul>	<ul style="list-style-type: none"> <li>presents his or her <b>perspective</b> (view) as the truth</li> </ul>
<ul style="list-style-type: none"> <li>bases his or her views on <b>facts</b> and gives reasons to back up the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>bases his or her views on <b>opinions</b> and gives few or no factual reasons to back them up.</li> </ul>

**Exam Tip**

Learn the words in the table on the left, so that you can use them when you analyse sources and because they are often used in exam questions! You need to understand what they mean so look them up.

**Apply what you have learnt:**

With each source listed below:

- 1 Identify who made each source and what their position was in regard to the topic.
- 2 Explain the purpose behind the making of this source. Why did they make it?
- 3 Explain how your answers to 1 and 2 affect the perspective these sources give.

Note: the purpose of this activity is to realise that the source gives a point of view, not the “truth”. None of the sources would be supported by everyone involved.

<i>In Search of History</i>	Page number and source letter
<b>Grade 10</b>	Page 41 Source D; the information on Sol Plaatje on pages 190 and 191 and Source E
<b>Grade 11</b>	Page 23 Source F; page 73 Source C
<b>Grade 12</b>	Page 13 Source E; page 163 Source G

Notice that all the key questions you have asked about sources so far start with a “**W**”: **what, when, who** and **why**. These four “**W**” questions (and the “**how**” question you will learn about in the next unit) form the basis of all source analysis.

For further information on this topic, refer to **Skills Support** in:  
 \* *In Search of History* Grade 11, page 103

**How could questions on this skill be asked in an exam?**

- 1 Explain why it is important to know that this speech was made by a politician.
- 2 To what extent can you trust an eye-witness account to be accurate?
- 3 What version of this event is given by this historian and why?
- 4 Who is the intended audience?

- UNIT NUMBER -  
**FIVE**

# How to identify persuasive techniques

Persuasive techniques are used in most forms of media, such as advertising. They are also found in historical sources and especially in government **propaganda**, such as speeches, posters, press statements and so on. Any source made by a politician in government or by someone in a political party or resistance movement will be trying to persuade you that their views, policies and actions are correct. It is therefore important to be able to identify **persuasive techniques**. Once you can do this, you can separate the real issues from the rest of the content and not be swayed simply by passion and opinions.

## Persuasive techniques

A source may include some or many techniques when trying to persuade you to support its view. It may:

- repeat important words or ideas
- create an “us” versus “them” situation: making the enemy out to be evil and “our” side to be good. Look for the use of personal pronouns such as “we” or “our”
- **stereotype** people or use prejudiced ideas to make a group or person seem good or bad, strong or weak, victors or victims
- call people names: using words with loaded meanings to describe people, usually in a negative way
- scapegoat people: blaming them for the problems being faced
- appeal to the audience’s emotions by using fear, a sense of belonging, similar moral values, patriotism, a sense of justice or injustice and so on
- exaggerate and over-dramatise
- generalise by presenting one example as if it is the case for all
- make comparisons using metaphors and similes
- include an expert’s comments to back up the view presented
- assume that you agree with the value system being expressed.

### Exam Tip

To identify generalisations and prejudice, add “many”, “some” or “a few”! When a source says something like ‘Germans are clever and efficient’, it may be a positive generalisation, but it is still inaccurate as not all Germans will be like this. Notice how the meaning changes when you add one of the words above.

- ➔ *Read the extract from a famous speech made by Martin Luther King on the next page. He was the leader of the Civil Rights Movement in the USA. The movement protested against the racist segregationist laws in the southern states of America in the 1960s. The speech was made to 250,000 people at the Washington March in 1963. King uses most of the persuasive techniques listed above to get his message across.*



**Source**  
.....

**Sense of belonging** → Let us not wallow in the valley of despair, I say to you today, my friends.

**Appeal to audience's emotions – common suffering** → And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

**Repetition** → I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

**References to a higher authority – the American Constitution** → I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

**Assumed accepted values of racial unity and integration** → I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

**Use of metaphors and similes** → I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

**Assumed accepted values of racial equality** → I have a dream today!

**Assumed accepted values of racial equality** → I have a dream that one day, down in Alabama, with its vicious racists, ... one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

**Appeal to audience's emotions – use of vulnerable children as examples** → I have a dream today!

**Assumed accepted values of racial equality** → I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

**References to a higher authority – quotations from the Bible** →

Now you have seen how it is done in this speech, practise applying the skill to the sources in your textbook.

**Apply what you have learnt:**

For each source listed below:

- 1 Identify who created the source and for what purpose.
- 2 Identify who the intended audience is.
- 3 Identify the persuasive techniques used.
- 4 Explain the message they want to put across.

<i>In Search of History</i>	Page number and source letter
<b>Grade 10</b>	Page 117 Source F; page 176 Source F
<b>Grade 11</b>	Page 190 Source D and Source F
<b>Grade 12</b>	Page 13 Source E; page 14 Source F; information on Stokeley Carmichael on page 146 and then Source E on page 147
5 Look through your textbook and find another source which uses persuasive techniques.	

For further information on this topic, refer to **Skills Support** in:  
\* *In Search of History* Grade 11, pages 17 and 25



# How to identify bias

In Units 1 to 5 you learnt the basic skills needed for source analysis. In the units that are still to come, you will learn how to apply these skills in different ways. In this unit you will learn how to identify **bias**.

When you are asked to identify the bias in a source, you are being asked to identify what **perspective** the writer/artist has given in the source. You need to be able to back up your view with good reasons.

## Checking for bias

Your reasons should include comments on the following aspects of the source.

### Content selection:

- Which facts have been chosen and what has been left out?
- Which theme, issue or argument has been emphasised?
- Is the content totally one-sided?
- Which facts are exaggerated or incorrect?

### Expression/language:

- What types of words are used – emotive or neutral?
- Is there repetition of key concepts or symbols?
- What tone is used (objective, neutral, emotional, excited, passionate, critical and so on)?
- Does the writer make suggestions or **generalisations** without clearly giving evidence to back them up?

### Background/context:

- Does the writer/artist have a reason to promote one view?
- How is the writer/artist connected to the events?
- Does his or her class, race, gender or nationality influence his or her interpretation?
- Why was the source made?
- How was the writer/artist influenced by the ideas of the time?

### Apply what you have learnt:

Use the skills you have learnt above to answer these questions about sources in your textbook. To do this you need to use all the skills you have learnt in Units 1 to 5. **Always give reasons for your answers by extracting details from the sources.**

<i>In Search of History</i>	Page number and source letter
<b>Grade 10</b>	Page 23 Source C: Is this source biased? Explain your view. Pages 52 and 53 Sources C, D and E: Identify the bias in each of these sources and then explain why you need more than only these three sources to understand Portuguese colonisation.



<i>In Search of History</i>	Page number and source letter
Grade 11	Page 102 Sources M to O: What bias do these sources have in common? Notice who wrote them, what content is included and the attitude they show.
Grade 12	Page 110 Source I: How does this source show balance rather than bias?

In life it is important to be able to identify bias, so that you are not easily influenced by other people's views and are able to make up your own mind. It is a useful life skill because it can help you to recognise propaganda in the media or from political parties.

Historians also need to recognise bias. When they do their research, they collect as much information as possible and then compare different views, cross-check the accuracy of the facts presented, work out which evidence is accurate and which is not, come to their own conclusions and put together their own account. In doing this, they work with both primary and secondary sources, both of which can be biased.

## Bias in primary and secondary sources

### Primary sources can be biased because they:

- want to encourage support for an idea, as in a political cartoon or speech
- are personal or "private" sources, like diary entries or memories of childhood, which are often subjective, stuck in the moment or emotional
- assume others will share the same views
- reflect the perceptions of the people who wrote them and these perceptions will have been influenced by their own interests, prejudices, expectations or cultural backgrounds.

### Secondary sources can also be biased because:

- historians are influenced by the issues and pressures of their own time and view the past through this lens
- historians select topics to write about and sources to use for research and their selection may reflect their own bias.

### Over time, historical writing has shown different emphases:

- **Traditional histories/the "Great Men" theory of history** focused on men who were rich and powerful. This stressed the positive achievements of political leaders such as kings, dictators and chiefs. It exaggerated the role played by individuals in history.
- **Revisionist versions** were corrective. They challenged the "Great Men" approach by focusing on all the things that had been left out before and adding the other side of the story. They focused on ordinary people's experiences, like those of women (Feminist), the poor and slaves, and on issues such as conflict between economic classes (Marxists) and so on.
- **Recent versions** try to be more balanced by including a number of different interpretations.
- But **many historians still write from a specific perspective, such as:**
  - conservative, which focuses on law and order, the need for rules and structure and strong and effective leadership. These historians usually support the status quo (society and power relations as they are/were)
  - liberal, which focuses on the importance of individual choices and effort in progress and exposing human rights abuses
  - radical, which focuses on how systems (economic, social and political) impact people's lives. They usually challenge the status quo.

#### Tip

Knowing about these different ways of interpreting bias helps you to be alert to the possible bias of historians. Being biased does not mean that what these historians write has no value, but being aware of their bias makes it easier for you to think critically about what they have written.

**Apply what you have learnt:**

- Use all the skills you have learnt to answer these questions.
- For each source, ask the **four “W” questions: “what?”, “when?”, “who?” and “why?”**. Then analyse **“how” it is written/expressed**. Use these ideas as the reasons for your arguments.
- Try to use the words you learnt in Unit 3 (objective, neutral, impartial, perspective, facts, opinions, point of view) in your answers.

<i>In Search of History</i>	Page number and source letter
<b>Grade 10</b>	Page 76 Source C: From what perspective does this historian make his analysis? Page 85 Source A: Explain why this source is biased.
<b>Grade 11</b>	Page 24 Source G: a) How does the book title suggest a bias? b) How does the content of the source reinforce this?
<b>Grade 12</b>	Page 108 Source E: Is Risquet biased or not? Page 171 Source C: Why is this source biased? Page 150 Source J: Why is this source less biased than others?

For further information on this topic, refer to **Skills Support** in:

- \* *In Search of History* Grade 10, page 156
- \* *In Search of History* Grade 11, page 96
- \* *In Search of History* Grade 12, page 59

**How could questions on this skill be asked in an exam?**

- 1 Analyse the ways in which this source is biased.
- 2 Assess to what extent the writer gives a balanced account of this event.
- 3 Explain what the writer’s perspective on this topic is.
- 4 Identify which one of these sources is the most biased. Explain your choice.





# How to identify attitude, make inferences and draw conclusions

When working with sources, historians first work out the factual information in the sources. Factual information is information that can be checked and proved to be accurate.

But writers, photographers and artists are often saying more than just the obvious. They express meaning without directly stating it. The skill of picking up this implied meaning is called inferring or making **inferences**. It means you are able to “read between the lines”, to understand that there is more meaning than just the straight facts and to draw your own conclusions based on clues given.

Inferences are important because they help you to identify the attitude of the writer or artist. You will then realise that the presentation is not neutral, but instead puts across a certain point of view. It is important to be able to separate the facts from the opinions, attitudes and values.

## Source

.....



◆ This is a well-known photograph of a protestor who, for a while, stopped the advance of military tanks. The tanks were going to break up a protest by crowds who were demanding the democratic rights which they did not have in China at the time. It was taken in Tiananmen Square, Beijing, China, in 1989.

## Making inferences

.....

**First pick out the facts shown in this photograph:**

- A man stands in front of army tanks.
- No one is coming to help him.
- The streets are abandoned.
- There is more than one tank.



**Then make inferences, always backing them up with clues given in the source:**

- The protestor is brave to stand up to the tanks – the photographer emphasises this by including a lot of empty land around the central image. The angle of the shot, looking down from high up, makes the man look vulnerable.
- The photographer supports the man's actions – the composition of the diagonal line of tanks down the centre of the photograph leads the eye to the man who stands in front.
- The photographer wants to make the tanks look intimidating – they are large and the line of them extends beyond the frame of the photograph, suggesting there are many more of them than can be seen in the photograph.
- The bleakness of the situation is reflected in the use of greys.
- All of these points lead us to infer that the photographer does not support the use of military force against civilians. He sides with the man.

Notice that these answers are based on informed conclusions, which are based on the clues given in the photograph.

**Apply what you have learnt:**

- 1 With each source listed below, work out the factual details.
- 2 Then answer the questions on each. Some ask for factual detail, others ask for inference. In each case, state your answer and give your reasons by giving evidence from the source itself.

<i>In Search of History</i>	<b>Page number and source letter</b>
<b>Grade 10</b>	<p>Page 126 Source C (shown on next page) (all these questions ask you to make inferences):</p> <ol style="list-style-type: none"> <li>1 Is Modisane black or white?</li> <li>2 Did Modisane agree with the way chiefs were shown at school?</li> <li>3 Did Modisane enjoy these History lessons?</li> </ol> <p>Page 175 Source D:</p> <ol style="list-style-type: none"> <li>3 Describe what is happening in this cartoon? (factual)</li> <li>4 How are you meant to feel about the action of the soldier? (inference)</li> </ol>
<b>Grade 11</b>	<p>Page 106 Source C (shown on next page):</p> <ol style="list-style-type: none"> <li>1 How many mentally ill people are in state care? (factual)</li> <li>2 Why would the government make a maths problem like this? (inference – use clues in the source and your prior knowledge) Question 3 refers to poster on page 107.</li> </ol> <p>Poster on page 107:</p> <ol style="list-style-type: none"> <li>3 What attitude are we meant to have to the student shown in this poster? (inference – use clues in the source and your prior knowledge)</li> </ol>

Grade 12

Page 80 Source F (shown below):

- 1 Why does the Arusha Declaration not want Tanzania to rely on foreign investment? (factual)
- 2 What does it assume if they do not get investment? (inference) Question 3 and 4 refer to billboard on page 214.

Billboard on page 214:

- 3 What does this billboard advertise? (factual)
- 4 What does it suggest the new constitution will achieve? (inference – use clues in the source and your prior knowledge)

## Be careful of your own assumptions

Your own assumptions can influence how you respond to a source. To avoid this, you need to become more aware of your own attitudes and try to step back and see things objectively.

Think back to your own responses to the sources listed above. Become aware of how you responded to them. Did you have a strong emotional reaction? Did you agree or disagree with them? Could you stand back, be objective and see their bias? How much did your own assumptions and values stop you from being objective in your analysis?

## How could questions on this skill be asked in an exam?

- 1 Explain whether the writer supports the actions of the students.
- 2 From this speech, decide whether the king is a harsh or kind ruler.
- 3 Explain what this source suggests about living conditions at that time.
- 4 Assess to what extent the writer's opinion is accurate.
- 5 Identify the writer's tone and attitude.

▼ **Source C** In his *autobiography*, *Blame me on History*, *Bloke Modisane* recalls how leaders like *Shaka* were presented to him at school in the 1970s. This was at a time when the apartheid government tried to control what was taught in schools.

South African history was amusing, we sat motionless and listened attentively ... The ancestral heroes of our fathers, the great chiefs who our parents told stories about, were in class described as blood-thirsty animal brutes; Tshaka, the brilliant general who welded the Mnguni tribulets into a unified and powerful Zulu nation, the greatest war machine in South African history, was described as a **psychopath**.

◀ Extracted from *In Search of History* Grade 10 Learner's Book

► **Source C** At school, children studied eugenics for at least an hour a day, but the indoctrination continued in all their lessons. Here are two examples of typical maths questions.

**Question 95:** The construction of a lunatic asylum costs 6 million RM (Reichmarks). How many houses at 15.000 RM each could have been built for that amount?

**Question 97:** To keep a mentally ill person costs about 4 RM per day, a cripple 5.5 RM, a criminal 3.50 RM. Many civil servants receive only 4 RM per day, white collar employees barely 3.50 RM, unskilled workers not even 2 RM per head for their families. According to low estimates there are 300 mentally ill in care.

- a. Illustrate these figures in a diagram.
- b. How much do these people cost to keep in total, at a cost of 4 RM per head?
- c. How many **marriage loans**, at 1000 RM each, could be granted from this money?

◀ Extracted from *In Search of History* Grade 11 Learner's Book

► **Source F** Extract from the *Arusha Declaration of the Tanzanian African National Union (TANU)*, the ruling party of Tanzania, 1967

How can we depend on gifts, loans, and investments from foreign countries and foreign companies without endangering our independence? The English people have the proverb which says: 'he who pays the piper calls the tune.' How can we depend upon foreign governments and companies for the major part of our freedom to act as we please? The truth is that we cannot.

◀ Extracted from *In Search of History* Grade 12 Learner's Book



# How to test for reliability

A source becomes evidence when an historian uses it to prove or back up his or her argument. Historians can only use a source if they find the source to be believable and trustworthy. To know this, they have to check its **reliability**.

When checking for accurate content, a source is **not reliable** if it:

- is factually inaccurate
- makes generalisations that have no evidence to back them up
- **contradicts** itself (says one thing and then says the opposite later)
- is overly biased
- is a fake.

## Source

.....

For example, look at the photograph on the right, which appears in the *Oxford In Search Of History Grade 10 Learner's Book*. It shows a man sitting with a net over him.

## Is this source reliable evidence about the trans-Atlantic slave trade in the 1500s to the 1800s?

No, because:

- photographs were only widely made after slavery was ended. (Early photographs were developed in about the 1830s, but there were very few of them before the 1880s.)
- slaves were unlikely to have been selected as the topic of a photograph even if the technology had existed
- most importantly, the quality of this photograph is proof of modern technology which would not have been possible in the 19th century or earlier when photographs were blurred and grainy.

Therefore it is not an authentic (real) primary source about slavery during that period.

## Could this source be reliable for any other purpose?

Yes. As can be seen, this photograph has been used in the *Oxford In Search of History Grade 10 Learner's Book* on page 50, as an illustration in the section about slavery. If you were studying how school textbooks try to influence the thinking/feeling of the learners by including emotive visual illustrations, this would be reliable evidence to use.

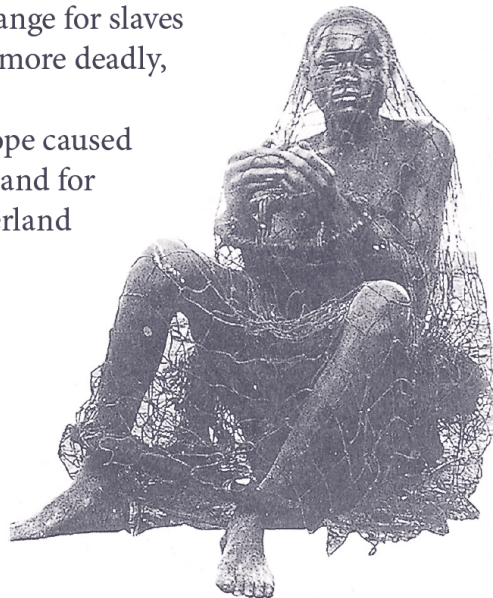
What this photograph shows is that sources may not be reliable for one topic/task, but can still be reliable for another. So it is important to ask: "Is it reliable for this particular purpose?"

When a source is full of emotion, makes wild exaggerations or is totally one-sided, it may not be a reliable source for accurate content about the topic being discussed, but it can still be reliable when finding out about various points of view and different attitudes on a topic.

## The impact of slave trading

The Atlantic slave trade lasted for 400 years. In this time Africa lost at least 12 million people. As well as the personal suffering of each individual slave, slavery also had a terrible impact on Africa:

- Africa lost millions of people, mainly strong, young men. This loss had a negative effect on economic development.
- Some parts of Africa were worse affected than others. The largest number of European forts was along the Gold Coast (the coast of modern Ghana). The Slave Coast (the coast of modern Nigeria) was also a major source of slaves. But the biggest number came from Angola, which was the target of slave traders for nearly four centuries. This had a tragic effect on the history of Angola.
- The slave trade resulted in slave raids, violence and warfare. African kingdoms fought against each other, either to capture slaves or to control the slave trade routes. As the demand for slaves increased, so did violence and warfare. The slave trade spread fear and instability over wide parts of Africa.
- The steady supply of guns into Africa in exchange for slaves changed the nature of warfare. Wars became more deadly, and led to increased misery and famine.
- The supply of manufactured goods from Europe caused a decline in African craft industries. The demand for traditional trade items decreased, and old overland trade routes were abandoned.
- Historians believe that the slave trade led to the growth of slavery within Africa, which remained important even after the Atlantic slave trade came to an end. Even in the 1920s, there were still millions of people who were slaves in Africa.
- Some historians believe that racist attitudes are partly a result of slavery. For centuries many Europeans saw Africans only as slaves and believed that they were inferior. Even after slavery was abolished, these ideas lived on in some societies.



*This is a modern photograph which captures the despair, helplessness and loneliness that Africans must have felt when caught in the slave trade.*

↑ Extracted from *In Search Of History Grade 10 Learner's Book*

### Apply what you have learnt:

Use the sources in your textbook to answer the questions on the next page. Always give reasons for your answer by referring to details in the sources. Remember to read the caption of the source. It tells you more about the source and the person who made it.

<i>In Search of History</i>	Page number and source letter
Grade 10	Page 54 Source A: 1 Explain what this source shows of early life at the Cape. (factual) 2 Why would you need to be careful when using this source as evidence about life at the Cape? 3 For what topic would this source be reliable?
Grade 11	Two photographs on pages 20 and 27: 1 Which source is more reliable to show which leaders were at the political rally? Give your reasons. 2 Which source is more reliable to show how the Soviet government censored information? Give your reasons.
Grade 12	Page 123 Sources G and H: 1 Explain why both sources are reliable to learn about women's attitudes in the 1950s. 2 Identify which source is more reliable to learn about the Women's March.

For further information on this topic, refer to **Skills**

**Support** in:

- \* *In Search of History* Grade 10, page 125
- \* *In Search of History* Grade 11, page 184
- \* *In Search of History* Grade 12, pages 40, 112, 138, 169, 176 and 256 (on statistics)

## Are statistics always reliable as evidence?

Often statistics are seen as useful evidence because they give an overview and show trends. They are seen as accurate because they appear neutral and objective and are based on measurable data. But often they are actually not reliable: the numbers may be rounded off or the sample used when collecting the information could have been too small which results in the statistic being inaccurate or approximate. They show broad trends, but do not give the reasons for the results.

Sometimes statistics are manipulated to suit a desired outcome, such as when governments want to make their policies look more successful than they actually are. This is especially the case when the government is a dictatorship and does not allow free access to information.

### Apply what you have learnt:



Use the sources in your textbook to answer the questions below. Always give reasons for your answer by referring to details in the sources. Remember to read the caption to the source. It tells you more about the source and who made it.

<i>In Search of History</i>	Page number and source letter
Grade 10	Page 27 Source B: 1 What is the overall trend shown in this table? (factual) 2 Why are these figures not entirely accurate when learning about the impact of the Black Death? (reliability)
Grade 11	Page 114 Source L: 1 Assess whether the statistics used in this source are reliable to learn about the proportion of Jews killed in each country in Europe. 2 Explain whether this source is reliable to learn about military tactics used in the Second World War.
Grade 12	Page 177 Source K: 1 Who compiled these statistics and how does that increase their reliability? 2 Is this source reliable to learn about political violence in the 1990s?

## How could questions on this skill be asked in an exam?

- 1 Explain why you should question the reliability of these statistics.
- 2 **Identify** which one of these sources is the most reliable to learn about the results of the Soweto Uprising. Explain your choice.
- 3 What are the origin and purpose of this source? **Assess** to what extent these affect its reliability.



# How to compare sources

Historians make their analyses after studying hundreds of different sources. They have to analyse them, separate facts from **opinions**, check them for bias and reliability and make inferences. Then they have to **compare** them. In doing this they identify:

- the similarities and differences in content
- where writers agree or disagree in their opinions
- which ideas are common or typical and which are unusual for the time.

Through this slow process, they build up their own understanding of what they believe happened and why. In this unit you will focus on how to compare sources.

## The process of comparing sources

### Compare the content by:

- identifying the main points/issues that are raised in each source
- matching the points that are similar and noting the ones that are different
- identifying any points that are made in one source but not in others.

### Compare the opinions by:

- identifying the main arguments made in each source
- identifying the main areas of agreement and then of disagreement
- identifying who wrote each source, what impact they hoped to have and why they made the source
- identifying the attitude of each writer to the topic.

Let's practise this skill with these two sources about the Berlin Airlift which was carried out by the Western Allies in 1948. They were trying to break the blockade placed around West Berlin by the Soviet Union by flying in resources. This crisis in Berlin was one of the early origins of the Cold War in Europe (Grade 12 syllabus).

## Source A

The Americans decided they had to beat the blockade. Their planes streamed across the sky, spaced as close as ninety seconds apart. Most planes were piled to the hatches with coal. Others carried anything a blockaded city could use; even sweets. Tobacco, sausages, even manhole covers were carried. No man refused to fly. They were determined to stop the spread of Russian Communism.

◆ *This source was written by a pilot who took part in the Berlin Airlift of 1948–1949.*

## Source B

.....

During the blockade, the Americans decided that they must help Berlin at all costs. They feared West Germany would be next and then Russian Communism would spread. The airlift carried food and fuel into the city. It was a dangerous risk to peace. The leaders of Western Europe and America got together and agreed that if any of them were attacked by the Russians they would all fight back. They set up the North Atlantic Treaty Organisation to organise their defence against the Russians.

- ▲ *This extract from a secondary source describes the growing tension between America and Russia in the early years of the Cold War.*

Now try to answer these questions. The answers are given below, but try to do them yourself first.

### Questions

- 1 Are both these sources secondary sources?
- 2 Identify the similar content given in these sources.
- 3 Identify areas of difference in the two sources.
- 4 Assess whether one source is more biased than the other. Explain your choice.
- 5 Which source is more reliable about American attitudes at the time?

### Answers

- 1 No:
  - ▶ Source A is a description made by a man who was a pilot during the Berlin Airlift. It is a first-hand account, so it is primary.
  - ▶ Source B is secondary, as stated in the caption. No further details about this are given.
- 2 Both sources:
  - ▶ mention that America got involved in the Berlin Airlift to stop the spread of communism across Europe
  - ▶ give information on the airlift.
  - ▶ (If the mark allocation was 1 x 2, this answer would be enough. If it was 2 x 2, then you would need to quote the relevant bits from each source.)
- 3 The sources differ in two ways:
  - ▶ Their reasons for the airlift are slightly different. Source A says that they carried out the airlift as 'they were determined to beat the blockade' whereas Source B said that they 'must help Berlin at all costs'.
  - ▶ They have different emphases: Source A focuses on the details of how the airlift was carried out, like how often the planes flew and which products were carried in. Source B places the airlift in the broader context of the Cold War, discussing the fear that West Germany would become communist, the fact that challenging the Soviet's with the airlift was a 'risk to peace', the agreement that they would support each other if attacked by the Soviets and the creation of NATO as a 'defence against the Russians'.
- 4 Both sources are from the American perspective and give one-sided accounts but Source A is more biased because:
  - ▶ he was personally (subjectively) involved and believes they did a good thing
  - ▶ he uses some emotive language ('planes streamed across the sky' and 'determined')
  - ▶ he wants to make the pilots out to be heroic ('No man refused to fly')
- 5 Source A because it is made by a pilot who flew planes during the Berlin Airlift. Source B is a secondary source, written after the event, and therefore is not as reliable for this purpose.

**Apply what you have learnt:**

Use the sources in your textbook to answer the questions below. Always give reasons for your answer by referring to details in the sources. Remember to read the caption of the source. It tells you more about the source and the person who made it.

<i>In Search of History</i>	Page number and source letter
<b>Grade 10</b>	Pages 34 and 42 Source C: What do these paintings have in common? Page 189 Sources C and D: Which comment in Source D best <b>corroborates</b> (backs up/confirms) what is said in Source C? Explain your answer.
<b>Grade 11</b>	Page 36 Source K and page 104 Source A: Compare these two posters in terms of type of source, persuasive techniques used, expected response and overall message. Page 185 Sources I and K: Read the first two sentences of Source K and show how it is disproved by Source I.
<b>Grade 12</b>	Page 217 Sources A and C: Compare the reasons the sources give for inclusion of the amnesty option in the TRC. Page 171 Source C and page 173: Compare these two posters in terms of type of source, persuasive techniques used, message put across and expected response.

**EXAM TIP:**

Be aware of how arguments are structured! Often a paragraph/source will be structured with a main **point**. This will be followed by an **explanation** of that point and then this will be backed up by **evidence**. Get used to using this approach when writing your own answers.

Where you are asked to compare sources, keep this in mind:

- \* **Point:** If the mark allocation is low, like 1 x 2, write down the main point of comparison only, e.g. Both sources agree that civilians suffered during the Anglo-Boer War.
- \* **Explanation:** If the mark allocation is higher, like 2 x 2, state the main point and then include explanations based on the source, e.g. Both sources agree that civilians suffered from lack of food during the Anglo-Boer War. Source A is a photograph of a little boy who was starving to death in one of the concentration camps and Source B is a diary describing how little food there was in the town and how people were struggling to get by.
- \* **Evidence:** If the mark allocation is 2 x 3, add further evidence to the answer above, such as factual details from the sources and even short quotations.

**How could questions on this skill be asked in an exam?**

- 1 **Assess** to what extent the writer of Source A agrees with the argument made in Source B.
- 2 To what extent does Source B **corroborate** the content of Source A?
- 3 **Compare** the arguments (list similarities and differences) given in Source A with those in Source B.
- 4 Although Source A and B disagree about the content, **explain** what is similar in their attitudes.

**Exam Tip**

You need to know exactly what the verbs on the left mean so that you approach the answer in the right way! See the key words unit on page 30 for help.





# How to assess the usefulness of a source

Historians study thousands of sources when researching a topic. Most of them will not be used in their final account. Only those that give them relevant information and insight about their topic of research will be selected. These sources become the evidence from which the historian's analysis will be developed. A key question historians ask about a source is therefore: **"Is this source useful for my purpose?"**

In deciding whether a source is useful, you need to use all the skills that you have learnt already.

## Asking if a source is useful

.....

After reading the source, ask yourself these questions:

- 1 **What** does the source say? (content: one-sided or balanced?)
- 2 **When** and **where** was it made? (type of source: limited to ideas of its time or able to show hindsight?)
- 3 **Who** made it and how are they positioned to the event/topic? (neutral or subjective: bias and reliability)
- 4 **Why** was it made, is it authentic (not a fake) and what reaction is hoped for? (purpose, bias and reliability)
- 5 **How** is it written? (bias and reliability)
- 6 Is it similar or different from other sources (or, in an exam situation, from what you know)? (comparison/corroboration)

Based on all these factors, historians then draw their own conclusions by making their inferences and synthesising (putting together) their ideas.

In an exam, when asked to comment on the **usefulness** of the source, you need to think about all of these steps. The examiner may ask something like: "Identify one source which is the most useful to learn about the position of women in Ming China." Notice that they tell you what purpose you need the source for so all the information you get from the source must relate back to the purpose stated. Always identify details in the source to back up your view.

Let's practise with these sources. They both discuss the Reign of Terror during the French Revolution (Grade 10 syllabus).

## Source A

.....

The Reign of Terror was a time when people constantly lived in fear of arrest. Many of those arrested were guillotined. This was the time when wagons loaded with condemned prisoners rumbled through the crowded streets of Paris while old hags sat waiting at the place of execution with their knitting. France was now governed by a small group of men who ruled literally by 'terror'. As a result, many of the personal freedoms gained earlier in the Revolution (for example, an arrested person's right to a fair trial) now disappeared.

◆ *An extract from a book written by M. Dickinson called The French Revolution. It was published by Macmillan in 1984.*

## Source B

.....

Faced with all these disasters (military defeat, high prices and food shortages, and rebellion in the provinces) the National Convention set up an emergency group called the Committee of Public Safety. Its twelve members had the power to do anything they thought necessary to save France. For the next twelve months they used this power to run France very strictly and to impose harsh punishments on opponents. So harsh was the Committee's rule that it was known as the Reign of Terror.

▲ *An extract from a book written by J. Brooman called Revolutionary France. It was published by Longman in 1992.*

### Questions

- 1 Work through both sources using Steps 1 to 6 on the previous page.
- 2 Identify the source which is the most useful to get a balanced view of why the revolutionary government introduced the Reign of Terror (notice the purpose you need to use the source for). Explain your view.

### Answers

- 1 Use the skills you have learnt so far.
- 2 Source B is more useful to learn about the reasons the government introduced the Reign of Terror. This is because:
  - ▶ it starts by listing the problems the government was facing at the time. They were losing the war, the economy was in difficulty, food was scarce and people were opposing the government in the provincial areas.
  - ▶ it says it was an emergency situation which the government thought was 'necessary to save France'.
  - ▶ the government felt they had to rule France harshly to crush opposition. This was why it was called the Reign of Terror.
  - ▶ In contrast, Source A describes features and results of the Reign of Terror rather than the reasons for adopting it. It also uses much more emotive language and is clearly critical of the government.

### Exam Tip

In a test or exam, the order of the questions set will be based on the different skills set out in the steps on the previous page. A "usefulness" question will only be given towards the end of the test or exam.

### Apply what you have learnt:

Now practise this skill with sources in your textbook. In each case explain your answer. Remember to use all the skills you have learnt as you read a source. Once you are confident with each skill, you will start to do this automatically. All these sources can be used to do more practice in comparing sources as well.

<i>In Search of History</i>	Page number and source letter
Grade 10	Pages 116 and 117 Sources E and F: Identify which source is more useful to learn about African culture. Pages 145 and 146 Sources B and C: Explain why Source B is more useful than Source C to learn about the treatment of Indian indentured labourers in Natal.
Grade 11	Page 93 Sources A and B: Assess to what extent these sources are useful to learn about aboriginal indigenous knowledge (weigh up strengths and limitations of these sources for this purpose).
Grade 12	The two visuals (map and photograph) and Source A on page 130: 1 Which source is the most useful to show the impact segregation laws had on people's lives? 2 Explain why all three sources are useful when studying segregation in the southern states of America.



# How to build an argument based on numerous sources

The final question in the FET source-based exam sections always requires you to use all the sources to construct an argument. This is difficult to do, as the examiner specifies a low word count (usually about 80 words) and there is a time limitation because of the exam conditions. To do this well, you therefore need to know how to do it quickly.

## Exam Tip

This question will always be at the end of a test or exam, so you will have worked through each source thoroughly before you have to do it! While working with the sources for the earlier questions, note next to each paragraph in the sources what the main arguments are. Then, when you get to this final question, you will have done a lot of the work needed already.

## How to approach this task

- Read the question and notice the emphasis asked for.
- Select (pick out) the main arguments in each source.
- Identify which arguments are relevant to the emphasis given in the question.
- Match the arguments that are similar (in agreement) and those which are different (disagree).
- Make inferences about the writer's attitude and general message.
- Identify the bias and assess the reliability of each source.
- Now write your paragraph based on this information.

## How to write a paragraph

- Start by referring to the purpose specified in the question.
- Use the evidence you have gathered from the sources to support the position. There is not enough space to include every detail from each source, so you need to **discuss** the different topics raised in the sources.
- Discuss the evidence which gives the opposite view (**counter-argument**). If there is no counter-argument in the sources, leave out this step.
- Discuss which sources are trustworthy as evidence and therefore more useful for this purpose by identifying their **authenticity**, bias and reliability.

## Exam Tip

Select only relevant information! Do not mention information that is not useful for the stated purpose.

## Apply what you have learnt:

These sources are all secondary sources on Black Consciousness in South Africa in the 1970s. They focus particularly on the impact of the South African Students Organisation.

## Source A

In 1969, when organised black opposition to apartheid was virtually quiet, university students formed an exclusively black student organisation, the South African Students Organisation (SASO). This was the beginning of the Black Consciousness Movement (BCM) that focused on cultivating the ability of black people to change the oppressive situation in South Africa by rejecting the ideology (and eventually the system) of apartheid. Black Consciousness (BC) adherents sought to liberate black people psychologically through "conscientisation", or the realisation of black self-worth and the need for black activism. They stressed economic self-reliance and a return to African culture and values. They also redefined "black" to include all people of colour who experienced racial discrimination under apartheid, and they worked to create a united black front.

↑ This extract comes from an article on the website: <http://overcomingapartheid.msu.edu/multimedia.php?id=65-259-11>

## Source B

.....

By the late 1960s, the government had jailed, banned or exiled the majority of the Liberation Movement's leaders. In response to this, an intensified wave of tyranny, and a new set of organisations emerged. These organisations filled the vacuum created by the government's suppression of the African National Congress (ANC) and the Pan Africanist Congress (PAC) after the Sharpeville massacre in 1960. United loosely around a set of ideas described as "Black Consciousness", these organisations helped to educate and organise black people, particularly the youth. In fact, the eruption of the Black Consciousness Movement (BCM) signalled an end to the quiescence (inactivity) that followed the banning of the black political movements.

The BCM urged a defiant rejection of apartheid, especially among black workers and the youth. The South African Students Organisation (SASO) – an arm of the movement – was founded by black students who refused to join NUSAS, another student-led organisation. At the same time, black workers began to organise trade unions in defiance of anti-strike laws. In 1973, there were strikes throughout the nation, in cities like Durban. The collapse of Portuguese colonialism and the victories of the Mozambique Liberation Front (FRELIMO) in Mozambique, and the Popular Movement for the Liberation of Angola (MPLA) in Angola, stimulated further activity against apartheid. This culminated in the Soweto Uprising of 1976.

↑ This extract comes from an article on the following website: <http://www.sahistory.org.za/introduction-black-consciousness-movement>

## Source C

.....

SASO was also political in holding distinct ideological and political positions, and the basis of affiliation to it was essentially political. It was revolutionary and national too: it formulated the doctrine of Black Consciousness, defining "race" and racial oppression as the primary problem. In these terms, united political action by "blacks" (African, Indian and coloured South Africans) was to be the means for ending apartheid. Its goals were the psychological and physical liberation of black South Africans and the creation of a non-racial society.

SASO paid little attention to the issues of class and capitalism, and left vague the content and class character of the non-racial society to which it was committed. To the extent that capitalism in South Africa was inextricably linked with white political domination and SASO's object was to end this domination, and that through its actions it made a significant contribution to eroding white political control, it is entirely appropriate to call it a revolutionary formation.

↑ This extract comes from an article on the following website: <https://www.ru.ac.za/vice-chancellor/latestnews/sasomassblackorganisationcommittedtoliberation.html>. It was written by Salem Badat, who was a member of SASO in the 1970s and later became the Vice Chancellor of Rhodes University. It is called 'SASO, mass black organisation committed to liberation' and was published on 21 January 2011.

### Exam Tip

You must base your answer on information from the sources! You only use your knowledge to help you with your explanations and to be aware of the selection of content made by the writers of the sources.

## How could questions on this skill be asked in an exam?

.....

Use the information in the sources and your knowledge to write a paragraph of about 120 words in which you discuss the significance of the South African Students Organisation.

Action	Findings
Read the question. Identify the emphasis required	In this question, you have to discuss the significance of SASO. This means identifying what they stood for that was new, the impact they made and the results of their actions. When you read the sources, look for this information.

<p>Read the sources and identify the issues raised</p>	<p>Source A:</p> <ul style="list-style-type: none"> <li>• 1969 SASO formed: exclusively black (included all who were discriminated against under apartheid – black, Indian and coloured people)</li> <li>• Start of BCM: develop the abilities of black people to change the oppressive system of Apartheid.</li> <li>• Black Consciousness:             <ul style="list-style-type: none"> <li>▸ psychological emphasis: self-worth and need for black activism</li> <li>▸ economic self-reliance</li> <li>▸ return to African culture and values</li> </ul> </li> </ul> <p>Source B:</p> <ul style="list-style-type: none"> <li>• New organisations emerged after banning of ANC and PAC – BC</li> <li>• Black Consciousness:             <ul style="list-style-type: none"> <li>▸ educate and organise black people, especially the youth</li> <li>▸ defiant spirit among workers and youth, reject apartheid</li> </ul> </li> <li>• defiance against apartheid stimulated by             <ul style="list-style-type: none"> <li>▸ black students formed SASO, leave NUSAS</li> <li>▸ black workers formed trade unions, defiance, 1973 strikes</li> <li>▸ collapse of Portuguese colonialism in Angola and Mozambique</li> <li>▸ led to Soweto Uprising</li> </ul> </li> </ul> <p>Source C:</p> <ul style="list-style-type: none"> <li>• SASO's clear political positions: revolutionary and national</li> <li>• SASO formulates the doctrine of Black Consciousness</li> <li>• BC = race and racial oppression is the main problem to overcome</li> <li>• Way to end apartheid = united political action by blacks (Africans, Indians and Coloureds)</li> <li>• Goals             <ul style="list-style-type: none"> <li>▸ psychological and physical liberation</li> <li>▸ non-racial South Africa</li> </ul> </li> <li>• SASO = vague on issues around class and capitalism</li> <li>• Did want to end political domination which was linked to capitalism, by implication therefore suggests ending capitalism and therefore = revolutionary.</li> </ul>
<p>Notice the overall emphasis in the source and to what extent it is useful for this question</p>	<ul style="list-style-type: none"> <li>• Source A: good on the need for this organisation, its formation and goals.</li> <li>• Source B: little relevant information on the role of SASO. Mainly deals with the impact of the Black Consciousness Movement as a whole and the general context of resistance at the time.</li> <li>• Source C: focuses directly on SASO but looks more at the goals than their results. It directly links the formulation of Black Consciousness thinking to SASO. Points out limits of SASO's vision in terms of capitalism.</li> </ul>
<p>Identify bias and reliability</p>	<ul style="list-style-type: none"> <li>• All three sources present SASO and BC in a positive light.</li> <li>• They all tend to focus on goals rather than achievements.</li> <li>• Source B is the most neutral, but the least useful for this purpose because it focuses on the context of the 1970s and barely mentions SASO. Source A comes from a website called 'overcoming apartheid' and Source C is written by a former SASO member. Both use emotive language.</li> </ul>

#### Exam Tip

You do not have time to write all of the above out in rough during an exam, but you should think through all of these issues before you start writing your paragraph!

**Answer**

Now write your paragraph. Notice it is only **one** paragraph, because that is what the instruction asked for.

<p>Link your answer to the purpose stated in the question</p>	<p>→ The formation of SASO was significant because it gave black students an organisation to carry out united political activism. Its emphasis on psychological emancipation, self-reliance and a return to African culture and values</p>
<p>Content from sources A and C showing agreement about the significance of SASO</p>	<p>→ gave a sense of self-worth and a positive alternative to the oppressive, inferior identity promoted by the state. According to Badat, SASO formulated the Black Consciousness ideology, which was central to all resistance in the 1970s. He also shows some counter-argument: SASO was not clear on matters concerning class and capitalism or what economic system the future non-racial South Africa would have.</p>
<p>Counter-argument showing the limits of SASO</p>	<p>→ Sources A and C are useful but potentially biased (they use emotive language and one comes from a site called 'overcoming apartheid' and the other from a member of SASO itself). Source B is not useful, as it describes the political context rather than SASO's significance. None of the sources give a clear assessment of what SASO achieved.</p>
<p>Bias and reliability of sources</p>	<p>→</p>
<p>Usefulness or not of sources for this purpose</p>	<p>→</p>

**Apply what you have learnt:**

Now apply these skills to sources in your textbook. For each answer write a paragraph of about 100 words.

In Search of History	Page number and source letter
Grade 10	Use these four sources (page 116 Source D, page 118 Source G and the two paintings on pages 120 and 121) to describe the impact of the disruptions of the time on ordinary people.
Grade 11	Use these four sources (pages 66 and 67 Sources G, H, I and J) to <b>evaluate</b> the success of Roosevelt's New Deal.
Grade 12	Study the photographs on pages 104, 105, 106 and 110 and use them to explain the impact of the war in Angola on the Angolan people. Use these four sources (page 253 sources A and B and page 255 Source C and the photograph) to build an argument showing the negative impact of globalisation.

**Exam Tip**

If the word count for the paragraph is very low (like between 60 and 80 words), you must include everything on the content of the sources and the counter-argument! If there was no counter-argument, comment on the bias. Note that the word count is only a guide, you do not have to write exactly the number of words specified.



## Key words

You need to learn all these words because they are used in exam questions and you can use them in your answers as well.

### Words to know when analysing sources

.....

**authenticity:** realness, genuineness, not a fake or deliberately changed

**bias:** one-sidedness and lack of objectivity

**contradict:** statement or argument which goes against what the same writer has just stated

**counter-argument:** other side(s) of the argument introduced to show awareness of disagreement and balance in analysis

**emotive language:** words that have powerful emotions connected to them

**evidence:** proof to back up a view

**facts:** provable ideas, checkable evidence

**generalisations:** simplified overviews

**impartial:** fair, neutral, non-aligned, has nothing to gain or lose

**inference:** making thoughtful conclusions, reading between the lines

**neutral:** not choosing sides

**objective:** able to step back and think about an issue rationally from all sides

**opinion:** view, outlook or judgement

**point of view:** standpoint, approach

**perspective:** outlook, way of seeing things, similar to point of view

**persuasive techniques:** ways of convincing people to support your views

**primary evidence/source:** first-hand proof from the time being studied

**propaganda:** media used by governments and political parties to sway views in their favour, indoctrination, brain-washing

**reliability:** trustworthiness as being accurate and true

**secondary evidence/source:** sources that give commentary/analysis about the past, created after the event concerned

**stereotype:** categorise people as part of a fixed identity, usually linked to group generalisations based on gender, nationality, class, race and religion

**usefulness:** helpfulness or value for a particular purpose

### Instruction words in questions

.....

**analyse:** explore or examine in detail

**assess to what extent:** weigh up or measure how much it can be proved (e.g. On the one hand, this can be seen ..., but, on the other, the account is limited because ...)

**compare:** look for similarities and differences in content, agreement and disagreement in argument

**corroborate:** back up with evidence

**describe:** set the scene or give information without judgement

**discuss:** show argument and counter-argument

**explain:** clarify by giving the reasons behind an idea

**evaluate:** judge, measure, weigh up (same as "assess to what extent")

**identify:** find, select or pick out

## Preparing for source-based questions in the examination

This table shows some of the types of questions that could be asked in source based sections in the examinations. It then suggests the type of response that is required and gives examples of questions. The relevant units in this guide are also indicated on the left.

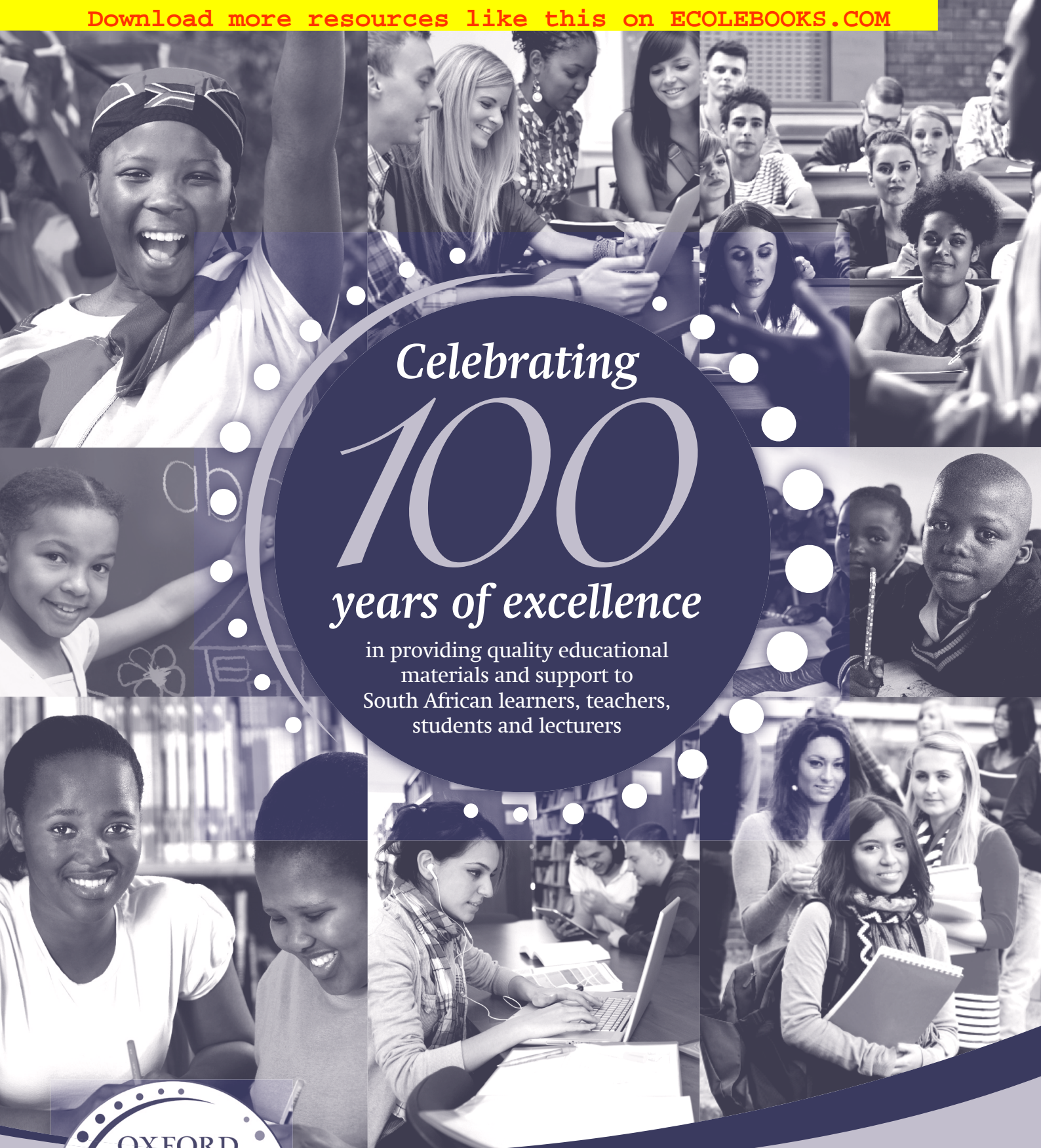
### SKILLS SUPPORT

How to prepare for source-based questions in the examination

This table shows you some of the types of questions you could be asked in source-based sections in the examinations. It then suggests the type of response that is required and gives you examples of questions.

	Exam questions require you to:	What you need to do to answer the question:	Example of this type of question:
Refer to Units 1 to 3 in this guide	Level 1 (30% of questions)	Answer a straight content question	Show your knowledge and understanding (that is what you have learned). What developments during the 1960s strengthened China's international status?
	Find evidence in the source to support your answer	Select details from the source. (Or the question may require you to quote from the source to support your answer.)	President Julius Nyerere had three main goals after independence. What does Source B tell you these goals were?
Refer to Units 4 to 7 and 9 in this guide	Level 2 (40% of questions)	Compare the content of different sources	Explain the issues raised or areas of content given in two or three sources – also look for similarities and differences or contradictions. Does Source A corroborate what is said in Source B? Explain your answer with reference to both sources.
		Identify and analyse the argument or interpretation	State the message and then pick out and explain the parts of the source which back this up. Identify the perspective on the amnesty process given in this source. Explain your view.
Refer to Units 6 to 10 in this guide	Level 3 (30% of questions)	Compare the interpretation given in different sources	Which interpretation does Source A support and is this point of view supported by Source B? Or: Compare how Sources X and Y differ in their assessment of the success of the TRC.
		Assess the bias of the interpretation	Look for emotive language, or exaggeration, or repetition to stress a point, or over-simplification and one-sidedness. Is the source neutral or subjective? Explain your answer. Or: How does the language used show the bias of the author?
		Evaluate the reliability of a source	Check its factual accuracy (based on your own knowledge); then look at who wrote it, when and why; and comment on its bias. How does the writer's position in relation to the events influence his or her interpretation? Or: Can you trust this person's account as accurate?
		Assess the usefulness of a source as evidence	Identify the categories of information it gives; and what it shows about the attitudes, feelings and values of people at the time. Does the bias of this source undermine its value as evidence? Or In what ways is oral testimony a useful kind of evidence?
	Assess the value and limitations of a source	Look at origin and purpose; range of content; one-sidedness. What are the limitations of this source for historians wanting to find out about the success of the TRC?	





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