



### Case study 2:

German and Italian expansion (1933–40)

#### Causes of expansion

- Impact of fascism and Nazism on the foreign policies of Italy and Germany
- Impact of domestic economic issues on the foreign policies of Italy and Germany
- Changing diplomatic alignments in Europe; the end of collective security; appeasement

#### Events

- German challenges to the post-war settlements (1933–1938)
- Italian expansion: Abyssinia (1935–1936); entry into the Second World War
- German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war

#### Responses

- International response to German aggression (1933–39)
- International response to Italian aggression (1935–36)
- International response to German and Italian aggression (1940)

The four sources on the examination paper will be a selection of both primary and secondary sources. The length of each source may vary – but the total length of the paper should not exceed 750 words in total. One of the four sources will be a “visual” rather than text-based source, for example a photograph, cartoon, table of statistics, graph or map.

This book will thus give you plenty of practice with a wide range of different sources on the topic of global war.

## How to approach the source questions on Paper 1

Refer to the guidelines below when attempting the source-based questions in each chapter of the book.

### First question

This is in two parts. It is made up of a 3-mark and a 2-mark component – giving you a possible total of 5 marks. It is assessing your *historical comprehension* of the sources. You do not need to give your own detailed knowledge in your response.

This is the only question that asks you to **explain** the content and meaning of the documents

### Part a

The 3-mark question asks you to comprehend, extract and possibly infer information. Here are some suggestions for answering this question:

- Write: firstly ..., secondly ..., thirdly ... to ensure that you make at least three separate points.
- Do not repeat the same point you have already made.
- Do not overly rely on quotes – make your point and then briefly quote two or three words of the source in support.

### Part b

- You should try to make two clear points for this question.
- For each point, refer specifically to the content of the source to provide evidence for your answer.

For parts a and b you should not need to bring in your own knowledge; however your contextual understanding of the topic and sources should enable you to understand more clearly the content and message of each source.

### Second question

As you know, historians need to use and evaluate sources as they research a historical era or event.



For the second question, you need to evaluate one source in terms of its “value” and “limitations” by examining its origin, purpose and content. This question is worth 4 marks.

To find the origin and purpose look carefully at the provenance of the source:

For origin	Who wrote it/said it/drew it? When did the person write it/say it/draw it? Where did the person write it/say it/draw it? What is the source – a speech/cartoon/textbook, etc.?
For purpose	Why did the person write it/say it/draw it? Who did the person write it/say it/draw it for?
For content	Is the language objective or does it sound exaggerated or one-sided? What is the tone of the source? What information and examples do they select or focus on to support their point?

From the information you have on the origins of the source, and what you can infer about the document’s *purpose*, you must then explain the value and limitations the source has for historians researching a particular event or period in history.

The grid on pages 7 and 8 gives you an idea of the kinds of values and limitations connected with different primary sources.

**Examiner’s hint:** *Note that value and limitations given in the grid are general or generic points that could be applied to these sources. However, your contextual knowledge and the specific provenance of any source that you get in the examination will allow you to make much more precise comments on the value and limitations of the source that you evaluate in a document question. Notice also that the value of the source will always depend on what you are using it for.*

### What are the values and limitations associated with secondary sources?

The most common secondary source that you will have to deal with is one from a text book or historian. Again the key questions of “What is the origin of the source?” and “What is the source’s purpose?” need to be addressed in order to work out the value and limitation of the source in question.

Here are some points you could consider regarding the value and limitations of works by historians and biographers:

Source	Values	Limitations
Historians	<ul style="list-style-type: none"> <li>are usually professionals or experts in field</li> <li>have the benefit of hindsight which is not present in contemporary sources</li> <li>may offer sources based on a range of documents; the more recent the publication, the more sources will be available</li> </ul>	<ul style="list-style-type: none"> <li>might have a broad focus to their work or might have a very specific and narrow focus</li> <li>might be an expert in a different region or era from the one they are writing about</li> <li>may be influenced by their nationality, experience, politics or context</li> </ul>
Biographers	<ul style="list-style-type: none"> <li>will have studied the individual in question in much detail</li> <li>may provide sources that have value due to tone, use of language and expression</li> <li>sometimes have the benefit of hindsight</li> </ul>	<ul style="list-style-type: none"> <li>might have become too involved with their subject and have lost objectivity</li> <li>may focus on the role of the subject of their biography at the expense of other individuals or factors</li> <li>might not have direct access to the subject and/or other relevant sources (the place and date will be key here)</li> <li>may have limitations due to tone, use of language and expression</li> </ul>



Refer back to the Examiner's hint on page 5 regarding this table.

Source	Values These sources:	Limitations These sources:
Private letters (audience – the recipient)	<ul style="list-style-type: none"> <li>• can offer insight in to <i>personal</i> views or opinions</li> </ul>	<ul style="list-style-type: none"> <li>• only give individual opinion, not a general view or government perspective</li> </ul>
Diaries (audience – personal not public at the time of writing)	<ul style="list-style-type: none"> <li>• can indicate the affects of an event or era on an individual</li> <li>• can suggest motives for public actions or opinions</li> <li>• can, through tone, use of language and expression give insight into perspective, opinion or emotions</li> </ul>	<ul style="list-style-type: none"> <li>• may give an opinion that changes due to later events or may give a view not held in public</li> <li>• might have the motive of persuading the audience (in the case of private letters) to act in certain way</li> <li>• may have limitations because of tone, use of language and expression</li> </ul>
Memoirs to be published (audience – public)	<ul style="list-style-type: none"> <li>• can offer insight into <i>personal</i> views, suggest motives for public actions and might benefit from hindsight – an evaluation of events after the period</li> <li>• might show how the individual <i>wants</i> his or her motive or actions to be viewed by the public</li> </ul>	<ul style="list-style-type: none"> <li>• may revise opinions with the benefit of hindsight, i.e. now the consequences of actions are known</li> <li>• might be written because the author wants to highlight the strengths of his or her actions – to improve the author's public image or legacy</li> <li>• may have limitations because of tone, use of language and expression</li> </ul>
Newspapers, television or radio reports	<ul style="list-style-type: none"> <li>• could reflect publicly held views or popular opinion</li> </ul>	<ul style="list-style-type: none"> <li>• could be politically influenced or censored by specific governments or regimes</li> </ul>
Eyewitness accounts	<ul style="list-style-type: none"> <li>• might offer an expert view</li> <li>• can give insight into contemporary opinion</li> </ul>	<ul style="list-style-type: none"> <li>• may only give "overview" of a situation</li> <li>• might only give a one-sided narrow perspective</li> <li>• could emphasize only a minor part of an issue</li> <li>• may have limitations because of tone, use of language and expression</li> </ul> <p>(Note that eyewitnesses are not useful just because they are at an event; each eyewitness will notice different aspects and may miss key points altogether, which could be a limitation)</p>
Novels or poems	<ul style="list-style-type: none"> <li>• could inform contemporary opinion</li> <li>• might offer insight into emotional responses and motives</li> </ul>	<ul style="list-style-type: none"> <li>• could provide a "dissenting" voice, i.e. not popular opinion</li> <li>• could exaggerate the importance of an event or individual</li> <li>• could have political agenda</li> <li>• may have limitations because of tone, use of language and expression</li> </ul>





Statistics

- can offer insight into growth and decline
- might suggest correlations between indicators, e.g. unemployment and voting patterns
- might suggest the impact of an event or its results over time
- make comparisons easier
- are gathered for different purposes (e.g. political, economic) and could be deliberately distorted
- might relate only to one location or time period
- might suggest incorrect correlations; there could be another causal factor not included in some sets of statistics

Photographs

- can give a sense of a specific scene or event
- can offer insight into the immediate impact of an event on a particular place, or people's immediate response
- might offer information on the environment
- are limited as we cannot see beyond the "lens"
- might distort the "bigger" picture because of their limited view
- might be staged
- might reflect the purpose of the photographer; what did he or she want to show?

Cartoons or paintings

- can inform public opinion as cartoonists often respond to popularly held views
- can portray the government's line when there is censorship
- could be censored and not reflect public opinion
- often play on stereotypes (particularly cartoons) and exaggeration
- could be limited to the viewpoint and experience of the cartoonist or artist (or the publication the cartoon or painting appears in)
- may have limitations because of tone, use of language and expression

Government records and documents

- might show the government's position on an issue
- can offer insight into the reasons for decisions made
- often do not offer insight into the results of policies and decisions
- might not reveal dissent or divergent opinion

Speeches

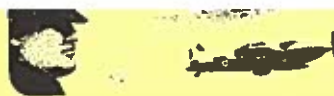
Memoranda

- might reveal the motives for government policies
- can show what the public has been told about an event or issue by the government
- might be a well-informed analysis
- might not show public opinion
- can be used to keep sensitive information classified for many years
- may not explain the motives for a decision or political purpose
- may have limitations because of tone, use of language and expression

**ATL** Research skills

Find primary sources of the types listed in the grid above for the topic that you are currently studying. Using the notes in the grid above, analyse the values and limitations of each of these sources.

For the sources that you have assessed, also look at the content and the language being used. How does the tone, style or content help you to assess the value and limitations of the sources?



### Third question

This will ask you to **compare** and **contrast** two sources. Your aim is to identify similar themes and ideas in two sources, and to also identify differences between them. It is marked out of a total of 6 marks.

The key to this question is *linkage*, i.e. you are expected to discuss the sources together throughout your response. The examiner is looking for a *running commentary*. At no time should you talk about one source without relating it to the other. "End-on accounts" – where you write about the content of one source followed by the content of the second source – do not score well.

#### How do you approach this question?

You must find **both** similarities and differences. This is best presented as two separate paragraphs – one for comparisons and one for contrasts. Here are some tips:

- You could practice using highlighter pens – highlight the similarities in each source in one colour and the differences in another colour.
- You must make sure that you mention **both** sources in every sentence you write. The skill you are demonstrating is linkage.
- Always be clear about which source you are discussing.
- Find both the more "obvious" similarities and differences, and then go on to identify the more specific comparisons and contrasts.
- Deal with similarities in your first paragraph and differences in your second.
- Ensure that each point you make is clearly stated. If you quote from the sources, make this brief – quote only two or three words to support your point.
- Do not introduce your answer or attempt to reach a conclusion. This is not necessary and wastes time.
- Do not waste time explaining what each source says.
- Do not discuss **why** the sources are similar or different.

**Examiner's hint:** *Note that you must make more than one comparison and more than one contrast. You should attempt to identify six points of linkage as this is a 6-mark question. This might mean there are three points of comparison and three points of difference. However, there might not be balance – there could be two points of comparison and four points of contrast, or four points of comparison and two points of contrast.*

#### How to draw comparisons/show similarities

Both Source A and Source B ...

Source A suggests ... ; similarly, Source B suggests ...

Source A supports Source B ...

Like Source B, Source A says ...

In the same way that Source B argues ... , Source A points out that ...

#### How to draw contrasts / show differences

Source A suggests ... ; however, Source B says ...

Source B disagrees with Source A regarding ...

Source A claims ... as opposed to Source B which asserts ...

Source B goes further than Source A in arguing ... while A focuses on...

**Examiner's hint – what not to do:** *The focus of this question is how the sources are similar or different – it is asking you to look at the content of the source. This question is not asking you why the sources might be similar or different.*

*Do not use grids, charts or bullet points – always write in full paragraphs.*

*It is not a full valid contrast to identify what is simply mentioned in one source but not the other (i.e. "Source A mentions that ... played a role, whereas Source B does not mention this" is not developed linkage).*

Question Three will be assessed using generic markbands, as well as exam specific indicative content. The markbands are:

Marks	Level descriptor
5–6	<ul style="list-style-type: none"> <li>There is discussion of both sources. Explicit links are made between the two sources.</li> <li>The response includes clear and valid points of comparison and of contrast.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>There is some discussion of both sources, although the two sources may be discussed separately.</li> <li>The response includes some valid points of comparison and/or of contrast, although these points may lack clarity.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>There is superficial discussion of one or both sources.</li> <li>The response consists of description of the content of the source(s), and/or general comments about the source(s), rather than valid points of comparison or of contrast.</li> </ul>
0	<ul style="list-style-type: none"> <li>The response does not reach a standard described by the descriptors above.</li> </ul>

Examiners will apply the “best fit” to responses and attempt to award credit wherever possible.

### Fourth question

This is worth the most marks, 9 of the total of 25. It requires you to write a mini-essay. The key to this question is that an *essay* is required – not a list of material from each source. However, you are required to *synthesize* material from the sources with your own knowledge in your essay.

#### How do you approach this question?

It is recommended that you plan your answer as you would any essay question. The difference here is that you will use evidence from the sources as well as from your own detailed knowledge to support your arguments.

- First make a brief plan based on the sources and group them into either those which support the point in the essay title and those which suggest an alternative argument, or group them under themes if the question is open, e.g. “Examine the reasons for the

changing alliances...”. Add the sources to the grid as shown below.

- Then add your own knowledge to the grid. This should be detailed knowledge such as dates, events, statistics and the views of historians.
- When you start writing, you will need to write only a brief sentence of introduction.
- When using the sources, refer to them directly as Source A, Source E and so on.
- You can quote briefly from the sources throughout the essay but quoting two or three words is sufficient.
- Use *all* the sources.
- Include own detailed knowledge
- Write a brief conclusion which should answer the question and be in line with the evidence you have given.

Sources that suggest X	Sources that suggest other factors
Source A	Source B
Own knowledge: events, dates, details	Own knowledge: events, dates, details
Source D	Source C
Own knowledge: historian	Own knowledge: events, dates, details
Source E	Source A makes more than one point, can be used to support more than one argument or theme
Own knowledge: events, dates, details	

▲ Planning grid for the fourth question – mini-essay