Year 10 | History

IGCSE-pathway diagnostic assessment • Source analysis, causation and interpretations

Student name: _____ Date: _____

Suggested time: 60 minutes. Show working and explain your reasoning. This is an independent diagnostic, not an official examination paper.

1. Read Source A (fictional): “The new railway brought merchants to our town and doubled the number of shops,” wrote a shopkeeper in 1885. Identify what the source suggests about economic change. [5 marks]

2. Explain two reasons why Source A may not represent the experiences of all townspeople. [7 marks]

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3. Read Source B (fictional): A factory worker wrote in 1886, “The railway made travel easier, but rents rose and our street became crowded.” Compare the perspectives of Sources A and B. [8 marks]

4. Explain the difference between a primary source and a secondary interpretation, giving one example of each. [6 marks]

5. Assess the claim: “Technological change always improves living standards.” Use examples from industrialisation and acknowledge counterarguments. [12 marks]

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6. Write a focused historical inquiry question about industrialisation. Identify two additional sources you would seek and explain how each would help. [9 marks]

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Keep this section separate from the student during the assessment. The marks are diagnostic prompts, not an official IGCSE mark scheme.

Suggested responses and assessment notes

1. (5 marks) Shopkeeper perceives growth in trade and shops.

2. (7 marks) One occupational perspective, possible personal benefit, selective memory, narrow location and date.

3. (8 marks) A emphasises trade; B recognises convenience but highlights housing and crowding; both partial.

4. (6 marks) Primary created during period; secondary later analysis drawing on sources.

5. (12 marks) Evaluate uneven gains, work conditions, pollution, transport, health and class; avoid absolute claims.

6. (9 marks) A narrow, investigable question with relevant contrasting sources and reasoned usefulness.

What to observe

Look for subject knowledge, accuracy, use of appropriate terminology, clarity of reasoning, interpretation of command words, and ability to justify or evaluate when asked.

Suggested diagnostic approach

Record which questions were attempted independently, which required prompts, and whether difficulties arose from concepts, literacy, calculations or time management. Plan follow-up teaching around recurring misconceptions.

Curriculum note

This is a general Year 10 IGCSE-oriented diagnostic. It is not endorsed by Cambridge, Pearson Edexcel or the IB. Topic order and examination demands differ by board and school; adjust to the student’s actual specification.

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