




HOW TO ANSWER COMMON ENTRANCE EVIDENCE QUESTIONS

QUESTION NUMBER	TYPE	HOW TO ANSWER IT
<p>A1. Finding out one bit of information from Source A. (2 marks) <i>e.g. Look at Source A. Explain how the artist shows us that John had to be forced into agreeing to the Magna Carta</i></p>	<p>Get The Info (G.T.I.)</p> 	<p><i>If possible, use own words and then “quote” to prove. If it’s a picture, then just use your own words. However, sometimes the writing above the source will help you.</i></p> <p>A₁ = 1 fact</p>
<p>A2. Finding out more than one bit of information from Source B (3 marks) <i>e.g. Look at Source B. Give two reasons why the writer thought that the barons revolted against John</i></p>	<p>Get The Info x2 (G.T.I.)</p> 	<p><i>If possible, use own words and then quote to prove. If it’s a picture, then just use your own words. However, sometimes the writing above the picture (the provenance) will help you.</i></p> <p>A₂ will usually want 2 facts, so you must quote and use your own words twice.</p>
<p>A3. Comparing the sources (7 marks) <i>e.g. Look at Source C. With which source, A or B, does it most agree about what sort of king had been?</i> or <i>e.g. Look at Source C. How does this source help us to understand the information given in Sources A and B?</i> or <i>e.g. Look at Source C. How far does it support Sources A and B? Explain your answer.</i></p> <p>It may ask how C supports the other sources or how it helps you to understand them better, so look at how C backs up the other sources.</p>	<p>Compare (similarities) + Contrast (differences) (Be CANY)</p> 	<p>Do they agree about some simple fact? Answer the question, explain how in own words and quote to prove.</p> <p>C what Source C says or shows (picture). A which source Agrees (sometimes disagree) most with it – how? N Which source I did Not choose – how is it different? Y Explain Why the NOT source is so different?</p>

QUESTION NUMBER	TYPE	HOW TO ANSWER IT
<p>A4. Either Working out how useful the sources are in helping you to understand the past.</p> <p><i>e.g. Look at all the sources. Which one do you think would be the most useful to someone studying the Barons' revolt against John?</i></p> <p>or</p> <p><i>e.g. Look at all the sources. Which one do you think would be the least useful to someone studying the Barons' revolt against John?</i></p>	<p>Useful "I, I"</p> <p>Means how does it help us to understand what happened, and what people then thought about what was happening?</p> <p>ALWAYS LOOK AT THE WRITING ABOVE THE SOURCE TO SEE WHO WROTE, WHEN AND MAYBE WHY.</p>	<p>Starting with Source A work through the sources stating what their uses/strengths are. Look for the good! Check vocab box below</p> <p>If possible in conclusion say which one is the most/more/least useful. Explain why and why you have not chosen the other two sources.</p> <p>USEFUL: <u>Information and Insight</u></p> <ul style="list-style-type: none"> • Info: How much <u>accurate</u> detail does it give? (to work out accuracy, look at how well the writer researched or knew about what happened) <i>names, dates, places</i> • Insight– why was the source made? Is the writer trying to make people think a certain way? Does it show us what one side thought? Does it show strength of feeling? • Remember even one-sided sources are useful. <p>The key trigger here is an understanding of what your line of enquiry is. For instance a biased source might be extremely useful if you are investigating the opinions of a particular group at a particular time, but less useful if you were asked to investigate "the facts" of an event</p>

Vocabulary to use accurate information * understand the past * insight * what people thought then * provenance * origin * purpose * interesting * well researched * imagination * access to variety of different sources * Unique contemporary extract * Unique contemporary picture * facts * opinions

A source is useful if it helps understand an event by giving us **information** and **insight**.

All sources are useful in some way or other. So I am looking for... **accuracy of information** such as names, dates etc. I also want to see what the sources tell me about what people thought or were like then. This is called **insight** I want to know the **purpose** of the source, which is why the source was made? It is vital to look at who wrote the source and consider how important they were. Did they know what they are talking about?

So based on the above I think that is the least useful. This is because it

Source ... is more useful. Source ...tells me that

The most useful source would be because

Source ... shows me that.....

So as a group the sources tell me that.....

<p>A4. or Working out how reliable the sources are.</p> <p><i>e.g. Look at all the sources. Which one do you think would be the most reliable to someone studying the Barons' revolt against John?</i></p> <p>or</p> <p><i>e.g. Look at all the sources. Which one do you think would be the least reliable to someone studying the Barons' revolt against John?</i></p>	<p>Reliable NOP</p> <p>Means how far can I trust the source to tell the truth or be accurate</p>	<p>Look For <u>N O P</u></p> <p><u>NATURE</u> – What type of source is it? (letter, painting, diary) What weaknesses, strengths might these have?</p> <p><u>ORIGIN</u> – Who created the source, when and where? (Look at the provenance)? Does this explain motive?</p> <p>How well was it researched (very important for secondary)? How well informed is the writer? Can the views expressed in the source be corroborated?</p> <p><u>PURPOSE</u> - Why was this source made? Is there a deeper/ulterior motive? i.e. prejudice or propaganda. Does this source distort the facts? Does it give one side of the story or is it balanced? Does it deliberately attempt to mislead?</p>
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Vital vocabulary to use in your answers

Limitations – What limits a source from being excellent evidence

Context – What was going on at the time the source was written.

Factors affecting reliability

Questions to consider for Written Sources

Was the author an **eyewitness** and if so how long since the events did the writing take place?

Did the author have **access** to all the relevant facts?

Did the author have **access** to a variety of **different sources**? Is there evidence of **balance** in the source?

Under what circumstances was the author writing - **was he/she free to speak his/her mind freely?**

Was the author trying to **persuade** people to share his/her views?

If the source is all opinion is it opinion **typical** of others at the time?

Questions to consider for pictorial sources

Drawings and paintings

Was it the artist's **intention** to give an accurate picture or a factual representation of what occurred?

Or was it created to **form opinion?**

What was the **motive** of the artist?

If the picture was intended to be an accurate representation, was the artist an **eyewitness?**

Was the picture a product of the artist's **imagination?**

Cartoons

These are frequently deliberately **exaggerated** for effect and in many cases simply unreal e.g. Winston Churchill portrayed with the body of a bull dog. In such cases it is clear that that the picture itself is not "reliable" so you will have to consider whether **the message** of the picture is reliable (did Churchill have bulldog qualities?). Does the message **accurately reflect** the generally held opinion of the person, event or thing?

Photos

The camera sometimes lies! However it is very unlikely that "doctored" photos will appear in exam papers. However **staged** photographs will often appear! Think of the school prospectus with all those happy hardworking pupils contently working away behind the screens of high specification computers! Ask yourself whether the photograph **portrays events which are typical** of such a context. Consider also the **motive** of the person who may have staged the photograph.

Statistics

Have they been **collected accurately?**

Have the numbers been **simplified** - rounded up or down?

Has the **scale** been altered for effect?