






# HOW TO ANSWER COMMON ENTRANCE EVIDENCE QUESTIONS

QUESTION NUMBER	TYPE	HOW TO ANSWER IT
<p><b>A1. Finding out one bit of information from Source A. (2 marks)</b>  <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><b>Get The Info (G.T.I.)</b></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><b>A<sub>1</sub> = 1 fact</b></p>
<p><b>A2. Finding out more than one bit of information from Source B (3 marks)</b>  <i>e.g. Look at Source B. Give two reasons why the writer thought that the barons revolted against John</i></p>	<p><b>Get The Info x2 (G.T.I.)</b></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><b>A<sub>2</sub> will usually want 2 facts, so you must quote and use your own words twice.</b></p>
<p><b>A3. Comparing the sources (7 marks)</b>  <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>  <b>or</b>  <i>e.g. Look at Source C. How does this source help us to understand the information given in Sources A and B?</i>  <b>or</b>  <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 Source C <b>supports</b> the other sources or how it helps you to <b>understand</b> them better, so look at how Source C <b>backs up</b> the other sources.</p>	<p><b>Compare (similarities) + Contrast (differences) (Be CANY)</b></p> 	<p><b>Do they agree about some simple fact? Answer the question, explain how in own words and quote to prove.</b></p> <p><b>C</b> what Source <b>C</b> says or shows (picture)</p> <p><b>A</b> which source <b>A</b>grees most with it – how?</p> <p><b>N</b> which source does <b>N</b>ot agree – how is it different?</p> <p><b>Y</b> Explain <b>Why</b> (Y) the <b>N</b>OT source does not agree (so much)</p>

QUESTION NUMBER	TYPE	HOW TO ANSWER IT
<p><b>A4. Useful sources (8 marks)</b>  <b>Either</b>  <b>Working out how useful the sources are in helping you to understand the past.</b></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><b>or</b></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>  <div data-bbox="63 1182 609 1960" style="border: 1px solid black; padding: 5px;"> <p><u>Vocabulary to use</u></p> <p>accurate, information, Understand the past, insight, what people thought then, provenance, origin, purpose, interesting, well researched, imagination, unique, contemporary, one-sided, Well informed, used imagination, artist's impression, writing long afterwards, alive at the time,</p> <p>F A B, fair, accurate, balanced</p> </div>	<p><b>Give it LIPS</b></p>  <p><b>Means how does it help us to understand what happened, and what people then thought about what was happening?</b></p> <p><b>ALWAYS LOOK AT THE WRITING ABOVE THE SOURCE TO SEE WHO WROTE, WHEN AND MAYBE WHY.</b></p>	<p>Analyze all three sources starting with Source A, then Source B then Source C</p> <ol style="list-style-type: none"> <li>1) Comment on the <u>provenance</u> of each source i.e       <ol style="list-style-type: none"> <li>a) Unique contemporary extract/source</li> <li>b) Unique contemporary picture</li> <li>c) A modern secondary source - from a modern history book/modern map</li> <li>d) Secondary source</li> </ol> </li> <li>2) Then look at the <u>information</u> and <u>insight</u> given by each source</li> </ol> <p><b><u>Information and Insight</u></b></p> <ul style="list-style-type: none"> <li>• <b>Info:</b> How much <u>accurate</u> detail does it give? Look at how well the writer researched or knew about what happened - names, dates, places.</li> <li>• <b>Insight</b>– Does it show us what one side thought? Do is show strength of feeling?</li> </ul> <ol style="list-style-type: none"> <li>3) Then comment on the limitations/weaknesses of each source.</li> <li>4) Then comment on the strengths/values of each source.</li> <li>5) Mention that <u>all three</u> sources contribute to our understanding to <u>build up a picture</u></li> <li>6) Finally place sources in order  <i>Say which one is the</i> <ol style="list-style-type: none"> <li>i) least useful</li> <li>ii) more useful</li> <li>iii) most useful</li> </ol> </li> </ol> <p>A source is useful if it helps us understand an event and gives us <u>information</u> and <u>insight</u>.</p> <p>The key here is an understanding of <b>what you are being asked to investigate</b>. For instance a <b>biased</b> source might be <b>extremely useful</b> if you are investigating the <b>opinions</b> of a particular group at a particular time, but <b>less useful</b> if you were asked to investigate "<b>the facts</b>" of an event.</p>

## Notes on strengths/values and limitations/weaknesses of sources

### Written Sources

#### **Strengths: What makes a source excellent evidence.**

- Primary sources are the most valuable sources for historians. They are firsthand accounts
- Primary Sources can provide an intimate glimpse into the effects of historical events and the lives of individuals experiencing them first-hand. They offer an individual's perspective (view) of a time or event.
- If the source was never intended to be read by a large audience, its contents might be of a more candid and revealing nature.
- Eye witness accounts by those who participated in or witnessed the events of the past tell us something that even the best-written article or book cannot convey.
- Secondary sources can come in handy. Secondary sources are secondhand accounts, and the information provided often is a compilation of primary sources.
- Modern history books written by experts are well researched accessing numerous varied sources both primary and secondary to reconstruct the past in a fair, accurate balanced way (FAB)

#### **Limitations: What limits a source from being excellent evidence.**

- Only one viewpoint, one interpretation of what happened.
- Inevitably biased opinions, prejudices of the author.
- If the document is a result of recollections many years after the period described, the details might have become blurred with the passing of time, certain aspects consciously or subconsciously forgotten, and memoirs molded to conform to views evolved since then (i.e. benefit of hindsight).
- Selective by nature, more important in what is excluded than included)
- The individual nature of primary sources can also a double-edged sword. They can offer a limited perspective, and can be quite difficult to interpret.
- Secondary sources were not written by people who experienced the events which they describe, so they can be limited.

### Drawings and paintings

#### **Strengths What makes a source excellent evidence**

- Can effectively capture the spirit of a time, and the opinions and sentiments generally characterizing that time.
- Contain evidence about a culture at specific moments in history- its customs, styles, preferences, atmosphere, architecture, manner of dress, appearance.
- Provide a visually stimulating piece of historical evidence.
- Examples of art styles of the time.
- Can show how people viewed a time.

#### **Limitations: What limits a source from being excellent evidence**

- An artist own interpretation of events. Produced by an artist with a definite point of view, and therefore inevitably biased, being influenced by the opinions and prejudices of its creator.
- Limited scope- generally highlights one specific aspect of a period of history.
- Artist not generally concerned with providing a factual account of a historical event or circumstance, but rather with producing a creative piece of work or expressing own opinions and emotional reactions.

<p><b>A4. or Working out how reliable the sources are.</b></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><b>or</b></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><b>Reliable NOP</b></p> <p><b>Means how far can I trust the source to tell the truth or be accurate</b></p>	<p><b>Look For <u>N O P</u></b></p> <p><b><u>NATURE</u></b> – What type of source is it? (letter, painting, diary) What weaknesses, strengths might these have?</p> <p><b><u>ORIGIN</u></b> – Who created the source, when and where? (Look at the <b>provenance</b>)? Does this explain motive?</p> <p><b>How well was it researched</b> (very important for secondary)? <b>How well informed is the writer?</b> Can the views expressed in the source be corroborated?</p> <p><b><u>PURPOSE</u></b> - 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>
--	--	---

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

**Reliability: 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?