



Show me the evidence! A primary source toolkit for GCSE History.

Pupil Name

Handbook
Designed by

Dr Calladine



Timetable

Timetable – Lessons

It's a good idea to schedule time in to complete this booklet. It helps you ensure that you stick to your schedule and actually complete the workbook. This workbook is also best used if done in regular succession e.g. once or twice a week. If you let it drag on it will have less effect!

Tutorial	Date	Time	Location
1 (Baseline assessment)			
2			
3			
4			
5			
6 (Final assessment)			

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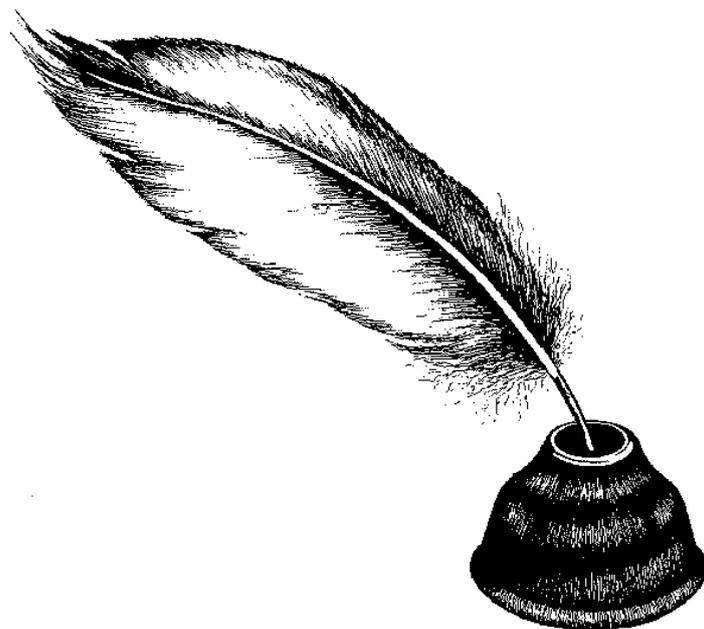
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Course Rationale

This course has been designed to help you prepare for your history GCSE by focusing on one of the most important aspects of both papers; primary sources. The ability 'to analyse, evaluate and use sources to make substantiated judgements' is a core assessment objective and a necessary skill to master in order to excel in the subject.

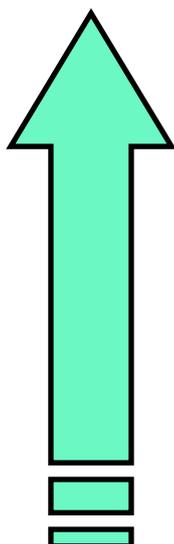
The work that we complete in this pack will help you to think and write like a historian. You will be weighing up evidence and drawing your own conclusions on usefulness and significance. This will help you to deal confidently with BOTH primary sources and historical interpretations.

Whilst the practice you do over the coming weeks will help you especially with the requirements of GCSE history, you will also gain transferable skills to help boost your discussion of historical examples and interpretations. Through effective, regular practice, you can train yourself to produce successful answers under exam conditions. Alongside the history that you learn and the sources that you explore, the following tutorials will provide you with the tools to develop your own analytical skills so that you are prepared for whatever questions might arise.



Subject Vocabulary

Word	Definition	In a sentence
Allegorical	When a symbol or metaphor is used to deliver a broader message. Especially in paintings.	The Rainbow portrait of Elizabeth has lots of allegorical imagery to communicate her power.
Hyperbolic	Exaggerated for effect. Containing hyperbole.	The account of the Queen by Edmund Spenser was a very hyperbolic one.
Provenance	Where the source comes from, including who it is by, how it was made and how this is relevant to what the source says.	The provenance of the letter is that it was written in secret at a time of great political upheaval.
Satire	Something which makes a comment on a contemporary issue.	The cartoon of Nixon is a satirical portrayal of his problematic leadership in Vietnam.
Vernacular	The language or dialect spoken by ordinary people.	Martin Luther translated the Bible from Latin to the vernacular.



Use the grid above to add in any of your own words. You can write any further notes/research points in this box!

Baseline Assignment



What is the Baseline assignment?

You should begin this course with the baseline assignment. This will help you gauge your learning as you progress to the end of this course.

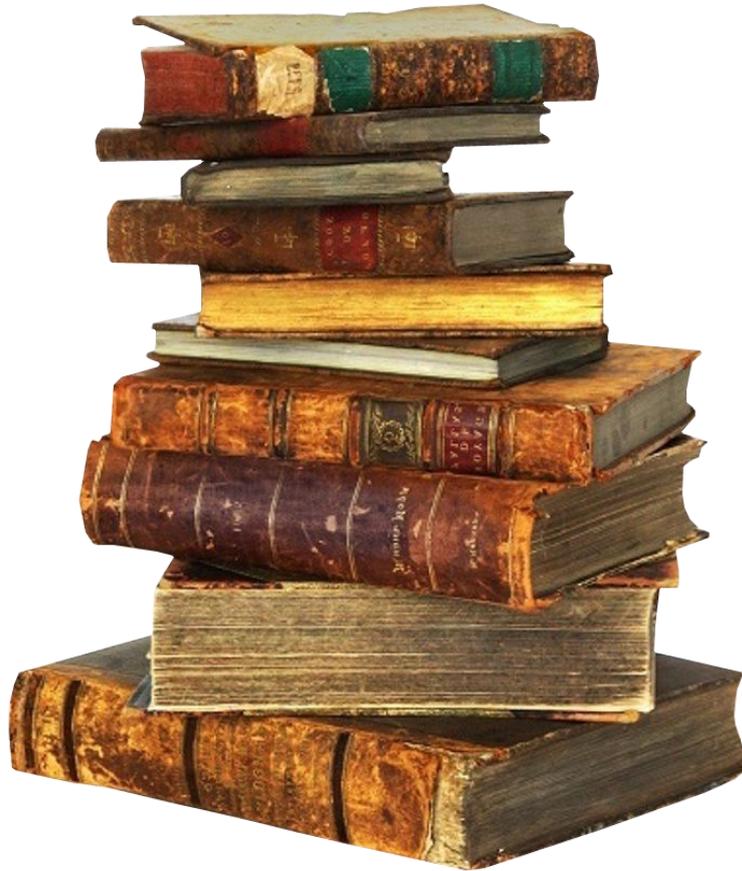
The baseline assignments tests the knowledge that you will be learning during this course, so some questions may be challenging. However, by the end of the course you will have mastered a lot of the skills and concepts and can check this using the final assignment.



Success criteria

I have made sure I identify and answer what the question is asking me.	
I have identified the provenance of the source. I have said how useful I think it is and why	
I have included quotations from the source to support my point.	
I have included my own contextual knowledge in addition to the source.	
I have written in paragraphs and full sentences.	
I have included a brief introduction and conclusion.	

Lesson 1 – Who made it?



What is the Purpose of Lesson 1?

- **Objective:** explore why the author of a source is important.
- **Practice:** identify the motivation behind different pieces of evidence.
- **Assessment:** analyse the provenance of a range of sources.



TOP TIP

ALWAYS start your source analysis by looking at the information that is printed underneath the extract (who wrote it? when? where?).

You can get lots of important clues here which will help you to write a really effective primary analysis.

Objective: explore why the author of a source is important. **Whole group.**

Why is the author of a source important?

To begin, think about the following questions:

If I told you that I had seen an alien last night would you believe me?

What would it take for you to believe me?



Write down the piece of evidence that you think would be most useful for finding out what happened:

- A) My diary entry
- B) A newspaper report
- C) A TV drama about aliens
- D) A photo my neighbour took last night of a flying saucer

Use this box (or use your notepad) to write down all the reasons that you chose either option A, B, C or D above:

Practice: identify the motivation behind different pieces of evidence.

Why is the author of a source important?

Imagine you are trying to answer the following question:

What was life like for poor people in Elizabethan England?

In order to do this, you must analyse a range of primary sources written by the following people. For each person, come up with THREE things that historians need to know when

- **Experience**

(What do we need to know about their daily lives?)

- **Motivation**

(What are the main things that they want in life? What gets them out of bed in the morning?!)

- **Limitations**

(In what ways might their opinion NOT be helpful?)

For example...

Queen Elizabeth I



Experience?

The Queen. A woman. Lives in a palace. Has a luxurious life-style. Has a direct role in governing the country.

Motivation?

Maintaining her authority. Keeping control of the country.

Limitation?

Doesn't have a direct experience of what life for the poor is actually like. More concerned with making sure poor people don't rebel.

The Mayor of London

Experience?

Motivation?

Limitation?



A Ballad-Maker

(someone who writes and sells songs about the issues of the day)

Experience?

Motivation?



A woman accused of stealing a loaf of bread

Experience?

Motivation?

Limitation?



A village priest



Experience?

Motivation?

Limitation?

Which author would you trust to give the MOST accurate description of what life was like for poor people in Elizabethan England? Highlight your choice below and explain why in the space provided.

- a) Queen Elizabeth
- b) The Mayor of London
- c) A Ballad-Maker
- d) A woman accused of stealing a loaf of bread
- e) A village priest

Why?

Practice: Identify the motivation behind different pieces of evidence. *Paired work and group feedback.*

Which author would you trust to give the LEAST accurate description of what life was like for poor people in Elizabethan England?

- a) Queen Elizabeth
- b) The Mayor of London
- c) A Ballad-Maker
- d) A woman accused of stealing a loaf of bread
- e) A village priest

Why?

Assessment: analysing the provenance of a range of sources

You are now going to look at some primary sources about life in Elizabethan England. These all have different authors and are written from different **perspectives** (points of view).

For each source you need to answer the following questions:

What is it saying?

Why do you think the author thinks this?

Do you trust their opinion?

There is also space to annotate the sources on each page!

Assessment: analyse the provenance of a range of sources.

SOURCE A

EXAMPLE ANNOTATIONS AND ANSWER.

Queen on progress. Not in London—the nobility will be there but there will not be lots of 'ordinary people'

'The Queen visited my house in Mitcham [a district of South London] and supped and lodged there, and dined the next day. I presented her with a gown of cloth of silver, richly embroidered; a black mantle [cloak] with pure gold; a hat of taffeta, white with several flowers; a jewel of gold set with rubies and diamonds. Her Majesty left my house after dinner with exceeding good contentment. The entertainment cost £700'.

Expensive—clearly wanted to impress the Queen

Happy with how the stay went. A great honour.

Diary—personal writing, for own records.

An extract from the diary of Sir Julius Caesar (an English nobleman). Elizabeth stayed at his house for one night during a progress in 1590.

Near the beginning of Elizabeth's reign.

What is it saying?

That Sir Julius Caesar was very proud that the Queen visited his house during a progress in 1590. The hospitality provided was apparently excellent and the queen was very happy with her stay. This was a source of great honour for Caesar.

Why do you think the author thinks this?

Hosting the queen was very important for a nobleman's identity and had the potential to be a great source of honour. By writing down his thoughts in his diary, Caesar wanted to remember this great time in his own personal history.

Do you trust their opinion? Why?

To an extent. Little motivation to lie in a diary BUT obviously unlikely to write about any more negative aspects of the visit as this would be a source of dishonour. We also don't know what anybody else thought about this.

Assessment: analysing the provenance of a range of sources.

SOURCE B



The 'Rainbow Portrait' of Queen Elizabeth I by portrait artist Isaac Oliver, c.1600. This image was produced at the end of Elizabeth's life. If you look closely you can see her dress is covered with eyes and ears!

What is it saying?

Why do you think the author thinks this?

Do you trust their opinion? Why?

Assessment: analysing the provenance of a range of sources. **Individual**

SOURCE C

'I do hold, and always will, this course in such matters as I differ in opinion from Her Majesty: as long as I may be allowed to give advice I will not change my opinion, but as servant I will obey Her Majesty's commandment, presuming that she being God's chief minister here, it shall be God's

From a letter written by William Cecil (Elizabeth's Chief Minister) to his son shortly before his death in 1598, summing up the nature of his relationship with the Queen.

What is it saying?

Why do you think the author thinks this?

Do you trust their opinion? Why?

Tutorial 3– Getting to grips with ‘bias’



What is the Purpose of Tutorial 3?

- **Objective 1:** to develop a working definition of the word ‘bias’.
- **Practice 1:** recognising the bias of a range of different sources.
- **Objective 2:** to understand how all sources can be useful despite their bias.
- **Practice 2:** identifying the utility of biased sources.
- **Assessment:** understand how all sources can be useful despite their bias.



TOP TIP

Although identifying bias is an important tool to have, you should keep in mind right from the beginning that a biased source is NOT the same as a useless source. In fact, ALL sources have a bias and ALL sources are useful! Understanding bias is more about reading between the lines to identify the purpose of a piece of evidence. This will help with your

Objective 1: to develop a working definition of the word 'bias'.

Understanding 'bias'

The word '**bias**' means when someone has a one-sided opinion about something. This can be because of many different reasons but it is usually always linked to the personal experiences of an individual.

For example, imagine you were conducting an interview with all the teachers in your school to find out what subject is the most interesting.

It is likely, because of their own personal **bias**, that a history teacher would say that history is the most interesting... THINK would you be happy to take this as a fact? Do you think you would get the same answer from every teacher? If not, why not?



Write your own definition of bias here:

Objective 1: to develop a working definition of the word 'bias'.

It's not just history!

Look at the example below. THINK What does this tell us about bias/the importance of evidence? Can you think of any ways you could link this to what we are looking at over the course? WRITE DOWN some of your ideas.



Boris Johnson has been ordered to appear in court over claims he lied by saying the UK gave the EU £350m a week.

The Tory leadership candidate has been accused of misconduct in public office after making the claim during the 2016 EU referendum campaign.

It is a private prosecution launched by campaigner Marcus Ball, who crowdfunded £200,000 for the case.

Practice 1: recognising the bias of a range of different sources.

Go back and look at the three sources from last tutorial. Which source is the most biased? Which is the least? Why? (use the space below to write notes on the bias of each source before making your final judgement).

SOURCE A—EXAMPLE

Written by a nobleman who obviously had a strong motivation to present his hosting of Elizabeth in the best possible light. This source only gives one perspective of the visit and only a small snapshot of the progress as a whole. We don't know if Elizabeth agreed that it was such a success—she may have been unimpressed but it is very unlikely that Sir Julius Caesar would have recorded this down. Still we do get a good insight into how much pride a visit like this could bring to a wealthy Elizabethan!

SOURCE B

SOURCE C

The most biased is Source A, B, C. This is because...

The least biased is Source A, B, C. This is because...

Objective 2: to understand how all sources can be useful despite their bias.

THINK!

If a source is BIASED why is it still useful?

What did you think was the **MOST** biased source (A-C)?

A? B? C? (highlight / write down the source you chose!)

Below, you should fill out the spider diagram with as many things as possible that it can tell us as historians.



Practice 2: Identifying the utility of biased sources.

Putting it into practice...

You are now going to look at some primary sources about what Queen Elizabeth was like as a ruler. For each source answer the following questions:

What is the bias of the author?

How useful is the source in showing what kind of a ruler Elizabeth was?

SOURCE D—EXAMPLE

'Elizabeth, the pretended queen of England and the servant of crime has monstrously usurped the place of Supreme Head of the Church of England, reducing the said kingdom into a miserable and ruinous condition. We declare the aforesaid Elizabeth as being a heretic and to have incurred the sentence of excommunication. We do command and charge all people not to obey her'.

Extract from the Papal Bull (a type of public decree or letter published by the Pope) excommunicating Elizabeth in 1570.

What is the bias of the author?

The Pope wants to ensure that Christianity as he understands it is protected by removing Elizabeth from the Church. He also wants to protect his own authority and make a statement to Catholics in England that he is the true source of authority.

How useful is the source?

This source is still useful because it shows us how strongly the Pope felt and reveals his reasoning behind making a direct appeal for Catholics in England to disobey Elizabeth and support him instead. This gives us a good insight into the seriousness of the threat that Elizabeth faced during her reign.

Practice 2: Identifying the utility of biased sources.

SOURCE E

'To the most high, mighty, and magnificent empress, renowned for piety, virtue, and all gracious government, Elizabeth, by the grace of God Queen of England, France and Ireland, and of Virginia, Defender of the Faith etc. Her most humble servant, Edmund Spenser, doth in all humility dedicate, present, and consecrate

Edmund Spenser's dedication to Elizabeth I from *The Faerie Queen*. Spenser was a famous poet who first published this work in 1590.

What is the bias of the author?

How useful is the source?

SOURCE F

'I have never seen any Parliament but this last the liberty of free speech in so many ways infringed... The Queen said that we should not deal in any matters of religion... It is a dangerous thing in a [Queen] unkindly to abuse her nobility and people'.

Part of the speech made by prominent Puritan leader Peter Wentworth in the House of Commons in February 1576.

What is the bias of the author?

How useful is the source?

Assessment: understand how all sources can be useful despite their bias.

Exam Practice

Using everything that you have learned over the last two tutorials, you should annotate the primary source below to highlight as many things as you can about the author, their 'bias' and the usefulness of the source (i.e. what can it tell us about Elizabeth's rule even if it is biased?).

SOURCE G

'As for the manner of their service in church and their prayers, except that they say them in the English tongue, one can still recognise the great part of the Mass, which they have limited only in what concerns individual communion... They sing the psalms in English, and at certain hours of the day they use organs and music. The priests wear the hood and surplice. It seems, apart from the absence of images, that there is little difference between their ceremonies and those of the Church of Rome'.

From a report by the French ambassador in

The most important thing we can find out from this source about Elizabeth's rule is...

Tutorial 4 – Images



What is the Purpose of Tutorial 4?

- **Objective 1:** to develop practical strategies for annotating images.
- **Practice 1:** to identify the purpose and provenance of a range of visual sources.
- **Objective 2:** to explore why the context of an image is important.
- **Practice 2:** to apply your analytical skills to the images used on past papers.
- **Assessment:** to produce an effective analysis of Elizabeth I's portrait.



TOP TIP

Just like with written sources, visual sources are made to be 'read' by an audience. We need to identify the author's purpose and potential bias as well as commenting on what the image shows. Think about how the image was made too. A photograph you took of your friend on your phone is very different to an artist being commissioned to paint their portrait.

Objective 1: to develop practical strategies for annotating images.

Analysing Images: First Steps

It can feel intimidating when you have to analyse a historical image or drawing. Unlike written text, you can't directly quote from it, which can make it seem less straightforward to analyse. However, it this can be a good thing because it forces you to analyse your evidence rather than just copying out bits of a text.

Just like with written sources, the first step is to identify who created the image, who they wanted to see it, and why.

Think about how different an advert on a billboard is to a friend's drawing on some scrap paper referencing an in-joke. In both cases you're the audience, but for the advert you're just a small part of the audience while the doodle is specifically for you. Furthermore, the two have very different purposes of getting you to buy something or getting you to laugh!



Over the next few pages you will see various examples of image sources from the twentieth century. Your job is to identify **why** they were created (purpose) and their intended audience.

Practice 1: Identify the purpose and provenance of a range of visual sources.

SOURCE H

EXAMPLE

Reading from a book about the war—what part did you play in history?

Playing with toy soldiers—the boy wants to be a soldier too



Distant/thoughtful expression—could be either pride OR shame

A domestic scene—powerful—straight to the heart of the home/family life—references traditional belief in a man's role as provider for his family.

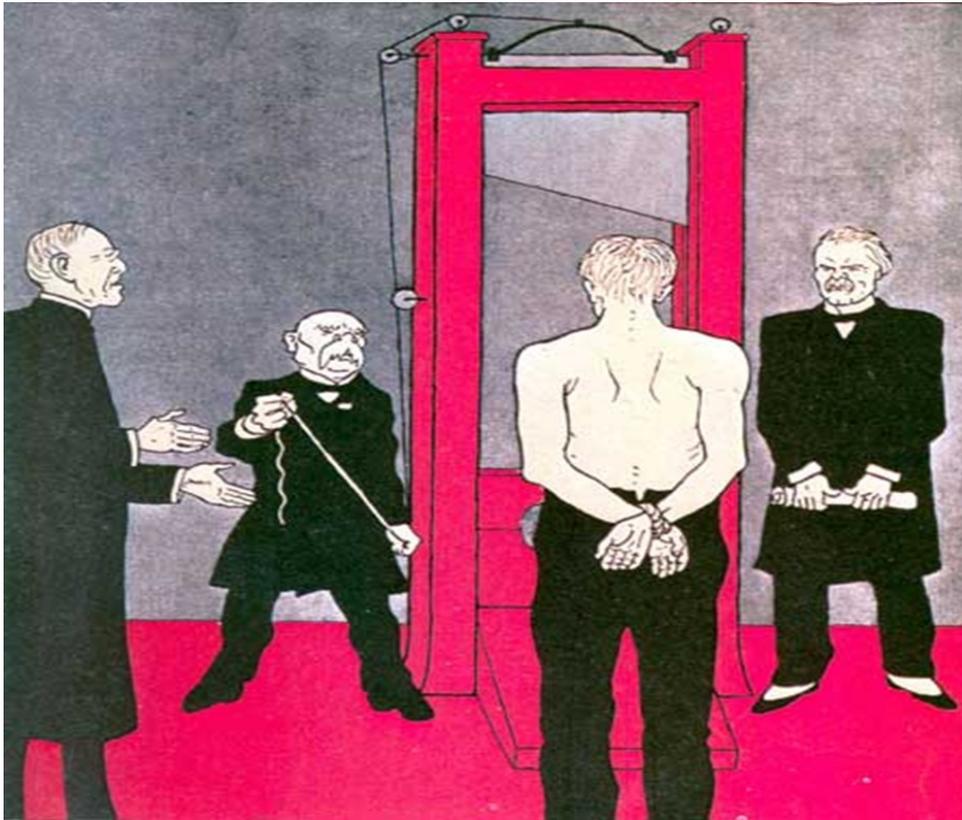
A British army recruitment poster from 1915. It was released by the Parliamentary Recruiting Committee.

What is the purpose of the image?

To try and get men to sign up to join the army. We know this as it was created before conscription in 1915 by the British Parliamentary Recruiting Committee. It was designed to make people feel an emotional response by imagining their embarrassment and shame in the future if they had to say that they did nothing to their children.

Who is the intended audience?

Young men (both those with a family and without) who are considering joining the army. Also potentially women and children/older relatives who might see this poster and be encouraged to persuade someone to go and fight.



This cartoon appeared in the German satirical magazine *Simplissimus* on 3 June 1919 after the Treaty of Versailles was signed.

The Treaty placed severe economic and political limitations on life in Germany. The figure with his hands tied represents Germany. The man holding the rope is Clemenceau, the leader of France. Lloyd George (Britain's PM) and Wilson (the US President) are the other two figures.

What is the purpose of the image?

Who is the intended audience?

SOURCE J



A painting by Charles Cundall, who was sent by the British government to make an official depiction of events on the beaches of Dunkirk, 1940. This was when British soldiers were effectively trapped on French beaches trying to make a retreat back to Britain. There were not enough ships so small civilian boats from the English coast rowed over to help out. The British Government and media put a lot of work in to try and make Dunkirk seem like a great success for the British even though it was effectively a huge military disaster.

What is the purpose of the image?

Who is the intended audience?

SOURCE K



Poster commissioned by the Scottish Conservatives for the Scottish Parliamentary Elections, 1999. Tony Blair (Labour) was the Prime Minister of Britain at the time and had introduced tuition fees for university students in 1998.

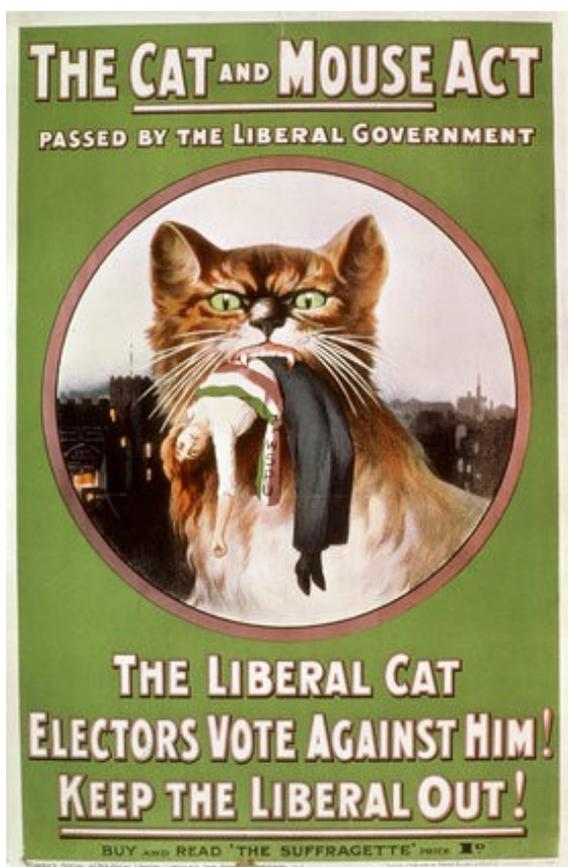
What is the purpose of the image?

Who is the intended audience?

Objective 2: to explore why the context of an image is important.

Context

As well as thinking about the content of the image (what it is showing), purpose and intended audience, you also need to bring in some of your own knowledge about the historical period in which it was written. This is called the context. Thinking about the context will make your analysis more effective as it will help you to identify more accurately the overall significance. For example, working out the message of the image below is much easier if we take the context into consideration.



Women's Social and Political Union Poster, (London, 1914).

The 'Prisoner's Temporary Discharge for Ill-Health Act' of 1913 meant that imprisoned suffragettes on hunger-strike could be released because of ill-health, but could then be re-imprisoned once they had recovered. This was known as the 'The Cat and Mouse Act'.

DATE

When was the image produced? What do you know was happening at this time?

PLACE

Where was the image produced? Was there anything significant happen-

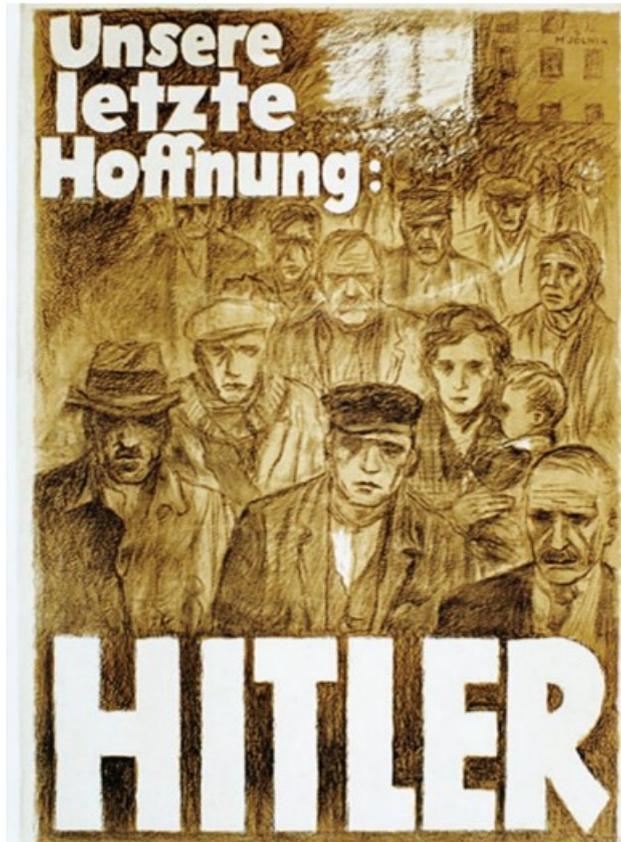
Practice 2: to explore the purpose, audience and context of images used on past papers.

Putting it into practice...

You are now going to look at some images that have been used on past GCSE papers. Your job is to annotate each image (identify and explain significant features), write down the purpose and audience and try and bring in some wider his-

No end to the people who are standing in the street

Crowds of people who look as if they are hungry and desperate



SOURCE L
EXAMPLE

Mainly working men but also older people, women and children

Word Hitler is bold and centre—designed to catch the eye of the viewer

The German words are “Our last hope: Hitler” produced in 1932

What is the purpose (include information on who made it)?

A poster made by Hitler's supporters to try and convince people that their last hope for a better life is Hitler.

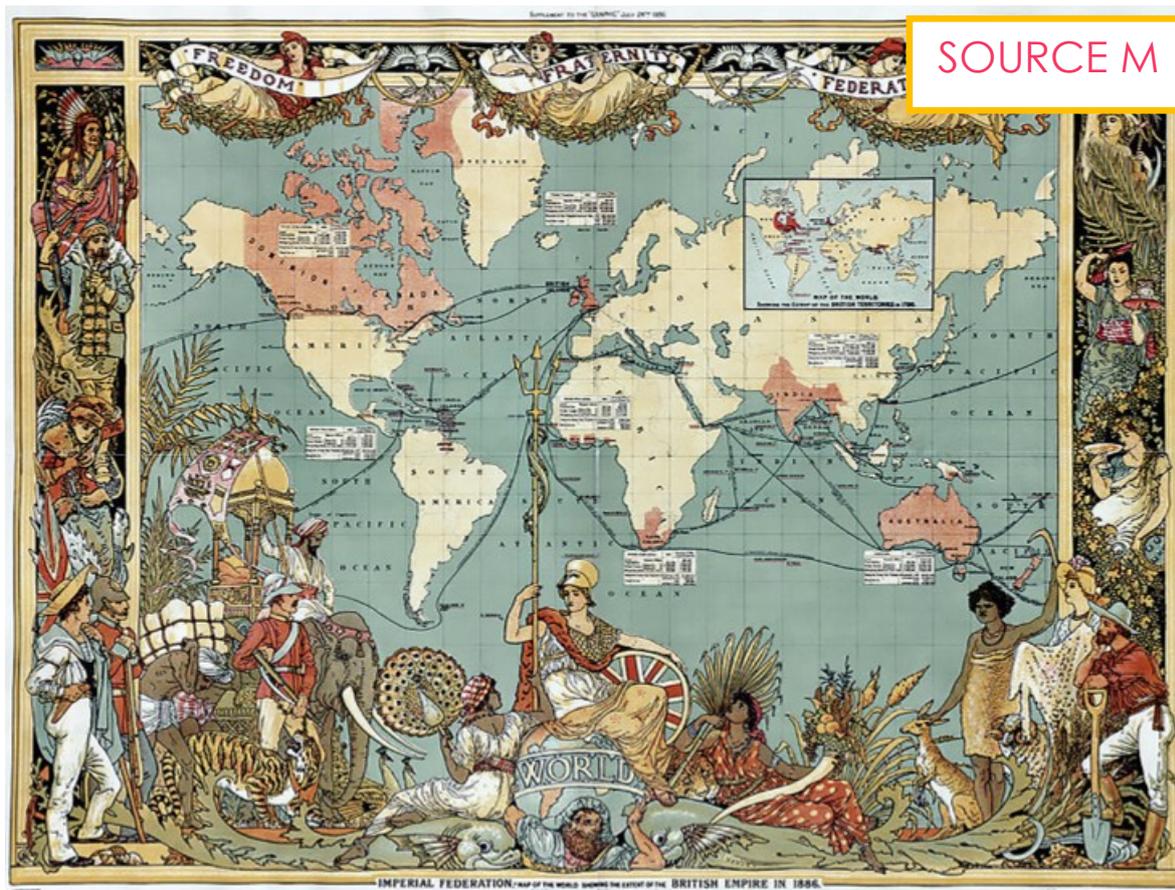
Who is the audience?

Desperate people who are unemployed and/or suffering from poverty and starvation.

What is the context?

A period of significant social hardship in Germany at the time. Lots of people suffering from starvation and poverty as a result of hyperinflation, the Great Depression and the continuing negative consequences of the Treaty of Versailles.

Practice 2: to explore the purpose, audience and context of images used on past papers.



SOURCE M

A map of the world showing the British Empire coloured in red. It was published in a weekly illustrated newspaper as part of the Colonial and Indian exhibition of 1886. Five million people visited the exhibition where the India section, which displayed many aspects of Indian culture, took up one third of the space. White boxes on the map show how the value of Britain's trade with the Empire had increased from 1851.

The smaller map shows the British Empire in 1786. Around the edge of the map are pictures of people and animals from various parts of the Empire and at the centre of the bottom edge is the figure of Britannia.

What is the purpose (include information on who made it)?

Who is the audience?

What is the context?

Practice 2: to explore the purpose, audience and context of images used on past papers.

SOURCE N



As we now both recognise the desirability of peace . . .'

A British newspaper cartoon, published in 1973, commenting on the situation in Vietnam. President Nixon (USA) is the boxer. The 'punch-bag' Hanoi was the capital of North Vi-

What is the purpose (include information on who made it)?

Who is the audience?

What is the context?

Practice 2: to explore the purpose, audience and context of images used on past papers.

SOURCE O



A photograph of the Kent State University shootings (Ohio National Guard shot peaceful protesters) taken by John Filo, a photojournalist, on 4th May 1970. He was present at the shootings and started to take pictures because he was worried that there would be a cover-up. This photograph was widely published at the time in US newspapers and magazines.

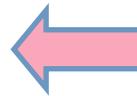
What is the purpose (include information on who made it)?

Who is the audience?

What is the context?

THINK!

Do you think images are more or less useful than written sources?
Can they give us any different information that written sources can't?



Write your
ideas
here!

Test yourself! Below, you should fill out the spider diagram / create your own spider diagram with all the steps you can take to write a really excellent image analysis.

To write the best analysis of an image I need to....

Assessment: to produce an effective analysis of Elizabeth I's portrait.

Exam Practice

Using everything that you have learned this tutorials, you should annotate the image below to highlight as many things as you can about the purpose, audience and context of the image.

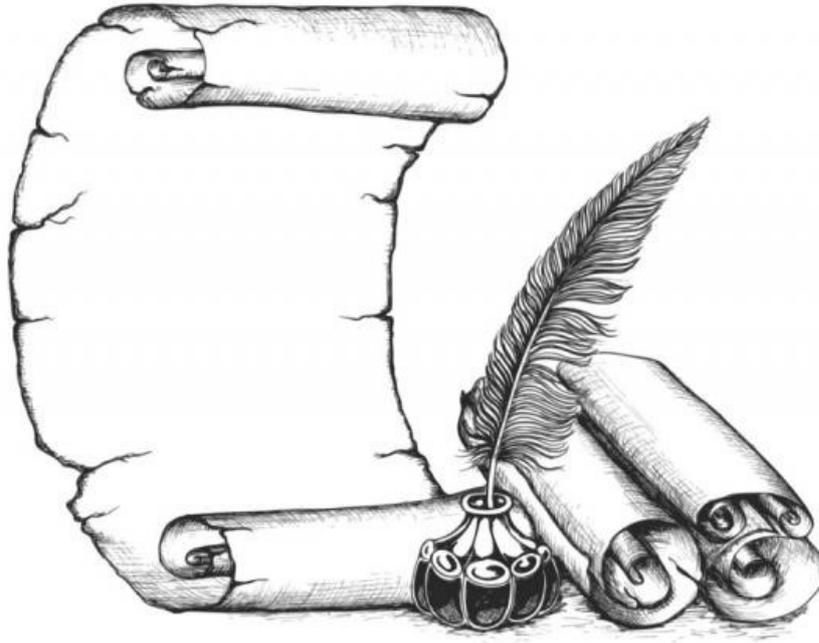
SOURCE P



This painting is known as 'The Coronation portrait', and shows the Queen crowned, wearing the cloth of gold that she wore at her coronation on 15 January 1559, previously worn by Mary I. She holds the orb and sceptre, symbols of her authority. The portrait appears to have been painted in about 1600, and is probably a copy of a lost original from circa 1559.

How useful is this source for historians trying to understand the nature of Elizabeth's power?

Tutorial 5 – Writing a Primary Analysis



What is the Purpose of Tutorial 5?

- **Objective 1:** to identify the key steps to writing a strong primary analysis.
- **Practice 1:** planning answers to past questions.
- **Objective 2:** to think more broadly about including evidence in your exams.
- **Practice 2:** writing the introduction, main points and conclusion.



TOP TIP

Once you have revised the content of a particular topic, one of the best ways to revise is to practice answering past papers and sample questions. Start with bullet point plans in 5 minutes and then move on to answering questions in full sentences against the clock.

Objective 1: to identify the key steps to writing a strong primary analysis.

Writing an Analysis: First Steps

One of the most important parts of writing a primary analysis under exam conditions is planning. This is especially important considering that you will be working under time constraints and need to make the most of every minute.

When faced with a primary source question, try taking the following steps to really get the most from the evidence you are working with:

1. Look at who wrote it, when and where. Annotate the Source itself with any brief notes (refer back to our first tutorial on author).
2. Read the source, underlining key words/important content in a written source. Highlight/quickly label key images in a visual source.
3. Make sure you can summarise the overall message. You might find it helpful to quickly jot down some key words to help you remember.
4. Write down 3-4 bullet points that summarise the main points you will be making in order.

You should do all this with the specific question in mind. This way, the planning process should take no more than 5 minutes for each question and will be tailored effectively to maximise the focus and clarity of your written answer.

Planning Practice

Over the following pages, you will find three examples of primary source questions from in a similar format to your GCSE paper. You should follow the steps above to plan your answer, timing yourself so that you are spending no more than 5 minutes on each question.



Practice 1: planning answers to past questions.

How useful is this source for a historian studying Elizabeth I's early life? Explain your answer using the source and your contextual knowledge.

QUESTION 1– EXAMPLE

'My illustrious mistress, the Lady Elizabeth, shines like a star. So much solidity of understanding, such courtesy united with dignity, have never been observed at so early an age. She has the most ardent love of true religion and of the best kind of literature. The constitution of her mind is exempt from female weakness, and she is endued with a masculine power of application'.

My plan:

Content: Elizabeth's academic brilliance and her 'masculine' qualities as witnessed by her tutor. Emphasises that she works hard and is a model student. She is not arrogant but a brilliant student and a 'good Protestant'.

Bias: Elizabeth's tutor will want to represent the work he is doing in guiding her education in a good light. Clearly a source of pride for him. Also written in a letter. A public document at the time. Would have been very dangerous to have admitted anything other than how brilliant she was!

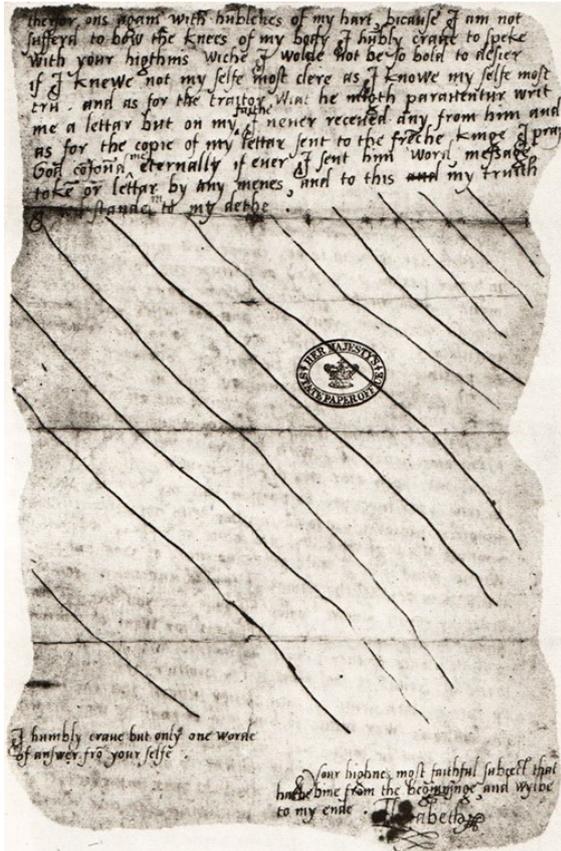
Useful: Shows us how much value the court at the time placed on educating Elizabeth. Remember, this was a time when her future role was not defined. Also reveals something of Elizabeth's character which, if corroborated with other sources, could help us to build up a picture of her early life.

Not useful: Need to be wary of Ascham flattering the Queen and presenting his own work as tutor in an overtly positive light. Also limited in what it can tell us about other aspects of Elizabeth's early life e.g. how welcome was she at court? Could have been tampered with after she became queen to fit in with existing narratives.

Practice 1: planning answers to past questions. *Individual work.*

How useful is this source for a historian studying the relationship between Mary Tudor and Elizabeth? Use the source and your own knowledge in your answer.

QUESTION 2



'I protest before God... that I never practised, counselled, nor consented to anything that might be prejudicial to your person anyway, or dan-

This image shows part of a letter written by Elizabeth to her sister Mary in March 1554 after Wyatt's Rebellion.

Prejudicial = harmful

My plan:

Practice 1: planning answers to past questions.

How useful is this source for a historian looking to understand the problems that Elizabeth faced when she took the throne?

QUESTION 3

'To promote a woman to bear rule, superiority, dominion, or empire above any realm, nation, or city, is repugnant to nature, an insult to God, a thing most contrary to his revealed will and approved ordinance, and finally, it is the subversion of good order, of all equity and justice... God, by the order of his creation, deprived women of authority and dominion... For who can deny but it is repugnant to nature, that the blind shall be appointed to lead those who cannot see? That the weak, the sick, the impotent persons shall nourish and keep whole the strong..? And such be all women, compared unto man... For their sight is but blindness, their strength; weakness, their council; foolishness, and their judgement; frenzy'.

The First Blast of the Trumpet Against the Monstrous Regiment of Women by John Knox (1558). Knox was a Scottish Protestant writer. He wrote this book in the year of

My plan:

Practice 2: writing the introduction, main points and conclusion.

Writing you Answer

The Introduction

Keep this short and clear. You don't need to write lots of complicated things here. The aim is to address the question and give the reader a clear idea of your overall conclusions. This is why it is so important to spend that time planning first!

Choose one of the sources from the planning exercise earlier in the tutorial. Have a go at drafting an introduction to that question in the space below: **FOR EXAMPLE**

Question and source that I have chosen:

This source, a letter written by Elizabeth's tutor Roger Ascham in 1550, can be used to reveal the character and aspirations of the young Elizabeth as well as to offer insights into the value and prestige of a 'good education'. Ascham's work is clearly a source of pride for him and conveys a positive relationship between himself and the future-Queen. However, the utility of the source is limited when we consider that letters at the time were very much a public document and it would have been particularly unwise to present anything other than a favourable image of the royal student!

Practice 2: writing the introduction, main points and conclusion.

Writing you Answer—your turn!

The Introduction

Keep this short and clear. You don't need to write lots of complicated things here. The aim is to address the question and give the reader a clear idea of your overall conclusions. This is why it is so important to spend that time planning first!

Choose one of the sources from the planning exercise earlier in the tutorial. Have a go at drafting an introduction to that question in the space below:

Question and source that I have chosen:

A large rectangular area with horizontal blue lines for writing, intended for drafting an introduction. The lines are evenly spaced and cover most of the page's width and height.

Practice 2: writing the introduction, main points and conclusion.

Writing your Answer—EXAMPLE

You should aim to make 3 or 4 main points in your answer. These should build on your 5 minute plan and should lead the reader towards your final conclusion. Each point should be backed up with evidence from the source (make sure you include quotations/references to specific aspects of the image).

You do not need to write really lengthy paragraphs. Like with your introduction, it is better to try and make sure your writing is clear and focused. In the space below have a go at writing three short paragraphs based on the three main points you identified in the planning activity. To help build up your argument you should stick with the same source that you did for the previous activity.

One of the most significant features of the source is that it provides an insight into the character and lifestyle of the young Elizabeth at a time when her position at court was an unstable one. Indeed, in 1550 Elizabeth's brother, King Edward VI, was on the throne. Elizabeth was 22 years old and shared Edward's tutor, Roger Ascham. Despite being formally banished from court following the execution of her mother, Anne Boleyn, in 1536, Elizabeth is here presented as a respectable and credible scholar in her own right. Indeed, Ascham praises the 'solidity' of her understanding, her dignified character and 'ardent love of true religion and of the best kind of literature'. Thus, we are afforded insight into Elizabeth's status as one of the most highly educated women of her age with a heavy emphasis on schooling in the Protestant tradition.

Moreover, the source is also useful in revealing contemporary attitudes towards women and foreshadows some of the wider concerns which arose during Elizabeth's reign. Ascham states that 'the constitution of her mind is exempt from female weakness and she is endowed with a masculine power of application'. Although this description is designed to flatter (and gives us further evidence of Elizabeth's determined personality), the reference can also be used to reveal wider beliefs at the time over the 'limitations' of women and points to the existence of a patriarchal and misogynistic society in which women were typically seen as unintelligent and passive.

Finally, the nature of the source, a letter written by Ascham in 1550, reveals the immense source of personal pride which the author ascribed to his role in educating the princess (letters during this period were very much a public document and designed to be seen by more than just the recipient). However, this is also a potential limitation as Ascham would have been acutely aware that anything less than a glowing report could have serious consequences for his own position.

Practice 2: writing the introduction, main points and conclusion.

Writing your Answer—PRACTICE

You should aim to make 3 or 4 main points in your answer. These should build on your 5 minute plan and should lead the reader towards your final conclusion. Each point should be backed up with evidence from the source (make sure you include quotations/references to specific aspects of the image).

You do not need to write really lengthy paragraphs. Like with your introduction, it is better to try and make sure your writing is clear and focused. In the space below have a go at writing three short paragraphs based on the three main points you identified in the planning activity. To help build up your argument you should stick with the same source that you did for the previous activity.



Practice 2: writing the introduction, main points and conclusion.

Concluding your Answer—EXAMPLE

A successful conclusion needs to directly answer the question by referring to the points in the rest of the answer. You should not use your conclusion to introduce any new evidence or ideas. Instead, use this to sum up what you have argued and remind the reader of your most important points.

Use the space below to write your own conclusion to the source you have been working with on the previous two tasks. You may find it helpful to refer back to your plan to help summarise your main points. Try using one of the connectives in the box below to start.

*In conclusion...
clude...*

*As shown above...
Therefore...*

*To con-
To sum up...*

*Overall...
nally...*

We have seen how...

Fi-

In conclusion, the source offers a helpful insight into Elizabeth's schooling and personality from her childhood to her 20s. It highlights her determination and as a dedicated and aspirational scholar. As shown above, the source can also be used to comment more broadly on the limitations which women faced in a society which ordinarily tried to limit them. Ascham's remarks on Elizabeth's 'atypicality' are designed to flatter but ultimately reveal the broader inequalities in the country at large. Finally, we need to be aware of the potential limitations of the evidence in giving a 'true report' of Elizabeth's early life owing to the nature of the document (a letter by a high-profile figure) and the obvious pressure on Ascham to present a positive report of the royal family.

Practice 2: writing the introduction, main points and conclusion.

Concluding your Answer—PRACTICE

A successful conclusion needs to directly answer the question by referring to the points in the rest of the answer. You should not use your conclusion to introduce any new evidence or ideas. Instead, use this to sum up what you have argued and remind the reader of your most important points.

Use the space below to write your own conclusion to the source you have been working with on the previous two tasks. You may find it helpful to refer back to your plan to help summarise your main points. Try using one of the connectives in the box below to start.

In conclusion...
clude...

As shown above...
Therefore...

To con-
To sum up...

Overall...
nally....

We have seen how...

Fi-

Final advice...

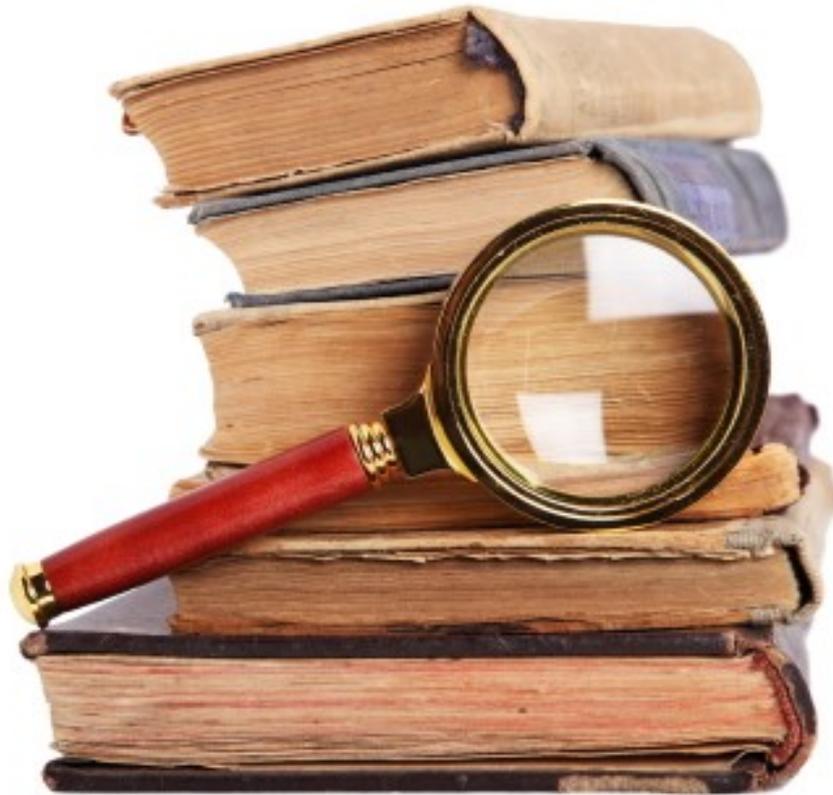
- Read the question carefully. Although this might sound obvious, it is a common mistake to end up answering the question you may wish had been asked rather than the one that has actually come up. Make sure you don't fall into this trap!
- Underline key words in the question and use these to give further clarity and focus to your answer.
- Always plan before you start writing.
- Refer back to your plan (and introduction) when you are writing your conclusion. Make sure you are not saying anything new here.
- Before you start writing you should know what you are going to say then say it clearly and logically.
- Make sure you USE the source in your answer.
- Leave some time to check your work at the end.



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Use this space to write down any other things you have learned this tutorial which you will take away with you to help your revision and exam practice.

Tutorial 6 – Final assessment



What is the Purpose of Tutorial 6?

- **Objective and assessment:** to put all of your skills to write an effective primary analysis.



TOP TIP

Make sure you take at least 5 minutes to plan your answer. Feel free to annotate the image provided and underline the key words in the question. Try and leave a few minutes at the end to read through your answer before you submit it. Use all your different source skills and be confident!



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