**Higher History**

**Essay and Sources Booklet**

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Higher History Outline

You will sit two exam papers in Higher History as well as a timed write up of your assignment essay.

Paper one is your essay paper. In this paper, you will be expected to write two essays worth 22 marks each. One of these essays will be based on your British topic, and one will be based on your USA topic. This paper is 1 hour 30 minutes which means 45 minutes per essay.

Paper two is your source paper. In this paper, you will be expected to answer four questions- explain, how fully, evaluate the usefulness and how much (two source). This will be on the Scottish Wars of Independence. This paper is 1 hour 30 minutes which means 20 minutes for 8 mark questions, and 25 minutes for 10 mark questions.

Your assignment is a timed essay with 30 marks that you will have 1 hour 30 to write. This is an extended version of the type of essays you will do in paper one, and this will be something you research and produce yourself.

**Introductions (Historical Context)**

Your introduction has three key parts to it. It should give **two** pieces of background information in relation to the question, it should mention the **factors** your essay will discuss, and it should clearly state your **line of argument.**

These are some key sentence starters/ points for structure to use to help you with your introduction:

* Background fact
* Background fact
* Factors-*There are many reasons why…(use the words of the question)such as…(mention isolated factor). However, there are other factors that contributed such as…(list your other factors).*
* Line of argument- *This essay argues that although (isolated factor) were important, (state your most important) was the most significant reason for (link to question).*
* However, if you think the isolated factor is the most important, you would state *This essay argues that (isolated factor) was the most significant reason for (link to question).*

**To what extent was the growth of democracy in Britain after 1860 due to pressure groups?**

The years between 1860 and 1928 were witness to a great deal of political change: from having a solely male land-owning electorate to having equal rights for both men and women. **(background)** Over time, the political system was radically overhauled which paved the way for Britain to become more democratic **(background)** There are many reasons why Britain became more democratic and can be partly explained by the work of pressure groups. **(Indicating isolated factor)** However, there are other factors which contributed such as industrialisation and urbanisation, the impact of the Great War, Changing political attitudes and developments abroad and finally, Party advantage. **(Identifying other factors)** This essay argues that although pressure groups were important, industrialisation and urbanisation was the most significant reason for Britain becoming more democratic after 1860 **(Line of argument).**

**If you “echo the language” of the question, you are showing the marker that you are answering the specific question asked and signposting where your essay is going.**

Now you try:

* To what extent was party advantage the most important reason why Britain became more democratic, 1851–1928?
* *The part played by women in the war effort was the main reason why some women were given the vote in 1918.* How valid is this view?

**Conclusions**

Your conclusion has four parts to it. It should **answer the question**, it should mention your **most important** **factor and explain why,** it should mention your **lesser important factor and link back** to your most important factor, and it should mention your **least important factor and link back** to your most important factor.

These are some key sentence starters/ points for structure to use to help you with your conclusion:

* *In conclusion, the most important reason for (words of the question) was...This is because* (use your evaluation of this factor to help you)*.*
* *(Next factor) was important for (words of the question) however, it was less important than (most important) because...*
* *(Final factor) was important for (words of the question) however, it was least important than (most important) because…*

***‘The part played by women in the war effort was the main reason why some women received the vote in 1918.’* How valid is this view?**

In conclusion, it can be argued that there were a number of

reasons why some women received the vote in 1918 and although women’s war work was vital, the most important reason was changing attitudes.**(answer question and words of question)** This is because attitudes were progressing for decades in terms of a woman’s place in society and offering more rights to women throughout the years only led to them inevitably asking for the vote. **(explained why)**

The suffragists and suffragettes were certainly important in women gaining the vote as they brought mass media and publicity to the cause and even created martyrs i.e Emily Davison which led their demands to be met.**(words of question)** However, this factor is less important than changing attitudes because the suffrage campaigns were only listened to in the end due to a change in attitudes towards women’s equality. Had it not been for women achieving more rights up to 1918, there may not have been the development of a campaign in the first place. **(lesser important and explained why)**

Female war efforts were crucial in women getting the vote because the women who worked gained a great deal of respect and were offered the vote as a thank you for their work. **(words of question)** However, this factor is the least important as without a change in attitudes up to the war about female capability; women may never have been offered male jobs in the first place. Furthermore, the war actually prolonged discussion about the female vote. **(least important and explained why).**

Now you try:

* To what extent did the social reforms of the Liberal Government, 1906–1914, meet the needs of the British people?
* How important were the effects of the First World War as a reason why Britain became more democratic, 1851−1928?

**Main Paragraphs**

The main paragraphs of your essay will be about each of the factors that you have identified in your introduction. In each of your **three** main paragraphs, you need to have knowledge (up to 6 marks), analysis (up to 6 marks) and evaluation (up to 4 marks). These marks are for the **whole essay**, not per paragraph, but you should try to have a spread throughout your essay.

Set each of your main paragraphs out as follows:

|  |  |
| --- | --- |
| Topic sentence  Knowledge  Analysis  Knowledge  Analysis  Evaluation | T  KU  A  KU  A+  EV |

**Topic sentence**

This is a sentence clearly stating what the paragraph is going to be about. It should include an evaluative word, stating the importance of that factor (key, crucial, notable, fundamental, supporting, main, principal).

**Example:**

*The crucial reason for the introduction of the Liberal Reforms was the fear of national security.*

**Knowledge and Analysis**

You should include **points of knowledge and analysis** of that knowledge after your topic sentence. Analysis is where you **explain the importance of your points of knowledge** in relation to the question. You should have at least **two points of knowledge** and **analysis** in each of your paragraphs. You could introduce your analysis by using phrases such as, ‘this was important because….’, ‘this was significant because ….’, ‘this helped bring about the reforms/get women the vote …. because ….’

**Example:**

*During the Boer War, 1899-1902, it became clear that the health of the British public was very poor. The number of volunteer army recruits rejected on grounds of their unfit physical state was 25%, this figure increased furthermore in industrial cities.* ***(KU)*** *This is important in explaining why the Liberal Reforms were passed because the poor health of Britain’s ‘fighting stock’ worried politicians and brought up questions as to whether we could protect our empire, let alone survive a war in Europe.*

***(A)*** *In addition, by the end of the 19th century, Britain was no longer the world strongest industrial nation and was facing serious competition from newly industrialised countries like Germany. The German Chancellor, Bismarck, had already passed a series of social welfare reforms such as old age pensions and many began to question why Britain had not done the same.* ***(KU)*** *This is important in explaining why the Liberal Reforms were passed because many believed that British workers were insufficiently educated or physically strong enough to keep up with international competitors thus change needed to occur.****(A)***

**Analysis +**

To achieve 6/6 for analysis, at least **three** of the points of analysis in your essay have to be **developed analysis, or A+.**  A+ is when you discuss a **limitation or different interpretation/perspective** of that factor. So, the easiest way to achieve this is to do a positive/negative style of analysis. Use the words “however” or “on the other hand’, “it can also be argued” or something similar, to signal that you are introducing a different point of view. Your A and A+ needs to be **consistent** with your overall **line of argument** so don’t contradict yourself.

**Example:**

*The Old Age Pensions Act did help improve the lives of British people as it offered an income to almost 1 million people who wouldn’t have received this money otherwise, this obviously made them wealthier.* ***(A positive)*** *However, it can be argued that the effect the pensions had was limited. The qualification age to receive the pension was 70 yet the average life expectancy at this time was much lower. By this point many people had already died in poverty or had been forced to enter the workhouse.* ***(A+ negative)***

**Evaluation**

At the end of the paragraph, you should then have evaluation, in the form of a sub conclusion. This sub conclusion is split into two parts: **E1 and E2.** E1 is when you evaluate the factor and how important it was. Within E1, you should have **a piece of new information**. This will start ‘*in evaluation, (factor) was important/ vital/ significant to (link to question) because…(new fact).* E2 is when you **rank the factor against your most important factor** (*However, it can be argued that…).* Within E2, you show how the factor you have been discussing was not as important as your most important factor and explain why. If you are discussing your most important factor, you would use ‘*in addition’* and continue your explanation as to why it was the most important.

**Example:**

*In evaluation, women’s work during the war was vital to women achieving the vote because like the returning soldiers it was almost seen as a ‘thank you’ for their efforts that they received the ROTPA in 1918. Their work throughout the war in all areas of the home front from the 25,000 in the land army to the work they supported in nursing and vital industries gained them the respect they deserved from their male counterparts. However, it can be argued that there had been significant moves towards reform years before the war due to a change in attitudes, as can be seen through the three Conciliation Bills (1910, 1911 &amp; 1912) thus showing changing attitudes towards women was the most important factor as years before the war, MPs were already encouraging steps to reform for women and if anything the war removed the discussion of the franchise from the political agenda for years, therefore prolonging change.*

**Higher History Essay Marks**

|  |  |  |
| --- | --- | --- |
| **Element** | **Marks** | **What marks are awarded for** |
| Introduction | 3 Marks | **1 mark** for at least one point of relevant background to the issue or identify key factors or a line of argument.  **2 marks** for at least one point of relevant background to the issue and identify key factors or connect these to the line of argument.  **3 marks** for at least two points of relevant background to the issue and identify key factors and connect these to the line of argument in response to the issue. |
| Knowledge | 6 Marks | Up to a maximum of 6 marks, award 1 mark for each developed point of knowledge candidates use to support a factor or area of impact. Award knowledge and understanding marks where points are: relevant to the issue in the question developed (by providing additional detail, exemplification, reasons or evidence) used to respond to the demands of the question (for example, explain, analyse) |
| Analysis | 3 Marks | 3 marks for 3 separate points of analysis, where points are clearly **linked to the issue**. |
| Analysis + | 3 Marks | 3 marks for 3 separate developed points of analysis, where a **limitation** of a factor is introduced and explained. This has to follow on from an analysis point, you need a **+/-**. |
| Evaluation | 4 Marks | This is marked holistically across your whole essay.  Up to **2 marks** for isolated evaluative comments.  Up to **4 marks** for evaluative comments that **build a line of argument** throughout the essay – in other words, you must compare each factor’s importance to the one you think is **most important** and **support it with new KU**. |
| Conclusion | 3 Marks | **1 mark** for a summary, i.e. this was important because, this was also important because …. etc  **2 marks** for a balanced conclusion, i.e. this was important because …., however ….., this was also important because …., however …. etc  **3 marks** for a balanced and relative judgement, i.e. this was important because ….., however …….. whereas (contrast to most important factor)……., this was also important because …. however …….. whereas (contrast to most important factor)…….. etc  To get 3 marks, every factor in your conclusion must be **compared in importance to the one you think is most important**. The good news is, that this is essentially what you do in your evaluations, so if you can get them right, you can get top marks in your conclusion. The conclusion is the **ONLY** place in an essay where you are allowed to repeat yourself. |

**Past Papers- British(Issues 1,3,4 and 5)**

**Issue 1- An evaluation of the reasons why Britain became more democratic, 1851–1928**

Specimen paper- To what extent was party advantage the most important reason why Britain became more democratic, 1851–1928?

2019-How important were the effects of the First World War as a reason why Britain became more democratic, 1851−1928?

**Issue 3- An evaluation of the reasons why some women were given the vote in 1918**

Specimen paper- *The part played by women in the war effort was the main reason why some women were given the vote in 1918.* How valid is this view?

2018-To what extent was the militant Suffragette campaign the most important reason for the achievement of votes for some women by 1918?

**Issue 4- An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906–14**

2018-How important was the rise of Labour as a reason why the Liberals introduced social welfare reforms, 1906–14?

**Issue 5- An assessment of the effectiveness of the Liberal social welfare reforms**

Specimen paper-To what extent did the social reforms of the Liberal Government, 1906–1914, meet

the needs of the British people?

**Past Paper Questions- USA(Issues 1,2,3 and 5)**

**Issue 1-An evaluation of the reasons for changing attitudes towards immigration in the 1920s**

Specimen paper-To what extent was fear of revolution the main reason for changing attitudes towards immigration in the 1920s?

2019-Social fears were the main reason for changing attitudes towards immigration in the

1920s.

How valid is this view?

**Issue 2- An evaluation of the obstacles to the achievement of civil rights for black people, up to 1941**

2019-How important were divisions in the black community as an obstacle to the

achievement of civil rights for black people, up to 1941?

2018-To what extent were the activities of the Ku Klux Klan the main obstacle to the achievement of civil rights for black people up to 1941?

**Issue 3-An evaluation of the reasons for the economic crisis of 1929–33**

Specimen paper-The weaknesses of the US banking system was the main reason for the economic crisis of 1929–1933. How valid is this view?

2018-How important was the Wall Street Crash as a reason for the economic crisis of 1929–33?

**Issue 5-An evaluation of the reasons for the development of the Civil Rights campaign, after 1945**

Specimen paper-To what extent was prejudice and discrimination the main reason for the development of the civil rights campaign, after 1945?

**Source Handling Questions:**

As with N5 History, for Higher History, there are 3 types of SH questions and one explain question.

These types of questions will **only** appear in the **Scottish** paper of your exam in the “Scottish War of Independence” unit.

**1. One “how fully” question (10 marks)**

**“**How fully does Source … explain ……?”

**2. One “explain” question (8 marks)**

‘Explain the reasons for/why ……”

**3. One ‘evaluate the usefulness’ Question (8 marks)**

“Evaluate the usefulness of Source … as evidence of …?”

**4. One “two-source” question (10 marks)**

“How much do Sources … and … reveal about …?”

* The “explain” question and the “how fully” questions will each relate to one of the “**key issues”** i.e. the four main areas listed on the **left-hand side** of the course outline.
* The “evaluate the usefulness” and the “two-source” question will each relate to one of the “**description of content”** subtopics on the **right-hand side** of the course outline.
* The order of the question types will vary from year to year.

**“How fully” Questions (10 marks)**

“How fully does Source …explain ……?”

The major difference between Higher and N5 for this type of question is that it is worth **more** marks.

* This type of question will be worth **10 marks**.
* It will ask you about **ONE** of the four “**key issues**” and will expect you to discuss **several** of the sub-issues listed in the “description of content” section of the course content in your answer.
* You **must** **make a judgement about whether the source fully explains the issue or not.**
* Up to **4 marks** for what the source **DOES** say.
* Up to **7 marks** for what the source **DOES NOT** say.
* Each point must be separately explained in terms of the question– **DO NOT LIST**.

### Start with an introductory sentence which answers the question – in other words, makes a judgement about whether the source fully explains the issue or not (*Source A quite fully explains… because it doesn’t give the full picture/ misses out some key information*). Without this, you will get a maximum of 2 marks.

Then, select the relevant points that are in the source. You should quote fully and then explain the source points in terms of the question.

**Example:** *One thing Source A mentions is that ...* (Make sure that your quote makes sense and that you haven’t cut out the important part!) Then link to the question by explaining the quote in your own words and relating it to the question- you can add in historical context here. *This explains that…* You need to do this four times.

Then, you are looking for points that the source does not mention that is relevant to the question. These should be linked directly to the question and be as specific as possible. These should be separate points and you should make up to seven of these- *However, the source fails to mention key information about (the question) such as...*

**Example:**

**Source** **C**- from Rent, Rivets and Rotten Tatties exhibition: Fairfield Heritage Centre (2016).

In 1915, the Shell Scandal broke, revealing how British lives were being lost because of a shortage of high-explosive shells. This led to the formation of the Ministry of Munitions, which decided that 15 National Projectile Factories were to be built, equipped and operated. Clydeside, with its skilled engineering workforce, was selected for six of the factories. The 8-acre site of the Cardonald National Projectile Factory was bought from Sir William Beardmore & Co, the firm that went on to build the factory and to manage it thereafter. The production of high explosive and chemical shells began after March 1916. In April 1918, there was a proposal to build an extension to manufacture tanks but the war ended before it could happen. Cardonald produced 1,008,100 8-inch shells and 319,800 6-inch chemical shells during the war.

How fully does Source A explain the effects of the First World War on the Scottish economy and industry, to 1928? (2018)

Use the source and recalled knowledge **10**

*Source A quite fully explains the effects of the First World War on the Scottish economy and industry.* **(Judgement)**

*The source does mention the fact that “Clydeside, with its skilled engineering workforce, was selected for six of the factories”, pointing out that one effect of the war was the increase in the number of munitions factories in the west of Scotland because it had lots of skilled workers available.( √) The source also says “The 8-acre site of the Cardonald National Projectile Factory, was bought from Sir William Beardmore & Co, the firm that went on to build the factory and to manage it.” This was important because it explains that another economic impact of the war was the construction of new factories and the expansion of existing businesses, such as Beardmore’s. ( √) Furthermore, the source points out that “The production of high explosive and chemical shells began after March 1916”, a reference to the impact of the war in focussing industry in Scotland on increasing production of munitions. ( √) The source also explains that “Cardonald produced 1,008,100 8-inch shells and 319,800 6-inch chemical shells during the war.” This illustrates that another effect of the war was to force the Scottish munitions industry massively to increase its production levels to be able to meet demand during WW1. ( √)*

*However, the source omits many other important effects of the First World war on the Scottish economy and industry. The source misses out that one impact of the war was that all essential industries eg the munitions factories at Gretna were taken over by the government under the Munitions of War Act of 1915, so that production of vital war materials could be controlled effectively*

*( √) Another effect of the war that the source omits is that the jute industry, which was concentrated in Dundee, experienced a massive increase in demand and production because of the need for sandbags and tents.( √) A further impact was that the increase in armament production brought employment and wealth to Glasgow and surrounding industrial areas such as Dunbartonshire and North Ayrshire. ( √) The immediate impact of war on Clydeside shipyards where most of Britain’s ships were built was very positive. Between 1914 and 1918 a total of 481 warships were built on the Clyde, and profits were good. ( √) Dundee and Aberdeen also benefited from the impact of the war on shipbuilding work, because there was also a great demand for merchant ships to replace those lost during the war, so all the Scottish yards continued in full production even after the war, with the post-war restocking boom lasting until 1921. ( √) The effects of the war on the fishing industry, however, were much less positive. In September, 1914, the Admiralty took control of the East Coast ports and fishing became extremely restricted, with the result of this being that ports such as Fraserburgh and Arbroath experienced a catastrophic decline in the number of fishing vessels operating from their harbours and the amount of fish being landed. ( √) These restrictions, combined with the war itself and the departure of German fishing vessels from Scottish ports such as Eyemouth and Anstruther, meant that another effect of the war on the Scottish economy was the loss of herring export markets in Russia and North Germany and the Baltic in general. ( √)*

Now try these for yourself:

**Source B** from Sir Maurice Powicke, The Thirteenth Century 1216−1307 (1985)

|  |
| --- |
| On 3 August 1291 the competitors for the Scottish throne appeared before King Edward I at Berwick. Edward I, who had much business to do in England, adjourned the hearing of the petitions until 2 June in the following year. There was then a further delay by Edward to allow the auditors to consider Scottish law in order to reply to the question by what laws and customs the right of succession should be determined. The hearings lasted from 14 October to 17 November 1292. The choice really lay between John Balliol, Robert Bruce and John Hastings. Another question also had to be faced by the counsellors. Could a kingdom be divided? Edward had defined the rules of succession by seniority to the kingdom of England in April 1290; but he does not seem to have had a preference for Balliol or Bruce. Finally on 17 November 1292 King Edward declared the judgement in favour of John Balliol. |

How fully does Source C explain the relationship between John Balliol and Edward I 1292−96?

Use the source and recalled knowledge. Use the source and recalled knowledge **10**

**Source C:** from Ranald Nicholson, Scotland, The Later Middle Ages (1974).



How fully does Source C explain the role of William Wallace and Scottish resistance?

Use the source and recalled knowledge. Use the source and recalled knowledge **10**

**Explain Questions (8 Marks)**

The difference between Higher and N5 for this type of question is that it is worth more marks and you need more specific detail.

* This question is worth **8 marks.**
* One mark per point clearly **linked to the question.**
* Points must be **reasons** and not just description.
* This question will always be on a **key** **issue** (from the left hand side of your unit outline table).

**Example:**

Explain the reasons for the rise and triumph of Robert Bruce. **8**

*One reason for the rise of Robert the Bruce was his murder of John Comyn in Greyfriar’s Kirk in Dumfries on the 10th February 1306. This meant that he had removed his main rival to the Scottish throne allowing him to rise quicker and easier. ( √) Another reason for the rise of Robert the Bruce was him crowning himself King at Scone on the 25th March 1306. This assisted his rise as it was important that Scots regarded him as their ruler. ( √)* Another reason for the rise of *Bruce was him seeking and gaining support of Bishops Lamberton and Wishart. This meant that he had gained the support of these influential men which was essential in his rise and success because they were influential leaders themselves and had prestige in Scotland. ( √) Another reason for Bruce’s rise and triumph was his defeat of a larger English force at the Battle of Loudon Hill in May 1307. This meant that he was on the first steps in his renewed campaign against the English. ( √) Another reason for Bruce’s rise and triumph was his defeat of his Scottish enemies at the Battle of the Pass of Brander in 1308. This meant he had control of Scotland and gained the support and loyalty of the Scottish nobles which was essential in ensuring his eventual triumph. ( √) Another reason for his rise and triumph was his recapturing of Scottish castles from the English, including Perth, Dumbarton, Edinburgh and Linlithgow. This meant that it increased his control over Scotland by securing the castles and making them, and their occupants loyal to him. ( √) Of most significance in Bruce’s triumph was his defeat of a significantly larger English army at the Battle of Bannockburn in June 1314. This meant that he effectively ended English presence in Scotland. ( √) The final step in Bruce’s triumph was securing a final peace treaty(The Treaty of Edinburgh-Northampton) with Edward III in 1328. This treaty meant the end of the Scottish Wars of Independence as peace was restored to Scotland by Bruce. ( √)*

**Now you try:**

Because this question will always be on a whole issue, there are really only four possible questions that you could be asked(these could be worded a different way but they will be asking the same thing):

* Explain the reasons for the succession crisis from 1286.
* Explain the reasons why there were difficulties in the relationship between Edward I and John Balliol.
* Explain the reasons for the rise and fall of Scottish resistance under Wallace.
* Explain the reasons for the rise and triumph of Robert the Bruce.

**Plan your answer points and LEARN THEM!**

**‘Evaluate the usefulness’ Questions (8 marks)**

Evaluate the usefulness of Source … as evidence of …

The only differences between Higher and N5 for this type of question is that the sources will be more complex.

* This type of question will be worth **8 marks**.
* Up to 2 marks for **content** (important points in the source).
* Up to 3 marks for **omission** (important points missed out).
* Up to 4 marks for **when, purpose, author and type.**
* For **every** point, you should say if it makes the source **more or less useful and why**.

**Structure:**

* Author
* Date
* Type or Purpose
* Content x2
* Omissions x3

|  |  |
| --- | --- |
| TYPE OF SOURCE | USEFUL |
| Contemporary/Primary  Description: Description: http://micdsstudents.wikispaces.com/file/view/Primary_source_documents.jpg/35366847/Primary_source_documents.jpg | It was written at the time of …  **Be specific-**what event was happening at this time? |

All **sources have a purpose.**

Think about why that person said/wrote/recorded the source.

Use phrases such as*“The purpose of the source is...”*

Most sources will fall into three categories for purpose:

|  |  |  |
| --- | --- | --- |
| IT WAS INTENDED TO: | USEFUL | NOT SO USEFUL |
| Describe …(e.g. a diary)  Record … (e.g. a book or a newspaper)  Persuade ... (e.g. a recruitment poster) | This makes the source more useful because it is more likely to provide a balanced account/ accurately reflects… | This makes the source less useful because it is more likely to provide a biased account of… |

**Example:**

*Source B’s purpose is to persuade readers to enlist, which makes the source more useful because a desire to protect Belgium from German brutality was one of the reasons why so many Scots volunteered.*

|  |  |  |
| --- | --- | --- |
| TYPE OF SOURCE | USEFUL | NOT SO USEFUL |
| Eyewitness | Eyewitness to **WHAT** – you must say. Be specific.  Shows us how an individual or group felt about an event that was **experienced** or **witnessed**. | May be one-sided, biased, exaggerated or have gaps. Only one person’s view. |
| Expert | Was the author an expert, for an example, someone who was directly involved – e.g. Edward I, or a soldier or a guardian?  The author will be **involved, knowledgeable** or **well-informed.** | It may only be one person’s view/focus on one element of the issue.  It may be exaggerated.  May be one-sided or biased. |

|  |  |  |
| --- | --- | --- |
| TYPE OF SOURCE | USEFUL | NOT SO USEFUL |
| Official/Government Report/Law/Chronicles | Official documents are usually **well researched** so you would expect them to be accurate.  Can reflect the government’s/ sponsors concerns at the time. | May only give a **narrow view** of one place or time.  Usually show **no feelings**.  May be biased because it will give the government’s/chroniclers sponsors point of view. |
| Newspaper  Description: C:\Users\mgomez6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MX2ZPR4K\newspaper_extra_extra1-410x332[1].jpg | Shows what was happening at the time. May reflect typical views.  Written to **inform** the public, but editorials/letters tried to **persuade** people to support a point of view.  Gives a **variety of evidence** e.g. opinions, letters, and photos. | Can often be **biased** or **exaggerated**. |
| Letters / Diaries    Description: Description: C:\Users\mgomez6\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RSYOEOV7\openletter[1].gif | Not meant to be published so can give an **honest**/less guarded account.  Shows attitudes, opinions and reflects personal, individual experiences at the time. | Only **one person’s views**/experience. |
| Speeches | Given by significant **people** who should **know their facts/may be typical of …**. | Can sometimes be **biased,** especially if the person is a politician. |
| Memoir/Written Recollections  Description: http://members.aon.at/lange.info/images/Memoir.JPG | A **personal recollection** of an experience.  First-hand. | Might be from well after events.  Details could have been **forgotten**, facts could be selective. |

|  |  |
| --- | --- |
| CONTENT | USEFUL |
| Quotes + explanation X 2  Pick out parts of the source that give you information that is relevant to the question. | It is **ACCURATE** information because……  It is **TYPICAL** of opinions of the time and therefore….  It is **BALANCED and therefore...**  It is **DETAILED and therefore…**  The parts of the source content that you pick out will always be useful, otherwise you wouldn’t pick them! |

There will always be points that are important, which are **not** mentioned in the source. You should try to include **three** in your answer.

|  |  |
| --- | --- |
| POINT OF OMISSION | NOT SO USEFUL |
| What’s missed out X 3 | **However, the source does not mention ...**’ The source misses out vital/useful/relevant information.  The missed out bits (omissions) obviously make the source less useful, make sure you state this.  Keep points in separate sentences to maximise marks. |

### Introductory sentence which answers the question

The source is quite useful/very useful as evidence of (use the words of the question).

**Author**

The source was written by …This makes it **more/less useful** because...

**When**

The source was made in ... This makes it **more/less useful** because...

**Purpose**

The source is a … which means it was made to… This makes it **more/less useful** because...

**Type**

*The source is a … This makes it* ***more/less useful*** *because…*

**Content**

The source tells us “...”. This is **more useful** because **I know that** … (explain your related knowledge).

The source also tells us “...”.This is **more useful because I know that**…(explain your related knowledge).

**Omission**

However the source is **less useful** as it does not mention that …(make sure this information is relevant to the question).

Also, the source is **less useful** as it does not mention that …(make sure this information is relevant to the question).

Finally, the source is **less useful** as it does not mention that …(make sure this information is relevant to the question).

**Example:**

**Source A** is from an English chronicler at Edward I’s court at Christmas in 1292.

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| On 26th December at Newcastle-upon-Tyne in the hall of the king of England’s palace within the castle…, the honourable prince John Balliol king of Scotland, did homage in person to the king of England as lord superior of the kingdom of Scotland, for the kingdom and all that belongs to it, saying the words of homage himself in French: ‘My lord, Lord Edward, lord superior of the realm of Scotland, I, John Balliol, king of Scots, hereby become your liegeman for the whole kingdom of Scotland with all that belongs to it and goes with it and I hold…that kingdom…of you and your heirs, the kings of England; and I will keep faith and fealty to you and your heirs, the kings of England, in matters of life and limb and of earthly honour against all mortal men’. |

Evaluate the usefulness of Source A as evidence of the relationship between John Balliol and Edward I. (8 marks)

*Source A is very useful as evidence of the relationship between John Balliol and Edward I. The source was written by an English chronicler from the court of Edward I.This makes it**more useful as the monk was there to witness what happened first hand at the court of Edward I so the information should be accurate about the relationship between the two men.* **(A)**

*The source was made in 1292. This makes it more useful as it was the year that John Balliol was crowned King of Scotland so it was written at the time that he was King visiting Edward I at court which shows their relationship as Kings ruling two countries.* **(T)**

*This source is a chronicle which means it was made to record the events of the Christmas court. This means it is less useful as chroncilers were paid by sponsors to give accounts of events that favoured their viewpoint, and as this was an English chronicler, they are more likely to be positive about Edward I’s actions and show their relationship in a more positive light.* **(P)**

*The source tells us “the honourable prince John Balliol king of Scotland, did homage in person to the king of England as lord superior of the kingdom of Scotland”. This is more useful because I know that John Balliol swore to accept Edward I as overlord of Scotland when Edward was deciding on the Great Cause from 1291 as he got all potential candidates to the throne to swear this which shows that their relationship from the start was about Edward I having power over John.* **(C)**

*The source also tells us “I will keep faith and fealty to you and your heirs, the kings of England”. This is more useful because I know that John pleaded his homage to Edward I at Newcastle after he was crowned in November 1292, and this shows that he is reaffirming the commitment he made then to Edward again showing their relationship to be one of John as subservient to Edward.* **(C)**

*However the source is less useful as it does not mention that Edward forced John to accept an England man to be his new chancellor which shows that John had limited power in what was happening in his own kingdom.* **(O)**

*Also, the source is less useful as it does not mention that Edward ordered the wording of the Royal Seal of Scotland to be changed which showed that Edward had full control over Scotland and John as this was not challenged.* **(O)**

*Finally, the source is less useful as it does not mention that John was humiliated by Edward in the MacDuff Case in 1293 as he made John publicly explain his judgement on the case and refused to listen to John saying this had nothing to do with Edward which showed their relationship to be one of inequality.* ***(O)***

**Now you try:**

**Source B**: from the statement by the Scottish nobles in reply to Edward I’s demand made at Norham, May 1291.



Evaluate the usefulness of Source B as evidence of the Scottish appeal to Edward I and the decision at Norham.

In reaching a conclusion you should refer to

• the origin and possible purpose of the source

• the content of the source

• recalled knowledge. **8**

**Source C:** from a letter from Hugh de Cressingham to Edward I, 23 July 1297.

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| Sire, upon the advice of your council here in Berwick, we raised an army against our enemies in Scotland who resist our rule by refusing to pay our taxes. Henry Percy and Robert Clifford have already had to deal with a noble rebellion in the south west led by Bishop Wishart, James the Stewart and Robert Bruce. Peace had been made on this side of the Firth of Forth; however this has not settled affairs in Scotland. It was advised however that an attack should be made on William Wallace who had gathered a large force (and still does) in the Forest of Selkirk. It has however been decided that no action is to be taken until the arrival of the Earl of Warenne. |

Evaluate the usefulness of Source C as evidence of the growth of Scottish resistance, 1296−1297.

In reaching a conclusion you should refer to

• the origin and possible purpose of the source

• the content of the source

• recalled knowledge.

**Two Source Question (10 marks)**

How much do Sources … and … reveal about differing interpretations of…?

This is a new skill that requires both interpretation and knowledge. It can be likened to the ‘How fully’ question although this asks you to look at 2 sources and the focus of the question is on a “description of content” topic of the course i.e. a sub issue rather than a key issue.

* This type of question will be worth **10 marks**
* Up to **2 marks** for identifying the overall differing viewpoints in the 2 sources**.**
* **Up to 4 marks** for quoting 2 points from each of the 2 sources and explaining how they link to the question.
* Up to **6 marks** for adding 6 recall points which are clearly linked to the question.
* The total 10 marks can be achieved in a number of ways.

A good way to view this question is to see it a little bit like a “how fully….?” question, with two sources.

This will be a lengthy answer so it is very important that you structure your work by breaking it down into **paragraphs**.

**How to set out your answer:**

1. Introductory sentence which answers the question – in other words, makes a judgement which responds to the question, making clear the sources do differ in their views.

*Sources A and B reveal differing interpretations of …*

1. Interpret the overall viewpoint of the first source- this should be what the sources view is on the topic/question.

*The overall interpretation of Source A is that...*

1. Interpret the views of the first source

*In Source A it says “...”. This suggests that…*

*Source A also says “...”. This suggests that...*

1. Interpret the overall viewpoint of the second source- this should be what the sources view is on the topic/question.

*The overall interpretation of Source B is that...*

1. Interpret the views of the second source

*In Source B it says “...”. This suggests that…*

*Source B also says “...”. This suggests that...*

1. Bring in recalled knowledge

*However, Sources A and B leave out important points on the differing interpretations of …(words of question). For example, they do not mention… The sources also do not mention… A third point they do not mention is… A fourth point they do not mention is… A fifth point they do not mention is… A final point they do not mention is...*

**You are aiming for 10 points – a mixture of source and recall points.**

**Source B:** from G.W.S. Barrow, Kingship and Unity, Scotland 1000–1306 (1981).

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| Tragically, Andrew Murray had been mortally wounded at Stirling Bridge and died in November 1297. However William Wallace and Murray and their infantry army’s startling defeat of the largely cavalry force brought against them by Surrey and Hugh de Cressingham at the bridge of Stirling on the 11th of September 1297 led to the near collapse of English military control in Scotland. Wallace, the hero of the hour, whose victory had electrified Western Europe, was knighted and afterwards elected as guardian, still in the name of King John but also of the Community of the Realm. Scotland’s traditional leaders fought under Wallace’s military command and a few even escaped from English custody in Flanders in order to give him their support. |

**Source C:** from Michael Brown, The Wars of Scotland, 1214–1371 (2004).

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| --- |
| If the military results of Stirling Bridge were clear, its political consequences were less certain. Under the leadership of Wallace and Murray, the kingdom of Scotland had been recovered from the English by an army acting without the leadership of the Scottish nobles. Wallace certainly had support from nobles such as the Steward and Lennox, but it was not from all, and it was said that ‘by force Wallace brought all nobles under his influence whether they agreed with him or not’. However, tensions amongst the Scottish leadership remained. When a new bishop of St Andrews, William Lamberton was appointed by Wallace following the death of Bishop Fraser, old suspicions flared up. Fraser’s death and Lamberton’s appointment deprived the Comyns of a powerful ally and heightened their mistrust of Wallace. |

How much do **Sources B and C** reveal about differing interpretations of the role of William Wallace during Scottish resistance? Use the sources and recalled knowledge. **10**

*Sources B and C reveal differing interpretations of the role of William Wallace during Scottish Resistance.* ***(Process)***

*The overall viewpoint of Source B is that Wallace’s leadership at Stirling Bridge made a positive contribution to Scottish resistance and gained him support from Scottish leaders.√* ***(Overall viewpoint)***

*In Source B**it says “William Wallace and Andrew Murray and their infantry army’s startling defeat of the large cavalry force brought against them by Surrey and Hugh de Cressingham at the bridge of Stirling on the 11th September 1297 led to the near collapse of English military control in Scotland”. This suggests that despite the odds at Stirling Bridge, Wallace and Murray defeated a superior English army nearly resulting in Edward I losing everything he gained in 1296. √* ***(S)***

*Source B also says “Wallace, the hero of the hour, whose victory had electrified Western Europe, was knighted and afterwards elected as guardian, still in the name of King John but also of the Community of the Realm.” This suggests that due to Murray’s death, Wallace assumed the sole role of guardian of Scotland in the name of John Balliol as recognition for his success at Stirling Bridge. √* ***(S)***

*The overall viewpoint of Source C is that Wallace’s role in resistance was hindered due to divisions within the Scottish leaders and nobility who were reluctant to accept Wallace’s leadership.√* ***(Overall viewpoint)***

*In Source C it says “Under the leadership of Wallace and Murray, the kingdom of Scotland had been recovered from the English by an army acting without the leadership of the Scottish nobles”. This suggests that the Scottish nobles who were usually in charge of the running of Scotland did not provide leaders for the Battle of Stirling Bridge. √* ***(S)***

*In Source C it also says “Wallace certainly had support from nobles such as the Steward and Lennox, but it was not from all, and it was said that ‘by force Wallace brought all nobles under his influence whether they agreed with him or not’”. This suggests that Wallace had some support amongst the nobility but he was forced to apply pressure of his will in order to gain support from all the Scottish leaders. √* ***(S)***

*However, Sources B and C leave out important points about the differing interpretations of the role of Wallace during Scottish Resistance.*

*For example, the sources do not mention Wallace killed the Sheriff of Lanark in 1297 which was a rebellion against an English man in charge and helped gain a lot of support for Wallace and Scottish resistance. √* ***(R)***

*The sources don’t tell us that Wallace led attacks on English held castles and an assault on Dundee that was English held at this time to resist against Edward I. √* ***(R)***

*The sources also miss out that Wallace wrote the Lubeck Letter in October 1297 after the victory at Stirling Bridge letting merchants know that Scotland was no longer under Scottish dominance and showing Scotland had managed to resist the English who had controlled them. √* ***(R)***

*The sources**also fail to point out Wallace resisted the English until 1305 when he was betrayed by Sir John Menteith and killed which shows he was loyal to this resistance until his death. √* ***(R)***

**Now you try:**

**Source A:** from Michael Penman, The Scottish Civil War (2002).

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| --- |
| As part of the legal process to decide between the claimants to the Scottish throne, Robert Bruce and John Balliol (who was aided by Comyn) now had to choose forty auditors each to represent their interests in legal proceedings at Berwick in front of the English King Edward I, alongside his own twenty-four jurors. But once seated there was an almost immediate adjournment for ten months. What this did was to leave Edward firmly in charge of the Scottish realm. This cannot have come as a surprise; Edward I had long since ordered his lawyers to search for documentary proof of the English monarchy’s claim to Scotland. In the end, Edward I announced John Balliol as ‘king of Scots’ on 17 November 1292. But the outcome of what is now known as the ‘Great Cause’ was surely a foregone conclusion. |

**Source B:** from Sir Maurice Powicke, The Thirteenth Century 1216−1307 (1985).

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| On 3 August 1291 the competitors for the Scottish throne appeared before King Edward I at Berwick. Edward I, who had much business to do in England, adjourned the hearing of the petitions until 2 June in the following year. There was then a further delay by Edward to allow the auditors to consider Scottish law in order to reply to the question by what laws and customs the right of succession should be determined. The hearings lasted from 14 October to 17 November 1292. The choice really lay between John Balliol, Robert Bruce and John Hastings. Another question also had to be faced by the counsellors. Could a kingdom be divided? Edward had defined the rules of succession by seniority to the kingdom of England in April 1290; but he does not seem to have had a preference for Balliol or Bruce. Finally on 17 November 1292 King Edward declared the judgement in favour of John Balliol. |

How much do Sources A and B reveal about differing interpretations of the role of Edward I in the Great Cause?

Use the sources and recalled knowledge **10**

**Source B:** from G.W.S. Barrow, Kingship and Unity, Scotland 1000–1306 (1981).

|  |
| --- |
| Tragically, Andrew Murray had been mortally wounded at Stirling Bridge and died in November 1297. However William Wallace and Murray and their infantry army’s startling defeat of the largely cavalry force brought against them by Surrey and Hugh de Cressingham at the bridge of Stirling on the 11th of September 1297 led to the near collapse of English military control in Scotland. Wallace, the hero of the hour, whose victory had electrified Western Europe, was knighted and afterwards elected as guardian, still in the name of King John but also of the Community of the Realm. Scotland’s traditional leaders fought under Wallace’s military command and a few even escaped from English custody in Flanders in order to give him their support. |

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| If the military results of Stirling Bridge were clear, its political consequences were less certain. Under the leadership of Wallace and Murray, the kingdom of Scotland had been recovered from the English by an army acting without the leadership of the Scottish nobles. Wallace certainly had support from nobles such as the Steward and Lennox, but it was not from all, and it was said that ‘by force Wallace brought all nobles under his influence whether they agreed with him or not’. However, tensions amongst the Scottish leadership remained. When a new bishop of St Andrews, William Lamberton was appointed by Wallace following the death of Bishop Fraser, old suspicions flared up. Fraser’s death and Lamberton’s appointment deprived the Comyns of a powerful ally and heightened their mistrust of Wallace. |

How much do Sources B and C reveal about differing interpretations of the role of William Wallace during Scottish resistance?

Use the sources and recalled knowledge **10**