**GODALMING COLLEGE AS HISTORY: FEEDBACK FORM FOR A SOURCE QUESTION**

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| **Name:** |
| **Sources on Government opposition.** |

Your answer must have:

1. Evaluation of the sources in terms of both their provenance and their historical context. **(PANDA: Purpose, Author, Nature, Date, Audience)**
2. A **conclusion** which is balanced (taking account of the key arguments on both sides) but decisive (don’t sit on the fence).

Remember that each paragraph of your answer must **PEEL** – **Point, Evidence, Explanation, Link** back to the question. Have you thoroughly **PEELED? YES/NO**

**Part 1: Question 1: Use your knowledge of [specified historical context] to assess how useful**

**Source […] is as evidence of…. [10]**

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| **A**  9-10 | **B and C**  7-8 | **E and D**  5-6 | **Fail**  4 and below | **Total: /10** |
| **Level 5** | **Level 4** | **Level 3** | **Level 2** | **Teacher comment** |
| The answer has a good focus on the question. | Mostly focused on the question showing good understanding | The question is partially addressed. | The focus is more on the topic than the specific demands of the question. |  |
| The sources are evaluated very effectively, using provenance | The sources are evaluated, using provenance although this may not be fully developed. | There is partial evaluation of the sources, | Evaluation of the sources is very basic or general. |  |
| There is relevant knowledge of the  historical context of the sources and produce an analysis in relation to the question. | Generally relevant knowledge  of the historical context of the sources, in order to engage with them and produce an analysis in relation to the question. | Some use of knowledge of the  historical context of the sources, in order to engage with them and produce a partial analysis of them in relation to the question | Limited evaluation and analysis. |  |
| Logical structure and clear, controlled direction; coherent | Mainly controlled, logical deployment of material; coherent | Has a degree of direction but this is not sustained throughout; some passages lack organisation or clarity | Unstructured. |  |
| Sustained judgements reached | A conclusion is reached which is for the most part supported by the evidence. | A conclusion may be reached but needs further development. Probably fence sitting. | No obvious links between information given and conclusion reached. |  |
| **Part 2: How far do the three sources support the view? [20]** |  |  |  |  |
| **A**  17 – 20 | **B and C**  13 - 16 | **E and D**  9 - 12 | **Fail**  8 and below | **Total /20** |
| **Level 5** | **Level 4** | **Level 3** | **Level 2** | **Teacher comment** |
| The answer has a good focus on the question. | Mostly focused on the question showing good understanding | The question is partially addressed. | The focus is more on the topic than the specific demands of the question. |  |
| The sources are evaluated very effectively, using provenance | The sources are evaluated, using provenance although this may not be fully developed | There is partial evaluation of the sources, | Evaluation of the sources is very basic or general. |  |
| There is relevant knowledge of the  historical context of the sources and produce an analysis in relation to the question. | Generally relevant knowledge  of the historical context of the sources, in order to engage with them and produce an analysis in relation to the question. | Some use of knowledge of the  historical context of the sources, in order to engage with them and produce a partial analysis of them in relation to the question | Limited evaluation and analysis. |  |
| Logical structure and clear, controlled direction; coherent | Mainly controlled, logical deployment of material; coherent | Has a degree of direction but this is not sustained throughout; some passages lack organisation or clarity | Unstructured. |  |
| Sustained judgements reached | A conclusion is reached which is for the most part supported by the evidence. | A conclusion may be reached but needs further development. Probably fence sitting. | No obvious links between information given and conclusion reached. |  |
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**Please write here 2 TARGETS for your next piece of work:**

**1.**

**2.**

**Issues to be considered:**

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| * **Source C – is from 1450 during the time Cade’s rebels are active. Use your knowledge of the rebellion to discuss this.** * **The Source is from the Kings court therefore is going to want to promote stability and the king’s law so is it reliable? Say why you have reached a judgement.** * **Source B is an international point of view. Does this make it more or less reliable?** * **Source B also refers to Margaret of Anjou. Use your own knowledge to evaluation this. What does this imply about both the king and Margaret. Link this back to the issue of growing unrest.** * **Source A are the demands of Cade’s rebels – what does this show you?** * **Source A refers to York. Use your own knowledge to assess how far he was the cause of the growing unrest.** |