

History: source analysis and causal argument

Supported preparation only; actual school choices and assessed work remain separate

Source comparison and contextual value: method

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Infer what a source says before evaluating it. Origin, purpose and content affect usefulness for a specified question.

Primary status does not ensure accuracy; a later synthesis can be valuable but needs evidence and scope review.

Historical sources and contextual evaluation: source representation

Original source / task evidence

Original fictional archive: a dated notice says the reading room opens to everyone; a same-week letter says its writer cannot attend during work hours. Compare and evaluate for access.

Separate what is stated from the interpretation.
Source comparison and contextual value

Original fictional task source; not an authentic selected work.

Source comparison and contextual value: worked case

Source comparison and contextual value: worked case

Original fictional archive: a dated notice says the reading room opens to everyone; a same-week letter says its writer cannot attend during work hours. Compare and evaluate for access.

Identify the evidence before reading the model.

Source comparison and contextual value: reasoning

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Both allow formal opening while the letter reveals a practical time barrier for its writer. The notice is useful for the announced rule, but cannot establish actual attendance.

The letter records one perspective, with unknown representativeness. Corroborate opening logs and other users.

Source comparison and contextual value: your transfer

Source comparison and contextual value: your transfer

Three newsletters copy one announcement. How much independent corroboration do they supply?

Pause and give an individual answer with reasons.

Source comparison and contextual value: transfer review

Source comparison and contextual value: transfer review

Repetition traces to one origin and supplies little independent confirmation of the announced event. It may show dissemination. Seek an independently produced completion or attendance record, checking its date, purpose and whether it too reports a plan.

Keep the interpretation within the supplied evidence.

Causes, triggers and comparison: method

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A cause explains how conditions contribute to an outcome; a trigger helps explain timing. Evaluate relative significance by mechanism and evidence, not simply chronology.

Authentic comparisons need the school's selected topics and cases.

Causation, change and comparative essays: source representation

Original source / task evidence

Fictional sequence: membership fees rose, attendance declined, and a later meeting approved closure. Did the meeting cause the entire decline?

Separate what is stated from the interpretation.
Causes, triggers and comparison

Original fictional task source; not an authentic selected work.

Causes, triggers and comparison: worked case

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Fictional sequence: membership fees rose, attendance declined, and a later meeting approved closure. Did the meeting cause the entire decline?

Identify the evidence before reading the model.

Causes, triggers and comparison: reasoning

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The meeting is a decision associated with closure, while earlier fees may have affected access and attendance. Examine dates, alternatives and evidence for other causes before deciding significance.

Compare another case by the same causal question, including differences that limit transfer.

Causes, triggers and comparison: your transfer

Causes, triggers and comparison: your transfer

Attendance began falling before fees rose. How should the causal argument change?

Pause and give an individual answer with reasons.

Causes, triggers and comparison: transfer review

Causes, triggers and comparison: transfer review

The fee rise cannot explain the earlier onset by itself. It may still worsen a later decline. Reconstruct chronology and compare work schedules, alternatives and group patterns, then qualify the relative significance rather than erase the inconvenient evidence.

Keep the interpretation within the supplied evidence.

Investigation and historical reflection: method

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Focus a question on an issue, period and setting that surviving sources can address.
Build a source inventory, cite exact sources and distinguish evaluation, argument and reflection on historical method.

Keep the interpretation within the supplied evidence.

Inquiry, evidence and methodological reflection: source representation

Original source / task evidence

Task: only committee records survive. A pupil proposes to reconstruct everyone's feelings.

Separate what is stated from the interpretation.
Investigation and historical reflection

Original fictional task source; not an authentic selected work.

Investigation and historical reflection: worked case

Investigation and historical reflection: worked case

Task: only committee records survive. A pupil proposes to reconstruct everyone's feelings. Revise the question and reflect on the limitation.

Identify the evidence before reading the model.

Investigation and historical reflection: reasoning

Investigation and historical reflection: reasoning

Ask how the committee justified a bounded decision during a specified period, while noting that official records may omit dissent and users' experiences.

Seek other surviving evidence without inventing testimony. Reflection explains selection and survival of records, not how hard the pupil worked.

Investigation and historical reflection: your transfer

Investigation and historical reflection: your transfer

A private letter survives after an official-record-only investigation. Is it automatically more truthful?

Pause and give an individual answer with reasons.

Investigation and historical reflection: transfer review

Investigation and historical reflection: transfer review

No. It can reveal a different perspective or omitted experience, but purpose, author, context and corroboration still matter.

Revise the source range and question if justified; private status alone establishes neither accuracy nor representativeness.

Check yourself

Independent retrieval

A later memoir contradicts a contemporary private letter. How would you use origin, purpose and corroboration without automatically rejecting either?

Write your reasoning before comparing it with the methods and limits taught in this lesson.