

PRACTICE WORKSHEET + FULL ANSWER KEY

Sources, evidence and civic reasoning

Secondary social studies. Work through the sections in order, or choose the one that matches this week's topic.

QUESTIONS	SECTIONS	ANSWER KEY	WORKING SPACE
51	5	At the back	Ruled

Name _____ Class _____ Date _____

Before you start

Ask who created a source, when, for whom and why. A primary source provides evidence from its context, but it does not automatically provide a complete or unbiased account.

WORKED EXAMPLE

A factory owner writes a newspaper letter supporting longer working hours. What should a historian consider?

- 1 Identify the author's role and purpose.
- 2 Consider how the owner may benefit from the policy.
- 3 Compare the letter with workers' accounts and other records before drawing a conclusion.

Use this method as your model. Set out your own working the same way.

Common mistakes to avoid

- Treating a source as useless simply because it has a perspective
- Making a broad claim from one example

There are 51 questions across 5 sections. Write in the ruled space, then mark your work against the answer key at the back. Topics covered: Source evaluation, Claims and evidence, Perspective and context.

SECTION A Working with sources

Ask who created a source, when, for whom and why, before judging what it shows.

1

Give one example of a primary source for a local historical event.

2

Give one example of a secondary source.

3

A factory owner writes supporting longer working hours. Name two things to consider.

4

How does corroboration strengthen an argument?

5

Explain the difference between a fact and an opinion.

6

Name one question to ask about a political poster.

7

Explain why a source with a clear bias can still be useful.

8

Explain the difference between the reliability and the usefulness of a source.

9

State one limitation of an eyewitness account written 40 years later.

10

Name two things to record when you cite a source.

11

Explain why the date of a source matters.

SECTION B Claims, evidence and argument

A claim needs evidence that would look different if the claim were false.

12

Write a claim and identify the evidence needed to investigate transport changes in a town.

13

Why might a broad claim from one example be unsafe?

14

Explain what a counterargument does in an essay.

15

Write a topic sentence for a paragraph about the causes of a local change.

16

Explain the difference between a cause and a consequence.

17

Name two kinds of cause that historians distinguish.

- 18 Explain why two historians can reach different conclusions from the same sources.

- 19 State one way to test whether evidence supports a claim.

- 20 Explain what significance means in history.

- 21 Explain why a source's intended audience matters.

SECTION C Maps, place and community

A map is a set of choices about what to show.

- 22 Why might two maps of the same area emphasise different features?

- 23 State what a map scale of 1:25,000 means.

- 24 At that scale, what ground distance does 6 cm represent?

- 25 Name two features you would expect on a good map.

- 26 Explain the difference between a physical and a political map.

- 27 Name one push factor and one pull factor in migration.

- 28 Explain one reason a settlement grows near a river.

- 29 State one effect of urban growth on a local community.

- 30 Name two land uses you could map in your own area.

- 31 Explain why a fieldwork sample should be taken at several sites.

SECTION D Government, rights and participation

Describe how a system is meant to work, then what can be argued about it.

32 Explain what a democracy is in one sentence.

33 Name two ways a citizen can take part in public life besides voting.

34 Explain the purpose of an election.

35 Explain what the rule of law means.

36 Name one right and the responsibility that goes with it.

37 Explain the difference between a right and a privilege.

38 Explain what local government is usually responsible for.

39 Explain why a free press matters to a democracy.

40 Name two things to check before sharing a news story online.

41 Give one argument for and one against lowering a voting age.

SECTION E Economy, society and enquiry skills

Design the question first; the data you need follows from it.

42 Explain what a tax is used for.

43 Name one public service funded by taxes.

44 Explain the difference between goods and services.

45 Explain what globalisation means in one sentence.

46

State one benefit and one cost of global trade for a local economy.

47

Explain what sustainability means.

48

Write a survey question about local transport that is not leading.

49

Explain why the wording of a survey question matters.

50

Describe how you would plan a local enquiry in four steps.

51

Write a conclusion that states a finding and one limitation.

Answer key

Work each section before you check it. These are model answers: an equivalent method, or a different well-supported interpretation, can be just as correct.

SECTION A - WORKING WITH SOURCES

1. A contemporary diary, photograph, official record or eyewitness letter.
2. A textbook chapter, a documentary or a historian's article about the event.
3. The author's role and interest, and how their view compares with workers' accounts.
4. It compares independent evidence to assess agreement, differences and reliability.
5. A factual claim can be checked against evidence; an opinion expresses a judgement, which may still be supported.
6. Who made it, who was its audience, what response it sought, or what context shaped it.
7. It is evidence of what its author believed and wanted others to believe at that time.
8. Reliability is how far it can be trusted as accurate; usefulness depends on the question being asked.
9. Memory fades and is reshaped by later knowledge, so detail may be inaccurate.
10. Author or creator and date; also title, publisher and where you found it.
11. It shows what the author could have known and what context they were writing in.

SECTION B - CLAIMS, EVIDENCE AND ARGUMENT

12. Example claim: bus access improved. Evidence: routes, timetables, ridership and residents' accounts across dates.
13. One case may be unusual, so it cannot support a general conclusion.
14. It states the strongest opposing view and answers it, which strengthens your own position.
15. A sentence naming the change and the cause you will argue for.
16. A cause comes before an event and helps bring it about; a consequence follows from it.
17. Long-term and short-term causes; some also distinguish triggers.
18. They may weigh evidence differently, ask different questions, or work from different assumptions.
19. Ask whether the evidence would look different if the claim were false.
20. How far an event mattered: to whom, for how long and in what way.
21. The audience shapes what the author includes, emphasises or leaves out.

SECTION C - MAPS, PLACE AND COMMUNITY

22. Their purposes, audiences, scales and the choices of their makers differ.
23. One centimetre on the map represents 25,000 cm, which is 250 m on the ground.
24. 1.5 km.
25. A title, a scale, a key and a north arrow.
26. A physical map shows landforms and natural features; a political map shows borders and settlements.
27. Push: conflict or lack of work. Pull: safety, jobs or family already present.
28. Water for drinking, farming and transport, and historically for power.
29. For example pressure on housing and transport, or loss of green space.
30. For example housing, retail, industry, transport and open space.
31. One site may be unusual, so several sites better represent the whole area.

SECTION D - GOVERNMENT, RIGHTS AND PARTICIPATION

32. A system in which citizens choose their government through regular free elections.
33. For example joining a campaign, contacting a representative, volunteering or peaceful protest.
34. It allows citizens to choose representatives and to hold them accountable.
35. Everyone, including those in power, is subject to the same laws applied fairly.
36. For example freedom of expression, with the responsibility not to incite harm.
37. A right belongs to everyone and is protected; a privilege is granted and can be withdrawn.
38. Local services such as roads, waste, parks, libraries and planning, within national law.
39. It informs citizens and scrutinises power, which supports accountable decisions.
40. Who published it and when, and whether other independent outlets report the same thing.
41. For: young people are affected by decisions and can be informed. Against: they may have less experience of the issues; either view needs evidence.

SECTION E - ECONOMY, SOCIETY AND ENQUIRY SKILLS

42. Government revenue that funds public services such as health, education and infrastructure.
43. For example schools, hospitals, roads or emergency services.

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44. Goods are physical products; services are actions performed for someone.
 45. The increasing connection of economies, cultures and populations through trade, travel and communication.
 46. Benefit: cheaper goods and export markets. Cost: local producers may be undercut.
 47. Meeting present needs without preventing future generations from meeting theirs.
 48. A neutral question, for example: how often do you use local buses?
 49. Loaded or leading wording pushes respondents towards a particular answer.
 50. Choose a question, decide what evidence to collect, gather it systematically, then analyse and conclude with limitations noted.
 51. A conclusion naming the finding, the evidence behind it and a stated limitation such as sample size.

Review and next steps

Mark your work against the answer key, record your score for each section, then answer the three questions below. Bring this page to your next lesson so your tutor can start from what actually blocked you.

Which question did you find hardest, and what exactly stopped you?

Rewrite the corrected working for that question here.

Which section do you want to practise again before your next lesson?

Score record

SECTION	QUESTIONS	NUMBER CORRECT	PRACTISE AGAIN?
A. Working with sources	11		
B. Claims, evidence and argument	10		
C. Maps, place and community	10		
D. Government, rights and participation	10		
E. Economy, society and enquiry skills	10		
Total	51		

Keep going with one-to-one support.

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