

Two enquiries, clear evidence

Complete a source judgement and a reasoned belief-and-identity response.



Think, point, speak, draw or write.
You may pass or ask for a quiet start.

Read the source

SECONDARY TEACHING SUMMARY: The National Archives and UK Parliament.

- 01** A. In 1948, Empire Windrush brought passengers from the Caribbean to Britain.
- 02** B. In 1963, Bristol campaigners opposed a bus company's racial discrimination.
- 03** C. Paul Stephenson and other organisers helped lead that campaign.
- 04** D. The 1965 Race Relations Act prohibited racial discrimination in some public places.

Watch the reasoning

- 01 Section A: How did people challenge unfair treatment in Britain?
- 02 Section B: How can values shape belonging? Use a stated example, not a guess about someone.

Point to the detail that supports the answer.

Make a decision

Which response respects the evidence?

- 01 A. Everyone in a group thinks alike.
- 02 B. A stated value can guide an action; people within groups differ.
- 03 C. Identity tells us all someone's beliefs.

Choose first. Give a reason before checking.

Check the deciding clue

B **A reasoned example does not erase variation within groups.**

Keep your first choice. If you change it, say what changed your mind.

Beliefs and values

RE SOURCE SUMMARIES / FICTIONAL APPLICATIONS — see staff references.

- 01 A1. In a Christian Christmas source, Jesus' birth is described as a gift from God.
- 02 B1. In a humanist source, meaning can be developed through this life and concern for others.
- 03 F1. Fictional claim to evaluate: "Two volunteers help at the same project, so their beliefs must be identical."

Your independent evidence

- 01 Write a short historical account answering the question with two source details.
- 02 Evaluate the history card: one use for this question and one limitation.
- 03 Name both sources, give one accurate idea from each, and evaluate F1. Finish with one way a value might influence a voluntary action.

Make one useful improvement

**Check your answer against the source.
Show the detail you used.**

Add evidence, improve a link, or mark a claim you cannot support.

Keep the first attempt visible. Record one change or one question.

What will you take forward?

Keep both enquiry responses and one next step.

One thing I can explain: _____

One next step or question: _____