

Source-based assessment

Autumn 1 · Week 7 · 40 minutes

Produce a sourced judgement and diagnose four weaknesses in a model answer using explicit criteria.

Prepare and teach

Tuesday 10:10-10:50. LAUNCH Weekly - Autumn, Humanities C52. Humanities-only lesson. LAUNCH's separate RE outcome is not claimed within this pack.

- Open the 12-slide deck; print one pupil booklet per learner. Keep this guide separate from pupil copies.
- Read the source cards and answer guidance before teaching. Use the supplied offline sheets; live links are optional.
- Have pencils, highlighters and movable labels available.

Slides	Minutes	Use
1–7	7	Settle, retrieve, read sources, clarify the task
8	16	First independent written / dictated response
9	9	Release Part 2: four errors and repairs
10	4	Feedback after keeping the first attempt
11–12	4	Listen, respond and record the next step

Assessment evidence

Keep the first response and a later correction. Note the response method, adult support and one reason the pupil gave. A completed sheet alone does not demonstrate independent understanding.

TEACHING GUIDANCE

Teach, check, respond

Vocabulary

Point | the argument you make.

Origin | where evidence comes from.

Explanation | why evidence matters.

Judgement | your reasoned answer.

Model and guided practice

Model: FIRST RESPONSE Answer the source question in your own words. SECOND RESPONSE Identify and repair four model errors.

Together: Read Sources W, B and R. Use letters to make your evidence traceable. The worked model stays hidden until you finish.

Hinge decision

Which phrase keeps a claim within the evidence? A. This proves everyone was treated fairly. B. This shows a change in the company's rule. Choose, then explain what remains unknown.

Ask for simultaneous choices, then a reason. If the reason reveals the misconception, revisit one evidence detail before releasing the independent task.

Access without lowering the thinking

Use two sources with the sentence frame, then diagnose two errors; scribing permitted and recorded.

Allow pointing, signing, speech, drawing, writing, dictation or directing an adult. Offer a pass on personal sharing. Use fictional examples; never require a migration story, home address or family disclosure.

Extend the reasoning

Compare the sources, make a qualified judgement and rank all four repairs by effect on the argument.

Pupil voice with a response

Offer space and a response choice. Listen, then read the meaning back. Invite the pupil to correct your interpretation. Agree one useful teaching change and act on it next lesson; tell the pupil what their feedback changed.

KEEP SEPARATE FROM PUPIL SHEETS

Answers and misconceptions

1. Model answer: B shows that campaigning achieved a change in Bristol bus-crew recruitment, so it supports a specific improvement in job access. R shows legal protection in some public places in 1965, but it also identifies areas left uncovered. Together they show real but incomplete change; neither proves that all daily treatment became fair. W could provide context about migration and recorded skills in 1948. It cannot establish passengers' later treatment or employment outcomes.
2. Error 1: absolute unsupported judgement. Repair: B and R show specific improvements with limits. Error 2: source-origin confusion. Repair: R is a modern summary of a historical law. Error 3: repetition instead of explanation. Repair: ending the colour bar widened eligibility for bus-crew jobs. Error 4: inference exceeds record. Repair: W lists stated occupations, not later job outcomes.
3. Hinge B. Any justified ranking of error seriousness is acceptable.
4. Classroom rubric /16: source answer /8 (accurate B and R details 0-2; explanations 0-2; qualified judgement 0-2; useful role and limit of W 0-2). Four repairs /8: for each line, identify the error (1) and make a valid repair (1). Assess understanding, with support recorded separately.

Watch for these errors

- Assessment criteria are classroom teaching criteria, not official GCSE marks or grades.
- Keep the planted-error task separate from the pupil's first source answer.
- A small wording repair can change a major historical error; amount of writing is not the same as seriousness.

Assessment pacing: slides 1-7 total 7 minutes; slide 8 source answer 16 minutes; slide 9 planted errors 9 minutes; slide 10 feedback 4 minutes; slides 11-12 pupil response and exit 4 minutes. Slide 9 must not appear before the first answer is retained.

KEEP SEPARATE FROM PUPIL SHEETS

Assessment criteria

Part	Marks / evidence
Source answer /8	Accurate B and R details (2); explanations (2); qualified judgement (2); valid W use and limit (2)
Four repairs /8	For each line: identify the precise error (1) and make a valid repair (1).

Total /16. Record Part 1 before releasing Part 2. Mark corrections separately; keep normal access support and record it. This is a classroom assessment, not a qualification grade.

Source details

The pathway Start Here guide contains the original lesson links, factual references and image credits. Source cards are newly written summaries unless explicitly labelled as original-document images. Refer to the larger source sheets when a projected detail is hard to read.