

Source analysis

Assess what a source shows and how trustworthy or useful it is

COMMON FORMS

Historical document, media source, scientific evidence

TEXT SHAPE

Identify source and claim → examine evidence and context → assess value and limitation

FEATURES AND LANGUAGE

Attribution; evidence verbs; evaluative language; qualification

PLAN AND TEACH IT

Separate content from provenance. Explain how audience, purpose and context affect usefulness for the question.

tone and register

Analytical and cautious; support evaluations with specific source features.

LINKED CLASSROOM ACTIVITIES

Try: Answer with a Quote · Write a Source Comparison · Answer the Question Precisely

A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Assess what a source shows and how trustworthy or useful it is.
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.