

AS and A LEVEL

Delivery Guide

H105/H505

Accredited

HISTORY A

Theme: England 1377–1399

October 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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AS Level content only



Curriculum Content

As an introduction to its complementary period study, this Enquiry topic provides students with a firm basis from which to understand the nature of medieval government and politics, in terms of the rivalry and advancement of magnates, as well as the constraints and powers held by the monarchy during the transition from Plantagenet to Lancastrian rule. The late 14th century presents a turbulent age of economic and social discontent, personal advancement and cultural change, epitomised by the disastrous consequences of the Black Death and highlighted in England by events such as the 'Great Revolt' of 1381, the rise of Lollardy and the usurpation of Richard II. With the backdrop of the Hundred Years' War and legacy of Crecy, together with the minority of Richard on his accession, it will be immediately clear to students that conflict, constraint, rivalry and assertion are prominent themes to be explored. A study of the role of John of Gaunt, the Lords and Commons, or the merchants and City of London all provide engaging narrative for students as they seek to assess the causes, features and effects of individual and collective action. The development of literacy and personal religious devotion are underlying elements of social change, but rather than seeking to assume their importance in terms of aiding popular unrest and anticlericalism, students will be expected to view events holistically by considering the political foundations of Wycliffe's actions, the peculiarity of the 'anglicised' Church and the interrelationship between clergy and laity on aristocratic, bourgeois and 'rustic' levels. The difficulty and problems Richard faced as monarch is the crucial focus of the topic, therefore students will need to have a firm appreciation of the nature of his minority, the manner with which decisions were made in his name and his struggle for assertion, leading to personal rule by 1389. Richard II's reputation has traditionally been maligned, particularly due to later events within his reign and interpretations projected by the Lancastrians, or within the work of writers such as Shakespeare. Although Richard's youth and audacity in dealing with the peasants in 1381 is highlighted in opposition to the depravity of the 'lower orders', it is clear that the majority of interpretations focus on the negative aspects, challenges and mistakes of his reign. However, in line with more recent historical research and thinking, students will need to take a realistic view of events and balance consideration of his role against that of key contributors to legal process, trade, government organisation and decision-making.

As a summary, students should have studied the following key topics:

Early years of Richard II's minority 1377–1380: structure and methods of government; Richard's role; the extent of crisis and condition of England; renewal of war with France.

Government and monarchy 1380–1388: nature of central and local government and administration; war, rebellion and challenges to government including the Peasants' Revolt; the Lords Appellant.

Personal Rule and overthrow 1388–1399: style of kingship; continuity and change in government; impact of personal rule on war and foreign relations; nature of tyranny; usurpation.



Curriculum Content

Recommended general texts or online resources for essential chronology, historical understanding or teaching resources:

Fellows, N. Holland, A. Dicken, M. (2015) *OCR A Level History: Late Medieval England 1199–1455*

Bennet, M. (2006) *Richard II and the Revolution of 1399*

Bird, R. (1949) *The Turbulent London of Richard II*

Fletcher, C. (2008) *Richard II: Manhood, Youth and Politics 1377–1399*

Gillespie, J.L. (ed.) (1997) *The Age of Richard II*

Goodman, A. (1992) *John of Gaunt: The Exercise of Princely Power in Fourteenth-Century Europe*

Goodman, A. and Gillespie, J. (1999) *Richard II: The Art of Kingship*

Jones, D. (2009) *Summer of Blood: The Peasants' Revolt of 1381*

McKisack, M. (1959) *The Fourteenth Century 1307–1399*

Saul, N. (1999) *Richard II* (Yale Monarch Series)

Seward, D. (1978) *A Brief History of the Hundred Years' War The English in France 1337–1453*

Thomson, J.A.F. (1983) *The Transformation of Medieval England 1370–1529*

Tuck, A. (1973) *Richard II and the English Nobility*

Luminarium

Commentaries, resources and links:

<http://www.luminarium.org/encyclopedia/richard2.htm>

BBC

The Hollow Crown (episode 1):

<http://www.bbc.co.uk/programmes/p00s90j1>

Article on the Peasants' Revolt:

http://www.bbc.co.uk/history/british/middle_ages/blacksocial_01.shtml#four

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Curriculum Content

Radio 4 source extracts:

http://www.bbc.co.uk/radio4/history/voices/voices_reading_revolt.shtml

M.Bragg podcast on Wycliffe and the Lollards:

<http://www.bbc.co.uk/programmes/b011vh4k>

Timelines TV

Short video clip on the Peasants' Revolt:

<http://www.timelines.tv/index.php?t=1&e=5>

Chaucer Project

Chaucer chronology and links:

http://sites.fas.harvard.edu/~chaucer/special/varia/life_of_Ch/chrono.html

Treasure Rolls of Richard II (IHR and Royal Holloway)

Timeline, commentary and links:

<http://www.history.ac.uk/richardII/roll.html>

HA pamphlet

Peasants' Revolt:

http://www.history.org.uk/resources/secondary_resource_2466_47.html

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Thinking Conceptually

Regardless of the style of summative, written assessment, learning activities for the Enquiry should initially aim to help students identify and explain factors, examples, concepts and opinions within both primary and secondary sources. Once knowledge and understanding is achieved of the chronology and general historical arguments, students will be well-placed to analyse, support and contradict available primary evidence on the same issues. In this way, students will be able to place the sources in context and approach the angle of questions relevantly. Without an adequate grasp of the narrative, and ability to analyse relevant historical issues, students are likely to flounder and lose confidence when confronted with medieval sources. As a result, it is recommended that traditional 'period studies' style essays are attempted before 'source essays', in order to ensure that students have acquired the necessary understanding. That it not to say that sources should not be introduced throughout the teaching course, however, to be confronted with exam papers (or essays on 'source collections') too early can be counter-productive. A consistent approach that gradually and increasingly develops source analysis will undoubtedly build confidence, demonstrate progression and improve written skills. It will also enable co-teaching of AS and A Level, ensuring that all candidates are able to 'deconstruct' the analytical process and introduce a greater depth of supporting knowledge and written technique. Through focusing on the utility of a single source, or the comparison of two sources, all students will benefit from practising techniques that will enable them to write focused and developed answers within eventual 'source essays' that require collation and grouping of three or four sources. Once they have grasped the rubrics of planning arguments and synthesising the evidence, they can then be

encouraged to analyse sources under timed conditions to develop exam technique.

There are a range of chronicles written during or just beyond the reign of Richard II and these will all serve to provide an interesting narrative, as well as opportunity for source analysis on a range of key issues. It is therefore recommended that their use is incorporated within the teaching programme at regular intervals, even if focused source analysis is delayed while students are developing basic knowledge of the period. It would certainly be advisable to ensure that students understand the monastic foundations of medieval chronicles, and the legacy of historical writing so far by the late 14th century, particularly within the English context. However, although links and reference might be made to works of Middle English literature, which are usually studied within the context of language rather than history, teachers should not expect these to be used unless there is discussion within them of specific historical events. Langland's *Piers Plowman* and Chaucer's *Canterbury Tales* serve to give an impression of the period that can be usefully exploited to engage students. However, teachers should ensure that more explicit study is made of the chronicles and parliamentary records of Richard's reign. There are several compilations of primary sources, which will be invaluable to teachers, such as those of McHardy and Given-Wilson, particularly as they contain a chronological arrangement and can complement the course of a teaching programme. Overall, however, it is suggested that teachers encourage students to become familiar with written works such as: The Chronicles of Froissart, Knighton's Chronicle, the Westminster Chronicle, Walsingham's *Chronica Maiora*, the *Anonimale Chronicle* and the writing of Adam of Usk.



Thinking Conceptually

As with the linked Period studies on the reigns of the early Lancastrians, students will need to have a sound understanding of the following terms relating to the late medieval period:

Plantagenet (Angevin)
Aquitaine (Gascony)
Feudalism
Fealty
Vassalage
Scutage
Oligarchy
chevauchées
Orthodoxy
Doctrine
Sacrament
Heresy
Anticlericalism
Primogeniture
Chivalry
Romance
Usury
Guild
Monasticism
Mendicant
Patronage

The following resources may be useful for teachers in terms of an introduction to medieval writing, literacy and primary sources, as well as interpretations:

Primary Source Collections, Translations and Extracts:

Dobson, R.B. (1983) *The Peasants' Revolt of 1381 (second edition)*

Given-Wilson, C. (trans.) (1993) *The Chronicles of the Revolution 1397–1400*

Given-Wilson, C. *The Parliament Rolls of England*
<http://www.sd-editions.com/PROME/home.html>

▶ Click here

McHardy, A.K. (trans. 2012) *The Reign of Richard II: From Minority to Tyranny 1377–1397*

Anonimale Chronicle

- Oman, C. (trans.) (1906)

Chronicle of Adam of Usk 1377–1421

- Given-Wilson, C. (trans.) (1997)

Froissart's Chronicles

- Brereton, G. (trans.) (1978) Penguin Classics

- The Online Froissart (Modern English translation and links):

<http://www.hrionline.ac.uk/onlinefroissart/index.jsp>

▶ Click here

Knighton's Chronicle 1337–1396

- Martin, G.H. (ed.) (1995)

The St Albans Chronicle: The Chronica Maiora of Thomas Walsingham

- Taylor, J., Childs, W.R. and Watkiss, L. (trans.) (2003)

Westminster Chronicle 1381–1394

- Hector, L.C. and Harvey, B.F. (ed.) (1982)

Fordham (Halsall)

Anonimale Chronicle on Peasants' Revolt:

<http://legacy.fordham.edu/halsall/source/anon1381.asp>

▶ Click here

Froissart's Chronicles:

<http://legacy.fordham.edu/halsall/basis/froissart-full.asp>

▶ Click here



Thinking Conceptually

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S.Muhlberger (Nipissing)

Extracts from Froissart, commentary and links:

<http://faculty.nipissingu.ca/muhlberger/FROISSART/TALES.HTM>

Secondary Resources:

Medieval Writing (Dr J. and Dr D.Tillotson)

An introduction to palaeography and medieval writing with glossary and commentary on the writing of chronicles and annals:

<http://medievalwriting.50megs.com/writing.htm>

▶ Click here

Norton Anthology of English Literature

Commentary, extracts and links:

http://www.norton.com/college/english/nael/middleages/topic_1/welcome.htm

▶ Click here

Article by Anne Curry on Froissart:

<http://www.hrionline.ac.uk/onlinefroissart/apparatus.jsp?type=intros&intro=f.intros.AC-PoliticalClimate>

▶ Click here

The Magna Carta Project

Magna Carta and Richard II:

http://magnacarta.cmp.uea.ac.uk/read/feature_of_the_month/Mar_2015

▶ Click here

Online copy of Shakespeare's Richard II:

<http://shakespeare.mit.edu/richardii/index.html>

▶ Click here



Thinking Contextually

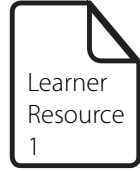
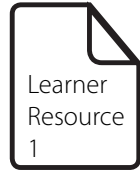
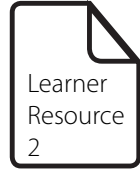
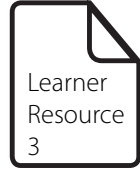
The following activities provide examples of methods to develop students' analysis and written technique when tackling source questions. They aim to increase students' awareness of the need to *apply* their analysis in an appropriate way, thus encouraging focus, manipulation of details and relevant selection of supporting knowledge. Through discussion, peer review and the general principles of 'assessment for learning', students should become well-equipped to deal with source essays, as required for the exam. Although the activities focus on the aims of the rebels in the Great Revolt of 1381, they can be adapted to any of the key issues.

Learner Resource 2 provides guidance for students when comparing two sources, as a means to extend their language and analysis. This might be useful as an initial framework, which can be built on as their skills progress. Once this becomes second nature, a greater degree of source manipulation can be undertaken, in terms of difficulty and quantity.

Learner Resource 5 provides guidance in terms of considering key historical arguments and ways of structuring answers that require source analysis. It can be adapted depending on the abilities of students. However, its generic form is intended to provoke students to think about the nature of questions in general 'factual' terms before incorporating the use of sources. The diagram reflects the range of reasons for public discontent and political opposition. Students should be reminded continually that these themes form the backdrop to most of the key topics and historical arguments they will encounter.



Thinking Contextually

Activities	Resources
<p>Utility</p> <ol style="list-style-type: none"> 1) Learner Resource 1 provides primary sources relating to the aims of the rebels in 1381. Divide the sheet and allocate one source to each person. At this stage do not allow students to discuss the content of their source extract with anyone. 2) After reading extracts, remind students of the need for focus with 'utility' questions (e.g. 'useful ...for what?') and detailed support. How would an answer be different if focusing on evidence of the events or extent of support for the Peasants' Revolt as opposed to the purpose and ambitions of the rebel leaders? 3) Students write a short answer on the following question: 'How useful is Source X as evidence of rebel intentions to overturn the established social order?' Give a limited amount of time. 4) Exchange answers with another student. Without looking at the source itself, can they determine its content and nature from the response? Is there sufficient detailed support, not only from the source but also from individual knowledge? 	 <p>Learner Resource 1</p>
<p>General comparison</p> <ol style="list-style-type: none"> 1) Students compare the two extracts, focusing on the style and content of medieval records, with their impressions of the rebel leaders and their aims. Complete Learner Resource 2, aiming to identify comments presented as 'facts' and the 'criteria' applied as 'proof' of their intentions. How similar or different are the extracts, and why might that be? 2) Learner Resource 3 enables students to record the type of literature and historical memory existing in the late 14th century. It can be introduced without any prior depth of knowledge of Richard II. Through basic reading and research, students track the development of medieval literature relating to Richard, while becoming aware of the available texts and sources of information used by writers during and beyond his lifetime. 3) Alternatively, retain focus on the Peasants' Revolt, using all source extracts from Learner Resource 1 or through exchanging information between student pairs. 	 <p>Learner Resource 1</p>  <p>Learner Resource 2</p>  <p>Learner Resource 3</p>

Thinking Contextually

Activities	Resources
<p>Focused comparison</p> <ol style="list-style-type: none"> 1) Introduce Learner Resource 4 and discuss the process of analysis. Remind students that a general ability to analyse sources through reading and discussion needs to be translated into written presentation. The key here is to prevent 'general analysis' and the temptation to 'work through' sources individually without a clear focus on the question. 2) Refer back to general notes on Learner Resource 2. Identify 'how' and 'why' the two extracts provide similar or different evidence of the rebels' aims. A suggested approach: students write their answer considering 'how' first (similarity and difference of content, tone, style) before explaining 'why'. Within their comparison of the content and provenance, they will naturally develop explanation of utility and reliability in relation to the question. 3) Extension: repeat the exercise using the same source extracts but focusing on a different question (e.g. evidence of the extent of public involvement and support). Share one written answer with another student pair to see if they can match the answer to the right question. 	<div data-bbox="1742 480 1883 651">Learner Resource 2</div> <div data-bbox="1742 691 1883 861">Learner Resource 4</div>
<p>Argument: the 'Big Issue'</p> <ol style="list-style-type: none"> 1) Retaining the example of the aims of the rebels, give the proposition that they 'intended to overthrow the established social order'. Give students a copy of Learner Resource 5, consider the themes on the diagram and review notes or timelines of the events. In general terms, which events or issues would be highlighted to defend the proposition in the question? Which ones would support an opposing argument? 2) Review all three sources (Learner Resource 1). Rather than merely identifying the argument that each source supports, identify 'which' issues it draws on to do so. Discuss how sources may offer similar support for an argument but differ in focus, content and style? How might this knowledge be used to support the points (and argument), and how might it be used to support the argument further while pointing out the limitations of a source? 3) Remind students that the style of writing and focus they were aiming for in their previous 'comparison' exercises are elements that should take place naturally within the sections of their essay. 	<div data-bbox="1742 900 1883 1070">Learner Resource 1</div> <div data-bbox="1742 1110 1883 1281">Learner Resource 5</div>



Thinking Contextually

Extended specification

Unit Y104: Richard II 1377–1399		
Early years of Richard II's minority 1377–1380	Nature and extent of challenges to government	<ul style="list-style-type: none"> • extent of crisis and seriousness of the condition of England by 1377: <ul style="list-style-type: none"> - financial problems and the Poll Tax of 1377 - long-term economic and social effects of the Black Death - political situation and legacy of Edward III - relations with the continent, including the papacy - religious heresy, Wycliffe and the Lollards - legacy of war with France (threats to south coast ports, sack of Rye (1377), Calais and Bordeaux) • aristocratic rivalry • effect of the 'evil subsidy' (1379 poll tax) • relations between landowners and tenants
	Structure and methods of minority government and administration	<ul style="list-style-type: none"> • coronation of Richard II • creation of the minority government and rule of the Councils • influence and role of John of Gaunt, Archbishop Sudbury, Robert de Vere and Sir Simon Burley • nature of the parliaments of 1377 and 1378 • influence of Wycliffe in government circles • features of government in the localities • the end of the Councils • role of the Church and its relations with government



Thinking Contextually

	War with France	<ul style="list-style-type: none">• reasons for renewal of war:<ul style="list-style-type: none">- legacy of previous victories, defeats and humiliating truce- Plantagenet inheritance and ambitions- commercial and strategic position of lands- effect of the Great Schism and differing attitudes to the papacy- extension of the Anglo-French conflict into the Low Countries, Castile, Portugal, Scotland and Ireland• methods, effects and effect of raising funds for war• impact of death of Charles V of France• style of warfare and military recruitment• the course of the war and its effects
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Thinking Contextually

Government and monarchy 1380–1388

Government and administration

- nature of Richard's minority and role in government:
 - political legacy and tradition
 - relations between Richard and parliament
 - quarrel with Gaunt
 - image of personal rule
 - marriage to Anne of Bohemia in 1382
- features of central government and nature of English monarchy:
 - role of parliament, the Lords and Commons
 - constraints on the Crown
 - legal system, issuing of statutes and ordinances
 - business of court and the royal household
- the influence and role of Michael de la Pole and Robert de Vere
- the Wonderful Parliament and the impeachment of Chancellor Pole (1386)
- nature of central and local administration in terms of:
 - councils, political involvement and representation
 - taxation (decisions, type, collection)
 - law and order, justices of the peace
 - land disputes
 - trade, guilds and the role of merchants
 - the City of London
- extent of change, continuity and innovation in government



Thinking Contextually

Opposition, threat and instability

- long- and short-term causes of threats to political and social order:
 - effect of war and taxation
 - recurrent plague
 - anticlericalism
 - spread of literacy
 - tension between old retainers and the 'new' elite
 - aristocratic rivalry and family ambitions
 - socio-economic conditions
- causes, nature, significance, extent and effect of challenges:
 - riots and uprisings
 - role of Gaunt
 - Peasants' Revolt (1381) and role of Wat Tyler and John Ball
 - spread of Lollardy
 - the Janus Imperial case
 - London merchants and the role of William Walworth
 - Richard II's assertion
- methods of government control:
 - legal trials, statute and precedent
 - violence, punishment, exile and execution
 - condemnation of Wycliffe's works (1382)
 - dismissal from government (e.g. Richard Lescrope)
 - bribery, corruption and abuse of power
 - aristocratic control and submission of Richard II



Thinking Contextually

	War and foreign relations	<ul style="list-style-type: none"> • Bishop Despensers of Norwich's 'crusade' to Flanders (1383) • aims, events and results of Richard's expedition to Scotland (1385): <ul style="list-style-type: none"> - extent of the French threat - personal motives and practicalities - tactics of the Scots and burning of Carlisle - bestowing of titles and de Vere's position as Marquis of Dublin - return to Westminster and financial cost - mood of parliament in 1386 • aims, events and results of war with France: <ul style="list-style-type: none"> - issue of Flanders and tension with the Hanse towns - involvement in the Castilian war - nature of <i>chevauchées</i> - military service and impact of French raids or travelling armies
	The Lords Appellant and their rule in 1388	<ul style="list-style-type: none"> • reasons for their formation and growth of power • role and leadership of Gloucester • their arguments and claims of treachery • Gloucester's battle with de Vere in the Cotswolds and events at Radcot Bridge • Gloucester's meeting with Richard at Windsor • the Merciless Parliament (1388) • nature and effect of legal arguments and trials: <ul style="list-style-type: none"> - capture and hanging of Tresilian at Tyburn - purge of the royal household and fate of Brambre, Burley, Beauchamp, Salisbury and Berners



Thinking Contextually

Impact of government on economy and society

- continuity and change in terms of positive and negative effects of central and local government:
 - role and nature of the English nobility and magnates, 'new' gentry and landowners
 - urban society, merchants, guilds and the City of London
 - extent of political representation, ambition and social mobility
 - religious practice and expression, personal devotion of the laity, rise of chantries and local patronage
 - mixed attitudes to heresy and Lollardy among the elite, reasons for its continued existence and extent
 - the 'lower orders', poverty and rural conditions
 - burdens of taxation and oppressive landlords



Thinking Contextually

Personal Rule and overthrow 1388–1399	Government and administration	<ul style="list-style-type: none">• reasons for stability 1388–1397• Richard declares himself 'of age' (1389) and ends the supervision• reorganisation of major officers of state and appointment of Wykeham and Brantingham• return and role of John of Gaunt• continuity and change in central and local government practices• the liberties of London and Whittington, quarrel with Richard (1392)• location and nature of parliaments• reactions to challenges such as:<ul style="list-style-type: none">- Cheshire revolts of 1393- Lollard manifesto of 1395• relations with the Church:<ul style="list-style-type: none">- suspicion of French popes and foreign appointments- appointment of church officials, reissue of anti-papal statute of Provisors and extension of <i>praemunire</i>• War and foreign relations:<ul style="list-style-type: none">- the Scots and defeat at Otterburn (1388)- Richard's expeditions to Ireland- course of negotiations with France, truce at Leulinghem- Anglo-French treaty (1396) and marriage to Isabelle de Valois- relations with the papacy
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Thinking Contextually

	Richard's style of kingship	<ul style="list-style-type: none"> • continuity and change in relations with and influence of Gaunt • impact of the death of Queen Anne (1394) • role of personality, patronage and propaganda: <ul style="list-style-type: none"> - flamboyancy and extravagance of the royal household - artistic and literary patronage (Wilton Diptych, roof of Westminster Hall, John Gower) - foundations of academies (Winchester, New College Oxford) - ceremonial, symbolism and pageantry • cause, nature and impact of the 'tyranny' (1397–1399): <ul style="list-style-type: none"> - purge (1397) - arrest and fates of Warwick, Arundel and Gloucester - 'Revenge Parliament' of 1397 - Shrewsbury parliament of 1398 - papal support for Richard - aborted trial and exile of Bolingbroke and Mowbray - disinheritation of Lancastrian lands • continuity and change in Richard's attitude to political opposition • similarity and difference in the wielding and extent of royal power and authority during Richard's reign • extent to which Richard was shrewd, masterful and courageous or insecure, harsh and extravagant
	Richard II's overthrow (1399)	<ul style="list-style-type: none"> • the return and aims of Henry Bolingbroke • reasons for opposition and role of the Percys • significance of Richard's lack of an heir • nature of Ricardian support and events at Cirencester • imprisonment and circumstances of Richard's death at Pontefract • extent of Lancastrian support and nature of the <i>coup d'état</i>



Learner Resource 1 Sources



Source A

A crazy priest, called John Ball, who for his absurd preaching had been confined three times in the prison of the archbishop of Canterbury, was greatly instrumental in inflaming them. He was accustomed, every Sunday after mass, to preach in the market places and assemble a crowd around him to whom he would say:

'My good friends, things cannot go well in England, nor ever will, until everything shall be in common; when there shall be neither vassal nor lord, and all distinctions levelled; when the lords shall be no more masters. How ill have they used us! And for what reason do they hold us in bondage? They are clothed in velvets and rich stuffs (clothes) while we wear poor cloth. They have wines, spices and fine bread, when we have only rye and the refuse of the straw; and if we drink, it must be water. They have handsome manors, when we must brave the wind and rain in our labours in the field but it is from our labour they support their pomp.'

The Chronicles of Froissart, written in the late 1380s

Source B

The men of Kent and Essex had attracted an army of about one hundred thousand commons and rustics. They were joined by men from all parts who were oppressed by debt or feared the censure of the law because of their misdeeds, and they formed so large a conglomerate of plebeians that no one could remember seeing or hearing of the like. And so the mob came to the place called 'le Bklakheth' [Blackheath] where they decided to view their numbers and count the multitude of their fellows...

The St. Albans Chronicle: The Chronica Maiora of Thomas Walsingham, written in the late 14th century

Source C

When the king with his retinue arrive there [Smithfield] he turned to the east...and the commons arrayed themselves in bands of great size on the west side...and when he was called by the mayor, this chieftain, Wat Tyler...approached the king with great confidence, mounted on a little horse so that the commons might see him...Thereupon the said Wat rehearsed the points which were to be demanded; and he asked that there should be no law except for the law of Winchester... and that from henceforth there should be no outlawry in any process of law, and that no lord should have lordship save civilly, and that there should be equality among all people save only the King, and that the goods of Holy Church should not remain in the hands of the religious, nor of parsons and vicars, and other churchmen; but that clergy already in possession should have a sufficient sustenance from the endowments, and the rest of the goods should be divided among the people of the parish...And he demanded that there should be no more villeins in England, and no serfdom or villeinage, but that all men should be free and of one condition.

Anonimale Chronicle, written by an anonymous author who had access to the royal court in 1381



Learner Resource 2 Comparing sources



Criteria	Source or Extract A	Source or Extract B
Title		
Provenance (date, place, author)		
Source type		
Content: Fact		
Content: Opinion		
Tone and language		
Purpose		



Learner Resource 3 The sources



Source (title and provenance)	General content and style	Impression of Richard II and government (character, strength, ability)	Impression of events (why, how)



Learner Resource 4 Comparison of sources: analysis, language and structure

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These aspects **NEED** to be compared:

- the **content**
- **type** of source
- the **tone** of the source
- **provenance** (who wrote it, when)
- overall **interpretation/message** of the source

DO NOT:

- list details point by point
- merely copy quotes and details from the source without explanation
- describe one source and then the other (where comparison is only implicit)
- refer to provenance and interpretation without explaining the importance of this in determining the difference or similarity of both sources

QUESTIONS to ask yourself so you fulfil the criteria:

- What is **similar** in both sources in terms of the views and details? (e.g. content)
- In what way are the sources **different** in terms of what they are saying?
- How are they different or similar in other ways? (e.g. type of source)
- Is the message of one source different to the other source, due to the type of source it is?
- Is the message of both sources different, due to when they were each written?
- Why were both sources written? (e.g. for the same reason or not?)
- How does this affect the content of both sources and the interpretation offered?
- How is the tone of both sources different?
- Does one source emphasise one issue or point more than the other? If so, why might that be?
- What are the limitations of these sources? Do they share the same limitations in terms of reliability, use etc?
- Is one source more useful or accurate in terms of content? (How do you know/ what does your own knowledge tell you?)
- What is your conclusion: do both sources tend to agree with each other or disagree? To what extent?

Overall:

Focus on the similarities and differences between both sources (e.g. how far they agree or disagree) and structure your answer so you look at various issues and comparisons in turn (rather than describing/explaining one source first and then the other).

Useful phrases

Source X clearly focuses onas can be seen by the reference to

This is backed up by Source Y when it refers to

However, Source X tends to emphasisewhereas Source Y only mentions.....briefly and focuses further on aspects such as.....



Learner Resource 4

The information in Source X is more limited, while Source Y provides a detailed explanation of (albeit from the point of view of)

Due to the fact that Source X was written by.....in, it can be inferred that.....

In contrast, Source Y..... This would imply that the information in Source X is more reliable/accurate/useful than Source Y.

It is clear that Source X agrees with Source Y in terms of.....

Although it can be argued that Source X is opposed to Source Y when discussing/referring to....., the general message of both sources is that..... In this context, both sources are in agreement.

The limitations of Source X are.....

Similarly, Source Y lacks.....

In conclusion, both sources tend to agree/disagree

Source X tends to interpret the issue on different terms, by assessing/referring to.....whereas Source Y's interpretation is affected by.....

The message of both sources is essentially the same although Source X lays more importance on

General linking phrases

Therefore....

However....

In contrast,

As a result,.....

On one hand....., but one must also take into account

It is true that....., although.....

In complete contrast,.....

This implies that.....

This is a clear reference to.....



Learner Resource 5 Answering source questions: the 'Big Issue'

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Problems:

- Economic
- Social
- Religious
- Political
- Military
- Legal

Richard II:

- Control
- Stability
- Finance
- Support

Outcome:

- Conflict
- Success
- Failure
- Diplomacy
- Submission
- Rivalry
- Retribution

Introduction

What is the '**big**' question? What are the 'little' questions you need to think of to answer it?

Explain the argument or issue briefly. Have you identified the key themes in the sources? (e.g. do they tend to focus on the importance of any particular event, individual or factor(s)?)

Plan

Draw up a table (as below) and make a quick list of points to identify both sides of the argument, and which sources (or parts of sources) can be used on each side.

	Argument 1: The proposition in the question	Argument 2: Counteracting the proposition
Sources What do they tell you in relation to this issue?		
Own knowledge Does it back up any of the source details?		
What are the limitations of these sources?		

Conclusion: What do you think now you have studied the sources? Which side of the argument do you tend to agree with? Do you believe the sources were useful/reliable in answering the issue? What is your final view?



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Page 22: (1981) *Summer of Blood: The Peasants' Revolt of 1381*, p.69; *Froissart's Chronicles* translated by Geoffrey Brereton, 1978.

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