



GCSE History key revision tools booklet



Name: _____

Your GCSE units:

1. **Paper 1: Medicine in Britain, c1250–present**
2. **Paper 2P: Superpower relations and the Cold War, 1941–91**
3. **Paper 3: Weimar and Nazi Germany, 1918–39**

IMPORTANT LINK: <https://www.klshistory.co.uk/gcse-history.html>

For each unit, you are given the following tools to support your revision:

1) **YOUR EXERCISE BOOK**

Your lessons are planned to ensure that all content and exam skills are taught. Tasks completed in lessons are also structured to enable you to answer specific exam questions. Revising from your own responses, information sheets stuck in and model answers you will have looked at are absolutely essential to exam success.

2) **THIS BOOKLET - Knowledge checklists, mark schemes and your guide on how to structure each exam question**

There is a knowledge checklist for each unit of study. This will enable you to keep track of your revision. The question structure guide that follows then reminds you of how long to spend on your answer, how to meet the marking criteria for that question and how to structure your response, including sentence starters. This will help you to complete practice questions on your own as part of your revision at home. Both the checklists and structure guides are always included in revision packs for assessments, in Teams assignments and folders, and on our website: www.klshistory.co.uk.

3) **Published Revision Guides:**

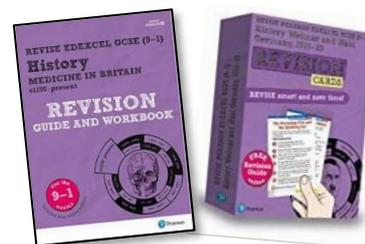
We recommend the following revision guides (all available on Amazon.co.uk), in order of quality:

1. ***Revise Edexcel GCSE (9-1) History Revision guides and workbooks, by Pearson***
(£5.99 each x 4 = £23.96 / FREE ONLINE)

There are four guides, one for each unit of study. These guides are all written by Pearson Education, the company who runs your exam board, Edexcel. If you look at the 'suggestions' section below each guide on Amazon, you will see that Pearson also sell exam practice workbooks and revision card packs for each of the four units too. **You can buy the four guides OR you can access copies for FREE online here:**

<https://www.pearsonactivelearn.com/app/Home> **Username:** KINGSLANGLEY **Password:** HISTORY123

Once you have logged on to Pearson's website, you will need to de-activate pop-up blocker on your browser and select the revision guide from the drop-down menu.



2. ***New Grade 9-1 GCSE History Edexcel Topic Guides, by CGP***
(£.5.50-£6 each)

There are four guides, one per unit, all available on Amazon.





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3. **My Revision Notes: Edexcel GCSE (9-1) History, by Hodder 'My Revision Notes' (£3.99 each)**

There are four guides, one per unit, all available on Amazon.

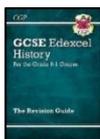


Cheaper, simplified options



4. **My Revision Notes: Pearson Edexcel GCSE (9-1) History: Four units in one,** by Hodder 'My Revision Notes' (£9.99)

This guide includes all four units in one book and is a good starting point for your revision. The information is simplified and accessible.



5. **GCSE History Edexcel Revision Guide - for the Grade 9-1 Course, by CGP** (£6.07 / selected chapters available FREE)

This guide includes all four units in one book and is a good starting point for your revision. The information is simplified and accessible. Alternatively, you can access the relevant chapters of this guide on the revision pages for each unit at: <https://www.klshistory.co.uk/gcse-history.html>

4) **Kings Langley School Revision Guides (x4, at least one per unit)**

For most students aiming above Level 4 at GCSE, the above revision guides may not be sufficient to revise content thoroughly AND practice exam technique. They also rely on you knowing *how* to revise pages of information on your own, as most do not contain structured tasks to complete, as well as relying on your parents to pay for them!

You will be given revision guides for each of the four units to support your independent revision. These revision guides are targeted to your needs better than published guides; they contain structured revision tasks for every topic, as well as exam practice questions and model answers (VERY important!).

If you were to complete each revision pack fully, you would be well prepared for assessments, mocks and final exams. Students who use these packs in their revision always do **considerably** better than those who do not. Online copies of each revision guide (as well as lots of and other materials, clips etc) are always available on our website: <https://www.klshistory.co.uk/gcse-history.html> and in your class Teams folders.

5) **Question banks and past papers**

Again, these will be on our website and on Teams, on each topic page. This should be the final part of your revision, once you have revised content. The more questions you have answered or planned in revision, the more likely you will come across this in the real exam! The exam board don't try to catch you out; their questions are always VERY similar to example questions your teacher has given you / in revision guides.

You do not have to answer all practice questions fully; you could plan your answers to each question on a single revision card e.g. →

It's also worth getting these plans / answers checked by your teacher. If you've made the effort in your revision to get this far, then they will certainly put the time into giving you feedback on your answers!

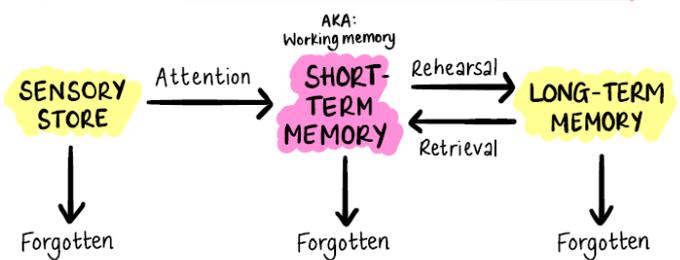
| |
|--|
| Explain why The Treaty of Versailles was so unpopular in Germany during the years 1919-1923 [12]. |
| UBRAT (Unfair, Blame, Reparations, Army, Territory) |
| PEEL 1 – humiliation - UB – Not at Paris Peace Conference; Forced; Article 231 |
| PEEL 2 – economically crippled – R - £6.6b = Ruhr Crisis = Strike = Printing = Hyperinflation |
| PEEL 3 – vulnerability – AT – 100,000 men, 6 battleships, 13% terr lost e.g. A-L, The Saar, Polish Corridor. |



How do we revise?

Retrieval Practice

The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



THE MULTI-STORE MODEL OF MEMORY BY ATKINSON & SHIFFRIN (1968)

Peterson & Peterson (1959)

→ Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds!

Learning = a change in long-term memory
 'if nothing has changed nothing has been learned'

How I got straight 9s at GCSE

Robbie Hicks, 25 November 2019 www.tes.com/news/how-i-got-straight-9s-gcse

1. Make resources early

For each topic covered in class, I made sure to have my notes and flashcards prepared, so that once it came to exam season, I could concentrate on memorisation. Find out which exam board you follow, and then the complete exam information (the specification) can be found online.

2. Revise for end-of-topic tests

End-of-topic tests, spot tests and mini-quizzes can seem dull, but they are incredibly important.

Just 15 to 20 minutes of learning a few key points for each of these quizzes can really build up over a year, and make the learning much more manageable.

3. Approach mocks properly

Mock exams are the biggest opportunity you'll get to test the waters before your real exams. Revising for these with a strict timetable (and sticking to it) will mean you're well-rehearsed by May.

4. Experiment with revision techniques

Flashcards with questions on one side and answers on the other are the most effective form of revision for some people, but others prefer mind-mapping, whereby key concepts are linked together around a topic title. Find out what works for you, and try short revision sessions of 25 minutes with a five-minute break to let more information sink in.

5. Plan your time

I spent two to three weeks revising for mock exams and six to seven weeks revising for real exams, and found that to be sufficient, doing about two hours of work each night.

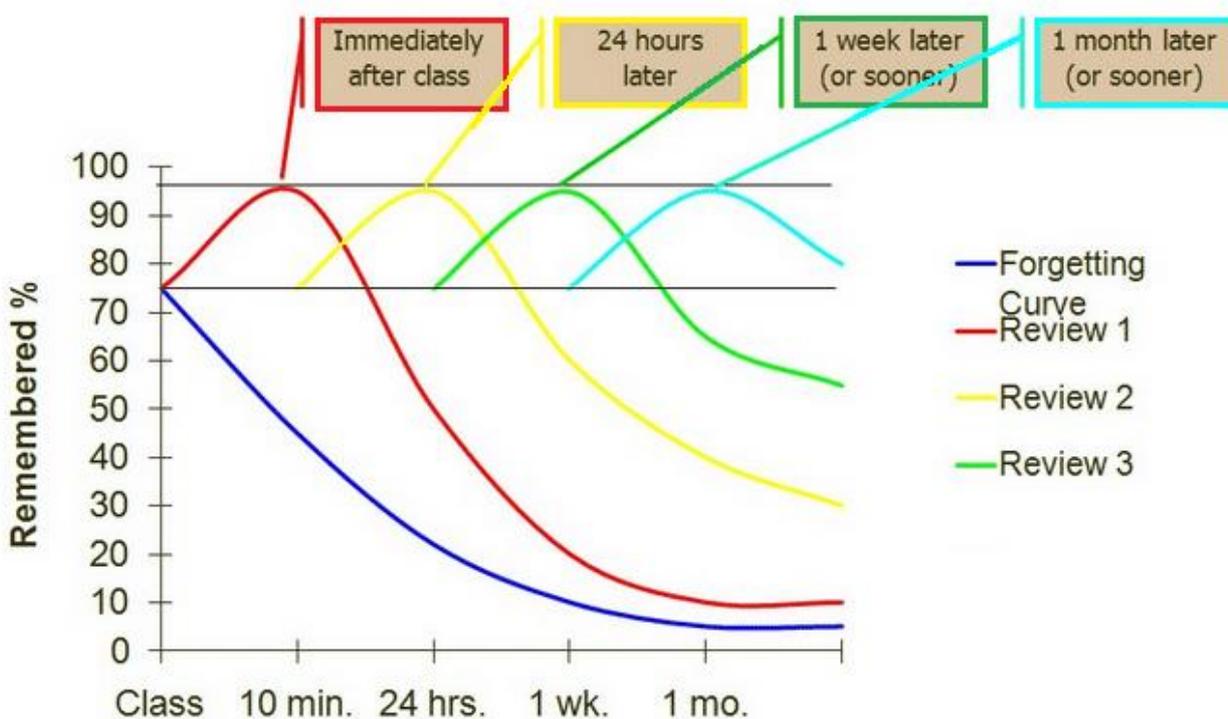
Divide a subject into each of its topics and make sure that you cover each of them before the exam. And be sure to take into account your extracurricular commitments; you may need to start studying earlier if your calendar is busy.

6. Explain the information

Talking about a topic to a family member or friend and being tested verbally can help with the recall of information and allow understanding of the links between topics.

7. Look at past papers

Around a month before the exams, begin to practice exam papers. Attempt them in exam-like conditions and correct them with a mark scheme. Then concentrate on your weakest areas. This should be the final stage in the revision process, consolidating the information as you move into the last weeks before the exams.





How do we revise in History?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Whilst these methods may feel like you are revising, there are many better methods to help you revise.



The Big Picture

The best way to aid your understanding of history is to make sure you are confident with the big 'overview' story before you begin revising individual topics.



How to use in history

1. Create a timeline to identify the key events in a topic and colour code the themes. E.g. Westward Settlement and Indian Conflict in the American West
2. Mapping out what you can remember about a topic before you start, e.g. The treatment of disease through time or the Weimar Republic 1919-1929

The basics

Simply, make sure you eat, sleep and take time out!



Limit distractions



Find a nice space to revise in



The more you put in the more you get out!



Create and use a revision planner



Set an alarm and start early!



Revise, Repeat, Remember

Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines

How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

Key Terms

Create for key words and terms



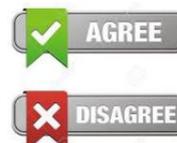
Causation

Create for the causes of events or progress



Judgments

Create an agree or disagree argument against a quote



Narrative

Create to show a narrative of events in order



Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>



You can also create excellent flashcards online or on your phone using Quizlet which also had an app.



Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

How to use in history

Spaced

Test on old and new topics mixed up

Knowledge Organisers

Use to create 'must know' quizzes for a topic

Factors/Causes/Consequences

To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

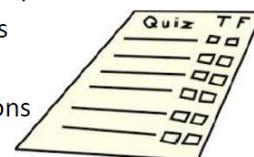
Examples

'Give two examples of.....'

Types

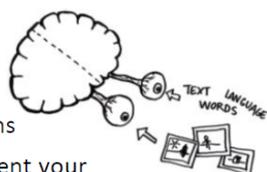
There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings





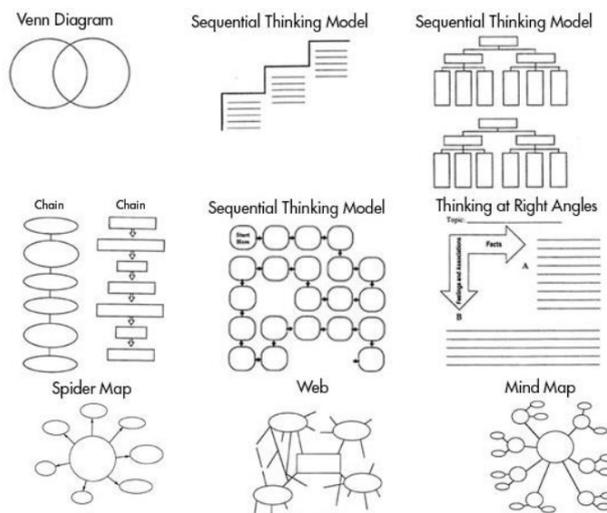
Transform It

Graphic organisers are a great way of ‘transforming’ your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

How to use in history

- 1. Causation** – Create a visual flow diagram of the chronological events in a time period e.g. American West
- 2. Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
- 3. Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes



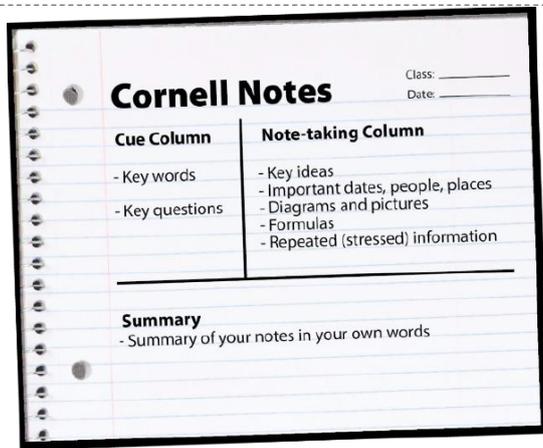
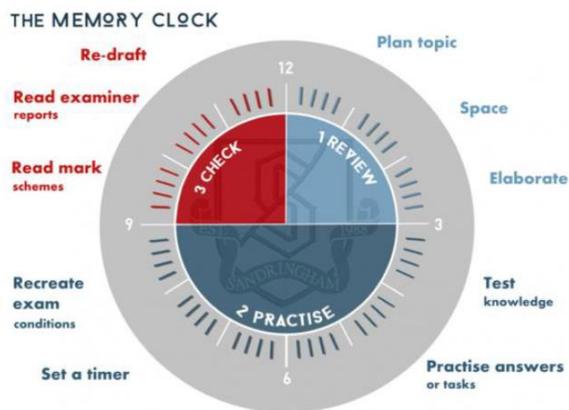
Deliberate Practice

Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet!*

How to use in history

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer. A week later, redo a similar question. Repeat as necessary.



The Cornell Method

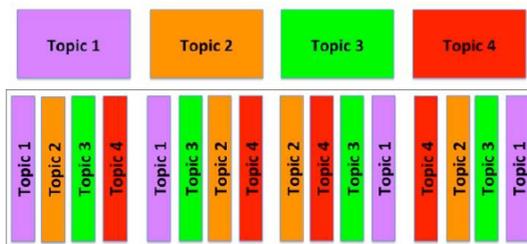
This method can be used in your revision books as a great method to get you to ‘think’ about your revision. Simply split your page into 3 sections as shown on the diagram on the left:

- Note Taking
- Cues
- Summary

How to use in history

Use it to summarise a whole topic or theme, for example

- How did medical treatment change or continue over time?
- Methods used by William to control England
- How Hitler became Dictator by 1934



Interleaving and Spacing

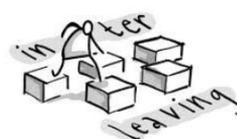
Don't revise your all topics in one go (cramming), you should revise ‘chunks’ of a topic for small amounts of time (15 minutes) and then move onto another ‘chunk’ from a different topic.

This will improve your memory!

e.g. 15 minutes on Medicine, then Germany then American West

How to use in history

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics, self testing across these





9 Ways to use retrieval practice

by @inner_drive | www.innerdrive.co.uk

| | | |
|--|---|---|
| 1 Past papers | 2 Practice tests | 3 Quizzes |
| 4 Multiple choice tests | 5 Essay answers | 6 Answering a spoken question |
| 7 Testing yourself on what was on your flashcards | 8 Making your own questions and answering them | 9 Having someone ask you 3 questions about a topic |

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

- 1** Split a box into 5 different compartments and label them 1 to 5.
- 2** Place all your flashcards in compartment 1.
- 3** Test yourself on a flashcard.
- 4** If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.
- 5** Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.
- 6** Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

13 QUESTIONS TO IMPROVE REVISION

by @inner_drive | www.innerdrive.co.uk

| WHEN TO ASK | WHAT TO ASK YOURSELF... |
|------------------------|--|
| BEFORE REVISION | How much time do I have? |
| | How can I spread out my revision? |
| | Can I vary the subjects I revise in one day? |
| | Can I mix up the type of questions within a subject? |
| | Have I removed potential distractions? |
| | What questions can I answer before I start revising? |
| DURING REVISION | Have I done any past papers? |
| | Who can quiz me on this topic? |
| | Why is this true? |
| | Have I read my revision notes out loud? |
| AFTER REVISION | Who can I teach this to? |
| | Do I have a good bedtime routine? |
| | Am I getting plenty of sleep? |

8 WAYS TO CHECK IF YOU REALLY KNOW SOMETHING

by @inner_drive | www.innerdrive.co.uk

How many of these can you do?

- 1** ANSWER A MULTIPLE CHOICE QUIZ ON IT
- 2** EXPLAIN IT IN YOUR OWN WORDS
- 3** TEACH IT TO SOMEONE ELSE
- 4** APPLY IT TO A DIFFERENT CONTEXT
- 5** COMPARE AND CONTRAST IT WITH SOMETHING ELSE
- 6** ANSWER A QUESTION ON IT UNDER TEST CONDITIONS
- 7** RECALL THE INFORMATION WHILST UNDER PRESSURE
- 8** REMEMBER IT AFTER A LONG TIME



GCSE History key revision tools booklet



| | Paper 1 – British Thematic Study with Historic Environment | Paper 2 – Period Study | Paper 3 – Modern Depth Study |
|--|--|---|---|
|  % of your GCSE | 37.5% | 25% | 37.5% |
|  Total marks | 48 marks (A:16 + B:32) | 32 marks | 52 marks |
|  Time | 1 hour 15 minutes | 55 minutes | 1 hour 20 minutes |
| Paper section and question types | <p>Section A: Historic Environment (10%)</p> <p>The British sector of the Western Front: injuries, treatment and the trenches</p> <p>Q1 Describe two features of..... (4) Q2a How useful are Sources A and B for an enquiry into... (8) Q2b How could you follow up Source A to find out more about.... (4)</p> | <p>Booklet P: Period Study (20%)</p> <p>Superpower Relations and the Cold War, 1941–91</p> <p>Q1 Explain two consequences of.... (8) Q2 Write a narrative account analysing (8) Q3 Explain two of the following: The importance of X for Y (8 + 8 = 16)</p> | <p>Modern Depth Study (30%):</p> <p>Weimar and Nazi Germany, 1918–39</p> <p>Q1 Give two things you can infer from Source A about.... (4) Q2 Explain why.... (12) Q3a How useful are Sources B and C for an enquiry into... (8) Q3b Interpretations 1 and 2 give different views on..... What is the main difference between the views? (4) Q3c Suggest one reason why Interpretations 1 and 2 give different views about (4) Q3d How far do you agree with Interpretations 1 / 2 about (16 + 4 SPaG)</p> |
| | <p>Section B: Thematic Study (20%)</p> <p>Medicine in Britain, c1250 to present</p> <p>Q3 Explain one way in which X was different / similar to Y (4) Q4 Explain why..... (12) Q5 or Q6 'XXX was the turning point / most important reason why....' How far do you agree? (16 + 4 SPaG) NO SPaG MARKS IN 2022</p> | | |
| Skills assessed | AO1, AO2 and AO3 | AO1 and AO2 | AO1, AO2, AO3 and AO4 |

AO1: Demonstrate **knowledge** and understanding of the key features and characteristics of the periods studied.

AO2: **Explain and analyse** historical events and periods studied using second-order historical concepts (change, continuity, similarity, difference, causation, consequence, significance)

AO3: Analyse, evaluate and use **sources** (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about **interpretations** (including how and why interpretations may differ) in the context of historical events studied.



**Student knowledge checklist:
Paper 1 – Medicine in Britain, c1250 to present
& The British sector of the Western Front: injuries, treatment and the trenches**

| Key topic | Details of topic | Have you got notes for this topic? | Can you recall at least 3 facts for this topic? | Action needed (Catch-up notes? Revision?) |
|--|---|------------------------------------|---|---|
| C1250-c1500: Medicine in Medieval England | | | | |
| 1 Ideas about the causes of disease and illness | The role and influence of the medieval Church | | | |
| | Supernatural and religious explanations of the cause of disease. | | | |
| | Rational explanations: The Theory of the Four Humours | | | |
| | Rational explanations: The miasma theory | | | |
| | The continuing influence in England of Hippocrates and Galen (promoted by the Church). | | | |
| 2 Approaches to prevention and treatment | Religious actions to prevent and treat diseases and their connection with ideas about disease and illness (religious explanations). | | | |
| | The use of bloodletting and purging to prevent and treat diseases and their connection with ideas about disease and illness (The Theory of the Four Humours). | | | |
| | Actions taken to purify the air, to prevent disease and their connection with ideas about disease and illness (The Miasma Theory). | | | |
| | The use of remedies (e.g. herbal) to prevent and treat diseases and their connection with ideas about disease and illness. | | | |
| | New and traditional approaches to hospital care in the thirteenth century (1200s). | | | |
| | The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals. | | | |
| 3 Case study: Dealing with the Black Death, 1348–49 | Ideas about the causes of the spread of the Black Death | | | |
| | Approaches to treating victims of the Black Death | | | |
| | Attempts to prevent the spread of the Black Death | | | |
| 4 Factors (reasons) to explain the <i>process</i> of change (i.e. how factors encouraged / inhibited change during this period, turning points, patterns and trends of change) | Individuals | | | |
| | The Church (as an institution) | | | |
| | Government intervention (as an institution) | | | |
| | Science and Technology | | | |
| | Attitudes in society | | | |
| | Communication | | | |
| | War | | | |
| Chance | | | | |
| 5 Nature and extent of change | Speed and development | | | |
| | Significance | | | |
| | Change v. continuity | | | |



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| c1500–c1700: The Medical Renaissance in England | | | | |
|--|--|--|--|--|
| 1 Ideas about the causes of disease and illness | Changes in explanations of the cause of disease and illness (what changed); the Enlightenment. | | | |
| | Continuity in explanations of the cause of disease and illness (what stayed the same); new theories were slow to develop and spread, so old ideas persisted. | | | |
| | A new scientific approach to explaining disease, including the work of Thomas Sydenham in improving diagnosis. | | | |
| | The influence of the printing press in changing explanations of disease and illness | | | |
| | The work of the Royal Society on the transmission (communication) of ideas about disease, illness and anatomy; scientific approaches. | | | |
| 2 Approaches to prevention and treatment | Continuity in approaches to prevention, treatment and care in the community (e.g. wise women, herbal remedies) and in hospitals. | | | |
| | Changes in care and treatment: improvements in medical training (as a result of the decline of Church control) | | | |
| | The influence in England of the work of Vesalius. | | | |
| 3 Case studies: Harvey and the Great Plague of 1665 | Key individual: William Harvey and the discovery of the circulation of the blood. | | | |
| | Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread. | | | |
| 4 Factors (reasons) to explain the <i>process</i> of change (i.e. how factors encouraged / inhibited change during this period, turning points, patterns and trends of change) | Individuals | | | |
| | The Church (as an institution) | | | |
| | Government intervention (as an institution) | | | |
| | Science and Technology | | | |
| | Attitudes in society | | | |
| | Communication | | | |
| | War | | | |
| Chance | | | | |
| 5 Nature and extent of change | Speed and development | | | |
| | Significance | | | |
| | Change v. continuity | | | |
| c1700–c1900: Medicine in Eighteenth- and Nineteenth-century Britain (Industrial) | | | | |
| 1 Ideas about the causes of disease and illness | Changes in explanations of the cause of disease and illness | | | |
| | Continuity in explanations of the cause of disease and illness (what stayed the same) | | | |
| | The influence in Britain of Pasteur's Germ Theory | | | |
| | The influence in Britain of Koch's work on microbes | | | |
| 2 Approaches to prevention and treatment | The extent of change in care: improvements in hospital care and the influence of Nightingale. | | | |
| | The extent of change in treatment: The impact of anaesthetics and antiseptics on surgery. | | | |
| | New approaches to prevention: the development and use of vaccinations | | | |



GCSE History key revision tools booklet



| | | | | |
|--|---|--|--|--|
| | New approaches to prevention and Public Health: the Public Health Act 1875. | | | |
| 3 Case studies: Edward Jenner, Cholera and John Snow | Key individual: Jenner and the development of vaccination. | | | |
| | Cholera in London, 1854: attempts to prevent its spread. | | | |
| | Fighting Cholera in London, 1854: significance of Snow & the Broad Street pump; compare to 1348 & 1665 | | | |
| 4 Factors (reasons) to explain the <i>process</i> of change (i.e. how factors encouraged / inhibited change during this period, turning points, patterns and trends of change) | Individuals | | | |
| | The Church (as an institution) | | | |
| | Government intervention (as an institution) | | | |
| | Science and Technology | | | |
| | Attitudes in society | | | |
| | Communication | | | |
| | War | | | |
| 5 Nature and extent of change | Chance | | | |
| | Speed and development | | | |
| | Significance | | | |
| | Change v. continuity | | | |
| c1900–present: Medicine in modern Britain (20th Century) | | | | |
| 1 Ideas about the causes of disease and illness | Advances in understanding the causes of illness and disease: the influence of genetic (DNA) and lifestyle factors on health. | | | |
| | Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. | | | |
| 2 Approaches to prevention and treatment | The extent of change in care and treatment: The impact of the NHS and science and technology | | | |
| | Improved access to care (NHS, GPs etc) | | | |
| | Advances in medicines to, including magic bullets and antibiotics (the first CURES for disease) | | | |
| | High-tech medical and surgical treatment in hospitals. | | | |
| | New approaches to prevention: mass vaccinations and government lifestyle campaigns. | | | |
| 3 Case studies: Penicillin & lung cancer | Fleming, Florey and Chain's development of penicillin. | | | |
| | The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action. | | | |
| 4 Factors (reasons) to explain the <i>process</i> of change (i.e. how factors encouraged / inhibited change during this period, turning points, patterns and trends of change) | Individuals | | | |
| | The Church (as an institution) | | | |
| | Government intervention (as an institution) | | | |
| | Science and Technology | | | |
| | Attitudes in society | | | |
| | Communication | | | |
| | War | | | |
| 5 Nature and extent of change | Chance | | | |
| | Speed and development | | | |
| | Significance | | | |
| | Change v. continuity | | | |



GCSE History key revision tools booklet



The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

| | | | | |
|--|---|--|--|--|
| 1 The British sector of the Western Front, 1914–18: injuries, treatment and the trenches | The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. | | | |
| | The trench system - its construction and organisation, including frontline and support trenches. | | | |
| | The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. | | | |
| | The significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. | | | |
| | Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. | | | |
| | The nature of wounds from rifles and explosives. | | | |
| | The problem of shrapnel, wound infection and increased numbers of head injuries. | | | |
| | The effects of gas attacks. | | | |
| | The work of the RAMC and FANY: The system of transport: stretcher bearers, horse and motor ambulances. | | | |
| | The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. | | | |
| | The role of the underground hospital at Arras. | | | |
| | The significance of the Western Front for experiments in new techniques for the treatment of wounds and infection (e.g. saline solution) | | | |
| | The significance of the Western Front for the development of the Thomas splint | | | |
| | The significance of the Western Front for the use of mobile x-ray units. | | | |
| | The significance of the Western Front for the creation of a blood bank for the Battle of Cambrai | | | |
| | The understanding of infection and moves towards aseptic surgery in the early twentieth century (1900s) | | | |
| | The development of x-rays from 1895 (Wilhelm Roentgen) | | | |
| | The development of blood transfusions and developments in the storage of blood in the early twentieth century (1900s) | | | |
| 2 Knowledge, selection and use of sources for historical enquiries | Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles. | | | |
| | Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. | | | |
| | Recognition of the strengths and weaknesses of different types of source for specific enquiries. | | | |
| | Framing of questions relevant to the pursuit of a specific enquiry. | | | |
| | Selection of appropriate sources for specific investigations. | | | |



**Student knowledge checklist:
Paper 2P (Period Study)– Superpower relations and the Cold War, 1941–91**

| Key topic | Details of topic | Have you got notes for this topic? | Can you recall at least 3 facts for this topic? | Action needed (Catch up notes? Revision?) |
|--|--|------------------------------------|---|---|
| Key topic 1: The origins of the Cold War, 1941–58 | | | | |
| 1 Early tension between East and West | The Grand Alliance: The outcomes of the Tehran, Yalta and Potsdam conferences. | | | |
| | The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. | | | |
| | The impact of the development of the atomic bomb on US-Soviet relations. | | | |
| | The impact of the Long (Kennan) and Novikov telegrams on US-Soviet relations. | | | |
| | The impact of the creation of Soviet satellite states in Eastern Europe on US-Soviet relations. | | | |
| 2 The development of the Cold War | The impact of the Truman Doctrine and the Marshall Plan, 1947, on US-Soviet relations. | | | |
| | The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). | | | |
| | Berlin: its division into zones. | | | |
| | The events of the Berlin Crisis (blockade and airlift) and its impact. | | | |
| | The formation of the Federal Republic of Germany and German Democratic Republic. | | | |
| 3 The Cold War intensifies | The significance of the arms race and the formation of the Warsaw Pact. | | | |
| | Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. | | | |
| | The international reaction to the Soviet invasion of Hungary. | | | |
| Key topic 2: Cold War crises, 1958–70 | | | | |
| 1 Increased tension between East | The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. | | | |



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| and West | Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. | | | |
| | The significance of the Bay of Pigs incident. | | | |
| | Opposition in Czechoslovakia to Soviet control: the Prague Spring. | | | |
| 2 Cold War Crises | The construction of the Berlin Wall, 1961. | | | |
| | The events of the Cuban Missile Crisis. | | | |
| | The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. | | | |
| 3 Reaction to crisis | Impact of the construction of the Berlin Wall on US-Soviet relations. | | | |
| | Kennedy's visit to Berlin in 1963. | | | |
| | The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. | | | |
| | International reaction to Soviet measures in Czechoslovakia. | | | |
| Key topic 3: The end of the Cold War, 1970–91 | | | | |
| 1 Attempts to reduce tension between East and West | Détente in the 1970s | | | |
| | SALT 1, Helsinki, and SALT 2 | | | |
| | The significance of Reagan and Gorbachev's changing attitudes. | | | |
| | Gorbachev's 'new thinking' | | | |
| | The Intermediate-Range Nuclear Force (INF) Treaty 1987. | | | |
| 2 Flashpoints | The significance of the Soviet invasion of Afghanistan | | | |
| | The Carter Doctrine | | | |
| | The Olympic boycotts. | | | |
| | Reagan and the 'Second Cold War' | | | |
| | The Strategic Defence Initiative. | | | |
| 3 The collapse of Soviet control of Eastern Europe | The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. | | | |
| | The significance of the fall of the Berlin Wall. | | | |
| | The collapse of the Soviet Union | | | |
| | The significance of the collapse of the Soviet Union in bringing about the end of the Warsaw Pact. | | | |



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Student knowledge checklist:

Paper 3 (Depth Study)– Weimar and Nazi Germany, 1918–39

| Key topic | Details of topic | Have you got notes for this topic? | Can you recall at least 3 facts for this topic? | Action needed (Catch up notes? Revision?) |
|---|---|------------------------------------|---|---|
| Key topic 1: The Weimar Republic 1918–29 | | | | |
| 1 The origins of the Republic, 1918–19 | The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. | | | |
| | The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution. | | | |
| 2 The early challenges to the Weimar Republic, 1919–23 | Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles (UBRAT). | | | |
| | Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. | | | |
| | The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr. | | | |
| 3 The recovery of the Republic, 1924–29 | Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. | | | |
| | The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact. | | | |
| 4 Changes in society, 1924–29 (The Golden Age) | Changes in the standard of living, including wages, housing, unemployment insurance. | | | |
| | Changes in the position of women in work, politics and leisure. | | | |
| | Cultural changes: developments in architecture, art and the cinema. | | | |
| Key topic 2: Hitler’s rise to power, 1919–33 | | | | |
| 1 Early development of the Nazi Party, 1920–22 | Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. | | | |
| | The early growth and features of the Party. | | | |
| | The Twenty-Five Point Programme. | | | |
| | The role of the SA. | | | |
| 2 The Munich Putsch and the lean years, 1923–29 | The reasons for, events and consequences of the Munich Putsch. | | | |
| | Reasons for limited support for the Nazi Party, 1924–28. | | | |
| | Party reorganisation and <i>Mein Kampf</i> . | | | |
| | The Bamberg Conference of 1926. | | | |
| 3 The growth in support for the Nazis, 1929–32 | The causes of the growth of unemployment (to 6 million by 1933): The Wall Street Crash and the Great Depression in the USA. | | | |
| | The impact of the Great Depression and the growth of unemployment. | | | |
| | The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933 | | | |
| | Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. | | | |



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|--|---|--|--|--|
| 4 How Hitler became Chancellor, 1932–33 | Political developments in 1932. | | | |
| | The roles of Hindenburg, Brüning, von Papen and von Schleicher. | | | |
| | The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. | | | |
| Key topic 3: Nazi control and dictatorship, 1933–39 | | | | |
| 1 The creation of a dictatorship, 1933–34 | The Reichstag Fire. | | | |
| | The Enabling Act and the banning of other Parties (one-party state) and trade unions. | | | |
| | The threat from Röhm and the SA and the Night of the Long Knives. | | | |
| | The death of von Hindenburg. | | | |
| | Hitler becomes Führer. | | | |
| | The role of the army and oath of allegiance. | | | |
| 2 The police state | The role of the Gestapo, the SS, the SD and concentration camps. | | | |
| | Nazi control of the legal system, judges and law courts. | | | |
| | Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. | | | |
| 3 Controlling and influencing attitudes | Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. | | | |
| | Nazi control of culture and the arts, including art, architecture, literature and film. | | | |
| 4 Opposition, resistance and conformity | The extent of support for the Nazi regime. | | | |
| | Opposition from the Churches, including the role of Pastor Niemöller. | | | |
| | Opposition from the young, including the Swing Youth and the Edelweiss Pirates. | | | |
| Key topic 4: Life in Nazi Germany, 1933–39 | | | | |
| 1 Nazi policies towards women | Nazi views on women and the family. | | | |
| | Nazi policies towards women, including marriage and family, employment and appearance. | | | |
| 2 Nazi policies towards the young | Nazi aims and policies towards the young. | | | |
| | The Hitler Youth and the League of German Maidens. | | | |
| | Nazi control of the young through education, including the curriculum and teachers. | | | |
| 3 Employment and living standards | Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. | | | |
| | Changes in the standard of living, especially of German workers. | | | |
| | The Labour Front, Strength Through Joy, Beauty of Labour. | | | |
| 4 The persecution of minorities | Nazi racial beliefs and policies | | | |
| | The treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. | | | |
| | The persecution of the Jews 1933-39, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws (1935) and Kristallnacht (1938). | | | |



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Student Question Structure Guide: Paper 1 - British Thematic Study with Historic Environment Medicine in Britain, c1250 to present & The British sector of the Western Front: injuries, treatment and the trenches

| Question type | Marks / 52 | AO | Time in minutes | What is the question asking me to do? | How do I get the marks? | How do I structure my response? |
|--|------------|-----|--|---|---|--|
| Section A: Historic Environment (10%) - The British sector of the Western Front: injuries, treatment and the trenches | | | | | | |
| Q1 <i>Describe two features of.....</i> | 4 | AO1 | 5 | <ul style="list-style-type: none"> - 4 sentences: there is a writing frame to help you! - This is simple question; if you have revised you should score full marks. - Give two pieces of information / aspects about the topic given in the question (e.g. <i>the effects of poison gas</i>) - Then support each point you make with a specific fact / detailed description. - Include specific facts and key words: names, dates statistics and places etc. | Identify (point) and describe (example) two features. 1 mark for identifying each feature and 1 for the supporting detail for each. (1-2 marks x 2) e.g. <i>Chlorine gas affected the victim's breathing (1). The victim died quickly from suffocation (1).</i> | <p style="text-align: center;">2 x Point-Evidence</p> <p>Feature 1 Point - One feature of..... was.... Evidence - For example / This was..... / It affected / meant that....</p> <p>Feature 2 Point - Another feature of..... was.... Evidence - For example / This was..... / It affected / meant that....</p> |
| Q2a <i>How useful are Sources A and B for an enquiry into...</i> | 8 | AO3 | 15 (spend 5 minutes reading both sources first) | <ul style="list-style-type: none"> - No introduction or conclusion needed. - FIRST identify the <u>enquiry</u>: what are you trying to find out about? <u>Underline</u> it in the question. - Then imagine you are trying to find out about the topic <i>without</i> this source; what do you already know about the topic that this source does/doesn't explore? - Evaluate content (what the source says / shows) - Evaluate provenance (nature, origin and purpose). Pay close attention to the date and author; is it objective (balanced) and does the date of origin mean the author had all of the facts to give the full picture? - Use FACTS to show the source fits with your own knowledge: what do you already know about that enquiry topic and how it is accurate / limited for this enquiry? - You are more likely to gain marks for saying why each source IS useful than ISN'T useful (limitations). - You DO NOT have to compare the sources or say which is more valuable - For higher marks, make sure you justify your answers with key words such as 'accuracy', 'limited', 'incomplete', 'typicality' or 'provenance'. - Give an overall judgement for how useful each source is to show the examiner that you've considered all aspects together. <p>Key things to remember about NOP:</p> <ul style="list-style-type: none"> - NEVER EVER use the word 'biased'. This will not gain marks. - ALL sources are subjective in some way because they are written / created by humans. No source is completely objective. - ALL sources are useful in some way - Subjective sources are VERY useful for giving us an insight into certain points of view; don't ever say 'it's useless because it's biased'. - If it's a cartoon / <i>The Wiper Times</i> / <i>Punch</i>, it is likely to be satirical, critical, exaggerated, subjective (one-sided) because they used humour in order to highlight an issue. - If it's in a popular magazine / newspaper, then it will also probably reflect public opinion at the time and <i>may sensationalise</i> for effect. - Eyewitnesses from the time are not automatically accurate and reliable! - It doesn't make sense to say 'the source lies'! - If it's a diary / private letter, it will probably reflect honest opinions. - Reflections on the past written a while afterwards might be romanticised but not necessarily entirely false. - Remember the author's circumstances e.g. censorship - a soldier might not include the horrific details of his injury in a letter home. | <p>Level 3 - The judgement directly answers the question and assesses utility (usefulness) on the basis of content accuracy and limitations, provenance and typicality. The inferences made from both sources are developed with specific detail and explanation. The inferences are supported and challenged by own knowledge and the student explores provenance in their reasoning. (6-8 marks)</p> <p>Level 2 - The judgement directly answers the question and the answer begins to assess utility (usefulness) on the basis of content accuracy and limitations, provenance and typicality. A clear inference is made from both sources supported by precisely selected detail from the source or its provenance. The inference is supported/ challenged by own knowledge. (3-5 marks)</p> <p>Level 1 - A simple judgement supported by general comments about what both sources tells us or who/what/why/when it was made. The answer gives own knowledge but does not link this to how this makes the source useful or not. (1-2 marks)</p> <p>You must explore both sources for 2+ marks.</p> | <p style="text-align: center;">2 x MAC-NOPE + summary (or SNAPCAT) You do not have to use this structure if it is not helpful to you!</p> <p style="text-align: center;">Paragraph 1: Content accuracy and typicality (MAC)</p> <p>M - Make a SUPPORTED INFERENCE about the overall MESSAGE of the source One thing you can see/quote from the source and what this shows or suggests (what you can guess at) the overall message of the source is. <i>The message of the source is....</i> <i>The content of source A/B makes it useful because it shows... which I can see from / when it states "....."</i></p> <p>A - Use your CONTENT KNOWLEDGE to show how the source is ACCURATE (true) and TYPICAL How does it match your own knowledge? How is it typical (does it match what most other sources from that time say) of the period / topic? Use PEE to make sure you have supported + explained why this makes it useful. Point - <i>This is accurate / useful to a historian studying..... / The source's content is typical of the period / This fits with my contextual knowledge...</i> Evidence - <i>.... because indeed I know that... /because I further know that.... Indeed.... / For example....</i> Explain - <i>So this makes source A/B useful for an enquiry into....because.....</i></p> <p>C - Use your CONTENT KNOWLEDGE to show how the source is not COMPLETE (and therefore limited). Compare to what you know: what's missing/omitted and is this deliberate? Is some of it misleading as a result? How does this omission affect the usefulness of the source? Point - <i>However, source A/B is limited because it does not show / include / leaves out / omits</i> Evidence - <i>For example.... From my knowledge of the context of the period, I know that..... / For example, it does not include..... / omits the fact that.... / I know that a more typical experience was....</i> Explain - <i>So this makes source A/B one-sided / less useful / limited for telling us because.....</i></p> <p style="text-align: center;">Paragraph 2: Provenance (NOPE)</p> <p>NOPE - State the NATURE, ORIGIN and PURPOSE, then EVALUATE how useful (give strengths and weaknesses) Nature - what type of source is this? (cartoon / photograph etc) Origin - when and how was it created/taken/written? Is this a typical perspective? Purpose - Why was it created? Evaluate - How does this affect how useful the source is? Consider how it is and isn't useful. N - <i>The source is ... [WHAT - e.g. propaganda, newspaper, satirical cartoon...]</i> O - <i>...written by when.... [WHO, WHEN]</i> P - <i>...with the purpose of.... [WHY]</i> E (strengths and weaknesses) - <i>This would help a historian understand because..... / This is typical of the period because.... / This therefore would reflect / However, the provenance also makes it limited because....</i></p> <p style="text-align: center;">REPEAT FOR SECOND SOURCE - MAC NOPE</p> |



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|--|----|-------------|----|---|--|---|
| Q2b How could you follow up Source A to find out more about.... | 4 | AO3 | 5 | <p>-Simply follow the sentence starters</p> <p>-Make sure you are specific in your answers, i.e. go beyond the broadly generic catch-all categories of 'records', 'diaries', 'a diary of a soldier' = 0 marks</p> <p>-No marks for a question that is not linked to following up Source A, e.g. 'because it would be an interesting question to ask'. It might be easier to start with b. Question I would ask.</p> <p>-Possible primary source ideas:</p> <p>Army records / statistics of / showing....</p> <p>National newspapers commenting on.... / reflecting</p> <p>Government reports that give details about.... /showing....</p> <p>Medical articles about...</p> <p>Personal (soldiers, nurses etc) accounts of.... / about....</p> <p>Photographs of..... / showing....</p> <p>Hospital records of.... / showing....</p> | <p>One mark for each of the following:</p> <p>1 = selecting a specific, relevant quote or detail to follow up related to the question.</p> <p>1 = asking a follow-up question related to the selected detail.</p> <p>1 = suggesting a relevant and specific type of source (e.g. a diary of a surgeon, newspaper, medical records from the Western Front) which would help to explore the question.</p> <p>1 = making clear how this suggested source would help explore the question. (1-4 marks)</p> | <p>Follow the sentence starters:</p> <p><u>Detail in Source A that I would follow up:</u></p> <p>Must be a quote: Select a QUOTE from the source ONLY – do not write anything else.</p> <p><i>I would follow up the comment "....."</i></p> <p><u>Question I would ask:</u></p> <p>Write a question which links to the topic in the question and the quote/detail you have listed in the answer above. You will not get the mark if it's not linked.</p> <p><i>Why / what / when / where / what / how</i></p> <p><u>What type of source I could use:</u></p> <p>Give a specific primary source – add 'of' or 'showing' or 'about'.</p> <p><i>XXXX of.... / about..... / reflecting.... / showing....</i></p> <p><u>How this might help answer my question:</u></p> <p>Explain how your SOURCE could help answer the question you have written</p> <p><i>This would help me to see/understand whether / why / tell me that</i></p> |
| Section B: Thematic Study (20%) - Medicine in Britain, c1250 to present | | | | | | |
| Q3 Explain one way in which X was different / similar to Y | 4 | AO1 and AO2 | 5 | <p>-This focuses on similarity or difference over time.</p> <p>-They could ask about causes, treatments, preventative methods, events, epidemics etc. Highlight the theme in the question.</p> <p>-These will always be from two time periods (dates not names).</p> <p>-Questions will normally span at least 100+ years</p> <p>-Use a range of accurate and detailed specific factual examples from BOTH eras in each paragraph.</p> <p>-You need to <i>explain</i> the difference or similarity.</p> <p>-Use words to compare: <i>Similarly, in contrast</i> etc to show comparison.</p> <p>-Use Venn diagrams / tables in your revision to plan your answers</p> | <p>Level 2 - Precise supporting examples from both periods which are <u>explained</u>. (3-4 marks)</p> <p>Level 1 - General statement about similarity or general information about the topic. (1-2 marks)</p> | <p>1 x PEEE</p> <p>P - Make a point about a similarity/difference or a reason for the similarity/difference.</p> <p><i>One way in which X and Y were similar / different were</i></p> <p>E1 – Describe approaches in the first era / aspect of medicine specified in the question, using factually specific detailed examples. <i>For example, during the / in the period.....</i></p> <p>E2 - Describe approaches in the second era / aspect of medicine specified in the question, using factually specific detailed examples. <i>Similarly / In contrast, during the / in the period.....</i></p> <p>E - Explain how and why the two are similar / different?</p> <p><i>This was a similarity because.... / The approach changed because....</i></p> |
| Q4 Explain why..... | 12 | AO1 and AO2 | 15 | <p>-This focuses on the <i>process</i> of change (e.g. why there was a rapid change/slow change/why change continued).</p> <p>-Questions will normally span at least 100 years and may span much longer periods.</p> <p>-Highlight the <u>period</u> and <u>topic</u> in the question first.</p> <p>-Write 2-3 PEEL paragraphs. You can still reach L2&3 without the third paragraph, so it is better to write two strong paragraphs using the bullet points than three rushed ones.</p> <p>-Use the bullet points as the factors for your first two paragraphs, then add a third PEEL on another relevant factor / topic.</p> <p>-You don't have to use the bullet points in your answer, but they are usually relevant.</p> <p>-Include specific facts to support your points: names, dates, acts, events and statistics.</p> <p>-When explaining, use words such as 'allowed', 'helped', 'enabled', 'encouraged', 'facilitated' to show impact and change.</p> <p>-If you're struggling to think of another point, consider possible factors that might have led to change in the period: individuals, science and technology, attitudes in society, chance (luck), war, communication, The Church, government intervention etc.</p> <p>-In your links, try to weigh up, link and compare for a higher mark; try to show how factors worked together using:</p> <p style="text-align: center;">WITHOUT.... THEN... /IF... THEN....</p> <p><i>e.g. Without government funding, like in the case of penicillin, then individuals could not put their theories into practice, and governments were unlikely to act unless they were inconvenienced or had an immediate need, as a result of chance epidemics or events, such as the</i></p> | <p>Level 4 - Logically selected specific and relevant supporting detail used to explain cause or change throughout the answer. Must include knowledge beyond the bullet points. (10-12 marks)</p> <p>Level 3 – Lots of specific and relevant supporting detail used to explain cause or change in most of the answer. Aim to include knowledge beyond the bullet points for the top of this level. (7-9 marks)</p> <p>Level 2 – Specific and relevant supporting detail used to start to explain cause or change. Aim to include knowledge beyond the bullet points for the top of this level. (4-6 marks)</p> <p>Level 1 - General or simple answer given with limited knowledge. (1-3 marks)</p> | <p>3 x PEEL</p> <p>PEEL 1: One of the bullet points given</p> <p>Point <i>One reason why.... was the role of / because of....</i></p> <p>Evidence <i>For example / For instance.....</i></p> <p>Explain <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated / This helped / hindered.....</i></p> <p>Link <i>This was further aided by.... [next bullet point or factor] because without the role of / if.... then....</i></p> <p>PEEL 2: Second bullet point given</p> <p>Point <i>Another reason why.... was the role of / because of....</i></p> <p>Evidence <i>For example / For instance.....</i></p> <p>Explain <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated / This helped / hindered.....</i></p> <p>Link <i>This was further aided by.... [next bullet point or factor] because without the role of / if.... then....</i></p> <p>PEEL 3: Third factor (if time!)</p> <p>Point <i>A final reason why.... was the role of / because of....</i></p> <p>Evidence <i>For example / For instance.....</i></p> <p>Explain <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated / This helped / hindered.....</i></p> <p>Link <i>This also links to [first bullet point or factor] because without the role of / if.... then....</i></p> |



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| <p>Q5 or Q6 'XXX was the turning point / most important reason why...' How far do you agree?</p> | <p>16 + 4 SPaG</p> | <p>AO1 and AO2</p> | <p>25 (+ 5 minutes at the end proof-reading your answer)</p> | <p><i>Great Stink of 1858 or World War Two. Moreover, without technological advances, then individuals could not prove their theories</i></p> <p>-ANSWER THIS QUESTION FIRST.</p> <p>-Plan and write your judgement FIRST.</p> <p>-Highlight the period and topic in the question first.</p> <p>-This question requires a judgement and may focus any of the following: the <i>nature or extent</i> of change (change/continuity); <i>patterns</i> of change (turning points, i.e. significance); the <i>process</i> of change (factors bringing it about, i.e. causation); or the <i>impact</i> of change (i.e. consequence).</p> <p>-Questions will normally span at least 200 years and may span much longer periods. You MUST cover the whole period in your answer.</p> <p>-Write 3-4 PEEL factor paragraphs, an introduction and conclusion. Discuss the factor in the question FIRST. You can still reach L3 without the going beyond the bullet points, so it is better to write two/three really strong paragraphs using the bullet points than four rushed ones.</p> <p>-Include specific facts to support your points: names, dates, acts, events and statistics.</p> <p>-When explaining, use words such as 'allowed', 'helped', 'enabled', 'encouraged', 'facilitated' to show impact and change. Avoid general explanations such as 'this led to progress / change / improved the situation'.</p> <p>-Other factors that might have led to change in the period: individuals, science and technology, attitudes in society, chance (luck), war, communication, The Church, government intervention etc.</p> <p>-In your links and judgement, try to weigh up, link and compare for a higher mark; try to show how factors worked together using:</p> <p style="text-align: center;">WITHOUT.... THEN... /IF... THEN....</p> <p><i>e.g. I disagree to a large extent that the role of individuals was most important in the development preventative treatments. I think that chance played the biggest role because this forced governments to act. Although individuals made significant discoveries, they could not put their theories into practice without government funding, like in the case of penicillin, and governments were unlikely to act unless they were inconvenienced or there was an immediate need, or laissez-faire attitudes changed, as a result of chance epidemics or events, like the Great Stink of 1858 or World War Two. Moreover, individuals were only able to prove their theories because of advancements in technology....</i></p> | <p>Level 4 - A wide range of specific and relevant supporting detail used to consistently explain points for and against the issue in question equally. A clearly justified judgement of how far linked throughout the answer. Must include knowledge beyond the bullet points. (13-16 marks)</p> <p>Level 3 – A range of specific and relevant supporting details used to explain points for and against the issue in question but the two sides may not be equally treated. Starting to give reasons for an overall judgement. Aim to include knowledge beyond the bullet points for the top of this level. (9-12 marks)</p> <p>Level 2 – Some accurate and relevant information is selected to support the points for and against the issue in question. However, there is limited or uneven explanation. A simple judgement is given. Aim to include knowledge beyond the bullet points for the top of this level. (5-8 marks)</p> <p>Level 1 - A simple or generalised answer with little supporting detail. An overall judgement is missing. (1-4 marks)</p> | <p style="text-align: center;"><u>Intro, 4 x PEEL and Conclusion</u></p> <p>Intro - Judgement: <i>I agree / disagree that the main reason why was.....because without / ifthen</i></p> <p>PEEL 1: The factor in the question Point <i>I agree that was important ...because....</i> Evidence <i>For example / For instance.....</i> Explain <i>As a result / This led to / meant that / allowed....to....</i> Link <i>However, this was not as important as ... because without / if.... then..... / This was more important / the main reason why... than.... because without / if.... then.....</i></p> <p>PEEL 2: Second factor Point <i>However..... was also a reason whybecause....</i> Evidence <i>For example / For instance.....</i> Explain <i>As a result / This led to / meant that / allowed....to....</i> Link <i>However, this was not as important as ... because without / if.... then..... This was more important / the main reason why... than.... because without / if.... then</i></p> <p>PEEL 3: Third factor</p> <p>PEE 4: Fourth factor (if time!)</p> <p>Conclusion: <i>In conclusion, I agree / disagree that the most important problem / reason why was.....because without / ifthen</i> <i>This meant that.....</i></p> |
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Student Question Structure Guide: Paper 2 – Period Study Superpower Relations and the Cold War, 1941–91

| Question type | Marks / 64 | AO | Time in minutes | What is the question asking me to do? | How do I get the marks? | How do I structure my response? |
|---|------------|-------------|--|---|--|--|
| Booklet P: Period Study (20%) - Superpower Relations and the Cold War, 1941–91 | | | | | | |
| Q1 Explain two consequences of.... | 8 | AO1 and AO2 | 10 | <ul style="list-style-type: none"> -Focus on the <u>consequence</u> of an event. -Focus on <u>immediate</u> consequences – this is easier to give evidence for and explain. -Imagine you are creating a flow chart of the events that happened after the event in the question – use these as your examples. -e.g. ‘In the Yalta Conference...’. ‘As a result...’ ‘As a consequence...’ ‘The effect was...’ -Include specific facts to support your points: names, dates, acts, events and statistics. -There is a writing frame on the paper to remind you to write about two consequences. | <p>For each consequence explained:</p> <p>Level 2 – A precise consequence is given and specific factually detailed and relevant supporting examples are <u>explained</u> to show impact and consequence. (3-4 marks)</p> <p>Level 1 - General statement about consequence or general information about the topic with general knowledge that is not factually specific. (1-2 marks)</p> | <p style="text-align: center;">2 x PEE</p> <p>Point One consequence ofwas</p> <p>Evidence For example / For instance.....</p> <p>Explain As a result... / This led to...because... / This meant that / allowed....to.... / The effect was that....</p> <p><i>[Who looked stronger/weaker?]</i></p> <p><i>[How did it increase / decrease tension]</i></p> |
| Q2 Write a narrative account analysing | 8 | AO1 and AO2 | 15 (spend 5 minutes planning your answer FIRST) | <ul style="list-style-type: none"> -Don’t be put off by the wording, this is a ‘How? and Why?’ question which means you have to identify, support and explain reasons (PEE). -This focuses on connections between events to make sense of how they happened and why events unfolded in the ways that they did. -You MUST explain events in chronological order - a sequence of events. PLAN your answer first! -Imagine the problem in the question as a FLOW CHART. You simply put this into writing. -Ensure it has a clear <u>beginning, middle and an end.</u> - Don’t go too far before or after the event in question (keep it focused on the topic of the question) -You are given two information points as a prompt, but you do not have to use these. -Think carefully about which superpower had ‘won’ by the end of the process / event (i.e. who appeared morally superior etc) or if/how relations between them improved. -Include specific facts to support your points: names, dates, acts, events and statistics. -Use words to show the SEQUENCE of events and links: <u>This led to / as a result / Consequently / Next / Then / This meant that / Following this...</u> e.g. ‘The creation of Soviet satellite states <u>began</u> during the Conferences, when Stalin asked for a buffer zone in Eastern | <p>Level 3 – You have organised your answer into a sequence events (chronological order) that leads to the outcome in the question. You give consistently specific, accurate, relevant and factually-detailed descriptions, and use these to explain events in precise chronological order. You make clear links between phases / stages of the topic in the question. Must include knowledge beyond the bullet points. (6-8 marks)</p> <p>Level 2 – You have organised your answer into a sequence events (chronological order) that leads to the outcome in the question. You give specific, accurate and detailed descriptions and use these to begin to explain events. You begin to make clear links between phases / stages of the topic in the question. Must include knowledge beyond the bullet points for more than 4 marks. (3-5 marks)</p> <p>Level 1 - You have attempted to organise your answer into a sequence events</p> | <p style="text-align: center;">3 x PEEL OR CDC</p> <p>Event 1 – Beginning (CAUSE)</p> <p>Point Firstly.... / The crisis began when...</p> <p>Evidence For example....</p> <p>Explain This led to because... / This prompted... / As a result / Consequently /</p> <p>Link (to next phase or event in your next paragraph) As a result .../ In order to... / Combined with...</p> <p>Event 2 – Middle (DEVELOPMENT)</p> <p>Point Next.... / Then began.... / The high point of the crisis was...</p> <p>Evidence To illustrate...</p> <p>Explain As a result ... / This prompted... / Consequently... / This developed / encouraged / allowed / intensified / facilitated / changed / helped / ended / improved relations / caused....</p> <p>Link (to next phase or event in your next paragraph) This then led to another / In order to... / Combined with...</p> <p>Event 3 – End (CONSEQUENCE)</p> <p>Point Finally.... / The crisis ended when...</p> <p>Evidence For instance....</p> |



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| | | | | <p>Europe. Tensions over Eastern Europe were already high at this point, but these <u>increased</u> after the Novikov Telegram, 1946, which <u>highlighted</u> the tensions between each country and the especially that American wanted to dominate the world. This <u>intensified</u> the Soviet Union fear of America and <u>encouraged</u> them to develop more protection in Eastern Europe. <u>Combined with</u> Churchill's 'Iron Curtain' speech in March 1946, it became clear that Soviet Union needed to <u>develop</u> its influence in Eastern Europe as protection against the growing hostility between East and West. <u>This led to...</u></p> | <p>(chronological order) that leads to the outcome in the question. You give basic descriptions and begin to explain events. You attempt to make links between phases / stages of the topic in the question. (1-2 marks)</p> | <p>Explain <i>ConsequentlyTherefore... / This prompted... / As a result /</i> Link (to next phase or event in your next paragraph) <i>Because of this... / In order to... / Combined with...</i></p> <p><i>[Who looked stronger/weaker?]</i> <i>[How did it increase / decrease tension]</i></p> |
| <p>Q3 Explain two of the following: The importance of X for Y.</p> | <p>8 + 8 - = 16</p> | <p>AO1 and AO2</p> | <p>25</p> | <p>-This asks you to explain the importance of events and developments -Worth half your marks for this paper -25 minutes – 12-13 minutes for each event -You have a choice of two out of three – take time to make your choice -Question always worded as 'The importance of... for...' -Ask yourself: 'What was it important for? 'What difference did they make to it?', 'Why did they matter?', 'What did it affect or lead to?' -Be clear about your reasons for saying something is important -Include specific facts to support your points: names, dates, acts, events and statistics.</p> <p>Remember to focus on: [Who looked stronger/weaker?] [How did it increase / decrease tension]</p> | <p>Level 3 – Consistently specific, factually-detailed, relevant and accurate descriptions are given about each of the issues chosen. There is a sustained focus on explaining importance throughout the answer. (6-8 marks)</p> <p>Level 2 – Some accurate and relevant information is given about each of the issues chosen. The answer begins to explain importance answer (3-5 marks)</p> <p>Level 1 - A simple or generalised statement about importance is given for each of the issues chosen, with little supporting detail. (1-2 marks)</p> | <p>4 x PEE (2 for each issue)</p> <p>PEE 1: SHORT TERM IMPORTANCE Point <i>One reason why.... was important to / for was because.... / In the short term.....</i> Evidence <i>For example / For instance.....</i> Explain <i>This was important to.... because.... / As a result / This led to / meant that / allowed / encouraged / enabled / facilitated</i></p> <p>PEE 2: LONG TERM IMPORTANCE Point <i>Another reason why.... was important to / for was because.... / In the long term...</i> Evidence <i>For example / For instance.....</i> Explain <i>This was important to.... because.... / As a result / This led to / meant that / allowed / encouraged / enabled / facilitated</i></p> <p>Repeat for second issue chosen.</p> |



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Student Question Structure Guide: Paper 3 – Modern Depth Study

Weimar and Nazi Germany, 1918–39

| Question type | Marks / 52 | AO | Time in minutes | What is the question asking me to do? | How do I get the marks? | How do I structure my response? |
|--|------------|-------------|--|---|--|---|
| Q1 Give two things you can infer from Source A about.... | 4 | AO3 | 10 (spend 5 minutes reading source A first) | <ul style="list-style-type: none"> -Make two supported inferences; an inference is something the source suggests but <u>doesn't</u> actually say; read between the lines. -This could be a written source or an image/cartoon. -Make sure you highlight the topic in the question first so that your inferences are relevant -You get a writing frame for this question! -It is easier to select your two quotes (and include quotation marks) or descriptions then explain what each quote suggests about the topic in the question (annoyingly, the other way around from the mark scheme). -Make sure you use your own words; DON'T paraphrase (re-word), copy or repeat words from the interpretations. | Infer (point) and support (quote) x2: 1 mark for each valid inference (1-2 marks) 1 mark for each supporting detail (quote) (1-2 marks) e.g. I can infer that <i>Hitler was impatient with people in the Party who opposed him (1). For example, Strasser said that Hitler was a man '...who even then could hardly bear contradiction.'</i> (1) | <p style="text-align: center;">SI (SUPPORTED INFERENCE) x2 (follow the sentence stems)</p> <p>(i) What I can infer: What can you guess at? What does it suggest about the topic in the question? <i>I can infer that.... The source tells me that...</i></p> <p>Details in the source that tell me this: Give a quote/description to support your inference <i>In the source I can see....</i> <i>Source A states that "</i> <i>In the source it says.... "</i> <i>X (author/speaker) states that.... "</i> <i>He/she says that.... "</i></p> <p style="text-align: center;">(ii) REPEAT FOR SECOND INFERENCE</p> |
| Q2 Explain why.... | 12 | AO1 and AO2 | 15 | <ul style="list-style-type: none"> -This focuses on the process of change, why something happened, the reasons behind an event. -Highlight the dates and topic in the question first. --Write 2-3 PEEL paragraphs. You can still reach L2&3 without the third paragraph, so it is better to write two strong paragraphs using the bullet points than three rushed ones. -The two bullet points may give you two points or be examples to use to support points. -You don't have to use the bullet points in your answer, but they are usually relevant. -Include specific facts to support your points: names, dates, acts, events and statistics. -When explaining, use words such as 'allowed', 'helped', 'enabled', 'encouraged', 'facilitated' to show impact. -In your links, try to weigh up, link and compare for a higher mark; try to show how factors worked together using: WITHOUT... THEN... /IF... THEN... e.g. Without the Enabling Act, followed by the banning of other political parties, then Hitler would not have been able to eliminate his internal opposition in the Night of the Long Knives, as his illegal actions would have been challenged by the Reichstag, by the media and the public. | <p>Level 4 - Logically selected specific and relevant supporting detail used to explain cause or change throughout the answer. Must include knowledge beyond the bullet points. (10-12 marks)</p> <p>Level 3 – Lots of specific and relevant supporting detail used to explain cause or change in most of the answer. Aim to include knowledge beyond the bullet points for the top of this level. (7-9 marks)</p> <p>Level 2 – Specific and relevant supporting detail used to start to explain cause or change. Aim to include knowledge beyond the bullet points for the top of this level. (4-6 marks)</p> <p>Level 1 - General or simple answer given with limited knowledge. (1-3 marks)</p> | <p style="text-align: center;">3 x PEEL</p> <p>PEEL 1: Point One reason why.... was / because of.... Evidence For example / For instance..... Explain As a result / This led to / meant that / allowed / encouraged / enabled / facilitated</p> <p>Link This was further aided by.... [next point or factor] because without the role of / if.... then....</p> <p>PEEL 2: Point Another reason why.... was / because of.... Evidence For example / For instance..... Explain As a result / This led to / meant that / allowed / encouraged / enabled / facilitated</p> <p>Link This was further aided by.... [next point or factor] because without the role of / if.... then....</p> <p>PEEL 3: (if time!) Repeat PEEL - A final reason why.... was / because of....</p> |
| Q3a How useful are | 8 | AO3 | 15 | <ul style="list-style-type: none"> -FIRST identify the enquiry: what are you trying to find out about? <u>Underline</u> it in the question. | <p>Level 3 - The judgement directly answers the question and</p> | <p style="text-align: center;">2 x MAC-NOPE + summary (or SNAPCAT) <i>You do not have to use this structure if it is not helpful to you!</i></p> |



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| <p>Sources B and C for an enquiry into...</p> | | <p>(spend 5 minutes reading the sources first)</p> | <ul style="list-style-type: none"> - Then imagine you are trying to find out about the topic <i>without</i> this source; what do you already know about the topic that this source does/doesn't explore? Are there other problems / details / treatments that are important to the topic? - Evaluate content (what the source says / shows) - Evaluate provenance (nature, origin and purpose). Pay close attention to the date and author; is it objective (balanced) and does the date of origin mean the author had all of the facts to give the full picture? - Remember that you can still get 5/8 marks by writing about only content (MAC) or provenance (NOPE). - Use FACTS to show the source fits with your own knowledge: what do you already know about that enquiry topic and how it is accurate / limited for this enquiry? - You need to place the sources in context (knowledge). - You are more likely to gain marks for saying why each source IS useful than ISN'T useful (limitations). - You DO NOT have to compare the sources or say which is more valuable - For higher marks, make sure you justify your answers with key words such as 'accuracy', 'limited', 'incomplete', 'typicality' or 'provenance'. - Give an overall judgement for how useful each source is to show the examiner that you've considered all aspects. Key things to remember about NOP: - NEVER EVER use the word 'biased'. - ALL sources are subjective in some way because they are written / created by humans. No source is completely objective. - ALL sources are useful in some way - Subjective sources are VERY useful for giving us an insight into certain points of view; don't ever say 'it's useless because it's biased'. - If it's a cartoon / <i>The Wiper Times</i> / <i>Punch</i>, it is likely to be satirical, critical, exaggerated, subjective (one-sided) because they used humour in order to highlight an issue. - If it's in a popular magazine / newspaper, then it will also probably reflect public opinion at the time and <i>may sensationalise</i> for effect. - Eyewitnesses from the time are not automatically accurate and reliable! - It doesn't make sense to say 'the source lies'! - If it's a diary / private letter, then it will probably reflect someone's honest opinions. - Reflections on the past written a while afterwards might be romanticised but not necessarily entirely false. - Remember the author's circumstances e.g. censorship under the Nazi regime. - Be careful in making assumptions based on the nationality of the author. | <p>assesses utility (usefulness) on the basis of content accuracy and limitations, provenance and typicality. The inferences made from both sources are developed with specific detail and explanation. The inferences are supported and challenged by own knowledge and the student explores provenance in their reasoning. (6-8 marks)</p> <p>Level 2 - The judgement directly answers the question and the answer begins to assess utility (usefulness) on the basis of content accuracy and limitations, provenance and typicality. A clear inference is made from both sources supported by precisely selected detail from the source or its provenance. The inference is supported/ challenged by own knowledge. (3-5 marks)</p> <p>Level 1 - A simple judgement supported by general comments about what both sources tells us or who/what/why/when it was made. The answer gives own knowledge but does not link this to how this makes the source useful or not. (1-2 marks)</p> <p>You will only get 2 marks if you only explore ONE source.</p> | <p>Paragraph 1: Content accuracy and completeness (MAC)</p> <p>M - Make a SUPPORTED INFERENCE about the overall MESSAGE of the source One thing you can see/quote from the source and what this shows or suggests (what you can guess at) the overall message of the source is. <i>The message of the source is...</i> <i>The content of source B/C makes it useful because it shows... which I can see from / when it states "....."</i></p> <p>A - Use your CONTENT KNOWLEDGE to show how the source is ACCURATE (true) and TYPICAL How does it match your own knowledge? How is it typical (does it match what most other sources from that time say) of the period / topic? Use PEE to make sure you have supported and explained why this makes it useful.</p> <p>Point - <i>This is accurate / useful to a historian studying..... / The source's content is typical of the period / This fits with my contextual knowledge...</i> Evidence - <i>.... because indeed I know that... /because I further know that.... Indeed.... / For example....</i> Explain - <i>So this makes source B/C useful for an enquiry into....because.....</i></p> <p>C - Use your CONTENT KNOWLEDGE to show how the source is not COMPLETE (and therefore limited). Compare to what you know: what's missing/omitted and is this deliberate? Is some of it misleading as a result? How does this omission affect the usefulness of the source?</p> <p>Point - <i>However, source B/C is limited because it does not show / include / leaves out / omits</i> Evidence - <i>For example.... From my knowledge of the context of the period, I know that..... / For example, it does not include..... / omits the fact that.... / I know that a more typical experience was....</i> Explain - <i>So this makes source B/C one-sided / less useful / limited for telling us because....</i></p> <p>Paragraph 2: Provenance (NOPE)</p> <p>NOPE - State the NATURE, ORIGIN and PURPOSE, then EVALUATE how useful (give strengths and weaknesses)</p> <p>Nature – what type of source is this? (cartoon / photograph etc) Origin – when and how was it taken/written? Purpose – Why was it created? Evaluate - How does this affect how useful the source is? Consider how it is and isn't useful.</p> <p>N - <i>The source is ... [WHAT – e.g. propaganda, newspaper, satirical cartoon...]</i> O - <i>..written by when.... [WHO, WHEN]</i> P - <i>....with the purpose of.... [WHY]</i> E (strengths and weaknesses) - <i>This would help a historian understand because..... / This is typical of the period because.... / This therefore would reflect / However, the provenance of source B/C also makes it limited because....</i></p> <p>REPEAT FOR SECOND SOURCE – MAC NOPE</p> |
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| <p>Q3b <i>Interpretations 1 and 2 give different views on..... What is the main difference between the views?</i></p> | 4 | AO4 | 10 (spend 5 minutes reading the interpretations first) | <p>-Switch into 'interpretation' mode - Remember that a 'source' is from the time period and an 'interpretation' is a deliberate construct of the past, someone's point of view after that time. -Focus on the overall views rather than getting bogged down in the details. -Say how the two interpretations (views) differ. State and explain the main difference. E.g: PELTS: PE = points of emphasis (e.g. the focus of their view) LT = language and tone (e.g. exciting vs resentment) S = selection of information (e.g. descriptions chosen) -Quote/reference both of the interpretations to back this up -Make sure you use your own words, rather than the words in the interpretation (paraphrasing). DON'T just describe, copy or repeat words. -Use words to show comparison: <i>however, whereas, contrastingly, in contrast...</i> - DO NOT use provenance (NOPE) - <u>Key things to remember about interpretations</u>: interpretations are based on evidence from their period of study; a range of evidence that can be used to reach different conclusions that are equally valid.</p> | <p>Level 2 – You analyse and identify the overall difference between the interpretations. You make valid inferences and support these with precise quotes. (3-4 marks)</p> <p>Level 1 – You attempt to analyse and identify differences between the interpretations, but only in the details of the interpretation, rather than the overall message. You forget to support your inferences or paraphrase / extract (copying) your support. (3-4 marks)</p> | <p style="text-align: center;">SI x2 and summary</p> <p>SI - Make a supported inference about the view of Interpretation 1</p> <p><i>Interpretation 1 states/says "....." (quote)</i> <i>This suggests that he/she thinks / holds the view that(what you can guess at) / The view in Interpretation 1 is therefore that...</i></p> <p>SI - Make a supported inference about the view of Interpretation 2 showing DIFFERENCE</p> <p><i>HOWEVER / WHEREAS interpretation 2 states/says ".....".</i> <i>This shows that he/she thinks / holds the view that ... / The view in Interpretation 2 is therefore that...</i></p> <p>Summarise to show the precise main difference [if time]</p> <p><i>So, the two interpretations differ in their views of in that...</i> <i>So, the main difference between the views is that....</i></p> |
| <p>Q3c Suggest one reason why Interpretations 1 and 2 give different views about</p> | 4 | AO4 | 5 | <p>-Now you have explained HOW they differ, you need to explain WHY the interpretations differ. - State and explain ONE reason for differences between the interpretations, then support with quotes. -Be sure to explain the reason: <u>What</u> sources might they have looked at? <u>What</u> evidence might they have given greater weight to? Can you use Sources B/C to support your reason? -DO NOT discuss provenance – this question focuses on historians' points of emphasis. Possible reasons might be SWEEP: SW = Source weighting – the historians have used different sources or weighted the same sources differently E = Emphasis – the historians have placed different emphases / focus on aspects of the issue (<i>the titles of their books or articles will help you with this</i>) e.g. military, political, social, economic etc. E = Extracted – the interpretations are both selected extracts rather than the whole book / article and cover different aspects of the period. P = Perspective – similar to emphasis, the historians may be writing from different perspectives, e.g. military historian.</p> | <p>Level 2 – You explain a reason for difference, analysing the interpretations and support this with both quotes and sources A, B and / or C. (3-4 marks)</p> <p>Level 1 – You simply explain a reason for difference. Support for your explanation is based on simple undeveloped knowledge / quotes / sources, with only implied linkage to the explanation. (3-4 marks)</p> | <p style="text-align: center;">PIES x2</p> <p><u>Interpretation 1</u> POINT about INTERPRETATION (SW/E/E/P) <i>In interpretation 1, the historian gives greater weighting to (type of sources) / In interpretation 1, the historian emphasises / focuses on.... / Interpretation 1 is a selected extract from.... covering only..... so..... / In interpretation 1, the historian is writing from the perspective of</i> EVIDENCE (quote) <i>For example, the historian mentions that "....."</i> SOURCE link <i>This is also shown in source B/C, where it states "....", suggesting that..... / Like source B....</i></p> <p><u>Interpretation 2</u> POINT about INTERPRETATION (SW/E/E/P) <i>However / whereas / contrastingly / in contrast... ..in interpretation 2, the historian gives greater weighting to (type of sources) / ..in interpretation 2, the historian emphasises / focuses on.... / ..in Interpretation 2 is a selected extract from.... covering only..... so..... / ..in interpretation 2, the historian is writing from the perspective of</i> EVIDENCE (quote) <i>For example, the historian mentions that "....."</i> SOURCE link <i>This is also shown in source B/C, where it states "....", suggesting that....</i></p> |



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| <p>Q3d How far do you agree with Interpretation 1 / 2 about</p> | <p>16 + 4 SPaG</p> | <p>AO4</p> | <p>20 (+ 5m at the end to proof-read your answer)</p> | <p>-This asks you to evaluate one interpretation, making use of the other interpretation and your knowledge of the historical context i.e. in light of your understanding of the period, which view is more convincing (accurate / fits with your knowledge)?</p> <p>-Start with what you know – e.g. if the question asks about interpretations of the severity of the ToV, you <i>know</i> that the majority of Germans heavily resented it both in the short and long term; if one of interpretation suggests this, you will find this more convincing.</p> <p>- DO NOT talk about the author's origin or reliability as this will gain you 0 marks.</p> <p>-Keep an eye on the clock and be strict with timings</p> <p>-Stay focused on the question - use language: "This supports Interpretation 1" / "Interpretation 2 is accurate, because..." / "This challenges Interpretation 2..." / "Interpretation 1 is weak, because..." / "The key reason Interpretation 2 is more convincing is..."</p> <p>-Include lots of detailed and specific own knowledge</p> <p>-Make sure you look at both interpretations evenly – assess their strengths and weaknesses</p> <p>-The interpretations are not mutually exclusive; one may include both points of view!</p> <p>-Include factually specific own knowledge – you will not score above 4 marks without this.</p> <p>-Come to a clear judgement – compare both interpretations and explain which you agree with the most</p> <p>-Check Spelling, Punctuation and Grammar – this worth four marks, so find time for this!</p> <p>-Include key words – this will help you to get 3 or 4 for SPaG</p> | <p>Level 4 – You consistently explain your evaluation throughout your answer, considering both sides of the argument in coming to a substantiated (supported) judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and using this material to support the evaluation. Factually detailed, specific and relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured (13-16 marks)</p> <p>Level 3 – You explain your evaluation in most of your answer, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and using this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification. (9-12 marks)</p> <p>Level 2 – You state your evaluations (strengths and weaknesses) and begin to explain these, agreeing with or countering the interpretation. Some analysis is shown in selecting details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped. (5-8 marks)</p> <p>Level 1 – You give a simple valid comment to agree with or counter the interpretation, rather than evaluating (strengths and weaknesses). Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Basic knowledge is included and linked to evaluation. (1-4 marks)</p> | <p style="text-align: center;"><u>Intro, 2 x PEEL (or SICK) and Comparative conclusion</u></p> <p><u>Intro – Judgement about the interpretation in the Q:</u> <i>Interpretation 1/2 gives the view that....</i> <i>I agree / disagree with interpretation.....because although.... (give balance to show you've considered both views)</i></p> <p><u>Paragraph 1 – PEEL/SICK: Interpretation 1/2</u> POINT - Make a supported inference about the overall view of the interpretation – What is its view? What is it saying with regards to the focus of the enquiry/question? <i>The overall view in Interpretation 1/2 is.... / Interpretation 1/2 argues that.... For example, the historian mentions / states that "...."</i> EVIDENCE – Use detailed contextual knowledge to 'support' the interpretation <i>Indeed I know that.... / For example.... / Statistics show that.. / There is a lot of evidence that...</i> EXPLAIN – Explain, using own knowledge, why it is a convincing interpretation regarding the enquiry/focus of the question. <i>So, this is convincing because.... / Therefore..... / Thus....</i> LINK – Link and compare to the other view and interpretation. <i>This view is also mentioned in Interpretation</i> <i>This is more/less convincing thanbecause....</i></p> <p><u>Paragraph 2 – PEEL/SICK: The opposing argument, including the other interpretation</u> POINT - Make a supported inference about the overall view of the interpretation – What is its view? What is it saying with regards to the focus of the enquiry/question? <i>However, as shown in Interpretation 1/2,/ In contrast / Whereas, the overall view in Interpretation 2 is.... / This is challenged by Interpretation 2, which argues that....</i> <i>For example, the historian mentions / states that "...."</i> EVIDENCE – Use detailed contextual knowledge to 'support' the interpretation <i>Indeed I know that.... / For example.... / Statistics show that.. / There is a lot of evidence that...</i> EXPLAIN – Explain, using own knowledge, why it is a convincing interpretation regarding the enquiry/focus of the question. <i>So, this is convincing because.... / Therefore..... / Thus....</i> LINK – Link and compare to the other view and interpretation. <i>This view is also mentioned in Interpretation</i> <i>This is more/less convincing thanbecause....</i></p> <p><u>Conclusion – Explain your quantified (amount - how far) judgement. Make it clear what the difference in opinion / tone is. Don't sit on the fence!</u> <i>Overall, Interpretation 1 suggests... whereas Interpretation 2 suggests....</i> <i>I totally agree / partly agree / disagree with Interpretation 1/2</i> <i>Interpretation 1/2 is more convincing in claiming that... because....</i></p> |
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