



# GCSE History Course Guide



Congratulations – you are studying GCSE History!

Inside this booklet you will find a range of some useful initial tools that to support you in your GCSE. You should use this in conjunction with the information given to you in class. You will be given further revision booklets for each of the four GCSE papers.

To succeed at History, you will need a positive ATL and an enquiring mind. Independent learning is also vitally important. You will build on the key skills you were introduced to in KS3 (analysis, evaluation of interpretations, making quantified judgements of relative importance, source inferences and analysis). You will also strengthen your understanding of key concepts in History that allow us to make sense of the past and more importantly, of the past e.g. Change & Continuity, Similarities, Differences, Significance, Cause & Consequence.

In addition to this booklet and the resources you receive from your teacher, it is highly recommended that you use the **History SharePoint / Teams resources** once you have access to these. Here you will find a plethora of different materials to support your learning. You will also find support at <https://www.klshistory.co.uk/gcse-history.html>.

For GCSE History you will sit four units across three different papers in the Summer Term of Year 11. There is no coursework for GCSE History so your entire grade depends on the outcome of these exams. You will be practicing how to answer different types of exam style questions as part of your learning alongside understanding the content in lessons at school.

Your GCSE papers:




1. **Paper 1: Medicine in Britain, c1250–present**
2. **Paper 2B: Early Elizabethan England, 1558–88**
3. **Paper 2P: Superpower relations and the Cold War, 1941–91**
4. **Paper 3: Weimar and Nazi Germany, 1918–39**

You will find an overview of your four exam papers on the next page.



## GCSE History Course Guide



	Paper 1 – British Thematic Study with Historic Environment	Paper 2 – Period Study and British Depth Study	Paper 3 – Modern Depth Study
 % of your GCSE	30%	40%	30%
 Total marks	52 marks (A:16 + B:36)	64 marks (P:32 + B:32)	52 marks
 Time	1 hour 20 minutes	1 hour 50 minutes	1 hour 30 minutes
<b>Paper section and question types</b>	<b>Section A: Historic Environment (10%)</b>  <b>The British sector of the Western Front: injuries, treatment and the trenches</b>  Q1a Describe one feature of..... (2) Q1b Describe one feature of..... (2) 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)	<b>Booklet P: Period Study (20%)</b>  <b>Superpower Relations and the Cold War, 1941–91</b>  Q1a Explain one consequence of.... (4) Q1b Explain one consequence of.... (4) Q2 Write a narrative account analysing ..... (8) Q3 Explain two of the following: The importance of X for Y (8 + 8 = 16)	<b>Modern Depth Study (30%):</b>  <b>Weimar and Nazi Germany, 1918–39</b>  Q1 Give two things you can infer from Source A about.... (4)  Q2a or b 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)
	<b>Section B: Thematic Study (20%)</b>  <b>Medicine in Britain, c1250 to present</b>  Q3 Explain one way in which X was different / similar to Y (4) Q4 Explain why.... (12) Q5 or Q6 [choice] 'XXX was the turning point / most important reason why....' How far do you agree? (16 + 4 SPaG)	<b>Booklet B: British Depth Study (20%)</b>  <b>Early Elizabethan England, 1558–88</b>  Q1a Describe one feature of..... (2) Q1b Describe one feature of..... (2) Q2 Explain why.... (12) Q3 or Q4 [choice] 'The main reason why.... / XXX was the most important reason why.... / XXX was the most serious threat.....' How far do you agree? (16)	
<b>Skills assessed</b>	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.



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### What will I need to support my learning and revision?

For each paper, 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 and learning at home. 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](http://www.klshistory.co.uk).

#### 3) Published Revision Guides:

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

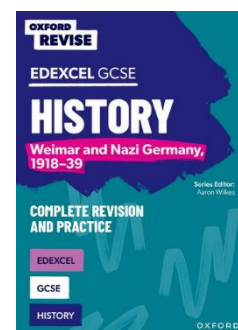
1. **Revise Edexcel GCSE (9-1) History Revision guides and workbooks, by Pearson** (£5.99 each x 4 = £23.96)



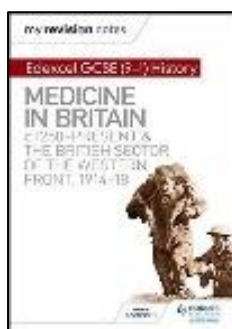
There are four guides, one for each unit of study. These guides are all written by Pearson Education, the company who runs your exam board, Edexcel. If you look at the 'suggestions' section below each guide on Amazon, you will see that Pearson also sell exam practice workbooks and revision card pack.

2. **Oxford Revise Edexcel GCSE History, by Oxford Revise** (£5.99 each x 4 = £23.96)

3. **New Grade 9-1 GCSE History Edexcel Topic Guides, by CGP** (£5.50-£6 each x 4 = £22.98)



4. **My Revision Notes: Edexcel GCSE (9-1) History, by Hodder** (£3.99 each = £15.96)

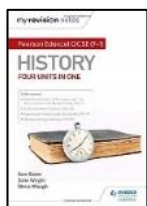




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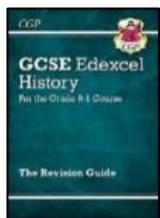


### Cheaper, simplified options



5. ***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.



6. ***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 of these do not contain structured tasks to complete.

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, model answers and past papers

Again, these will be on our website and on Teams/SharePoint, 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. →

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.

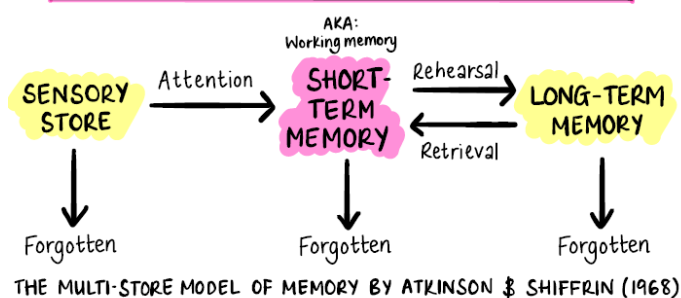
It's also worth getting these plans / answers checked by your teacher. If you've made the effort in your revision to get this far, then they will certainly put the time into giving you feedback on your answers!



## How do we revise?

# Retrieval Practice

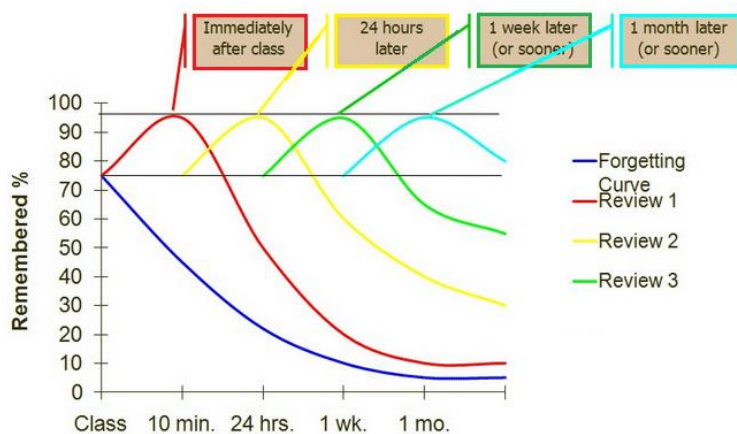
The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it **STRONGER!**



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, [www.tes.com/news/how-i-got-straight-9s-gcse](http://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.





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### 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

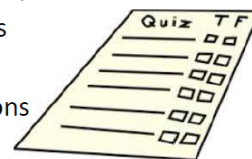
##### **Examples**

'Give two examples of.....'

### Types

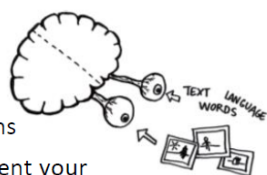
There are a number of types you can create:

- 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





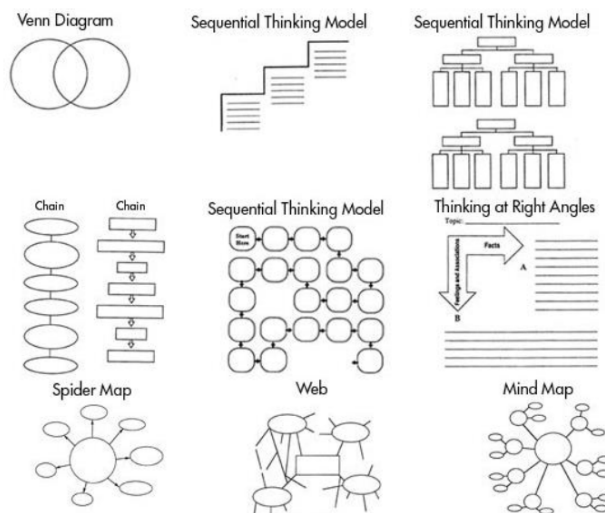
## Transform It

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



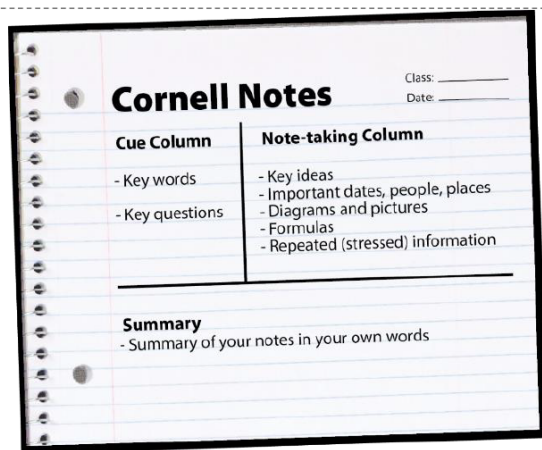
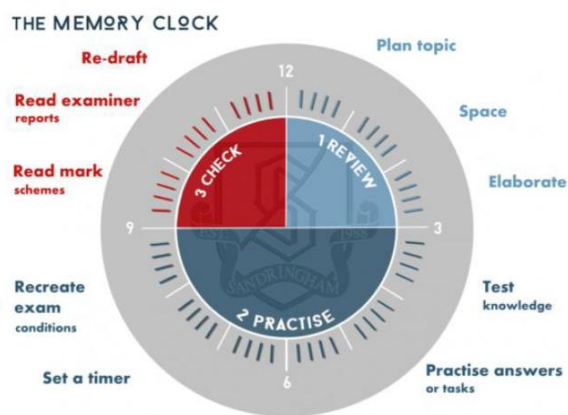
## Deliberate Practice

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

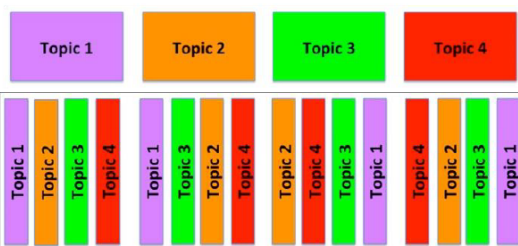
This method can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the left:

- 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?
DURING REVISION	What questions can I answer before I start revising?
	Have I done any past papers?
	Who can quiz me on this topic?
	Why is this true?
AFTER REVISION	Have I read my revision notes out loud?
	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

☒





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### 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?)
<b>C1250-c1500: Medicine in Medieval England</b>				
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 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).			
	Medical training and traditional approaches to treatment and care for the sick: the role of the physician, apothecary and barber surgeon			
	The role of hospitals, care within the community and at home, including the use of herbal remedies.			
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			
5 Nature and extent of change	Chance			
	Speed and development			
	Significance			
Change v. continuity				
<b>c1500–c1700: The Medical Renaissance in England</b>				
	Changes in explanations of the cause of disease and illness (what changed); the Enlightenment.			



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1 Ideas about the causes of disease and illness	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 and change in approaches to prevention, treatment and care in the community (e.g. wise women, herbal remedies) and in hospitals.			
	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			
<b>c1700–c1900: Medicine in Eighteenth- and Nineteenth-century Britain (Industrial)</b>				
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 on nursing and hospitals in Britain.			
	The extent of change in treatment: The impact of anaesthetics and antiseptics on surgery.			
	New approaches to prevention: the development and use of vaccinations			
	New approaches to prevention and Public Health: the Public Health Act 1875.			
	Key individual: Jenner and the development of vaccination.			



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3 Case studies: Edward Jenner, Cholera and John Snow	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	Speed and development			
	Significance			
	Change v. continuity			
<b>c1900–present: Medicine in modern Britain (20<sup>th</sup> Century)</b>				
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	Speed and development			
	Significance			
	Change v. continuity			





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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 organisation, including frontline and support trenches.			
	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.			
	Medical treatment on the Western Front.			
	The work of the RAMC and nurses			
	Transport in the chain of evacuation: stretcher bearers, horse and motor ambulances.			
	Stages of treatment areas in the chain of evacuation: 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.			



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### 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?)
<b>Key topic 1: The origins of the Cold War, 1941–58</b>				
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), 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.			
<b>Key topic 2: Cold War crises, 1958–70</b>				
1 Increased tension between East and West	The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.			
	The impact of the Cuban Revolution on relations with the USA and the Soviet Union, including Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government and the closer relations with the Soviet Union.			



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	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; the Nuclear Non-Proliferation Treaty 1968.			
	International reaction to Soviet measures in Czechoslovakia.			
<b>Key topic 3: The end of the Cold War, 1970–91</b>				
1 Attempts to reduce tension between East and West	Détente and attempts to reduce tensions in the 1970s.			
	The significance of SALT 1, the Helsinki Accords, and SALT 2.			
	The significance of the Soviet invasion of Afghanistan			
	The Carter Doctrine			
	The Olympic boycotts.			
2 Flashpoints	Reagan and the 'Second Cold War'			
	The Strategic Defence Initiative (SDI)			
	The significance of Reagan and Gorbachev in reducing tensions.			
	The impact of Gorbachev's 'new thinking' on Eastern Europe: loosening Soviet grip			
	The significance of the fall of the Berlin Wall.			
3 The collapse of Soviet control of Eastern Europe	The collapse of the Soviet Union			
	The significance of the collapse of the Soviet Union in bringing about the end of the Warsaw Pact.			
	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.			





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## Student knowledge checklist: Paper 2B (British Depth Study)– Early Elizabethan England, 1558–88

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?)
<b>Key topic 1: Queen, government and religion, 1558–69</b>				
1 The situation on Elizabeth's accession	Elizabethan England in 1558: society and government.			
	The Virgin Queen: the problem of her legitimacy, gender, marriage.			
	Elizabeth's character and strengths.			
	Challenges at home: financial weaknesses and religious divisions			
	Challenges from abroad: the French threat			
2 The 'settlement' of religion	Elizabeth's religious settlement (1559): its features and impact.			
	The Church of England: its role in society.			
3 Challenge to the religious settlement	The nature and extent of the Puritan challenge.			
	The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.			
4 The problem of Mary, Queen of Scots	Mary, Queen of Scots' claim to the English throne.			
	Relations between Elizabeth and Mary, 1568–69.			
<b>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</b>				
1 Plots and revolts at home	The reasons for, significance of, the Revolt of the Northern Earls, 1569–70.			
	The features & significance of the Ridolfi, Throckmorton & Babington plots			
	Walsingham and the use of spies.			
	The reasons for, and significance of, Mary Queen of Scots' execution, 1587.			
2 Relations with Spain	Political, religious and commercial rivalry.			
	The significance of privateering and the activities of Drake.			
3 Outbreak of war with Spain, 1585–88	Reasons for deteriorating relations with Spain: English direct involvement in the Netherlands.			
	The actions of Robert Dudley.			
	Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.			
4 The Armada	Spanish invasion plans.			
	Key events of the Spanish Armada.			
	The reasons for the English victory.			
<b>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</b>				
1 Education and leisure	Education in the home and schools.			
	Sport, pastimes and the theatre.			
2 The problem of the poor	The reasons for the increase in poverty and vagabondage.			
	The changing attitudes and policies towards the poor.			
3 Exploration	Factors prompting exploration, inc. new technology, ships, expanding trade.			
	The reasons for, and significance of, Drake's circumnavigation of the globe.			
4 Attempted colonisation of Virginia	Reasons for the attempted colonisation of Virginia, including the significance of Raleigh.			
	Reasons for the failure of the first settlement in Virginia.			



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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?)
<b>Key topic 1: The Weimar Republic 1918–29</b>				
<b>1 The origins of the Republic, 1918–19</b>	The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic			
	The strengths and weaknesses of the new Weimar Constitution.			
<b>2 The early challenges to the Weimar Republic, 1919–23</b>	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.			
<b>3 The 'Golden Years': the recovery of the Republic, 1924–29</b>	Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.			
	Stresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations.			
<b>4 Changes in society, 1924–29 (The Golden Age)</b>	Changes in the standard of living			
	Changes in the position of women in work, politics and leisure.			
	Cultural changes: developments in architecture, art and the cinema.			
<b>Key topic 2: Hitler's rise to power, 1919–33</b>				
<b>1 Early development of the Nazi Party, 1920–22</b>	Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20.			
	The Twenty-Five Point Programme.			
	The role of the SA.			
<b>2 The Munich Putsch and the Nazi Party, 1923–8</b>	The reasons for, events and consequences of the Munich Putsch; <i>Mein Kampf</i>			
	Reasons for limited support for the Nazi Party, 1924–28.			
	Party reorganisation and <i>Mein Kampf</i> .			
	The Bamberg Conference of 1926.			
<b>3 The growth in support for the Nazis, 1929–32</b>	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.			
	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.			
<b>4 How Hitler became Chancellor,</b>	The Presidential and Reichstag elections of 1932			
	The reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.			



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<b>1932–33</b>	The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.			
<b>Key topic 3: Nazi control and dictatorship, 1933–39</b>				
<b>1 The creation of a dictatorship, 1933–34</b>	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 Hindenburg.			
	Hitler becomes Führer.			
	The role of the army and oath of allegiance.			
<b>2 The police state</b>	The role of the Gestapo, the SS and concentration camps.			
	Nazi control of the legal system.			
<b>3 Controlling and influencing attitudes</b>	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.			
	Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church.			
<b>4 Opposition, resistance and conformity</b>	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.			
<b>Key topic 4: Life in Nazi Germany, 1933–39</b>				
<b>1 Nazi policies towards women</b>	Nazi views on women and the family.			
	Nazi policies towards women, including marriage and family, employment and appearance.			
<b>2 Nazi policies towards the young</b>	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.			
<b>3 Employment and living standards</b>	Nazi policies to reduce unemployment, 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.			
<b>4 The persecution of minorities</b>	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?
<b>Section A: Historic Environment (10%) - The British sector of the Western Front: injuries, treatment and the trenches</b>						
Q1a & Q1b <i>Describe one feature of.... X2</i>	4	AO1	5	<ul style="list-style-type: none"> <li>- 2 sentences for each.</li> <li>- This is simple question; if you have revised you should score full marks.</li> <li>- Give <b>one</b> piece of information / aspects about the topic given in the question (e.g. <i>the effects of poison gas</i>)</li> <li>- Then support each point you make with a specific fact</li> <li>- Include <b>specific facts and key words</b>: names, dates, statistics etc.</li> </ul>	Identify (point) and describe (example) <b>one</b> feature. 1 mark for identifying each feature and 1 for the supporting detail for each. <b>(1-2 marks x 2)</b> e.g. <i>Chlorine gas affected the victim's breathing (1). The victim died quickly from suffocation (1).</i>	<b>2 x Point-Evidence</b> <b>Q1a) Point</b> - One feature of.... was.... <b>Evidence</b> – For example ..... / This was..... / It affected / meant that.... <b>Q1b) Point</b> - One feature of.... was.... <b>Evidence</b> – For example ..... / This was..... / It affected....
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"> <li>- No introduction or conclusion needed.</li> <li>- FIRST identify the <b>enquiry</b>: what are you trying to find out about? <u>Underline</u> it in the question.</li> <li>- 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?</li> <li>- Evaluate <b>content</b> (what the source says / shows)</li> <li>- Evaluate <b>provenance</b> (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?</li> <li>- Use <b>FACTS</b> 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?</li> <li>- <b>You are more likely to gain marks for saying why each source IS useful than ISN'T useful (limitations).</b></li> <li>- You DO NOT have to compare the sources or say which is more valuable</li> <li>- For higher marks, make sure you justify your answers with key words such as 'accuracy', 'limited', 'incomplete', 'typicality' or 'provenance'.</li> <li><u><b>Key things to remember about NOP:</b></u></li> <li>- NEVER EVER use the word 'biased'. This will not gain marks.</li> <li>- ALL sources are <b>subjective</b> in some way because they are written / created by humans.</li> <li>- ALL sources are useful in some way</li> <li>- Subjective sources are VERY useful for giving us an <b>insight</b> into certain points of view; don't ever say 'it's useless because it's biased'.</li> <li>- If it's a cartoon / <i>The Wiper Times</i> / <i>Punch</i>, it is likely to be satirical, critical, <b>exaggerated</b>, subjective (one-sided) because they used humour in order to highlight an issue.</li> <li>- If it's in a popular magazine / newspaper, then it will also probably reflect public opinion at the time and <b>may sensationalise</b> for effect.</li> <li>- Eyewitnesses from the time are not automatically accurate and reliable!</li> <li>- It doesn't make sense to say 'the source lies'!</li> <li>- If it's a diary / private letter, it will probably reflect honest opinions.</li> <li>- Reflections on the past written a while afterwards might be <b>romanticised</b> but not necessarily false.</li> <li>- Remember the author's circumstances e.g. censorship - a soldier might not include the horrific details of his injury in a letter home.</li> </ul>	<b>Level 3</b> - 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. <b>(6-8 marks)</b>  <b>Level 2</b> - 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. <b>(3-5 marks)</b>  <b>Level 1</b> - 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. <b>(1-2 marks)</b>  <b>You must explore both sources for 2+ marks.</b>	<b>2 x MAC-NOPE / 2 x COKE-POKE / 2 x SNAPCAT</b> e.g. <b>M</b> - Make a SUPPORTED INFERENCE about the overall <b>MESSAGE</b> of the source <i>The message of the source is.... / The content of source A/B makes it useful because it shows... which I can see from ..... / when it states "....."</i> <b>A</b> - Use your CONTENT KNOWLEDGE to show how the source is <b>ACCURATE</b> (true) and <b>TYPICAL</b> <i>This is accurate / useful to a historian studying.... / The source's content is typical of the period ..... / This fits with my contextual knowledge.... because indeed I know that... / ...because I further know that.... Indeed.... / For example.... So this makes source A/B useful for an enquiry into....because.....</i> <b>C</b> - Use your CONTENT KNOWLEDGE to show how the source is not <b>COMPLETE</b> (and therefore limited). <i>However, source A/B is limited because it does not show / include / leaves out / omits .....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.... So this makes source A/B one-sided / less useful / limited for telling us ..... because.....</i> <b>N</b> - The source is ... [WHAT – e.g. propaganda, newspaper, satirical cartoon...] <b>O</b> - ...written by .... when.... [WHO, WHEN] <b>P</b> ....with the purpose of.... [WHY] <i>E So 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>
Q2b <i>How could you follow up Source A to find out more about....</i>	4	AO3	5	<ul style="list-style-type: none"> <li>-Simply follow the sentence starters</li> <li>-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</li> <li>-No marks for a question that is not linked to following up Source A, e.g. <i>'because it would be an interesting question to ask'</i>. It might be easier to start with b. Question I would ask.</li> <li>-Possible <b>primary</b> source ideas:</li> <li>Army records / statistics of ..... / showing....</li> <li>National newspapers commenting on.... / reflecting</li> <li>Government reports that give details about.... /showing....</li> <li>Medical articles about...</li> <li>Personal (soldiers, nurses etc) accounts of.... / about....</li> <li>Photographs of.... / showing....</li> <li>Hospital records of.... / showing....</li> </ul>	<b>One mark for each of the following:</b> 1 = selecting a specific, relevant quote or detail to follow up related to the question. 1 = asking a follow-up question related to the selected detail. 1 = suggesting a relevant and specific type of source (e.g. a diary of a surgeon, newspaper, medical records) which would help to explore the question. 1 = making clear how this suggested source would help explore the question. <b>(1-4 marks)</b>	<b>Follow the sentence starters:</b> <b>Detail in Source A that I would follow up:</b> Must be a quote: Select a <b>QUOTE</b> from the source ONLY – do not write anything else. <i>I would follow up the comment "....."</i> <b>Question I would ask:</b> Write a question which links to the topic in the question and the quote/detail you have listed in the answer above. <b>You will not get the mark if it's not linked. Why / what / when / where / what / how ....</b> <b>What type of source I could use:</b> Give a <b>specific</b> primary source. <i>XXXX of.... / about.... / reflecting.... / showing....</i> <b>How this might help answer my question:</b> Explain how your SOURCE could help answer the question you have written. <i>This would help me to see/understand whether / why / tell me that ....</i>



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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?
<b>Section B: Thematic Study (20%) - Medicine in Britain, c1250 to present</b>						
Q3 <i>Explain one way in which X was different / similar to Y</i>	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. <b>Highlight the theme in the question.</b></p> <p>-These will always be from <u>two</u> 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><b>Level 2</b> - Precise supporting examples from both periods which are <u>explained</u>. <b>(3-4 marks)</b></p> <p><b>Level 1</b> - General statement about similarity or general information about the topic. <b>(1-2 marks)</b></p>	<p><b>1 x PEEE</b></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? <i>This was a similarity because.... / The approach changed because</i></p>
Q4 <i>Explain why.....</i>	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&amp;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 <b>specific facts</b> 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><b>Level 4</b> - Logically selected specific and relevant supporting detail used to explain cause or change <b>throughout</b> the answer. <b>Must</b> include knowledge beyond the bullet points. <b>(10-12 marks)</b></p> <p><b>Level 3</b> – Lots of specific and relevant supporting detail <b>used to explain</b> cause or change in most of the answer. Aim to include knowledge beyond the bullet points for the top of this level. <b>(7-9 marks)</b></p> <p><b>Level 2</b> – Specific and relevant supporting detail used to <b>start to explain</b> cause or change. Aim to include knowledge beyond the bullet points for the top of this level. <b>(4-6 marks)</b></p> <p><b>Level 1</b> - General or simple answer given with limited knowledge. <b>(1-3 marks)</b></p>	<p><b>3 x PEE</b></p> <p><b>PEE 1: One of the bullet points given / factor</b> Point <i>One reason why.... was the role of / because of....</i> Evidence <i>For example / For instance.....</i> Explain <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated / This helped / hindered.....</i></p> <p><b>PEE 2: Second bullet point given / factor</b> Point <i>Another reason why.... was the role of / because of....</i> Evidence <i>For example / For instance.....</i> Explain <i>As a result / This led to / meant that / allowed / encouraged / enabled / facilitated / This helped / hindered.....</i></p> <p><b>PEE 3: Third factor</b></p>
Q5 or Q6 <i>'XXX was the turning point / most important reason why....' How far do you agree?</i>	16 + 4 SPaG	AO1 and AO2	25 (+ 5 minutes at the end proof-reading your answer)	<p><b>-ANSWER THIS QUESTION FIRST.</b></p> <p>-Plan and write your judgement FIRST.</p> <p>-Highlight the <u>period</u> and <u>topic</u> 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. You <b>MUST</b> cover the 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 <b>specific facts</b> 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: <b>WITHOUT.... THEN... /IF... THEN....</b> <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. <u>Although</u> individuals made significant discoveries, they could not put their theories into practice <u>without</u> government funding, like in the case of penicillin, and governments were unlikely to act <u>unless</u> they were inconvenienced or there was an immediate need, or laissez-faire attitudes changed, <u>as a result of</u> chance epidemics or events, like the Great Stink of 1858 or World War Two. Moreover, individuals were only able to <u>prove</u> their theories <u>because of</u> advancements in technology....</i></p>	<p><b>Level 4</b> - A wide range of specific and relevant supporting detail <b>used to consistently explain</b> points for and against the issue in question equally. A clearly justified judgement of how far linked throughout the answer. <b>Must</b> include knowledge beyond the bullet points. <b>(13-16 marks)</b></p> <p><b>Level 3</b> – A range of specific and relevant supporting details <b>used to explain</b> 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. <b>(9-12 marks)</b></p> <p><b>Level 2</b> – 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. <b>(5-8 marks)</b></p> <p><b>Level 1</b> - A simple or generalised answer with little supporting detail. An overall judgement is missing. <b>(1-4 marks)</b></p>	<p><b><u>Intro, 4 x PEEL and Conclusion</u></b></p> <p><b>Intro - Judgement:</b> <i>I agree / disagree that the main reason why .... was.....because without / if ....then .....</i></p> <p><b>PEEL 1: The factor in the question</b> 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 <u>without</u> / if..... then..... / This was more important / the main reason why... than.... because <u>without</u> / if..... then.....</i></p> <p><b>PEEL 2: Second factor</b> Point <i>However..... was also a reason why .....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 <u>without</u> / if..... then..... / This was more important / the main reason why... than.... because <u>without</u> / if..... then</i></p> <p><b>PEEL 3: Third factor</b> <b>PEE 4: Fourth factor (if time!)</b></p> <p><b>Conclusion:</b> <i>In conclusion, I agree / disagree that the most important problem / reason why .... was.....because without / if ....then ..... This meant that.....</i></p>



## GCSE History Course Guide



### Student Question Structure Guide: Paper 2 – Period Study and British Depth Study

#### Superpower Relations and the Cold War, 1941–91 & Early Elizabethan England, 1558–88

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?
<b>Booklet P: Period Study (20%) - Superpower Relations and the Cold War, 1941–91</b>						
Q1a and Q1b <i>Explain one consequence of....</i> x2	8	AO1 and AO2	10	-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...' -Include <b>specific facts</b> to support your points: names, dates, events.	<b>For each question, a and b:</b> <b>Level 2</b> – A precise consequence is given and specific factually detailed and relevant supporting examples are <b>explained</b> to show impact and consequence. <b>(3-4 marks)</b> <b>Level 1</b> - General statement about consequence or general information about the topic with general knowledge that is not factually specific. <b>(1-2 marks)</b>	<b>2 x PEE</b>  <b>Point</b> <i>One consequence of .....was .....</i> <b>Evidence</b> <i>For example / For instance.....</i> <b>Explain</b> <i>As a result... / This led to...because... / This meant that / allowed.....to.... / The effect was that....</i> x 2 <i>[Who looked stronger/weaker?]</i> <i>[How did it increase / decrease tension]</i>
Q2 <i>Write a narrative account analysing .....</i>	8	AO1 and AO2	15  (spend 5 minutes planning your answer FIRST)	-Don't be put off by the wording, this is a ' <b>How? and Why?</b> ' 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 <b>MUST</b> explain events in chronological order. <b>PLAN</b> your answer first! -Imagine the problem in the question as a FLOW CHART. -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 -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 <b>specific facts</b> to support your points: names, dates, events, statistics. -Use words to show the SEQUENCE of events and links: <b><u>This led to / as a result / Consequently / Next / Then / This meant that / Following this...</u></b> e.g. 'The creation of Soviet satellite states <u>began</u> during the Conferences, when Stalin asked for a buffer zone in Eastern 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>	<b>Level 3</b> – You have organised your answer into a sequence events ( <b>chronological order</b> ) that leads to the <b>outcome</b> in the question. You give consistently specific, accurate, relevant and factually-detailed descriptions, and use these to <b>explain</b> events in precise chronological order. You make clear <b>links</b> between phases / stages of the topic in the question. <b>Must</b> include knowledge beyond the bullet points. <b>(6-8 marks)</b>  <b>Level 2</b> – You have organised your answer into a sequence events ( <b>chronological order</b> ) that leads to the <b>outcome</b> in the question. You give specific, accurate and detailed descriptions and use these to <b>begin to explain</b> events. You begin to make clear <b>links</b> between phases / stages of the topic in the question. <b>Must</b> include knowledge beyond the bullet points for more than 4 marks. <b>(3-5 marks)</b>  <b>Level 1</b> - You have attempted to organise your answer into a sequence events ( <b>chronological order</b> ) that leads to the <b>outcome</b> in the question. You give basic descriptions and <b>begin to explain</b> events. You attempt to make <b>links</b> between phases / stages of the topic in the question. <b>(1-2 marks)</b>	<b>3 x PEEL OR CDC</b>  <b>Event 1 – Beginning (CAUSE)</b> <b>Point</b> <i>Firstly.... / The crisis began when...</i> <b>Evidence</b> <i>For example....</i> <b>Explain</b> <i>This led to .... because... / This prompted... / As a result / Consequently .... /</i> <b>Link (to next phase or event in your next paragraph)</b> <i>As a result .../ In order to... / Combined with...</i> <b>Event 2 – Middle (DEVELOPMENT)</b> <b>Point</b> <i>Next.... / Then began.... / The high point of the crisis was...</i> <b>Evidence</b> <i>To illustrate...</i> <b>Explain</b> <i>As a result ... / This prompted... / Consequently... / This developed / encouraged / allowed / intensified / facilitated / changed / helped / ended / improved relations / caused....</i> <b>Link (to next phase or event in your next paragraph)</b> <i>This then led to another .... / In order to... / Combined with...</i> <b>Event 3 – End (CONSEQUENCE)</b> <b>Point</b> <i>Finally.... / The crisis ended when...</i> <b>Evidence</b> <i>For instance....</i> <b>Explain</b> <i>Consequently ....Therefore... / This prompted... / As a result /</i> <b>Link (to next phase or event in your next paragraph)</b> <i>Because of this... / In order to... / Combined with...</i>  <i>[Who looked stronger/weaker?]</i> <i>[How did it increase / decrease tension]</i>
Q3 <i>Explain two of the following: The importance of X for Y.</i>	8 + 8 - = 16	AO1 and AO2	25	-This asks you to explain the importance of events and developments - <b>Worth half your marks for this paper</b> -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 <b>for</b> ? '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 <b>specific facts</b> to support your points: names, dates, acts, events and statistics. <b>Remember to focus on:</b> <b>[Who looked stronger/weaker?]</b> <b>[How did it increase / decrease tension]</b>	<b>Level 3</b> – 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. <b>(6-8 marks)</b>  <b>Level 2</b> – Some accurate and relevant information is given about each of the issues chosen. The answer begins to explain importance answer <b>(3-5 marks)</b>  <b>Level 1</b> - A simple or generalised statement about importance is given for each of the issues chosen, with little supporting detail. <b>(1-2 marks)</b>	<b>4 x PEE (2 for each issue)</b>  <b>PEE 1: SHORT TERM IMPORTANCE</b> <b>Point</b> <i>One reason why.... was important to / for .... was because.... / In the short term.....</i> <b>Evidence</b> <i>For example / For instance.....</i> <b>Explain</b> <i>This was important to.... because.... / As a result / This led to / meant that / allowed / encouraged / enabled / facilitated ....</i>  <b>PEE 2: LONG TERM IMPORTANCE</b> <b>Repeat for second issue chosen.</b>





# GCSE History Course Guide



## Booklet B: British Depth Study (20%) - Early Elizabethan England, 1558–88

Q1a & Q1b <i>Describe one feature of.... X2</i>	4	AO1	5	<ul style="list-style-type: none"> <li>- 2 sentences for each.</li> <li>- This is simple question; if you have revised you should score full marks.</li> <li>- Give <b>one</b> piece of information / aspects about the topic given in the question</li> <li>- Then support each point you make with a specific fact / detailed description.</li> <li>- Include <b>specific facts and key words</b>: names, dates statistics and places etc.</li> </ul>	Identify (point) and describe (example) <b>each</b> feature. 1 mark for identifying each feature and 1 for the supporting detail for each. <b>(1-2 marks x 2)</b> <b>e.g. Drake's raid on Cadiz</b> - Drake sailed into the Spanish harbour of Cadiz <b>(1)</b> and 30 Spanish vessels were sunk <b>(1)</b> .	<b>2 x Point-Evidence</b> <b>Q1a</b> Point - One feature of..... was.... Evidence – For example ..... / For instance / This was..... / It affected / meant .... <b>Q1b</b> Point - One feature of..... was.... Evidence – For example ..... / For instance / This was..... / It affected / meant ....
Q2 Explain why.....	12	AO1 and AO2	15	<ul style="list-style-type: none"> <li>-This focuses on the process of change, why something happened, the reasons behind an event.</li> <li>-Highlight the dates and topic in the question first.</li> <li>--Write 2-3 PEEL paragraphs. You can still reach L2&amp;3 without the third paragraph, so it is better to write two strong paragraphs using the bullet points than three rushed ones.</li> <li>-The two bullet points may give you two points or be examples to use to support points.</li> <li>-You don't have to use the bullet points in your answer, but they are usually relevant.</li> <li>-Include specific facts to support your points: names, dates, acts, events and statistics.</li> <li>-When explaining, use words such as 'allowed', 'helped', 'enabled', 'encouraged', 'facilitated' to show impact and change.</li> </ul>	<b>Level 4</b> - Logically selected specific and relevant supporting detail used to explain cause or change <b>throughout</b> the answer. <b>Must</b> include knowledge beyond the bullet points. <b>(10-12 marks)</b>  <b>Level 3</b> – Lots of specific and relevant supporting detail <b>used to explain</b> cause or change in most of the answer. Aim to include knowledge beyond the bullet points for the top of this level. <b>(7-9 marks)</b>  <b>Level 2</b> – Specific and relevant supporting detail used to <b>start to explain</b> cause or change. Aim to include knowledge beyond the bullet points for the top of this level. <b>(4-6 marks)</b>  <b>Level 1</b> - General or simple answer given with limited knowledge. <b>(1-3 marks)</b>	<b>3 x PEE</b> <b>PEE 1:</b> 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 ....  <b>PEE 2:</b> 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 ....  <b>PEE 3 (IF TIME):</b> - A final reason why.... was .... / because of....
Q3 or Q4 <i>'The main reason why.... / XXX was the most important reason why.... / XXX was the most serious threat....' How far do you agree?</i>	16	AO1 and AO2	25 (+ 5 minutes at the end checking your answers)	<ul style="list-style-type: none"> <li>-Choose your question carefully</li> <li>-Plan and write your judgement FIRST.</li> <li>-Highlight the <u>period</u> and <u>topic</u> in the question first.</li> <li>-This question requires a judgement and may focus any of the following: the <i>nature</i> or <i>extent</i> of change (change/continuity/turning points), .significance; similarity and difference; the <i>process</i> of change (factors bringing it about, i.e. causation); or the <i>impact</i> of change (i.e. consequence).</li> <li>-The stimulus bullet points are useful, but you don't have to use them.</li> <li>-Write 3 PEEL factor paragraphs, an introduction and conclusion. Discuss the factor/turning point/event in the question FIRST. Remember that you can still reach L2&amp;3 without the third paragraph, so it is better to write two strong paragraphs using the bullet points than three rushed ones.</li> <li>-Include <b>specific facts</b> to support your points: names, dates, acts, events and statistics.</li> <li>-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'.</li> <li>-Include criteria in your introduction – how are you going to judge which factor was best/most important?</li> <li>-In your links and judgement, try to weigh up, link and compare for a higher mark; try to show how events / factors worked together using: <b>WITHOUT.... THEN... /IF... THEN....</b></li> </ul>	<b>Level 4</b> - A wide range of specific and relevant supporting detail <b>used to consistently explain</b> points for and against the issue in question equally. A clearly justified judgement of how far linked throughout the answer. <b>Must</b> include knowledge beyond the bullet points. <b>(13-16 marks)</b> <b>Level 3</b> – A range of specific and relevant supporting details <b>used to explain</b> 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. <b>(9-12 marks)</b> <b>Level 2</b> – 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. <b>(5-8 marks)</b> <b>Level 1</b> - A simple or generalised answer with little supporting detail. An overall judgement is missing. <b>(1-4 marks)</b>	<b>Intro, 3 x PEEL and Conclusion</b> <b>Intro - Judgement:</b> I agree / disagree that the main reason why .... was.....because without / if ....then .....  <b>PEEL 1: The factor in the question / agree with the statement</b> Point I agree that ..... was important ...because.... Evidence For example / For instance..... Explain As a result / This led to / meant that / allowed....to.... Link However, this was not as important as ... because <b>without</b> / if.... then..... / This was more important / the main reason why... than.... because <b>without</b> / if.... then.....  <b>PEEL 2: Second factor / disagree with the statement</b> Point However..... was also a reason why .....because.... Evidence For example / For instance..... Explain As a result / This led to / meant that / allowed....to.... Link However, this was not as important as ... because <b>without</b> / if.... then..... This was more important / the main reason why... than.... because <b>without</b> / if.... then  <b>PEEL 3: Third factor (essential for 12+ marks) / disagree / agree</b>  <b>Conclusion:</b> In conclusion, I agree / disagree that the most important problem / reason why .... was.....because without / if ....then ..... This meant that....



## GCSE History Course Guide



### 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"> <li>-Make 2 supported inferences; an inference is something the source suggests but <u>doesn't</u> actually say</li> <li>-This could be a written source or an image/cartoon.</li> <li>-Make sure you highlight the topic in the question first so that your inferences are relevant</li> <li>-You get a writing frame for this question!</li> <li>-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).</li> <li>-Make sure you use your own words; <b>DON'T paraphrase</b></li> </ul>	<b>Infer (point) and support (quote) x2:</b> 1 mark for each valid inference ( <b>1-2 marks</b> ) 1 mark for each supporting detail (quote) ( <b>1-2 marks</b> ) e.g. I can infer that <i>Hitler was impatient with people in the Party who opposed him (1). Strasser said that Hitler was a man '...who even then could hardly bear contradiction.'</i> (1)	<b>SI (SUPPORTED INFERENCE) x2</b> <b>(follow the sentence stems)</b> <b>(i) What I can infer:</b> 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>  <b>Details in the source that tell me this:</b> <i>In the source I can see.... Source A states that .... " In the source it says.... " X (author/speaker) states that.... " He/she says that.... "</i>  <b>(ii) REPEAT FOR SECOND INFERENCE</b>
Q2a or b Explain why....	12	AO1, AO2	15	See Paper 1 Q4	See Paper 1 Q4	See Paper 1 Q4 - <b>3 x PEEL</b>
Q3a How useful are Sources B and C for an enquiry into...	8	AO3	15	See Paper 1 Q2a	See Paper 1 Q2a	See Paper 1 Q2a - 2 x MAC-NOPE / 2 x COKE-POKE / 2 x SNAPCAT
Q3b Interpretations 1 and 2 give different views on.... What is the main difference between the views?	4	AO4	10 (spend 5 minutes reading the interpretations first)	<ul style="list-style-type: none"> <li>-Switch into 'interpretation' mode - Remember that a 'source' is from the time period and an 'interpretation' is a <b>deliberate construct of the past</b>, someone's point of view after that time.</li> <li>-Focus on the overall views rather than getting bogged down in the details.</li> <li>-Say <u>how</u> the two interpretations (<b>views</b>) differ. State and explain the main difference. E.g: <b>PELTS:</b>  <b>PE</b> = points of emphasis (e.g. the focus of their view)  <b>LT</b> = language and tone (e.g. exciting vs resentment)  <b>S</b> = selection of information (e.g. descriptions chosen)                -Quote both of the interpretations to back this up                -Make sure you use <u>your own words</u>, rather than the words in the interpretation (paraphrasing). <b>DON'T</b> just describe, copy or repeat words.                -Use words to show <b>comparison</b>: <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.</li> </ul>	<b>Level 2</b> – You analyse and identify the overall difference between the interpretations. You make valid inferences and support these with precise quotes. ( <b>3-4 marks</b> )  <b>Level 1</b> – 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. ( <b>1-2 marks</b> )	<b>SI x2 and summary</b>  <b>SI - Make a <u>supported inference</u> about the view of Interpretation 1</b>  <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>  <b>SI - Make a <u>supported inference</u> about the view of Interpretation 2 showing DIFFERENCE</b>  <i>HOWEVER / WHEREAS interpretation 2 states/says ".....".</i> <i>This shows that he/she thinks / holds the view that ... /</i> <i>The view in Interpretation 2 is therefore that...</i>  <b><u>Summarise to show the precise main difference [if time]</u></b>  <i>So, the two interpretations differ in their views of ..... in that...</i> <i>So, the main difference between the views is that....</i>
Q3c Suggest one reason <b>why</b> Interpretations 1 and 2 give different views about .....	4	AO4	5	<ul style="list-style-type: none"> <li>-Now you have explained HOW they differ, you need to explain WHY the interpretations differ.</li> <li>- State and explain ONE reason for differences between the interpretations, then support with quotes.</li> <li>-Be sure to <b>explain</b> 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?</li> <li>-DO NOT discuss provenance – this question focuses on historians' points of emphasis. Possible reasons <b>SWEEP:</b>  <b>SW = Source weighting</b> – the historians have used different <b>sources</b> or <b>weighted</b> the same sources differently</li> </ul>	<b>Level 2</b> – You explain a reason for difference, analysing the interpretations and support this with both quotes and sources A, B and / or C. ( <b>3-4 marks</b> )  <b>Level 1</b> – 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. ( <b>1-2 marks</b> )	<b>PIES x2</b>  <b>Interpretation 1</b> <b>POINT</b> about <b>INTERPRETATION (SW/E/E/P)</b> <i>In interpretation 1, the historian gives greater <b>weighting</b> to .... (type of sources) / In interpretation 1, the historian <b>emphasises</b> / focuses on.... / Interpretation 1 is a selected <b>extract</b> from.... covering only.... so.... / In interpretation 1, the historian is writing from the <b>perspective</b> of .....</i> <b>EVIDENCE (quote)</b> <i>For example, the historian mentions that "....."</i> <b>SOURCE link</b> <i>This is also shown in source B/C, where it states "....", suggesting that.... / Like source B....</i>  <b>Interpretation 2</b>



## GCSE History Course Guide



				<p><b>E = Emphasis</b> – the historians have placed different <b>emphases</b> / 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.</p> <p><b>E = Extracted</b> – the interpretations are both selected <b>extracts</b> rather than the whole book / article and cover different aspects of the period.</p> <p><b>P = Perspective</b> – similar to emphasis, the historians may be writing from different <b>perspectives</b>, e.g. military historian.</p>		<p><b>POINT</b> about <b>INTERPRETATION</b> (SW/E/E/P)  <i>However / whereas / contrastingly / in contrast...</i>  <i>..in interpretation 2, the historian gives greater <b>weighting</b> to .... (type of sources) / ..in interpretation 2, the historian <b>emphasises</b> / focuses on.... / ..in Interpretation 2 is a selected <b>extract</b> from.... covering only....</i>  <i>so..... / ..in interpretation 2, the historian is writing from the <b>perspective</b> of .....</i></p> <p><b>EVIDENCE</b> (quote)  <i>For example, the historian mentions that “.....”</i></p> <p><b>SOURCE</b> link  <i>This is also shown in source B/C, where it states “....”, suggesting that...</i></p>
Q3d How far do you agree with Interpretation 1 / 2 about .....	16 + 4 SPaG	AO4	20 (+ 5m at the end to proof-read your answer)	<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 <b>convincing</b> (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 <b>convincing</b> is...”</p> <p>-Include lots of detailed and <b>specific</b> 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><b>Level 4</b> – 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 <b>(13-16 marks)</b></p> <p><b>Level 3</b> – 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. <b>(9-12 marks)</b></p> <p><b>Level 2</b> – 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. <b>(5-8 marks)</b></p> <p><b>Level 1</b> – 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. <b>(1-4 marks)</b></p>	<p><b><u>Intro, 2 x PEEL (or SICK) and Comparative conclusion</u></b></p> <p><b><u>Intro</u></b> – <b>Judgement about the interpretation in the Q:</b>  <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><b><u>Paragraph 1</u></b> – <b>PEEL/SICK: Interpretation 1/2</b>  <b>POINT</b> - Make a <b>supported inference</b> 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>  <b>EVIDENCE</b> – Use detailed <b>contextual knowledge</b> to ‘support’ the interpretation  <i>Indeed I know that.... / For example.... / Statistics show that.. / There is a lot of evidence that...</i>  <b>EXPLAIN</b> – 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>  <b>LINK</b> – Link and compare to the other view and interpretation.  <i>This view is also mentioned in Interpretation .....</i>  <i>This is more/less convincing than ....because....</i></p> <p><b><u>Paragraph 2</u></b> – <b>PEEL/SICK: The opposing argument, including the other interpretation</b></p> <p><b><u>Conclusion</u></b> – <b>Explain your quantified (amount - how far) judgement. Make it clear what the difference in opinion / tone is. Don’t sit on the fence!</b>  <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>