



History

Raising Achievement



ASHLYNS SCHOOL



- Content
- Exam questions and how to answer them
- Revision

https://www.youtube.com/watch?v=cDPnsTRAvIM&list=RDcDPnsTRAvIM&start_radio=1





Edexcel GCSE History - The different exam papers

- Paper 1 Thematic study and historic environment: Crime and Punishment in Britain c.1000 - present and Whitechapel, c.1870-1900 crime, policing and the inner city
- Paper 2 Period Study and British depth study: Superpower relations and the Cold War 1941-91 and Henry VIII and his ministers, 1509-40
- Paper 3 Weimar and Nazi Germany 1918-39





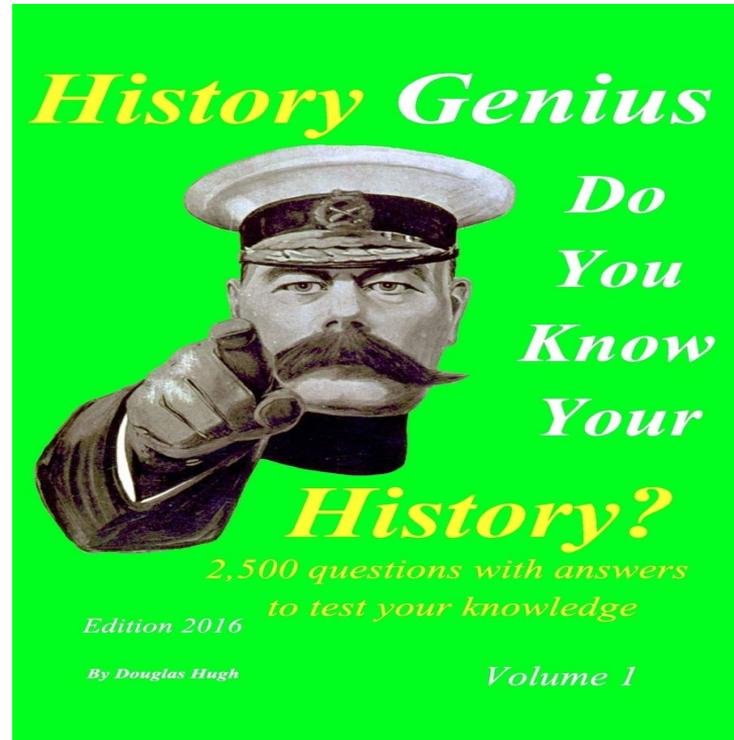
Check knowledge for each paper and topic

Key topic 1: The origins of the Cold War, 1941-58		 Not sure	 Almost there!	 Got it sussed!
Early tension between East and West	<ul style="list-style-type: none"> 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 on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. 			
The development of the Cold War	<ul style="list-style-type: none"> The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic. 			
The Cold War intensifies	<ul style="list-style-type: none"> 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		 Not	 Almost	 Got it





Impress with
own knowledge



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History

Types of exam questions and how to answer them -
15 different types of questions!!

Understanding the demands of different exam questions

Applying own knowledge when necessary

Use of sources

Interpretation questions





Question	Marks Assessment Objective	How long should I spend?
Q1	8 marks	12 minutes
Q2	8 marks	15 minutes
Q3	16 marks	25 minutes



PAPER 1: How to answer questions about Crime and Punishment c1000- Present Day

POINT

1. Explain one way ... similar or different. [4]

EXAMPLE QUESTION

Explain one way in which conditions in prison were different in the mid 19th century and the late 20th century. [4]

5 MINUTES

Keep your answer brief but use **accurate** and **specific terms and knowledge**.

Show your knowledge of both periods.

SENTENCE STRUCTURE:

- In (the first era mentioned)
- By (the second era mentioned)
- (Explain why it changed or stayed the same)



- One similarity was...
- One factor was...
- Firstly, secondly, finally...
- In addition....
- Adding to this....
- A further....
- One difference was...
- Finally,
- However, another factor..
- In contrast..
- It can be argued

2. Explain why... [12]

EXAMPLE QUESTION

Explain why there were **changes** in criminal activity in the period 1900 to the present day. You may use the following in your answer:

- Transport
- The Internet

You **must** also use information of your own. [12]

15 MINUTES

3 X P.E.E. Paragraphs

- ✓ **POINT:** One factorwas....
- ✓ **EVIDENCE:** For instance....
- ✓ **EXPLAIN:** This explains the...

- ✓ **POINT:** Another reason for.....was....
- ✓ **EVIDENCE:** For example
- ✓ **EXPLAIN:** This was a cause as...

- ✓ **POINT:** A final reason why.....was....
- ✓ **EVIDENCE:** For example/instance....
- ✓ **EXPLAIN:** This was a factor as...

- S – Statistics
- P – People
- E – Events
- L – Laws
- D – Dates
- F – Facts
- T – Key Terms

EVIDENCE

- For example...
- For instance...
- Such as...

3. How far..... [16+4] 30

MINUTES

EXAMPLE QUESTION

'Attitudes in society were the **most important** factor influencing how criminal activity was dealt with in the period 1500 – present day'.

How far do you agree? Explain your answer.

You may use the following information in your answer:

- Laws against witchcraft in the 16th century
- Conscientious objectors in the 20th century.

You **must** also use information of your own.

3 X P.E.E. Paragraphs + Conclusion

- ✓ **Brief introduction** – outline the argument for and against the statement

- ✓ **State your argument for the statement in the Q**
- ✓ **POINT:** One factorwas....
- ✓ **EVIDENCE:** For instance....
- ✓ **EXPLAIN:** This explains the...
Try to use 2-3 pieces of evidence

- ✓ **State the argument against/other factors**
- ✓ **POINT:** Another reason for.....was....
- ✓ **EVIDENCE:** For example
- ✓ **EXPLAIN:** This was a cause as...
Try to use 2-3 pieces of evidence

CONCLUSION/FINAL JUDGEMENT:

- You **MUST** reach an overall judgement
- Try to **LINK the points together** to show a greater understanding of the factors.
- **Be convincing in your argument**

Explaining

- One factor behind the change was... *Why*
- This caused change as...
- This resulted in...This led to...because...
- This factor was key as...
- This meant that...
- This factor caused.....because... *Why*
- This explains a change as...
- This had an impact as...
- This led to....
- This meant that... *Why*

FINAL JUDGEMENT/LINKING

- To an extent...
- X was partly the most important cause
- The most important factor was certainly.....
- All factors are important, however.....
- It can be strongly argued that.....
- If this hadn't happened...
- The main reason for X was...without this.....
- The root cause of X was...
- The main catalyst for X was....

When you have to **EXPLAIN**, you should always **P.E.E.L.**



Useful sentence starters for all GCSE History questions.



- **P** O I N T
- **E** V I D E N C E
- **E** X P L A I N
- **L** I N K

POINT

- One feature of...
- Firstly, secondly, finally...
- In addition...
- Adding to this...
- A further cause....
- Furthermore...
- Finally...
- However, another factor..
- In contrast...
- It can be argued that...
- Alternatively...
- However, an alternative..
- Arguably...

EVIDENCE

- For example...
- For instance...
- Such as...
- An example of..
- This proven by...

USE SPECIFIC FACTS

- Statistics
- People
- Events
- Laws
- Dates
- Places
- Key Terms



EXPLAIN

- This led to...because...
- This factor was key as...
- This meant that...
- This factor caused...because
- This was an influence as...
- This had great impact as...
- This created...
- This explains the cause as...

LINK

- This factor influenced..
- This was the root cause of..
- The short term cause created...
- This was a catalyst for..
- Without the effect of..
- Without the influence of..
- Without the development of..
- This factor led to further...
- This strongly relates to...
- His/her actions meant that..
- His/her beliefs led to...change..

CONCLUSION & JUDGEMENT

- To an extent...
- This factor was partly responsible for...
- To a limited degree...
- The most important factor was certainly....
- All factors are important, however.....
- It can be strongly argued that...

NARRATIVE ACCOUNT

- In order to...
- Despite this....
- As a consequence...
- The effect of this was..
- Consequently..
- This led/resulted to..
- Without this..
- All of these events led to
- This meant that...
- This event then resulted in...
- This caused...

Explaining

IMPORTANCE:

- This was essential..
- This was key..
- A vital part was..
- Without this..
- This was significant as..
- This resulted in..
- This changed..
- It meant they relied on..
- This was a turning point...
- This was a catalyst to

Explaining

CONSEQUENCES:

- As a result of..
- The effect of this was..
- Consequently..
- This led to..
- The consequence was..
- This made a difference as
- This changed the way..
- This meant that...
- This then resulted in...
- This created a change in...which led to...

Why Why

General Rules

- 4 Marker = 2 x P.E.
- 12 Marker = 3 x P.E.E.
- 16 Marker = 3 x P.E.E. +
- ☐ Always **read the question** in full.
- ☐ Always **refer back** to the question throughout the answer.
- ☐ Include **specific facts** NOT vague facts.

Formal language ONLY.

- No 'you' or 'your'.
- No 'stuff'
- No 'etc.'
- No 'they'
- No 'things'
- No 'Well...'





How to answer and structure specific questions e.g. Cold War narrative questions

- Make sure you know what the developments or events are for the question. List in chronological order
- The first development/event was...
- Explain development/event
- Link development/event to the next

E.g. “as a result”, “this led to”, “a consequence was”

Repeat the steps

You need at least 3 steps/developments/events





Edexcel: Write a narrative account analysing the key events of the Berlin Crisis, 1948–49 You may use the following in your answer: ● Stalin's fears ● the Airlift. You must also use information of your own.

First the Russians blocked the roads with buses so that goods could not go into the city. The people in the city needed food and coal. It took ages for them to get anything so in the end planes from Britain and America sent in the goods people needed and this was called the Airlift.





The Berlin Crisis was caused by Stalin's fear for a strong Germany, since they already invaded Russia in 1914 and 1941 and Stalin believed they would invade again once they were strong enough. Stalin's fears grew when America, France and Britain joined their three zones together to create Trizonia. Trizonia helped rebuild Germany by creating the Deutschmark and giving Germany \$16million as aid. **By rebuilding Germany, Trizonia made Stalin their enemy. This led Stalin to blockading Berlin.** It lasted ten months. Food, water and communication to West Berlin were cut off completely and Stalin was pressurising West Berlin to become Communist. **Trizonia's response to this was an airlift** as they could not attack the blockade because it would be seen as an act of war. 4,600 tonnes of goods were airlifted into Berlin every day and the West Berliners were now safe. Stalin called off the Blockade in May 1949. **As a result Germany became clearly divided.** The GDR were the East and the Federal Republic, the West. This however caused tension and led to the Cold War.





Paper 3 Germany: Q3d two interpretations and explain which one you agree with the most using your own knowledge.

Q3d, 20 marks, 26-30 mins

In this you will need to think about the two interpretations and explain which one you agree with the most using your own knowledge.

State the view of the interpretation in the question by using evidence from it. Agree with the view of the interpretation, using own knowledge. Disagree with the view of the interpretation in the question by using evidence from the other interpretation

Disagree with the view in the other interpretation by using own knowledge.

Make a final judgement to agree or disagree with the interpretation in the question.

e.g. "How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? Explain your answer, using both interpretations and your knowledge of the historical context."





The view given in Interpretation 2 about the attitudes of young people towards the Hitler Youth is that the movement was growing increasingly less popular towards the late 1930s and the members were resenting being a part of it.

This is supported by the text in Interpretation 2 which state that, “the movement became less popular towards the late 1930s” and “some youngsters began to kick out against the restriction of the Hitler Youth.” These quotes show that less and less people were actively involved in the movement and the youths that were involved hated being a part of it.

This view is further supported by my own knowledge that many young people skipped the meetings and events the Hitler Youth planned and most of the different Hitler Youth groups across Germany never had a full attendance at their meetings. The youth group Edelweiss Pirates were also known to go to the hills where the Hitler Youth camped and hiked to beat up their members which further shows how many young people hated the movement and rebelled against it.

In conclusion, I agree with Interpretation 2 to the extent that there were some young people who hated it and rebelled against its possibly strict and stringent set of guidelines. However, the high member count and the fact that children were prepared to inform on their parents suggests to me that there was constantly adamant support for the Hitler Youth.





16 mark 'How far do you agree' Qs

Q6 'Specialisation has been the most significant development in the nature of police work in the years since the creation of the Metropolitan Police 1829?' You may use the following in your answer:

- Criminal Investigation Department
- Radios

You must also use information of your own

WHAT IS THE FOCUS OF THE QUESTION?

Specialisation OR New Technology / Other factors in terms of changing Police work





16 mark - Developing an argument

I can disagree with the statement as one key development in the nature of police work since 1829 has been the use of forensic science which is an example of a new technology. For example, the use of forensic science has made the police more effective as the analysis of fingerprints, ballistics, blood splatter, and DNA can lead to convictions. This has been a major development as police do not need to rely on witnesses as much or police being on the scene immediately and allows the police to retrieve and use evidence after the fact. Furthermore, as well as forensic science, the use of technology such as computers has clearly developed the nature of police work. This can be shown via the National Police Computer, set up in 1974. This police database collects and records of criminal activity that can be accessed by all members of the police force at any time. This is a significant development as it has given the police the ability to link crimes or criminals, streamlining the way police work and solving difficult case that before may not have been solved. This therefore makes the use of technology such as forensic science and computers possibly the most significant factor in the development of police work.





Writing a conclusion/judgement

- Support with criteria.

e.g. Which change affected the most people positively? Which change led to the most change in everyday lives? Which factor influenced history over the longest period of time? Which event led to follow up change? Which event led to changes in all areas of crime and punishment?





What makes a high level response?

- Understanding the demands of the question!
- Responding appropriately
- E.g. own knowledge
- Analysis of source
- Appropriate structure of answer
- Linking back to the question
- Reaching a reasoned judgement conclusion

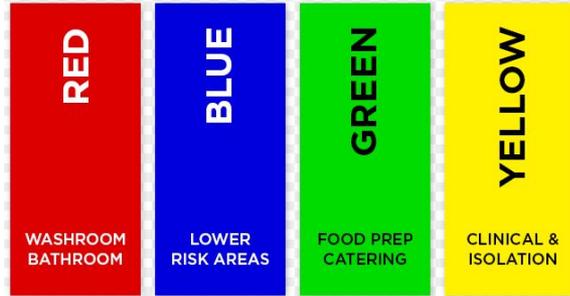
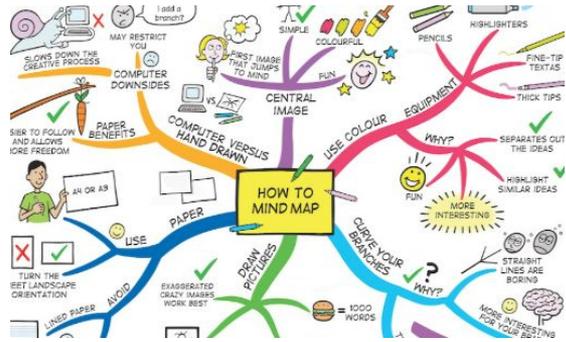




How do you revise best?

- Mind maps
- Spider diagrams
- Flash cards
- Note making
- Colour coding
- Quiz questions
- Key words and definitions
- Any other ways?
- Go through your exercise book and use one of the revision techniques to help you revise a section of work or one of the topics





BARBAROSSA

The name of the operation that saw the Nazi's attack the USSR.

BELORUSSIA

The name of the operation, which saw the Soviet forces, launched an effective counter-offensive.

CHURCHILL

The British Prime Minister during the war.

COMMUNIST

The political state of the USSR, a collective national community that was state controlled by one party.

DEMOCRATIC

The political state of many nations especially the USA and the UK where free elections are held and the state is accountable to the people.

HITLER

The ruthless dictator of Germany and leader of the Nazi party.

NORMANDY

The beaches where the USA and Britain landed on D-Day June 6th 1945.

ROOSEVELT

The President of the United States before and during the war.

SOVIET

The name given to the forces of the USSR. (Literally meaning *the council*)



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How to Revise

Key Word	Definition	Extra Own Knowledge
autarky		
chancellor		
coalition		
Freikorps		
German Labour Front		
Gestapo		





The Truman Doctrine - March 1947

o?	Causes	What happened?	Consequences
<p>ent in of USA</p>	<p>George Kennan advised Truman that the USA's best hope was to 'contain' communism rather than fight it on the battlefield.</p> <p>Much of Europe was devastated after the war and communism was appealing. Truman was worried about the Domino Theory: if communism took over one country, neighbouring countries were next in line to be threatened.</p> <p>In Feb 1947 the UK announced it could no longer afford to pay for troops in Greece and Turkey. The US feared communism would spread to these countries.</p>	<p>The Truman Doctrine stated that:</p> <ul style="list-style-type: none"> • The world had choice between communist tyranny and democratic freedom. • America had a responsibility to fight for liberty. • America would send troops and money help governments against communism. • Communism should not be allowed to grow and spread and should be 'contained'. <p>Over the course of the Cold War, the Truman doctrine provided arms and money to defend <i>Greece</i>, Korea, Cuba, Vietnam, Afghanistan and South America.</p>	<p>The doctrine was significant because it suggested that America had the responsibility to protect the world, not the UN which marked an end to USA's traditional policy of 'isolationism'.</p> <p>The doctrine assumed that Capitalism and Communism were incompatible = the unofficial start of the Cold War.</p> <p>Truman was now committed to a policy of 'containment'.</p> <p>US military aid to <i>Greece</i> meant that the communists were defeated in the Greek Civil War in 1949.</p>





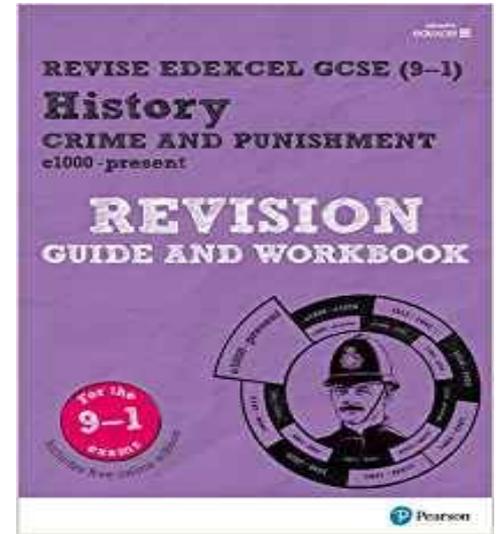
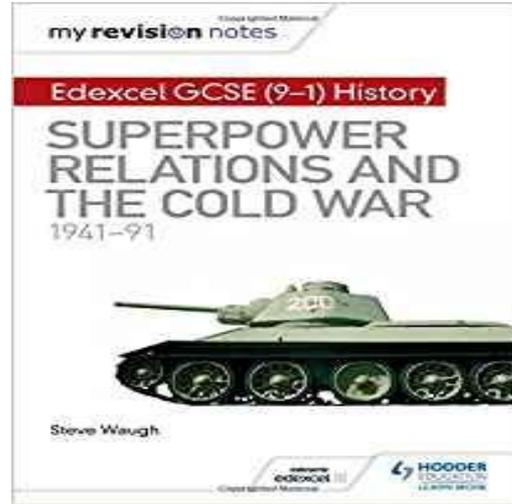
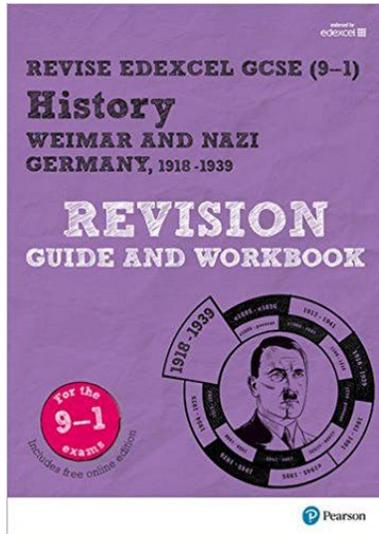
Practise answering exam questions

- Helps exam technique
- Work on types of questions - e.g ones less confident with
- Greater understanding of the focus of questions
- Applying knowledge accurately and relevantly
- Won't be thrown by questions in the summer exam
- Develops confidence



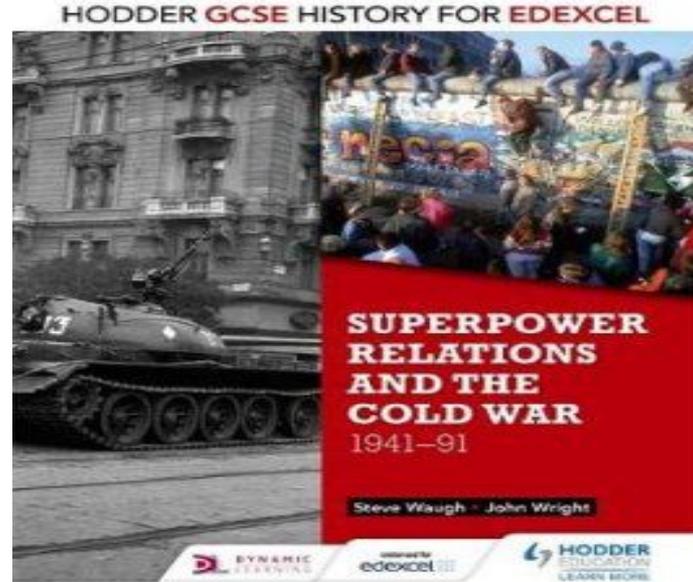
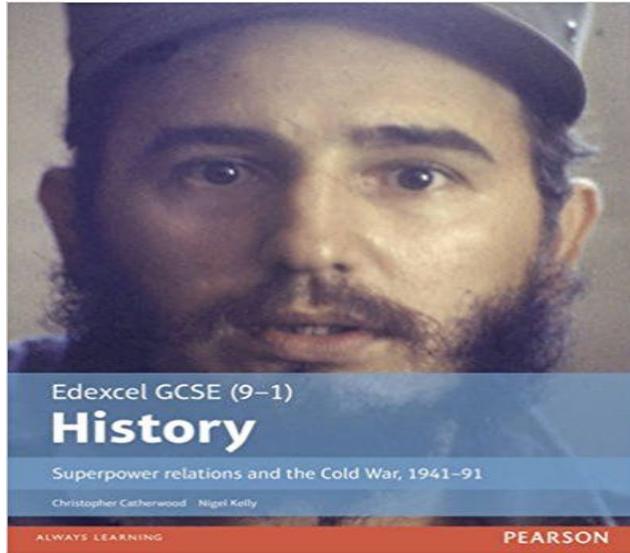


Text books & Revision guides





Text books & revision guides





Department revision booklets

edexcel
advancing learning, changing lives

SUPERPOWER RELATIONS AND THE COLD WAR 1941-91 REVISION BOOKLET



Includes:

All content needed with a focus on consequence and historical importance.

Example Exam Questions

Summary timelines & revision tasks



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Useful sites for knowledge

- Schoolshistory.co.uk
- BBC GCSE bitesize
- Seneca Learning
- Johndclare.net
- Spartacus educational
- Historylearningsite.co.uk





Revision Sessions

- Wednesday 3.25-4.25pm
- Friday 1.30-2.00pm

Individual sessions arranged by class teachers





How to do well

- Hard work and revision essential
- Understanding exam technique
- Start revision now!
- Attending revision sessions
- Those underachieving – lack of effort, work missing, not including enough relevant knowledge, poor exam technique

