

9 – 1 GCSE History – core exam advice

Crime and Punishment - Component 2, Breadth Studies: Thematic

1 hour 15 mins

Q'n	Q'n stem	Marks	Skill	Core advice	Timing
1	Use Sources A, B and C to identify one sim and one dif in ...	4	Source comprehension	Use all 3 sources. 2 of the sources will have similar content / info 1 source will show something different Make sure you link the content of the sources to the topic of the question	5 mins
2	Which of the 2 sources is more reliable...	6	Source analysis	2 paragraphs + conclusion Must give a definite judgement / answer / decision – which is most reliable, even if it's a close call (relative reliability)! Use COP for each source / paragraph. For 'origin' include authorship of the sources. Consider the time and circumstances under which each source was produced.	10 mins
3	Describe...	5	Recall	Give information Range of information (2 – 3 developed points) Highlight topic of question and dates Suggested info: definition, cause, purpose, famous example, relevant time period	5 mins
4	Explain why...	9	Recall	Give 3 clear reasons Key words: 'reason' and 'because' Link each reason to the question – 'This led to ____ because...' Use paragraphs / separate using a line	10 mins
5	Outline how... changed from c.500 to the present day.	16 (+4 SPaG)	Narrative Extended writing Change and continuity	4 paragraphs and a conclusion structure – focus on change and continuity essential Must include all time periods – one time period per paragraph Layers of answers: 1) Content relevant to each time period in separate paragraphs (grade 4 / 5) 2) Include reference to changes and areas of continuity in each paragraph (new / old) (grade 6 / 7) 3) Compare relative level of change and continuity between time periods, and reasons for this (8+) Summarise change / continuity in conclusion	20 mins
6a	Describe 2 main features of...	8	Recall	Give a range of information – link this to the specific historical site 2 x describe questions = 2 paragraphs	20 mins
6b	Explain why... led to changes in...	12	Recall	2 stages: 1) Describe changes 2) 3 clear reasons why this historical site led to change	

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The development of the USA, 1929 - 2000 - Component 2, Breadth Studies: period study
45 mins

Q'n	Q'n stem	Marks	Skill	Core advice	Timing
1	Describe	5	Recall	Give information Range of information (2 – 3 developed points) Highlight topic of question and dates Suggested info: definition, cause, purpose, famous example, relevant time period	5 mins
2	How far did... change...	6	Recall	Judgement essential – ‘how far’ did the issue in the question change? Evidence of change Evidence of lack of change – need to include scale / extent of change Supported with examples	5 mins
3	3 features... Arrange the developments in order of their significance in...	9	Recall	Judgement essential – must give an order Support each judgement with reasons for choice = why this was important / significant? How much change did it lead to? How far reaching was this change? Higher level answers = why is one factor more / less important than others?	10 mins
4	Explain why...	8	Recall	Give 3 clear reasons Key words: ‘reason’ and ‘because’ Link each reason to the question – ‘This led to change because...’ Use paragraphs / separate using a line	10 mins
5	How important was...	12	Extended writing Factors	2 paragraphs and conclusion structure P1 = factor in the question. Link to question. Give judgement. P2 = other important factors. Link to question. Give judgement. Conclusion = compare judgements. Give definite overall decision.	15 mins

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Conflict and Upheaval: England, 1337 - 1381 - Component 1, Depth Studies: British

1 hour

Q'n	Q'n stem	Marks	Skill	Core advice	Timing
1	What can be learnt from Sources A and B about...	4	Source comprehension	Use both sources equally. Select 2 pieces of info per source. No extra info needed. Link info to the topic of the question – address the key issue in the q'n, do not just paraphrase the content of each source.	5 mins
2	To what extent does this source accurately explain...	8	Source comprehension / analysis	2 paragraphs + conclusion Include a clear judgement = To what extent...? Explain answer = ... because... - Summarise content of the source – what is accurate / inaccurate? Historical context = Does it fit with your knowledge of what's generally happening at that point? - Include origin and audience of the source = who is writing, when and for what audience? Does this support or limit accuracy of the source? Clearly focus on the attribution of the source and the circumstances under which the source was produced. - Give your definite judgement.	10 mins
3	Why was there...	12	Recall	Main focus = issue in question. Give clear reasons why this was a significant issue. Support with own knowledge. Use key term 'because' to fully explain – 'This was significant because...' 'This led to ____ because...' Higher level answers: summary conclusion – Was the factor in the question the most significant issue? 'Other significant factors were...' 'Compared to other significant factors...'	15 mins
4	Explain the connections between two of the following...	10	Recall	Decide on 2 features (they will all be connected, you pick 2). Define each feature and give some background knowledge (historical context) Give reasons why they are linked together (up to 3). Use key terms like 'because', 'connected to' and 'linked to'.	10 mins
5	How far do you agree with this interpretation of...	16 + 3 SPaG	Interpretation / recall	3 paragraphs + conclusion - Focus on the content of the interpretation... Include own knowledge that could be used to support this view point. - Include the author and audience of the interpretation – do these make you agree or disagree more / less? Use focus of historian and title of book (is it a broad or narrow perspective / topic?). Strengths and limitations of the author. - Counter argument – who / why would others disagree with the interpretation? What other views could they give? Comment on HOW and WHY interpretations can differ. - Conclusion – overall, how accurate is the interpretation and therefore how far do you agree with it? If you disagree, what interpretation is more accurate?	20 mins

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Germany in transition, 1919 - 1939 - Component 1, Depth Studies: non-British

1 hour

Q'n	Q'n stem	Marks	Skill	Core advice	Timing
1	Use Source A and your own knowledge to describe...	5	Source comprehension / recall	Directly use the source (content only) to infer – ‘This shows that...’ ‘This is linked to...’ Give info from own knowledge. Link to topic in question.	6 mins
2	What was the purpose of Source B?	8	Source analysis	Summarise the message of the source (content). Include type of source and purpose (general). Include author and audience (more specific – who is this message intended for, and why)? Summary – why does this person give this message <i>at this time</i> – what is the context of the source?	10 mins
3	Do the interpretations support the view that...	10	Interpretation	2 paragraphs + conclusion. For each interpretation: - Summarise view. How far it agrees with issue in question – add own knowledge about the key issue in the q'n. Consider focus of the historian, their likely audience and the type of publication they have written for. Conclusion: compare and analyse views and their differences. <i>How</i> are the views different? Which view agrees to the greatest extent? <i>Why</i> are they different?	12 mins
4	Which of the sources is more useful to an historian studying...	11	Source analysis	2 paragraphs + conclusion. For each source: - Content, authorship and audience / purpose. Judgement about ‘how useful’ linked to topic in question. Conclusion: compare relative usefulness of the 2 sources. Make a definite judgement and give reasons. Historical context = which fits most with your generally understanding of what was happening at the time? Need to show some own knowledge to show you understand the context of the sources.	12 mins
5	To what extent do you agree with this interpretation?	16 + 3 SPaG	Interpretation / recall	3 paragraphs + conclusion - Focus on the interpretation. What does it say? Give own knowledge that would support the view. - Include the author / audience / medium of the interpretation – do these make you agree or disagree more / less? Use focus of historian and title / type of book (is it a broad or narrow perspective / topic, who is it aimed at?). Strengths and limitations of the author. Use the caption. - Counter argument – who / why would others disagree with the interpretation? What other views could they give? WHY would views differ (consider different intended audiences, range of evidence used, availability of evidence etc....) Conclusion – overall, how accurate is the interpretation and therefore how far do you agree with it? If you disagree, what other interpretation could be more accurate?	20 mins