

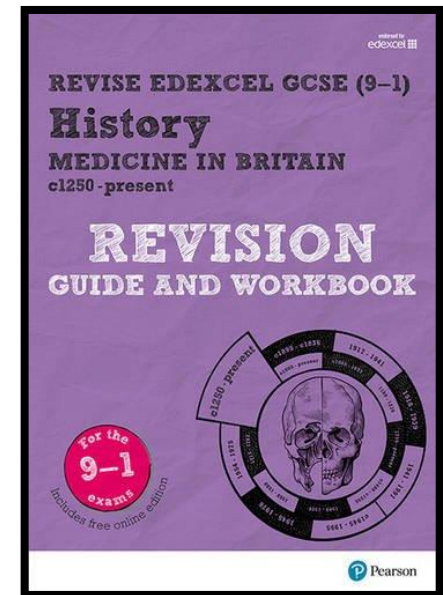
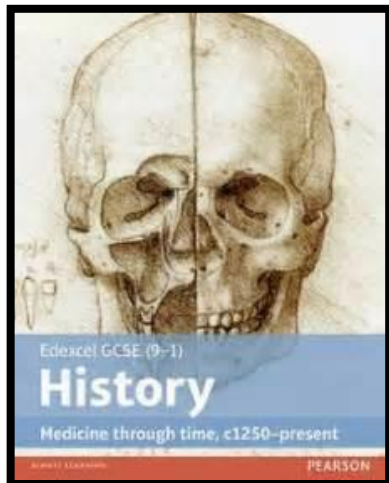
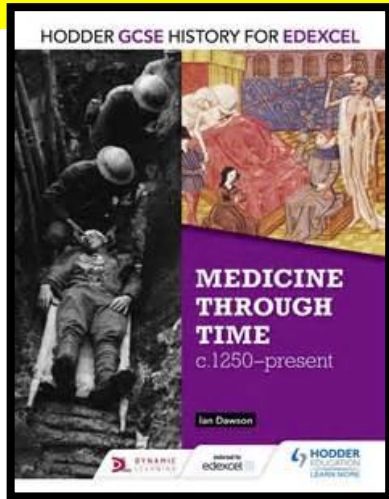
stuck?



How do I answer GCSE History Questions



Paper 1: Medicine & The Historic Environment: Western Front 1914-18



Q1 Describe two features of...

- ✓ Identify a feature = 1 mark
- ✓ Extra detail = 1 mark
- ✓ Do this **twice**.

4

Q2a How useful...?

- ✓ 2 paragraphs
- ✓ Say how **useful** each source is.
- ✓ Use information in the source and say how reliable it is.
- ✓ Reference limitations/problems with the source and link the sources to the issue identified in the question.
- ✓ **Judge** usefulness of each source.

8

Q2b How could you follow up source...

- ✓ Focused on one of the sources and the same issue as 2a.
- ✓ Choose a **specific** detail from source or provenance.
- ✓ Think of a question about the source.
- ✓ Give a **specific** type of source eg '.....'
- ✓ Bring it together – how would that source answer your question.
- ✓ Need to ID something good in the first place to ensure good follow up.
- ✓ Know...! They are good eggs of sources

4

Q3 Explain one similarity/difference...

4

Based on 2 distinct points in history.

- ✓ Explain **ONE** similarity or difference.
- ✓ The question will say **similarity or difference**, if you do the opposite then no marks.
- ✓ Identify a similarity or difference then explain why using '**because.**'
- ✓ For example, during..... Give e.g.'s from both times and explain 'This was because....'

Q4 Explain why...?

12

Based on 100 years.

- ✓ The mark scheme for 12 mark explain questions is the **same on all papers.**
- ✓ Given 2 stimulus points.
- ✓ A level 4 answer = 'wide-ranging knowledge' = **3 PEEL paragraphs.**
- ✓ Use more than the stimulus points – the clue in question is if you get 2 points than 3 are expected in the answer.
- ✓ If you only use the 2 given points then you will be limited to a Level 3 mark.
- ✓ You don't have to use the given points at all.
- ✓ You must **consistently** show the line of reasoning for top marks. Keep linking back to the question!

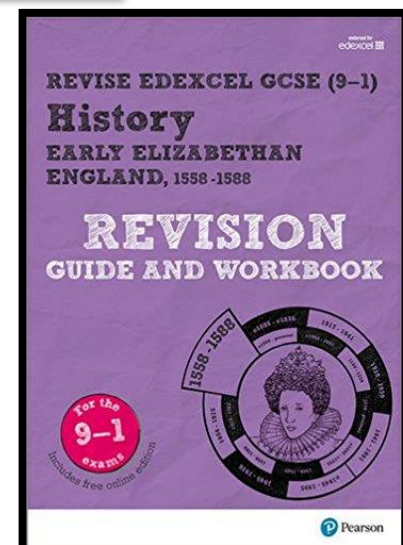
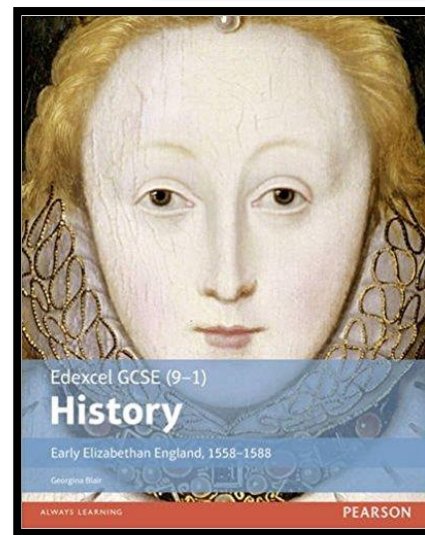
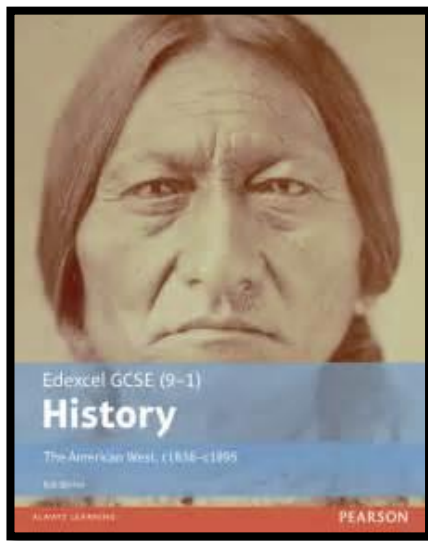
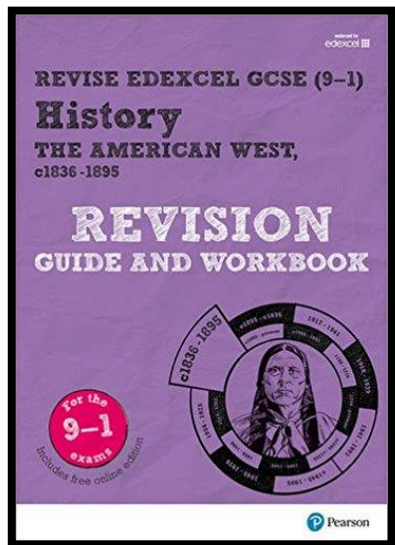
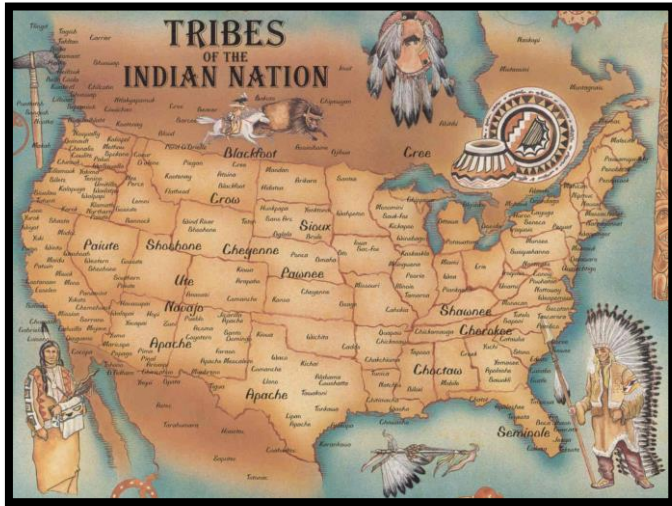
✓ Q5 or 6 How far do you agree...?

Based on 200 years+

- ✓ Same mark scheme as the 12 marker with added AO2 – judgement – a supported conclusion.
- ✓ Need more than the 2 bullet points.
- ✓ It is very important to show both sides, For and Against. **GIVE BALANCE**
- ✓ Talk about the factor in the question first then others.
- ✓ Structure:
 - ✓ **Introduction**
 - ✓ **3/4 x PEEL paragraphs**
 - ✓ **Conclusion.**

16
+4

Paper 2: The American West and Elizabeth I



Q1 – Explain 2 things = 2 x 4 marks.

- ✓ Identify a consequence, give some detail, explain how it came about.
- ✓ No linking is needed.
- ✓ **2 paragraphs.**

8

Q2 – Analytical Narrative

CHRONOLINK

- ✓ This answer needs obvious beginning, middle and end – **Chronological** order.
- ✓ Identify the key points in the story – 5-8 points (given 2 in the q)
- ✓ Not 5 paragraphs and not a list – the key is **LINKING** – how did one thing lead to another? Fill in the gaps between the key points.

8

Q3 – Explain the importance of... to...

- ✓ You have a choice of 3, you write about 2.
- ✓ Separate answers so 16 marks = 2 x 8 marks.
- ✓ Need to know key events, people and policies.
- ✓ Explain why each event was important using detailed knowledge of the time and focus on the issue in the question.
- ✓ Separate your answers out clearly into paragraphs.

16

Q1 Describe two features of...

- ✓ Identify a feature = 1 mark
- ✓ Extra detail = 1 mark
- ✓ Do this **twice**.

4

Q5 Explain why...? (Based on 100 years)

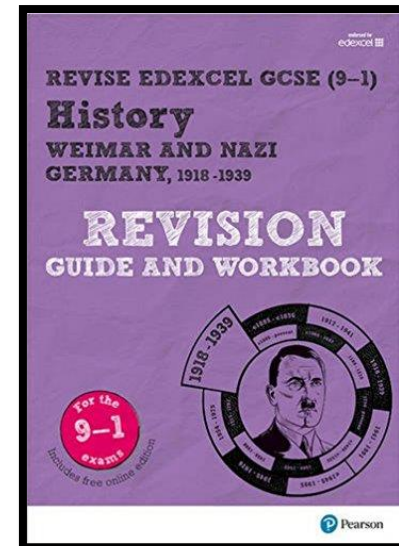
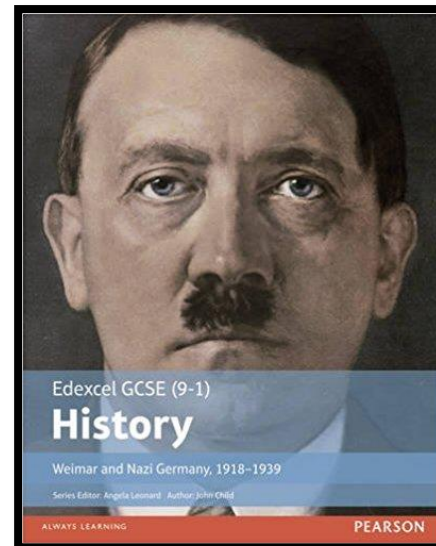
- ✓ The mark scheme for 12 mark explain questions is the **same on all papers**.
- ✓ Given 2 stimulus points.
- ✓ A level 4 answer = 'wide-ranging knowledge' = **3 PEEL paragraphs**.
- ✓ Use more than the stimulus points – the clue in question is if you get 2 points then 3 points are expected in the answer.
- ✓ If you only use the 2 given points then you will be limited to a Level 3 mark.
- ✓ You don't have to use the given points at all.
- ✓ You must **consistently** show the line of reasoning for top marks. Keep linking back to the question! Keep linking back to the question!

12

- ✓ **Q6 or 7 How far do you agree...?**
- ✓ Same mark scheme as the 12 marker with added AO2 – judgement – a supported conclusion.
- ✓ Need more than the 2 bullet points.
- ✓ It is very important to show both sides, For and Against. **GIVE BALANCE**
- ✓ Talk about the factor in the question first then others.
- ✓ Structure:
 - ✓ **Intro**
 - ✓ **3/4 x PEEL paragraphs**
 - ✓ **Conclusion.**

16 +4
spag

Paper 3: Weimar & Nazi Germany 1919-1945



Q1 Give 2 things you can infer...

- ✓ Give 2 inferences backed up by a source detail for each inference.
- ✓ Provenance is classed as part of the source.
- ✓ Source detail can just be a quote, doesn't need to be a sentence.

4

Q5 Explain why...?


12

Based on 100 years.


- ✓ The mark scheme for 12 mark explain questions is the **same on all papers.**
- ✓ Given 2 stimulus points.
- ✓ A level 4 answer = 'wide-ranging knowledge' = **3 PEEL paragraphs.**
- ✓ Use more than the stimulus points – the clue in the question is if you get 2 points then 3 points are expected in the answer.
- ✓ If you only use the 2 given points then limited to Level 3.
- ✓ You don't have to use the given points at all.
- ✓ You must **consistently** show the line of reasoning for top marks by linking back to the question.

Q3 – do these in order, they lead on from one to the next to help students answer the qu.


Q3a How useful are sources... for...

- ✓ **Explain** how useful each source is, but you don't have to compare.
- ✓ Use source details and own knowledge. 
- ✓ Comment on how the provenance affects the content.
- ✓ This sets up the theme for the rest of question 3.
- ✓ Sources will have different views.


Q3c WHY are the interpretations different?

- ✓ Identify **ONE reason** they are different. This is NOT about bias as the sources are written by historians.
- ✓ This question is about how historians get to their interpretation. 3a should help them with this – Historians may have used different sources.
- ✓ You could reference dates – one source focused on different times so different interpretations based on what was happening – give some detail. 

Q3b What is the main difference...

- ✓ Written by historians so provenance not important here. 
- ✓ Highlight the **MAIN difference** between them. They will be clear.
- ✓ Identify the difference, back it up using the source – what does it say? How does it come across? What tone/language is used?.
- ✓ This focuses on **WHAT not WHY** – that's 3c.

Q3d How far do you agree...?

- ✓ The question will focus on **1 interpretation** and how far you agree. 
- ✓ You must have **BALANCE** – FOR and AGAINST the interpretation in the source.
- ✓ Use the other interpretation to challenge it and also other **specific context**.
- ✓ Example Structure: Introduction, Interpretation 1, Interpretation 2, Own Knowledge, Conclusion.