



JOHN F KENNEDY
CATHOLIC SCHOOL

INSPIRE • ACHIEVE • SERVE

Year 11 Raising Achievement

(HISTORY)

HISTORY GCSE



JOHN F KENNEDY
CATHOLIC SCHOOL

**BY FAILING
TO PREPARE,
YOU ARE
PREPARING
TO FAIL.**

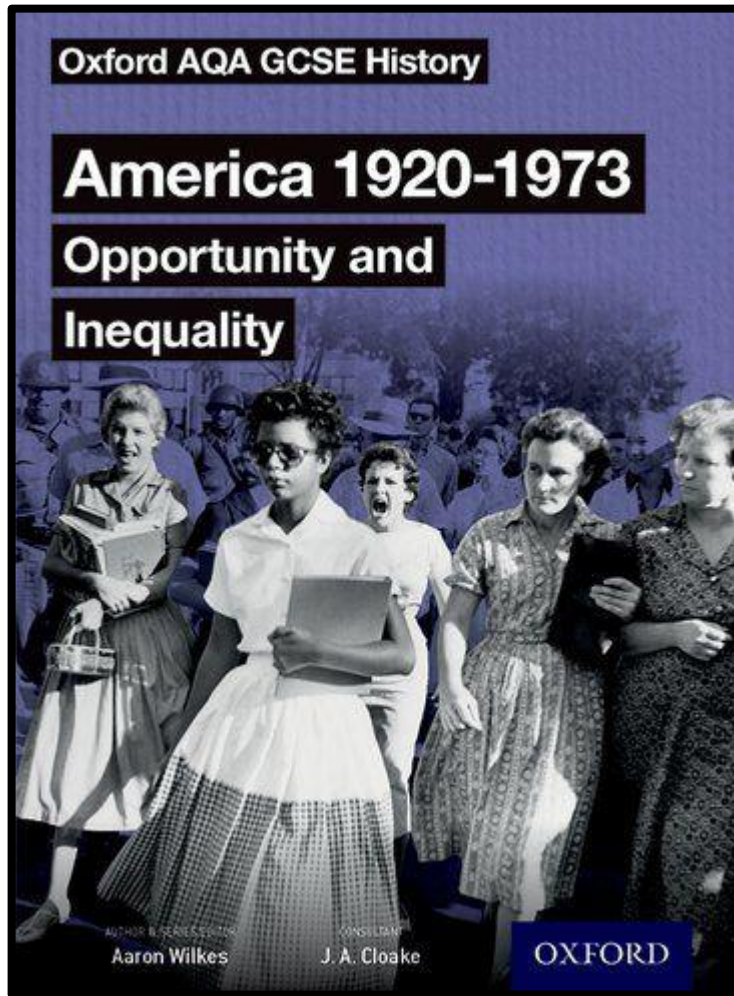
**BENJAMIN
FRANKLIN**



**VALUES
.COM.**

- ❑ Those students that do well clearly show that they have **DETAILED KNOWLEDGE** and **REVISE!**
- ❑ **TEACHERS** can support you and help you understand topics and exam questions **BUT WE CAN NOT LEARN FACTS FOR YOU!**
- ❑ **BIGGEST WEAKNESS** of most students in exams is their lack of **DETAILED OWN KNOWLEDGE.**
- ❑ **TIMING/ ATTEMPTING ALL QUESTIONS,** Stick to strict timings, there is no harm in doing higher mark questions first and **ATTEMPT ALL QUESTIONS**
- ❑ **PRACTICE MAKES PERFECT!:** Make sure you include exam practice as part of your revision. Even better if you do it in timed conditions.







Paper 1: Section A – USA 1920-73: Opportunity and Inequality



See links below for revision resources

[USA](#) Revision Guides in Student Shared Area

[Revision Videos- USA 1920-73](#) in Student Shared Area

<p>1. How does interpretation B differ from Interpretation A about... (4 marks)  5</p> <table border="1"> <tr> <td>3-4</td> <td> <ul style="list-style-type: none"> Developed analysis of interpretations to explain differences based on content </td> </tr> <tr> <td>1-2</td> <td> <ul style="list-style-type: none"> Simple analysis of interpretations to identify differences based on content </td> </tr> </table> <p>Interpretation A suggests that..., for example saying... whereas Interpretation B focuses on... and says that...</p>	3-4	<ul style="list-style-type: none"> Developed analysis of interpretations to explain differences based on content 	1-2	<ul style="list-style-type: none"> Simple analysis of interpretations to identify differences based on content 	<p>5. In what ways did x change during... ? Explain your answer. (8 marks)  10</p> <table border="1"> <tr> <td>7-8</td> <td> <ul style="list-style-type: none"> Complex explanation of at least 2 consequences Consider differences of e.g. time, group, socio-economic impact </td> </tr> <tr> <td>5-6</td> <td> <ul style="list-style-type: none"> Developed explanation of 2 consequences Good knowledge </td> </tr> <tr> <td>3-4</td> <td> <ul style="list-style-type: none"> Simple explanation of change Some knowledge </td> </tr> <tr> <td>1-2</td> <td> <ul style="list-style-type: none"> Identifies change(s) </td> </tr> </table>	7-8	<ul style="list-style-type: none"> Complex explanation of at least 2 consequences Consider differences of e.g. time, group, socio-economic impact 	5-6	<ul style="list-style-type: none"> Developed explanation of 2 consequences Good knowledge 	3-4	<ul style="list-style-type: none"> Simple explanation of change Some knowledge 	1-2	<ul style="list-style-type: none"> Identifies change(s) 				
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5 mins

Q1 - 4 Marks (Source based question)

“How are Interpretation A and B different?”



What is interpretation
A saying?

What is interpretation
B saying?

Make sure you use the content (quote from the source) to explain HOW they are different. They will always be different.



5 mins

Q2 - 4 Marks (source based question)

“Why are Interpretation A and B different?”



Discuss the provenance
Who made each interpretation
Why they made it (Purpose)
When and where it was made
Who was the audience

Q1 & 2 should not have the same content



10 mins

Q3 - 8 Mark (knowledge question)

“How convincing are these interpretations?”

What does Interpretation A say?
Does this match my own knowledge?

What does Interpretation B say?
Does this match my own knowledge?

Which one is more convincing and why?
(Which one do you believe the most?)

**OWN
KNOWLEDGE**

**NO
PROVENANCE**

**SUSTAINED
JUDGEMENT**

Don't dismiss the source completely. In your judgement a line such as: “On balance the source which I find most convincing is.....”

Think: Does your answer contain any: Names? Dates? Events? This is what is meant by contextual knowledge. If your answer doesn't contain any of the above it is not good enough.

Recap on the first three questions

Question 1 – Focus on content only (C)

Question 2 – Focus on the provenance of the source (P)

Question 3 – Include Knowledge (K)

Cats

Produce

Kittens





5 mins

Q4 - 4 Mark (knowledge question)

“Describe _____”

You **MUST** examine two problems/events

Point 1

Point 2

Topic

Supporting
Evidence

Supporting
Evidence



10 mins

Q5- 8 Mark

“In what way did _____ impact on society.
Explain your answer.”

What was one change?
Include Knowledge

What was another change?
Include Knowledge

What was another change?
Include Knowledge



This is a knowledge question. Does your answer contain any: Names? Dates? Events? This is what is meant by contextual knowledge.



15 mins

Q6 - 12 Marks

Deal with the bullet points in order

One or two paragraphs on the first bullet point.

One or two paragraphs on the second bullet point.

Final paragraph that answers the question.

Make a judgement in your final paragraph.
State what you think and why.

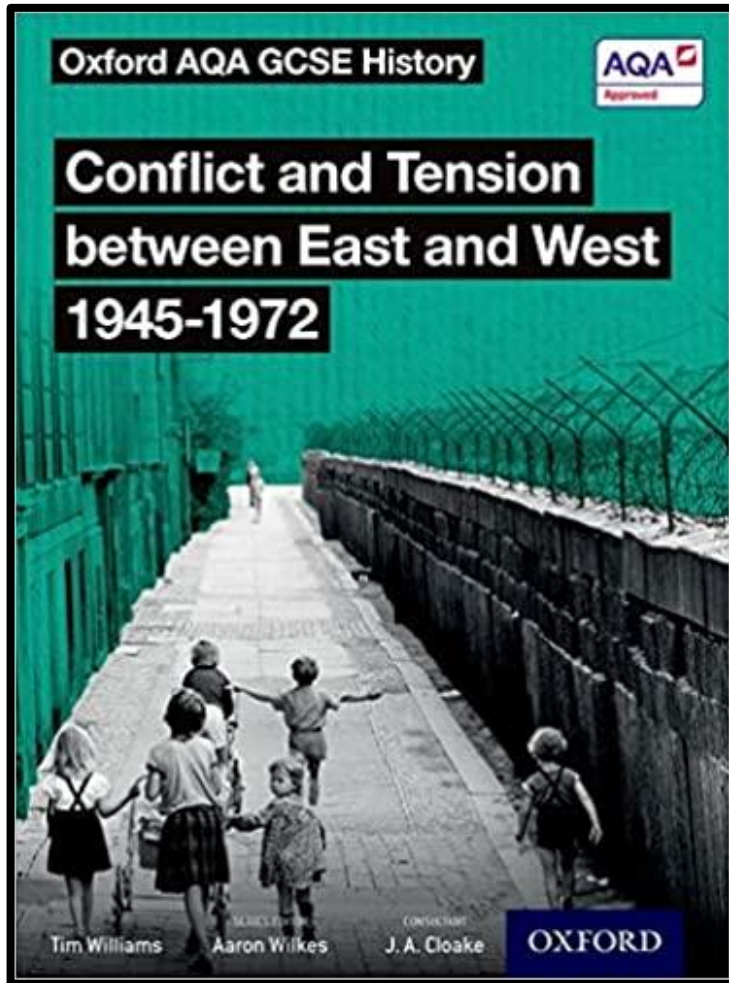
This is a knowledge question. Each of your first four paragraphs should contain names, dates and events.

“Which of these 2 factors was the bigger cause of, main factor for _____?”

- Factor A
- Factor B

You MUST refer to both points in your answer

Paper 1: Section B – Conflict and Tension 1945-72



See links below for revision resources

[Cold War](#) Revision Guides in Student Shared Area

[Cold War](#) videos in Student Shared Area

1. Source A opposes / supports x.... How do you know? Use Source A and your own contextual knowledge (4 marks) 5

3-4	<ul style="list-style-type: none"> Developed analysis of source based on content and / or provenance Supported by factual knowledge
1-2	<ul style="list-style-type: none"> Simple analysis of source based on content and / or provenance Supported with simple factual knowledge

1: content

The source shows / says... [describe or quote]
This suggests... [make an inference]
It means that... [use knowledge to explain]

2: provenance

The source is...
[reference WHAT – e.g. propaganda, WHO, WHY – purpose, WHEN] and therefore... [use knowledge to explain]

2. How useful are sources B and C to a historian studying ... Explain your answer using sources B and C and your contextual knowledge. (12 marks) 15

10-12	<ul style="list-style-type: none"> Complex evaluation of both sources based on content and provenance Considers the relationship between the sources
7-9	<ul style="list-style-type: none"> Developed evaluation of both sources based on content and/or provenance Considers sources separately
4-6	<ul style="list-style-type: none"> Simple evaluation of one or both sources based on content and/or provenance
1-3	<ul style="list-style-type: none"> Shows support / understanding of one or both sources Basic inference or assertion

PEE 1: content

The source is very / partly / quite useful to a historian because it shows...[description of content]. This suggests / tells us that... [use knowledge to make inference]. In addition... [add relevant information]

PEE 2: provenance – 2 points

The source is also useful because it is
a) by [WHO/ ORIGIN] and they would have known about...
b) was produced in xxxx [WHEN/ ORIGIN] so reflects knowledge at the time
c) in a xxxx [WHAT/ NATURE] that would have been used / seen by lots of people e.g. a propaganda poster
d) [WHY/ PURPOSE] made to inform people / to persuade people

REPEAT for second source

Higher level: compare the two sources whilst analysing

3. Write an account... (8 marks) 10

7-8	<ul style="list-style-type: none"> Complex analysis that demonstrates sequencing Supported by accurate and detailed knowledge
5-6	<ul style="list-style-type: none"> Developed analysis of events in a well-ordered narrative Supported by accurate knowledge
3-4	<ul style="list-style-type: none"> Description of simple sequence of events Supported by relevant knowledge
1-2	<ul style="list-style-type: none"> Basic knowledge and understanding of the events

Event 1

1. Detail about event...
TAT...

Event 2

2. Detail about event
TAT...

Event 3

3. Detail about event
TAT...

This ultimately led to... [main conclusion]

Linking phrases:
this led to...
as a result...
because of this...

4. [statement of causation / consequence etc.]

How far do you agree with this statement? Explain your answer 20
(16 marks + 4 SPaG)

13-16	<ul style="list-style-type: none"> Complex explanation of stated factor and at least 2 others Clear judgement about main factor, but also considers links between them Very good knowledge
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1-4	<ul style="list-style-type: none"> Basic explanation of at least 1 factor with some knowledge

Judgement: X was the main factor, although y and z were almost important. / X wasn't the main factor, as y was more important.

PEE 1: stated factor

Point: x was important because...
Evidence / Explanation: without x people wouldn't have known / discovered...
However, y was more important / y was also important.

PEE 2: second factor

Point: y was important because...
Evidence / Explanation: without y people wouldn't have known / discovered...
However, z was more important / z was also important.

PEE 3: third factor (essential for 9+ marks)

Conclusion: Overall, the main factor was...



5 mins

Q1 - 4 Marks

“Source A supports _____. How do you know?”

1. **Content.** What can you see in the source?

2. **Provenance.** What impact is the artist trying to have? What is their motive?



OWN KNOWLEDGE IS KEY!

3. **Knowledge.** What was happening when the source was produced?



15 mins

Q2 - 12 Marks

“How useful are Source A and B in studying.....”

Firstly, the source IS useful! You will need to work out what it is useful for?

What is the source talking about. (Content)

Who is doing the talking? (Origin)

What is the source trying to do? (Purpose)

MAKE SURE THIS IS TESTED WITH DETAILED AND SPECIFIC OK

CONTENT (What information does the source give or not give? Is the information accurate?)

ORIGIN (Who wrote/ made the source?)

PURPOSE (What is the source trying to do? Does it inform, persuade, entertain etc.?)



C.O.P



The sources might not have all 3 of the above. Work with what you have.

Don't forget to answer the question. Reach a judgement. Which of them do you think is more useful? Why?



10 mins

Q3- 8 Marks

“Write an account of _____”

The question is asking you to write a story about one aspect of the unit in **CHRONOLOGICAL ORDER.**

Your story should have a beginning, middle and end.

CHRONOLOGICAL ORDER.

This is a knowledge based question. You need at least three developed points which contain - **names, dates and events.**



20 mins

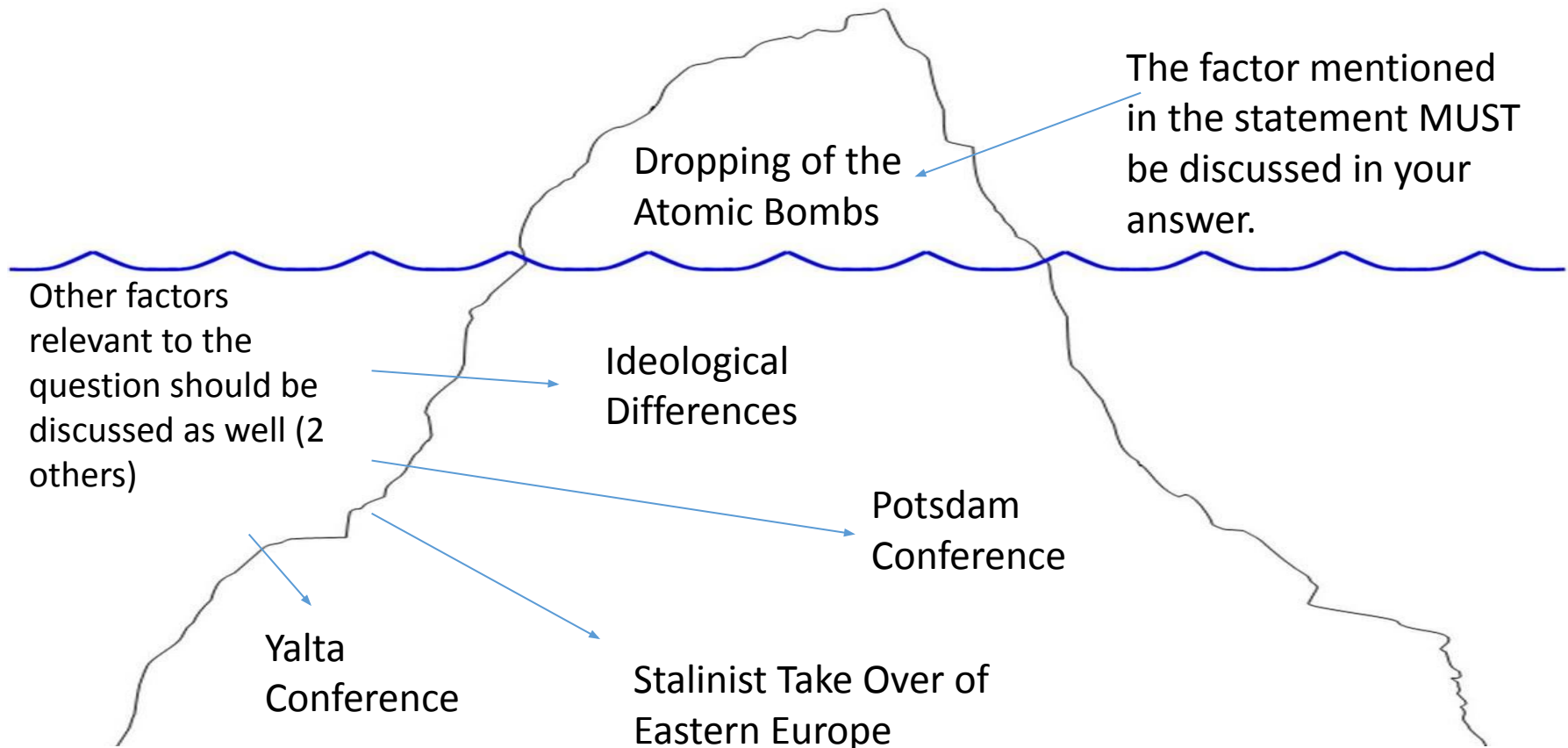
Q4 - 16 Marks

+4



SPAG Marks

“The dropping of the Atomic Bombs was the main cause of the Cold War.” -How far do you agree with a specific statement?”





20 mins

16 Mark

+4



SPAG Marks

How should I structure my 16 mark answer?

Begin with a 2 or 3 sentence **introduction**. E.g “There were many reasons why the Cold War started but the main reason was....

PARA 1 - Named factor in question (Dropping of the Atomic Bombs)

Names/Dates/Events

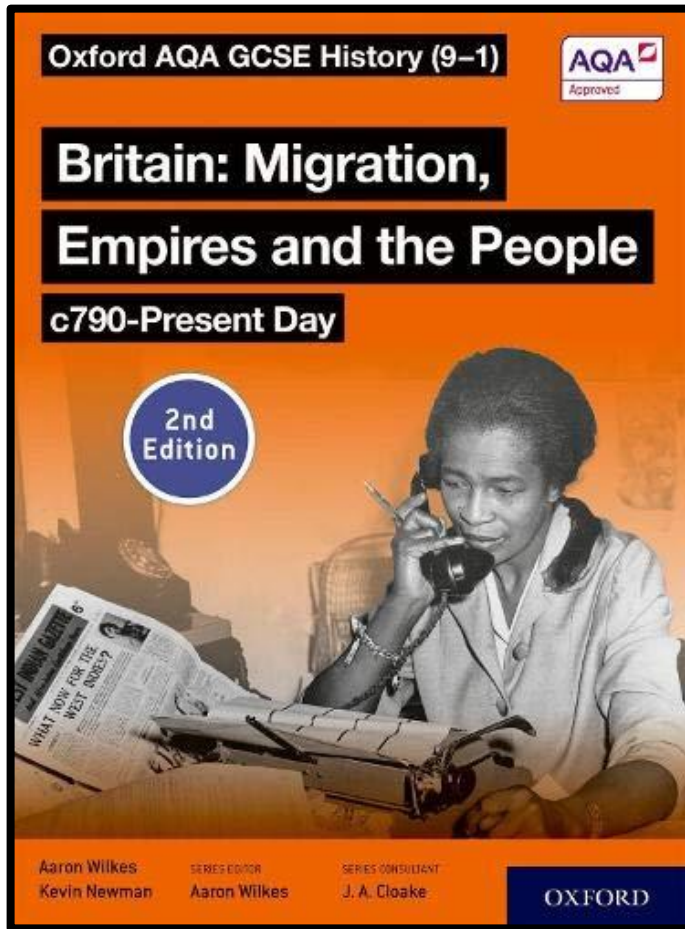
PARA 2 – Second factor (from below the water line) Names/Dates/Events

PARA 3 – Third factor (from below the water line) Names/Dates/Events

PARA 4– Fourth factor????? **INSURANCE IF NEEDED** (from below the water line)

CONCLUSION – Make a judgement – The most important reason is...because





Paper 2: Britain: Migration and Empire



See links below for revision resources

[Migration and Empire](#) Revision Guides in Student Shared Area

[Timeline for MIGRATION | GCSE HISTORY | Get a Grade 9 | Clear and Simple Explanation of Content](#) videos online

<p>1. How useful is Source A to a historian studying... Use Source A and your own contextual knowledge (8 marks)  8</p> <table border="1"> <tr> <td>7-8</td> <td> <ul style="list-style-type: none"> Evaluation of content and provenance Clear judgement of utility Excellent knowledge </td> </tr> <tr> <td>5-6</td> <td> <ul style="list-style-type: none"> Evaluation of content and / or provenance judgement of utility good factual knowledge and understanding </td> </tr> <tr> <td>3-4</td> <td> <ul style="list-style-type: none"> Simple evaluation of content and / or provenance Basic factual knowledge and understanding </td> </tr> <tr> <td>1-2</td> <td> <ul style="list-style-type: none"> Demonstrates understanding of the source States usefulness rather than explains Some knowledge shown </td> </tr> </table> <p>PEE 1: content The source is very / partly / quite useful to a historian because it shows...[description of content]. This suggests / tells us that... [use knowledge to make inference]. In addition... [add relevant information]</p> <p>PEE 2: provenance – 2 points The source is also useful because it is</p> <p>a) by [WHO] and they would have known about... b) was produced in xxxx [WHEN] so reflects knowledge at the time c) in a xxxx [WHAT] that would have been used / seen by lots of people e.g. a medical book used for training d) [WHY] made to inform people / to educate doctors</p>	7-8	<ul style="list-style-type: none"> Evaluation of content and provenance Clear judgement of utility Excellent knowledge 	5-6	<ul style="list-style-type: none"> Evaluation of content and / or provenance judgement of utility good factual knowledge and understanding 	3-4	<ul style="list-style-type: none"> Simple evaluation of content and / or provenance Basic factual knowledge and understanding 	1-2	<ul style="list-style-type: none"> Demonstrates understanding of the source States usefulness rather than explains Some knowledge shown 	<p>3. Compare x with y. In what ways were they similar / different? (8 marks)  8</p> <table border="1"> <tr> <td>7-8</td> <td> <ul style="list-style-type: none"> Complex explanation of at least 2 similarities / differences Links to broader historical context </td> </tr> <tr> <td>5-6</td> <td> <ul style="list-style-type: none"> Developed explanation of at least two comparisons </td> </tr> <tr> <td>3-4</td> <td> <ul style="list-style-type: none"> Explanation of one similarity / difference </td> </tr> <tr> <td>1-2</td> <td> <ul style="list-style-type: none"> Identification of similarities / differences without explanation </td> </tr> </table> <p>PEE 1: similarity / difference one 1. One similarity / difference between x and y was... [identify] 2. Detail about x and detail about y to show the similarity / difference</p> <p>PEE 2: similarity / difference two 1. A second similarity / difference was... [identify] 2. Detail about x and detail about y to show the similarity / difference</p>	7-8	<ul style="list-style-type: none"> Complex explanation of at least 2 similarities / differences Links to broader historical context 	5-6	<ul style="list-style-type: none"> Developed explanation of at least two comparisons 	3-4	<ul style="list-style-type: none"> Explanation of one similarity / difference 	1-2	<ul style="list-style-type: none"> Identification of similarities / differences without explanation
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10 mins

Q1 - 8 Marks

“How useful is source...about.....”

Firstly, the source IS useful! You will need to work out what it is useful for?

What is the source talking about. (Content)

Who is doing the talking? (Origin)

What is the source trying to do? (Purpose)

MAKE SURE THIS IS TESTED WITH DETAILED AND SPECIFIC OK



C.O.P

CONTENT (What information does the source give or not give? Is the information accurate?)

ORIGIN (Who wrote/ made the source?)

PURPOSE (What is the source trying to do? Does it inform, persuade, entertain etc.?)

The sources might not have all 3 of the above. Work with what you have.

Don't forget to answer the question. Reach a judgement. Which of them do you think is more useful? Why?



10 mins

Q2 - 8 Marks

“Explain the significance of.....”

The question asking about the importance of a factor.

You must explain using your knowledge (names, dates, events) why the factor was **important at the time and in later years.**

e.g. Alfred the Great was important in his lifetime because.....

He has lasting significance, because



10 mins

Q3 - 8 Marks

“Compare (2 factors) In what ways were they similar?”

The question asking about similarities. Don't focus on differences.

Paragraph on first factor

Paragraph on second factor

Concluding paragraph emphasising the similarities.
E.g. “ Overall the 2 factors have these three things in common....”



20 mins

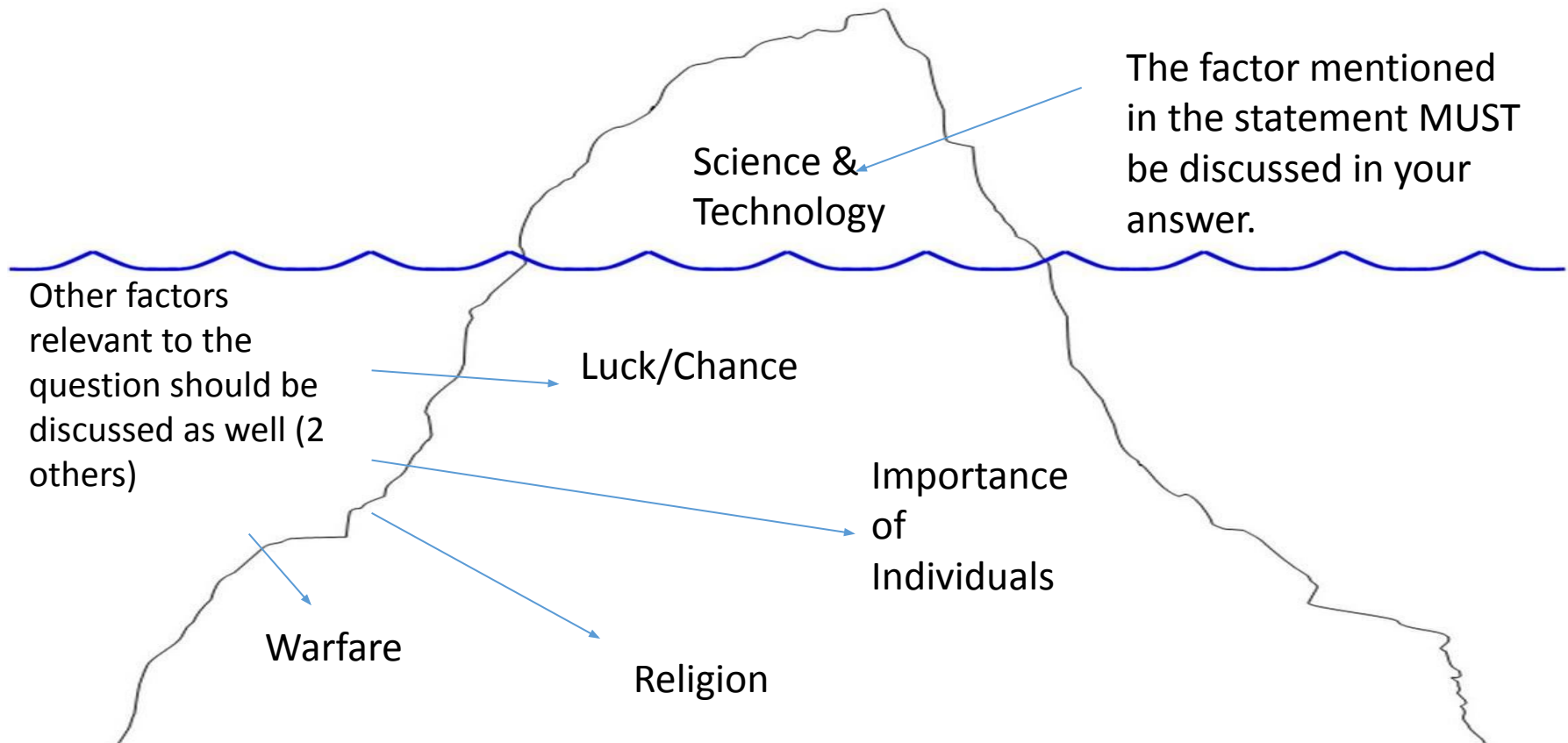
Q4 - 16 Marks

+4

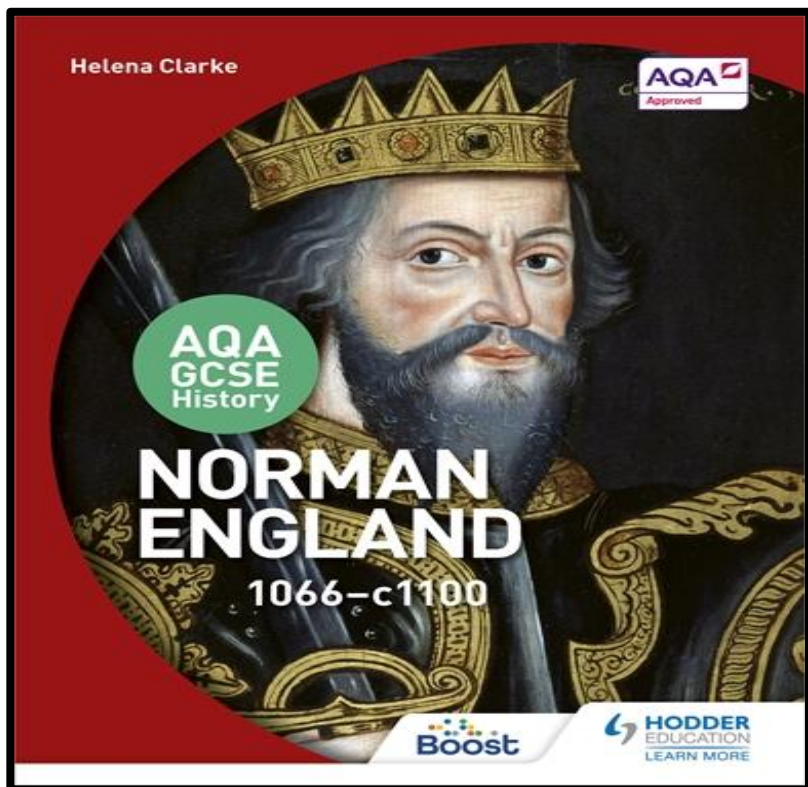


SPAG Marks

“Statement-How far do you agree with a specific statement?”



Paper 2: Norman England 1066-c.1100



See links below for revision resources

[Normans](#) Revision Guides in Student Shared Area

[Normans](#) videos in Student Shared Area

1. How convincing is Interpretation A about... Use the interpretation and your own contextual knowledge. (8 marks) 10

3-4	<ul style="list-style-type: none"> Developed analysis of source based on content and / or provenance Supported by factual knowledge
1-2	<ul style="list-style-type: none"> Simple analysis of source based on content and / or provenance Supported with simple factual knowledge

1: content
 The source shows / says... [describe or quote]
 This suggests... [make an inference]
 It means that... [use knowledge to explain]

2: provenance
 The source is...
 [reference WHAT – e.g. propaganda, WHO, WHY – purpose, WHEN] and therefore... [use knowledge to explain]

2. Explain what was important about... (8 marks) 10

7-8	<ul style="list-style-type: none"> Complex explanation of concept Detailed knowledge
5-6	<ul style="list-style-type: none"> Explains at least 2 aspects Specific and relevant knowledge
3-4	<ul style="list-style-type: none"> Explains at least 1 aspect Some relevant knowledge
1-2	<ul style="list-style-type: none"> Basic explanation with some knowledge

e.g. significance

PEE 1: why it was important at the time
 X was significant because... [Identify development / contribution]
 At the time... [add knowledge about the context]

PEE 2: longer term significance
 A second reason it was significant was... [Identify another reason]
 This is because... [use knowledge to explain]
Higher level – However, the significance was limited because...

3. Write an account... (8 marks) 10

7-8	<ul style="list-style-type: none"> Complex analysis that demonstrates sequencing Supported by accurate and detailed knowledge
5-6	<ul style="list-style-type: none"> Developed analysis of events in a well-ordered narrative Supported by accurate knowledge
3-4	<ul style="list-style-type: none"> Description of simple sequence of events Supported by relevant knowledge
1-2	<ul style="list-style-type: none"> Basic knowledge and understanding of the events

Event 1
 1. Detail about event

Event 2
 2. Detail about event

Event 3
 3. Detail about event
 This ultimately led to... [main conclusion]

Linking phrases:
 this led to...
 as a result...
 because of this...

4. [statement of change / causation / consequence etc.] How far does a study of x (historic environment) support this statement? Explain your answer. Refer to x and to your own contextual knowledge. 20
 (16 marks + 4 SPaG)

13-16	<ul style="list-style-type: none"> Complex explanation of at least 3 ways x supports / challenges Clear judgement with links between understanding of the site and knowledge
9-12	<ul style="list-style-type: none"> Developed explanation of 3 aspects Judgement about most important Good knowledge of the site
5-8	<ul style="list-style-type: none"> Simple explanation or 2 aspects Some knowledge of the site
1-4	<ul style="list-style-type: none"> Basic explanation of at least 1 aspect with some knowledge

Judgement: X fully / partially supports this view / challenges this view.
PEE 1: stated aspect
 Point: x supports the view that...
 Evidence / Explanation: [feature of the site] demonstrates that...
 However, it also shows...
PEE 2: second factor
 Point: x demonstrates that...
 Evidence / Explanation: [feature of the site] shows...
 This was important because...
PEE 3: third factor (essential for 9+ marks)
Conclusion: Overall, x supports / challenges the view...

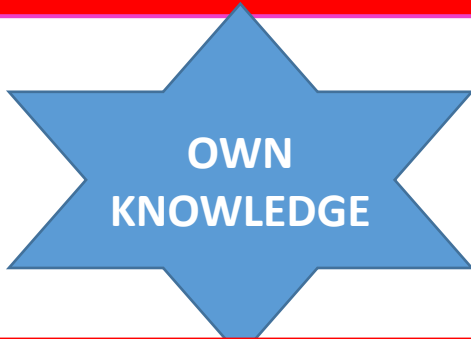


10 mins

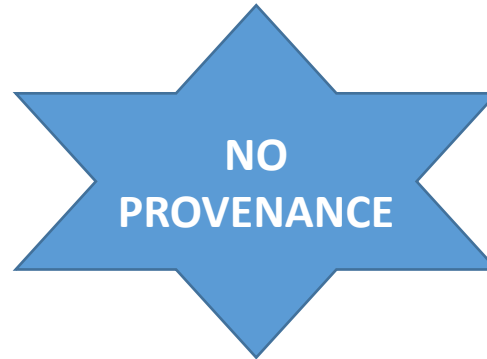
Q1 - 8 Marks

“How convincing is Int A about.....(event)?”

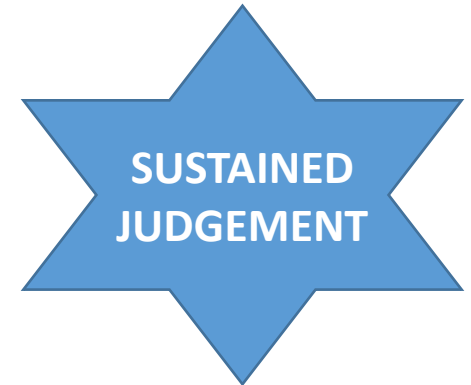
What does Interpretation A say/show?
Does this match my own knowledge?



Don't forget about the event mentioned in the question.



Answer the question and reach a judgement.



Think: Does your answer contain any: Names? Dates? Events? This is what is meant by contextual knowledge. If your answer doesn't contain any of the above it is not good enough.



10 mins

Q2 - 8 Marks

“Explain what was important about.....”

Paragraph on first reason why event was important

Don't forget....**BECAUSE**.....

Paragraph on second reason why factor was important

“This led to...” OR “As a result...”

You are focussing on why the event/person was important not why they were not.



10 mins

Q3- 8 Marks

“Write an account of _____”

The question is asking you to write a story about one aspect of the unit in **CHRONOLOGICAL ORDER.**

Your story should have a beginning, middle and end.

CHRONOLOGICAL ORDER.

This is a knowledge based question. You need at least three developed points which contain - **names, dates and events.**



20 mins

Q4 - 16 Mark

There will be a statement that you agree/ disagree with using your knowledge of **Durham Cathedral**.

“The main reason for building Cathedrals was a demonstration of Norman power”.

How far does a study of **DURHAM CATHEDRAL** support this statement?

What sort of things/factors should I look at in my answer?

Try to include evidence about any of the following in your answer:

Wealth

Power

Control

Geography

Is it typical of the Norman period?

What was its function?

Is it the only hall of its type?

You need to learn a fact or two about each of the above.