

HISTORY HOW TO GUIDES...



FROM THIS



TO THIS

STRUCTURE FOR PAPER ONE:

5 MARKER- DESCRIBE

This will ask you for an outline of events (chronology) or to link between events. You will need to supply 5 pieces of very specific evidence- dates, statistics, key individuals. This question is about knowledge and is not asking for judgement or analysis.

10 MARKER EXPLAIN WHY STRUCTURE:

INTRODUCTION- STATE JUDGEMENT EVALUATING EXTENT (FRAMING ARGUMENT)



STEP 1) Begin with your BIG umbrella point which outlines your first argument. Make this specific and linked to the question.

STEP 2) Bring in evidence to support your BIG umbrella point. Make sure it is specific and is correct to fit under your umbrella point.

STEP 3) Make a judgment on this evidence to prove WHY it proves the question right or wrong. STRETCH THE WHY and relate judgement back to question



STEP 1) This should be your SECOND BIG umbrella point which outlines your first argument. Make this specific and linked to the question.

STEP 2) Bring in evidence to support your BIG umbrella point. Make sure it is specific and is correct to fit under your umbrella point.

STEP 3) Make a judgment on this evidence to prove WHY it proves the question right or wrong. STRETCH THE WHY and relate judgement back to question.



STEP 1) This is your THIRD BIG umbrella point which outlines your first argument. Make this specific and linked to the question.

STEP 2) Bring in evidence to support your BIG umbrella point. Make sure it is specific and is correct to fit under your umbrella point.

STEP 3) Make a judgment on this evidence to prove WHY it proves the question right or wrong. STRETCH THE WHY and relate judgement back to question.



CONCLUSION- Final sentence/ two sentences closing argument and linking back to question. This of this like the drain catching all your arguments together.

25 MARKER INTERPRETATION QUESTION: HOW FAIR...

TOOL 1

• **The context of the historian:**

- This is the context in which the historian is writing, not the events they are writing about. Think about how events of that period, or the personal views or experiences of the historian, influenced the way they interpreted events.

TOOL 2

• **Relevant factual knowledge:**

- Use your knowledge of specific events or developments to support or challenge any claim made by the historian.

TOOL 3

• **The views of other historians:**

- Use the views of other historians who have agreed with or criticised the original view or suggested alternative interpretations.

Study Interpretation A.
How fair is Interpretation A on Chamberlain? (25)

INTRODUCTION	
YES it is fair :	BUT it also can be considered to not be fair:
Point:	Point:
Bring in relevant context in which the historian was writing in (Tool 1)	Bring in relevant context in which the historian was writing in (Tool 1)
Support by specific evidence (Tool 2)	Support by specific evidence (Tool 2)
Bring in views of other historians/interpretations to evaluate (Tool 3)	Bring in views of other historians/interpretations to evaluate (Tool 3)
SO: Overall how fair do you think it is	

QUESTION: EXPLAIN WHY NOT ALL HISTORIANS WOULD AGREE WITH INTERPRETATION (20 MARKER)

Introduction: Explain what the interpretation means and link to the debate between historians.

Paragraph One

Discuss this historians who would agree with the interpretation you've been given. Think about

- Why might they agree
- What was happening at the time
- What does it say about the past

• Paragraph Two

Paragraph Two: discuss the historians and interpretations who disagree with the interpretation you have been given.

- Write this in chronological order starting with the earliest interpretation and go through to the latest.
- Explain why each interpretation is different to the one you have been given

What was happening at the time the interpretations were written.

- **Conclusion:**

Summarise the main reasons why historians disagree
Suggest why the author of the interpretation might have said what he said.

18 MARKER: HOW FAR

- **Introduction- frame argument clearly in no more than 4 sentences**
- **YES-Point/specific evidence (2-3 pieces)/ supported judgement**
- **BUT-Point/specific evidence (2-3 pieces)/ supported judgement**
- **SO**

HOW SIMILAR ARE THESE TWO SOURCES? (10 MARKS)

STEP ONE- Opening sentence to measure HOW similar

STEP ONE – Opening point to argue similarity. Then EXPLAIN HOW the sources are similar- use content of the sources to support similarity – use PANDA and contextual knowledge to support similarity.

STEP TWO – Opening point to argue difference. Then EXPLAIN HOW the sources are different- use content of the sources to support difference – use PANDA and contextual knowledge to support difference.

STEP THREE- final concluding point MEASURING difference.

Why was this source published in ...? (5 marks)

STEP ONE: IDENTIFY MAIN PURPOSE OF THE ILLUSTRATION.

STEP TWO: PICK OUT KEY REFERENCE POINTS FROM THE SOURCE.

STEP 3: EXPLAIN WHY THE ILLUSTRATION HAS BEEN PRESENTED IN THIS WAY USING YOUR CONTEXTUAL KNOWLEDGE.

STEP 4 FINAL SENTENCE ASSERTING PURPOSE

HOW RELIABLE (5 MARKS)

STRUCTURE

STRUCTURE:

- **STEP 1) Opening argument on useful.**
- **STEP 2) Make inferences on source using the content of it to support.**
- **STEP 3) Use PANDA to support your argument on VALUE of the source.**
- **STEP 4) Enhance this argument with contextual knowledge.**



TO REALLY SHOW OFF HERE, SHOW AN AWARENESS THAT IT IS NOT ENTIRELY USEFUL AND THERE ARE LIMITS

STRUCTURE FOR PAPER TWO

5 MARKER DESCRIBE:

This will ask you for an outline of events (chronology) or to link between events. You will need to supply 5 pieces of very specific evidence- dates, statistics, key individuals. This question is about knowledge and is not asking for judgement or analysis.

8 MARKER EXPLAIN WHY

INTRODUCTION- STATE JUDGEMENT EVALUATING EXTENT (FRAMING ARGUMENT)



STEP 1) Begin with your BIG umbrella point which outlines your first argument. Make this specific and linked to the question.

STEP 2) Bring in evidence to support your BIG umbrella point. Make sure it is specific and is correct to fit under your umbrella point.

STEP 3) Make a judgment on this evidence to prove WHY it proves the question right or wrong. STRETCH THE WHY and relate judgement back to question



STEP 1) This should be your **SECOND BIG umbrella point** which outlines your first argument. Make this specific and linked to the question.

STEP 2) Bring in evidence to support your **BIG umbrella point**. Make sure it is specific and is correct to fit under your umbrella point.

STEP 3) Make a judgment on this evidence to prove **WHY** it proves the question right or wrong. **STRETCH THE WHY** and relate judgement back to question.

CONCLUSION- Final sentence/ two sentences closing argument and linking back to question. This of this like the drain catching all your arguments together.

14 MARKER:

CRITERIA:

- The 14 marker will always ask you to **WEIGH** up the significance of an event **OR** to **WEIGH** up and form a **COMPARISON** between the significance of two events.
- To gain **TOP** marks you must refer to a criteria for measuring significance. You must refer to this in your introduction so the examiner knows your line of argument and as part of your judgement.
- For example if you are asked about the significance of a type of war, you might want to think about it in terms of:
 - Size of impact on civilians
 - Impact on economy
 - Impact on politics, monarchy and government
 - Global impact
 - Size of the change and how long the change was felt for
- **Introduction: Show awareness of the factors which made them significant (patriotism/ leadership) and the factors which would have reduced their impact. Make an ultimate judgement to MEASURE how significant. Use tentative language to measure significance e.g mostly, limited, largely.**
- **YES THEY WERE SIGNIFICANT – PEE (numbers of paragraph dependant on line of argument). Make sure you cover more than one factor. In your explanation ensure you reach a SUPPORTED judgement linking back to the question. Use sentence starters such as 'This proves...This shows...'**
- **BUT THEY WERE NOT SO SIGNIFICANT -PEE (numbers of paragraph dependant on line of argument).(Make sure you cover more than one factor. In your explanation ensure you reach a SUPPORTED judgement linking back to the question. Use sentence starters such as 'This proves...This shows...')**
- **SO- Supported conclusion evaluating HOW SIGNIFICANT.**

24 MARKER:

- This is a BIG overview question. It is not about going in depth and taking a journey through all the time periods (don't be a TRAIN) but taking a HELICOPTER overview approach and being SELECTIVE.
- **BREADTH NOT DEPTH.**
- You will need to spend around 3-5 minutes planning it.
- **YOU DO NOT NEED TO COVER THE WHOLE TIME PERIOD. YOU MUST SELECT WHICH BITS FROM WHICH TIME PERIOD YOU ARE GOING TO SELECT TO SUPPORT YOUR ARGUMENT.**
- **WE WOULD ADVISE A BEGINNING, MIDDLE, END APPROACH TO SHOW BREADTH.**
- **Think about:**
 - What's your argument?
 - What are your themes?
 - Which key evidence are you going to use?
 - Have you ensured breadth and not depth?
 - How do points link together?
 - In the exam this answer needs to take you approximately 35 minutes!



- **STRUCTURE**
- **INTRODUCTION-** Unpack the question (i.e break down the world majority). Reach an evaluative judgement (i.e were they supported more in one time period than another).
- **YES-**
 - Signpost overarching argument, aim to be thematic (umbrella point)
 - Select 2 pieces of specific evidence to support (make sure these are from different time periods)
 - Judgement i.e always follow the evidence with a judgement on it. Use sentence starters like 'this shows...this asserts...this portrays...undeniably this proves...'. Employ tentative language to measure extent of agreement i.e 'partially/slightly/mostly/somewhat/ considerably/
- **YES-**
 - Signpost overarching argument, aim to be thematic (umbrella point)
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- **BUT-**
 - Signpost overarching argument, aim to be thematic (umbrella point)
 - Select 2 pieces of specific evidence to support (make sure these are from different time periods)
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proves...'. Employ tentative language to measure extent of agreement i.e 'partially/slightly/mostly/somewhat/ considerably/

- BUT-
- Signpost overarching argument, aim to be thematic (umbrella point)
- Select 2 pieces of specific evidence to support (make sure these are from different time periods)
- Judgement i.e always follow the evidence with a judgement on it. Use sentence starters like 'this shows...this asserts...this portrays...undeniably this proves...'. Employ tentative language to measure extent of agreement i.e 'partially/slightly/mostly/somewhat/ considerably/
- SO- Reach a BIG overarching judgement, could differentiate between time periods. Link back to introduction.

USEFUL VOCAB TO GET THE TOP MARKS! DON'T EVER MAKR SWEEPING GENERALISATIONS!

EVALUATIVE/TENTATIVE LANGUAGE WORDBANK:

ASSERTING STRENGTH OF ARGUMENT:

Convincing	Plausible	Forceful	Conceivably
Credible	Affirms	Compelling	Persuasive

ASSERTING WEAKNESS OF ARGUMENT:

Weak	Unconvincing	Loose	Somewhat	Unsuccessfully	To some extent
Tenuous	Vague	Partial	Partly	To some degree	Relatively

Extreme	Tame	Rapid	Gentle	Dramatic	Slow
Swift	Long-term	Stable	Major	Drastic	Severe
Steady	Fast	Gradual	Revolution	Minor	Extreme
Moderate	Measured	Modest	Forwards	Progress	Regress

STRUCTURE FOR PAPER 3:

CIVIL WAR TO RESTORATION:

10 MARKER EXPLAIN WHY

INTRODUCTION- STATE JUDGEMENT EVALUATING EXTENT (FRAMING ARGUMENT)



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20 MARKER SOURCE QUESTION:

INTRO: State your judgement to the question and group the sources according to agree and disagree.

YES:

- Explain which source supports the statement e.g. Yes Cromwell refused the crown as it was against God's wishes and Source B supports this.
- Give evidence from the source and your own knowledge to show that it supports
- Sources- These must be critically evaluated (PANDA AND TIME THEY WERE WRITTEN) and cross referenced to support/undermine each other.

- Judgment (This is where, from your deployment of the sources and evidence, you form an evaluative judgement to ARGUE to what extent you agree with the statement.)
- BUT
- Overarching argument:
- Specific contextual knowledge to support your argument
- Sources- These must be critically evaluated (PANDA AND TIME THEY WERE WRITTEN) and cross referenced to support/undermine each other.)
- Judgment (This is where, from your deployment of the sources and evidence, you form an evaluative judgement to ARGUE to what extent you agree with the statement.)
- SO (This is your conclusion on which you form your final judgement on the question). You must support your introduction- DO NOT contradict yourself.

CASTLES:

10 MARKER EXPLAIN WHY

10 MARKER HOW USEFUL (SOURCE COMPARISON)

- To EVALUATE and COMPARE the usefulness of the two sources you will need to consider:
- PANDA
- CONTEXTUAL KNOWLEDGE to test the source.
- The examiner wants you to focus NEARLY totally on how the source IS useful. However, make a small awareness of a sources' limitations.

STRUCTURE:

SOURCE A IS MORE USEFUL THAN SOURCE B	SOURCE B IS MORE USEFUL THAN SOURCE A
<ul style="list-style-type: none"> • Opening Point: • Content taken from source to support: • Use of PANDA to critically evaluate • Contextual Knowledge • Linking sentences to evaluate HOW USEFUL IN COMPARISON TO SOURCE B 	<ul style="list-style-type: none"> • Opening Point: • Content taken from source to support: • Use of PANDA to critically evaluate • Contextual Knowledge • Linking sentences to evaluate HOW USEFUL IN COMPARISON TO SOURCE A
FINAL SENTENCES TO MAKE ULTIMATE JUDGEMENT	