

How to answer GCSE History Questions: Paper 1 Thematic Study – Crime and Punishment

Question Type: Similarity [4]

Time: 5 minutes

Example question: Explain **one** way in which punishments were **similar** in the Medieval period (c.1000-c.1500) and the Early Modern period, (c.1500-c1700).

Structure:

- *'One similarity between the two periods was...'* (briefly outline the similarity in one sentence).
- *'For example during the (1st period)...'* (Give specific facts about the similarity in this time).
- *'Similarly, during the (2nd period)...'* (Give specific facts about the similarity in this time).
- *'This remained similar because...'* (Explain why this continued).

Question Type: Difference [4]

Time: 5 minutes

Example question: Explain **one** way in which punishments were **different** in the Medieval period (c.1000-c.1500) and the Early Modern period, (c.1500-c1700).

Structure:

- *'One difference between the periods was...'* (briefly outline the similarity in one sentence).
- *'For example during the (1st period)...'* (Give specific facts about the similarity in this time).
- *'However, by the (2nd period)...'* (Give specific facts about the similarity in this time).
- *'This changed because...'* (Explain why there was a difference/change).

Advice:

- Make your facts as **accurate** and **specific** as possible making use of **key terms**.
- You only need **one** similarity or difference
- Be **succinct** – this is only worth 4 marks.



Question Type: Explain why... [12]

Time: 20 minutes

Example question: Explain why definitions of crime have changed in the modern day, (c.1900-present day).

You **may** use the following in your answer:

- Technology
- Changing attitudes

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

Why
Why
Why

Structure: You need to explain **three** different reasons using three P.E.E.L. paragraphs. **No conclusion** is needed.

POINT: Briefly outline/point out the first reason you want to give.

'One reason why... was...'

EVIDENCE: Give facts about the reason you have given. Make them as specific and detailed as you can.

'For example...'

EXPLAIN: Now explain in detail *why* it was a cause or reason. The focus is on 'why' and not 'what' happened.

'This was a cause because...'

LINK: Briefly make sure you refer back to the question itself and summarise your reason why.

'Therefore, this was a cause because...'

Advice:

- Your answer should always focus on the question.
- You need three different reasons.
- You do **not** have to use the hints given in the bullet points – they are there just to help.
- The **explanation** in each paragraph should be the longest.

Question Type: How far do you agree... [16]

Time: 25 minutes

Example question: Religion was the main reason why there was an increase in the crime of witchcraft in Early Modern England, (c.1500-c.1700)

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- The Church
- Matthew Hopkins

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



Structure: You need to give a balanced 'for' and 'against' answer.

INTRODUCTION: Briefly outline what your argument is going to be.

"I strongly believe that..."

POINT: Briefly outline/point out the argument given in the statement with any other reasons that support it.

'One reason why... was...'

EVIDENCE: Give facts about the reason you have given. Make them as specific and detailed as you can.

'For example...'

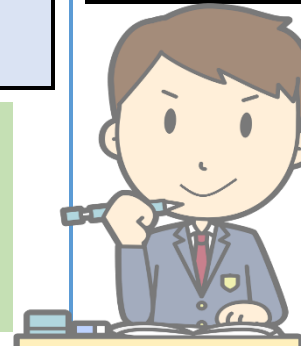
EXPLAIN: Now explain in detail *why* it was a cause or reason.

'This was a cause because...'

In your next PEE paragraph, outline more than one reason why you may disagree with the statement. You need more than one reason to show that you are using 'information of your own'.

Advice:

- Make sure you have a 'for' and 'against' balanced answer to show your knowledge of both sides of the argument.
- Always make sure you explain the topic given in the statement. It's there as the examiner wants to test you on it.
- Make sure the opinion that you give in your introduction **matches** what you argue in your final judgement/conclusion.
- Take a side** and have an opinion. This is better than 'sitting on the fence'.



How to answer GCSE History Questions: Paper 1 The Historical Environment - Whitechapel

Question Type: Two features of... [4]

Example question: Describe two features of employment in Whitechapel?

What is a 'feature'?

A feature is something that is **distinctive** about that person, event or time or a **characteristic** of it. This is more than just a fact.

Structure:

Firstly, make your **'point'** about what the overall feature of the person, event or topic is.

- *'One feature of...is...'*

Then follow this up with specific, factual **'evidence'** about the feature.

- *'For example...'*

Example answer:

'One feature of employment in Whitechapel was how physically demanding the work would be. For example, men would seek employment in the Bell Foundry, building railways, canals, working in the docks or in factories such as sweat shops.'

Advice:

- Make your **two** features as different as possible to make sure you don't repeat facts.
- Include **specific facts** to support your feature and show off knowledge.
- If you write beyond the lines given to you, you may be wasting valuable time – move on.

Question Type: How useful... [8]

Example question: How useful are Sources A and B for an enquiry into the problems faced by police searching for 'Jack the Ripper'?

Structure:

CONTENT: Firstly, what does the source tell you to help with your enquiry? Point out what is there or what is written. Use quotations if needed.

- *'Source A is useful as it shows...'*

KNOWLEDGE: Now, what do you know about the enquiry topic to support this? Use your background knowledge.

- *'For example, I know that ...'*

NOP: Finally, think about the nature, origin and purpose of the source. How might that be useful or otherwise?

- *'Source A is useful because...'*
- *'However, it's use is limited by...'*

Advice:

- You do not need to compare the sources'.
- Write about both sources separately.
- Read the whole question – what is the 'enquiry' question your focus should be on?
- All sources are useful for something – no matter who, when or why it was produced.
- Imagine you had to use the source.

Question Type: Follow up... [4]

Example question: How could you follow up Source B to find out more about the problems faced by police when searching for 'Jack the Ripper'?

Structure:

- **Detail in the Source that I would follow up:**

What can you read or see in the source that helps you answer your enquiry topic? State what it is.

- **Question I would ask:**

Think of one question that this prompts you to ask to help you with the enquiry.

- **What type of source I would use:**

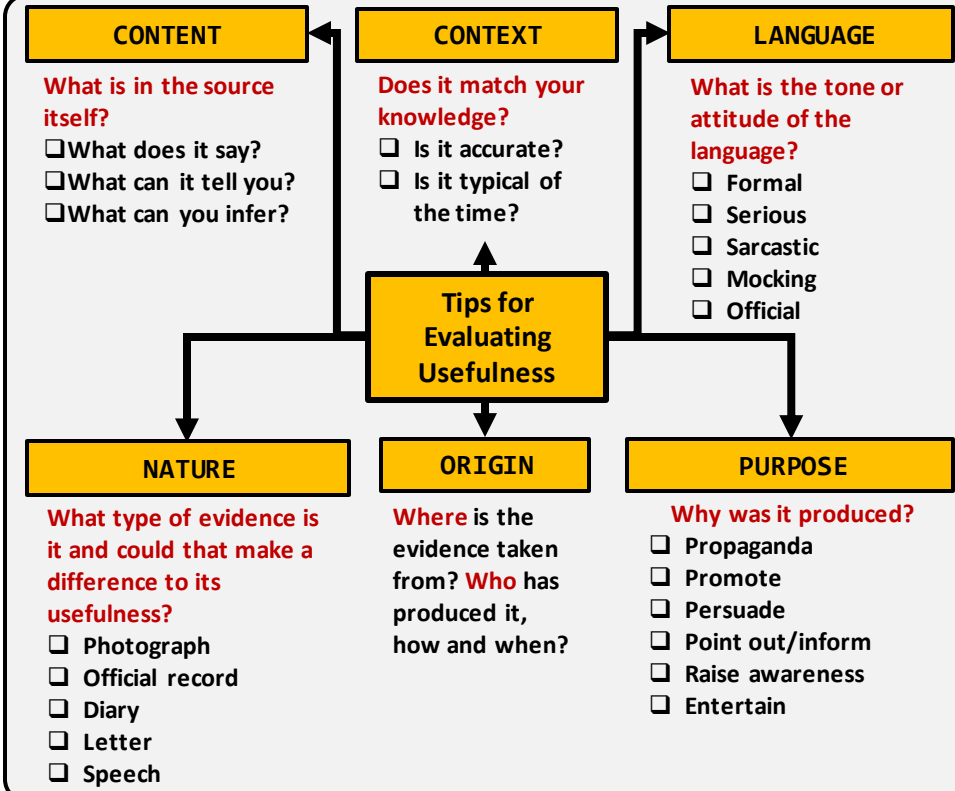
Pick one type of source/evidence that would help you answer the question you have just given. Be specific with what evidence you are asking for. When, who by, where from etc.

- **How this might help answer my question.**

Now explain WHY the source you have given would help answer your question. What will it allow you to find out?

Advice:

- Make sure you read the question fully so you are fully aware of what the 'enquiry' topic is.
- Imagine you have to ask for the evidence you think is most useful – be specific about what you want, when from and where from.
- Follow the guidelines – only write your question where it asks.



Types of Sources for your follow up

Written	Visual
<ul style="list-style-type: none"> <input type="checkbox"/> Police officer report from the crime scene <input type="checkbox"/> Home Office official statistics E.g. crime rates. <input type="checkbox"/> H Division Police station records. <input type="checkbox"/> Medical records. <input type="checkbox"/> Police officer memoirs. <input type="checkbox"/> Court records (E.g. Old Bailey). <input type="checkbox"/> Census record from Whitechapel. <input type="checkbox"/> Local newspaper article or front page. <input type="checkbox"/> National newspaper article or front page. <input type="checkbox"/> Letters E.g. from Jack the Ripper. <input type="checkbox"/> Government report into crime. <input type="checkbox"/> Coroner or post-mortem report <input type="checkbox"/> Witness statements 	<ul style="list-style-type: none"> <input type="checkbox"/> Sketches <input type="checkbox"/> Illustrations <input type="checkbox"/> Illustrated newspapers <input type="checkbox"/> Newspaper cartoons <input type="checkbox"/> Portraits <input type="checkbox"/> Painting <input type="checkbox"/> Artist's impression <input type="checkbox"/> Photographs <input type="checkbox"/> Diagrams <input type="checkbox"/> Post mortem sketch.

How to answer GCSE History Questions: Paper 2 British Depth Study – Early Elizabethan England

Question Type: Two features of... [4]

Time: 5 mins

Example question: Describe two features of the Elizabethan education system.

What is a 'feature'?

A feature is something that is **distinctive** about that person, event or time or a **characteristic** of it. This is more than just a fact.

Structure:

Firstly, make your '**point**' about what the overall feature of the person, event or topic is.

- '*One feature of...is...*'

Then follow this up with specific, factual '**evidence**' about the feature.

- '*For example...*'

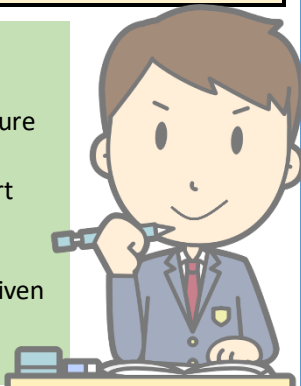
Example answer:

'One feature of the Elizabethan education system was the growth in importance of university education.

For example, Oxford and Cambridge Universities both grew in size with Queen Elizabeth founding Jesus College in Cambridge specifically for Welsh boys.'

Advice:

- Make your **two** features as different as possible to make sure you don't repeat facts.
- Include **specific facts** to support your feature and show off knowledge.
- If you write beyond the lines given to you, you may be wasting valuable time – move on.



Question Type: Explain why... [12]

Time: 20 mins.

Example question: Explain why voyages of exploration increased during the Elizabethan era.

You **may** use the following in your answer:

- Printing Press
- Ship design

Why
Why
Why

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

Structure: You need to explain **three** different reasons using three P.E.E.L. paragraphs. **No conclusion** is needed.

POINT: Briefly outline/point out the first reason you want to give.

'One reason why... was...'

EVIDENCE: Give facts about the reason you have given. Make them as specific and detailed as you can.

'For example...'

EXPLAIN: Now explain in detail *why* it was a cause or reason. The focus is on 'why' and not 'what' happened.

'This was a cause because...'

LINK: Briefly make sure you refer back to the question itself and summarise your reason why.

"Therefore, this was a cause because..."

Advice:

- Your answer should always focus on the question.
- You need three different reasons.
- You do **not** have to use the hints given in the bullet points – they are there just to help.
- The **explanation** in each paragraph should be the longest.

Question Type: How far do you agree... [16]

Time: 25 mins

Example question: *Elizabeth's most significant problem during her reign was the threat of Mary, Queen of Scots.*

How far do you agree? Explain your answer

You **may** use the following in your answer:

- The Catholic Church
- Legitimacy

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

Structure: You need to give a balanced 'for' and 'against' answer.

INTRODUCTION: Briefly outline what your argument is going to be.

"I strongly believe that..."

POINT: Briefly outline/point out the argument given in the statement with any other reasons that support it.

'One reason why... was...'

EVIDENCE: Give facts about the reason you have given. Make them as specific and detailed as you can.

'For example...'

EXPLAIN: Now explain in detail *why* it was a cause or reason.

'This was a cause because...'

In your next PEE paragraph, outline more than one reason why you may disagree with the statement. You need more than one reason to show that you are using 'information of your own'.

Advice:

- Make sure you have a 'for' and 'against' balanced answer to show your knowledge of both sides of the argument.
- Always make sure you explain the topic given in the statement. It's there as the examiner wants to test you on it.
- Make sure the opinion that you give in your introduction **matches** what you argue in your final judgement/conclusion.
- Take a side** and have an opinion. This is better than 'sitting on the fence'.



How to answer GCSE History Questions: Paper 2 Period Study – British America

Question Type: Explain two consequences of... [8]

Example question: Explain two consequences of the Treaty of Paris.

What is a 'consequence'?

A consequence is something that happens **afterwards**, the **result** or **impact** of something. This could even be the difference it made over time.

Structure:

POINT: Firstly, make your 'point' about what the overall consequence was.

- *'One consequence of the ... was...'*
- EVIDENCE:** Now outline what happened
- *'For example...'*

EXPLAIN: Now explain the impact/result

- *"This led to... which then resulted in...which finally ended with..."*

Advice:

- Read the question fully to make sure your consequences fit the aim of the question.
- Take your consequence as far as it can go to explain it.
- Use specific facts such as names, places, key terms, events and dates to show off your knowledge of the consequences you explain.

Useful Consequence phrases

- | | |
|--------------------------------------|-----------------------------------|
| • <i>As a result...</i> | • <i>This changed the way..</i> |
| • <i>This made a difference as..</i> | • <i>The effect of this was..</i> |
| • <i>This meant that...</i> | • <i>Consequently..</i> |
| • <i>This changed...</i> | • <i>This led to..</i> |
| • <i>This led to...</i> | • <i>The impact of this was..</i> |
| | • <i>Ultimately...</i> |

Question Type: Write a narrative account analysing... [8]

Example question: Write a narrative account analysing the ways in which key events in the years 1773-75 led to the outbreak of the War of Independence in 1775.

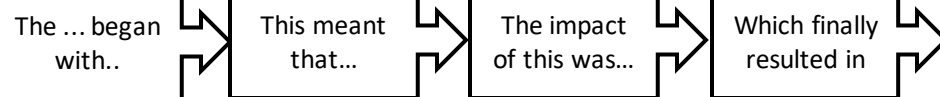
You **may** use the following in your answer:

- The Boston Tea Party (1773)
- The First Continental Congress (1774)

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

Structure: This question is all about explaining the **links** between various events to reach the **outcome** that is mentioned in the question. You need to explain how each event in your narrative linked to the next. Think of it as explaining a **flow chart**.

Your answer needs a beginning, middle and an end.



Advice:

- Read the question fully to know what the outcome of your narrative account is.
- In in doubt, see this question as asking you to explain why something happened.
- Make sure the events you explain are in the correct chronological order.
- Refer back to the question often to keep a focus.

Useful narrative phrases

- | | | |
|--------------------------------|--|------------------------------|
| • <i>In order to...</i> | | • <i>This resulted in...</i> |
| • <i>Despite this...</i> | | • <i>The caused...</i> |
| • <i>Consequently...</i> | | • <i>A turning point...</i> |
| • <i>The impact of this...</i> | | • <i>This led to...</i> |
| • <i>Without this...</i> | | • <i>As a result...</i> |
| • <i>This meant that...</i> | | • <i>This was key as...</i> |

Question Type: Explain the importance of two of the following... [2 x 8]

Examples: The importance of slavery for the development of tobacco and rice plantations in the Southern colonies.
The importance of Thomas Paine's Common Sense for the aim of American independence, 1776

What is 'importance'?

The question is asking you to explain why an event or person is significant, essential, key to something. For example, has it changed something forever or caused something to change?

Structure:

POINT: Firstly, make your 'point' about what the overall importance was.

- *'Firstly, the... was important for...'*
- EVIDENCE:** What happened? What did it do? Give specific facts.
- *'For example, ...'*

EXPLAIN: Explain why it was important, expanding your explanation as far as you can to fit the question you have been given.

- *'This was important because...'*

You may wish to do this twice to outline more than one reason why something was important.

Advice:

- In the exam you pick two importance questions out of a choice of three. Make sure you clearly mark your choices on the exam paper.
- For each, you will be awarded up to 4 marks for the knowledge you show and up to 4 marks for your explanation of the importance.
- As with all exam questions, refer back to the question as often as possible to focus your answer.

Useful 'importance' phrases

- | | |
|---|-----------------------------------|
| • <i>Without this...</i> | • <i>This was essential as...</i> |
| • <i>This created a turning point as...</i> | • <i>This was key as...</i> |
| • <i>This was a catalyst to...</i> | • <i>This forever changed...</i> |
| • <i>This was significant as...</i> | • <i>This was a vital part...</i> |

How to answer GCSE History Questions: Paper 3 Modern Depth Study – Weimar and Nazi Germany

Question Type: Inference... [4]

Example question: Give two things you can **infer** from Source A about the success of the Berlin Olympic Games in 1936?

What is an 'inference'?
In other words, what can you **learn** or **gather** from the source?

Structure: The structure will already be printed out for you on the exam paper:

(i) What I can infer:
'I can infer that...'
State what you can learn from the source about the topic you have been given in the question.

(ii) Details in the source which prove this:
'This is proven by...'
Give a quotation or describe what you can see in the source to prove your inference.

Advice:

- Your source may be written or visual. For written sources aim to use a quotation or paraphrase from the source. For a visual source simply describe what is there to support your inference.
- Make your two inferences as different as possible to make sure you don't repeat yourself.

Question Type: How useful... [8]

Example question: Study Sources B and C. **How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic?**

Explain your answer using the source and your knowledge.

Structure:
CONTENT: Firstly, what does the source tell you to help with your enquiry? Point out what is there or what is written. Use quotations if needed.

- *'Source A is useful as it shows...'*

KNOWLEDGE: Now, what do you know about the enquiry topic to support this? Use your background knowledge.

- *'For example, I know that ...'*

NOP: Finally, think about the nature, origin and purpose of the source. How might that be useful or otherwise?

- *'Source A is useful because...'*
- *'However, it's use is limited by...'*

Advice:

- You do not need to compare the sources'.
- Write about both sources separately.
- Read the whole question – what is the 'enquiry' question your focus should be on?
- All sources are useful for something - no matter who, when or why it was produced.

Question Type: Difference between two interpretations 2x[4]

Example question: Study interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic.

- **What is the main different between these views?**

What is an 'interpretation'?
An interpretation is a view point or opinion of a historian. Their opinions are formed after plenty of research and using sources from the time.

Structure:
State what the main difference between the two opinions is.

- *'The main difference between the two interpretations is...'*

Outline the view of the first historian and give a quotation to support this:

- *"For example, the historian in interpretation 1 believes that... Which is proven by..."*

Now contrast this with the view of the second historian and give a quotation to support this:

- *'However, the historian in interpretation 2 believes that... This is proven by...'*

Advice:
Make sure you make in clear in your answer **which interpretation** you are referring to by referring its number or name of the historian.

Example question: Suggest one reason **why** interpretations 1 and 2 give different views about the challenges facing the Weimar Republic. You may use Sources B and C to help explain your answer.

Structure:
Remember this sentence!
'The main reason why the interpretations give different views is because the two historians have used a different set of sources.'

Now match Interpretations 1 and 2 to their matching sources.

- *'For example, the historian in Interpretation 1 may have used source X because it shows/states...'*
- *'However, the historian in Interpretation 2 may have used source Y as this shows/states...'*

Question Type: How far do you agree with the interpretation... [16]

Example question: How far do you agree with Interpretation 2 about the challenges faced by the Weimar Republic? Explain your answer using both interpretations and your own knowledge.

This is very similar to the 16 mark questions in Paper 1 and Paper 2. This time, you just need to make sure you refer to the two interpretations to give you your balanced point of view.

Structure: You need to give a balanced 'for' and 'against' answer.

INTRODUCTION: Briefly outline what your argument is going to be.
"I strongly believe that..."

FOR:

- *To some extent, the view in interpretation 2 is...*
- *For example..* (use facts from your knowledge)
- *This is true because...* (explain these facts – referring back to the statement)

AGAINST:

- *However, the view in interpretation 1 is...*
- *For example..* (use facts from your knowledge)
- *This is true because...* (explain these facts – referring back to the statement)

CONCLUSION: Argue what your opinion is.

Advice:

- Make sure you form an opinion.
- Make sure you include the views from the interpretations.
- Include your own knowledge to support the answer.
- Have a strong case in your conclusion.

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



Useful sentence starters for all GCSE History questions.

- **P** POINT
- **E** EVIDENCE
- **E** EXPLAIN
- **L** LINK

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 Why

General Rules

- 4 Marker = 2 x P.E.
- 12 Marker = 3 x P.E.E.
- 16 Marker = 3 x P.E.E. + conclusion
- 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...'
 - No** 'It's like...'