

**GCSE History**

**I will use this booklet to make sure that I understand what topics I am studying for my GCSE course and what exams I will be taking**

**I will use this booklet to break down my revision into manageable sections**

**I will speak to my teacher if I am not sure of a topic or I am missing any work**

**Key information**

□ I know that my Exam Board is CCEA (the Northern Ireland exam board). I can find out more information about this exam on the CCEA website – www.ccea.org.uk

□ I know that there is a Lagan College History website at [www.laganhistory.com](http://www.laganhistory.com) (password lagan1981) that will give me more guidance on the topics and has links to good revision sites such as the BBC Bitesize site

□ I understand that I will be doing two exam papers ...

**Unit 1 / Paper I** tests me on Option 1: Germany 1918-41 **AND** Option 5: Changing relationships: Britain, Northern Ireland and Ireland 1965-85

□ I understand that I must do questions 1 and 2 for the Option 1: Germany section (and not question 3)

□ I understand that I must do questions 13 and 14 in the Option 5: Northern Ireland section (and not question 15)

□ There will be other sections on the paper on topics that I have not studied, so I must make sure only to answer the questions for the options I have studied.

It is a 2 hour paper. It represents 50% of my final grade.

**Unit 2 / Paper 2** tests me on The Cold War 1945-91

It is a 1 ¼ hour paper. It represents 25% of my final grade.

□ I understand that I MUST do question 1, which is a source based question.

□ I understand that I must do ONE of the other three questions on the paper.

 **Tiers of entry**

□ I understand that there are two tiers of entry: **Higher Tier** and **Foundation Tier**.

I might be entered for higher tier exams in both papers **OR** foundation tier exams in both papers **OR** I can take a Higher Tier exams in one paper and a Foundation Tier exam in the other paper. I must make sure I know in advance if I am taking the Higher or Foundation Tier papers in one or both papers.

□ I understand that if I am entered for the Foundation tier papers for Paper 1 **AND** Paper 2 I can get a grade B if I do very well (but I cannot get higher).

□ I understand that the decision as to what tiers I will be entered for will be made by my teacher and will be based on how I have performed during the GCSE course. My teacher will look at my class work, homework, performance in assessments and exams, and attendance before making the decision.

□ If me or my parents don’t agree about the tiers my teacher has entered me for we can contact my teacher or Head of Department to discuss my performance.

□ The decision as to which levels I am entered for will be made in Year 12. When I have this information I will record it below:

**Paper I** I am entered for the ……………………….……………………………………. Tier

**Paper II** I am entered for the ……………………………………………………………. Tier

**Option 1: Germany 1918-41**

**This option is examined in paper I**

1. **Weimar Germany 1918-29**

**Early problems**

□ I can briefly explain how Germany was affected by the First World War and why, by 1918, they faced defeat

□ I can briefly explain why a democratic republic was set up in Germany in 1918 after the abdication of the Kaiser

□ I understand why the Spartacists were opposed to the new republic and can explain the events of the Spartacist Rising in January 1919, including some reasons why it failed

□ I know that there were other left-wing risings in 1919, in Berlin and Bavaria

□ I can describe several features of the new Weimar Constitution, particularly those features that would be seen as weaknesses

□ I can list the terms of the Treaty of Versailles and explain some reasons why the German people were angry with the treaty

□ I can explain some reasons for the Kapp Putsch in 1920 and why it failed

□ I know that there were a number of political assassinations in the early 1920s, the most famous of which was the assassination of Walter Rathenau in 1922

□ I can say a little about the Red Rising which took place in March 1920

**1923 – year of crisis**

□ I understand why the French invaded the Ruhr in January 1923, which helped to spark off the hyperinflation crisis

□ I can describe the impact of the hyperinflation crisis in 1923 giving some of the ways the German people were affected, including losers and winners

**The Streseman era – the Weimar Republic’s ‘golden years’?**

□ I can describe the ways that Stresemann brought about economic recovery in Germany from 1924-28 and can also explain the limitations of his policies

□ I can explain some of the things Stresemann did to improve the reputation of Germany with other countries in Europe

**The Nazi Party – the early years**

□ I can say a little about Hitler’s early life and how he came to be involved with the German Workers’ Party

□ I can explain at least 5 of the ideas of the early Nazi Party

□ I can describe some of the ways Hitler tried to gain support for the Nazi Party in the early 1920s

**The Munich Putsch and aftermath**

□ I can give some reasons for the Munich Putsch in November 1923, I can describe the key events and explain the ways the Putsch was both a failure and a success

□ I can describe some of the ways Hitler tried to increase the appeal of the Nazi Party from 1924-29

1. **Collapse of the Republic / Hitler become Chancellor 1929-33**

□ I understand that the collapse of the Weimar Republic was partly due to long term problems, stretching back into the 1920s

□ I can explain why Germany faced an economic crisis in 1929 and describe some of the effects on the German people

□ I understand why the economic crisis led to a political crisis, with the collapse of the Grand Coalition

□ I can describe some of the actions taken by Bruning, Papen and Schleicher that made the political situation worse e.g. overuse of Article 48, economic policies, attitude to the Nazis

□ I can explain how Hitler was able to take advantage of the problems in Germany e.g. the use of propaganda to appeal to voters and gaining support from key people

□ I can explain why the Nazi Party gained votes in this period

□ I understand why the rivalry (political intrigue) between Papen and Schleicher led to the decision by President Hindenburg to appoint Hitler Chancellor in January 1933

 **3. Nazi Germany 1933-45**

**Hitler’s consolidation of power Jan 1933 – August 1934**

□ I understand that even though Hitler became Chancellor in January 1933 it took until August 1934 for him to become a dictator.

□ I can explain the steps in Hitler’s move to dictatorship beginning with the Reichstag Fire in February 1933 up to death of Hindenburg and Hitler’s appointment as Fuhrer in August 1924.

□ I can explain in some detail the significance of the Reichstag Fire, the Enabling Act, the Law Against the Formation of New Parties, and the Night of the Long Knives, and compare their importance in Hitler’s consolidation of power

**Nazi economic policy**

□ I can describe the policies brought in by the Nazis after 1933 to bring about economic recovery and to control the lives of workers including the setting up of the German Labour Front, Strength through Joy, and various job creation schemes

□ I can compare the economic policies of Hjalmar Schacht (1933-6) and Hermann Goring (1936-9), looking at aims, policies, successes and failures

□ I can describe the ways the lives of workers improved / declined under Nazi rule

**Women in Nazi Germany**

□ I can explain Nazi attitudes toward women

□ I can describe a number of ways that the lives of German women were affected by Nazi rule and assess to what extent the Nazis succeeded in their aims towards women

□ I can explain the ways that the lives of German women improved / declined under Nazi rule

**Young people in Nazi Germany**

□ I can explain why the Nazis thought it was important to control young people in Germany

□ I can describe the ways the lives of young people were affected by Nazi rule both in school and outside school (Hitler Youth)

□ I can explain how and why the experience of boys and girls was different

□ I can give some reasons why some young people supported the Nazis and why some didn’t.

□ I can identify some of the youth groups who opposed the Nazis, explain what they did to show their opposition

□ I can assess the extent to which the Nazis succeeded in their aims towards young people

**The Churches in Nazi Germany**

□ I can explain why the Nazis thought it was important to control the German Churches

□ I can describe some of the ways the Catholic and Protestant Churches were affected by Nazi rule

□ I can assess the extent to which the Nazis succeeded in their aims towards the Churches

**Control in Nazi Germany**

□ I can describe some of the ways the Nazis used violence and terror to control the German people including the Decree for the Protection of People and State, the use of concentration camps, the role of the SS and control of the courts

□ I can describe the ways the Nazis used propaganda to control the German people including films, newspapers, radio, mass rallies, books, theatre and music

**Jews in Nazi Germany**

□ I can explain three reasons why the Nazis hated the Jews

□ I can describe the main stages in Nazi persecution of the Jews from 1933 to 1939

□ I can write in some detail about the Nuremburg Laws and Kristallnacht (Night of Broken Glass)

**Option 5: Changing relationships: Britain, Northern Ireland and Ireland 1965-85**

**This option is examined in Paper I**

**Background**

□ I understand the terms Unionist and Nationalist

□ I know when the state of Northern Ireland came into being, and understand some of the reasons why Unionists and Nationalists reacted differently to the new state

**The government of Captain Terence O’Neill**

□ I can explain the aims of Captain Terence O’Neill’s economic policies in the 1960s

□ I can describe some of O’Neill’s policies

□ I can identify some of the successes and failures of O’Neill’s economic

□ I can explain the aims of O’Neill’s political policies

□ I can describe O’Neill’s policies and can explain Unionist and nationalist reactions to his policies

**Civil Rights**

□ I can list the aims of the Northern Ireland Civil Rights Association (NICRA)

□ I can describe the tactics used by NICRA to achieve its aims

□ I understand why the actions of NICRA were viewed with suspicion by some Unionists

□ I can explain the Northern Ireland government’s reaction to NICRA

□ I can list the points in O’Neill’s Five Point Programme and explain why some Unionists were opposed to the Programme

□ I can explain the aims of People’s Democracy

□ I can describe what happened at Burntollet Bridge in January 1969

□ I can explain the reasons for and outcome of the ‘Crossroads Election’ in February 1969

□ I can explain why O’Neill was replaced as leader of the Ulster Unionist party by Major James Chichester Clark

**Escalation of political and civil unrest**

□ I can explain why the summer of 1969 was marred by violence, and give examples, such as the ‘Battle of the Bogside’

□ I can explain the decision of the British Government to send the British Army to Northern Ireland in August 1969

□ I can explain what was agreed in the Downing Street Declaration of August 1969 and describe Unionist and Nationalist reactions to the declaration

□ I understand why the IRA split in 1969 and can explain the aims of the Provisional IRA

□ I can explain the emergence of Protestant paramilitaries at this time

□ I can explain why Chichester Clark was replaced by Brian Faulkner in March 1971

□ I can distinguish between the different political parties that emerged at this time – the DUP, the Alliance Party and the SDLP. I know what the aims of each party were and who their leaders were

□ I can give reasons for why the British Government introduced internment into Northern Ireland in August 1971, and explain Unionist and Nationalist reactions to internment

□ I can describe what happened on Bloody Sunday 1971 and some of the results

□ I understand what is meant by ‘Direct Rule’

□ I can explain why the British Government introduced Direct Rule in Northern Ireland in March 1972 and explain Unionist and Nationalist reactions to this decision

□ I can explain why the year 1972 has been described as the worst year of the Troubles

**The Cold War 1945-1991**

**This option is examined in Paper II**

**Background**

□ I know when the Bolsheviks (communists) came to power in Russia

□ I can explain some differences between communism and capitalism

□ I can explain why the USSR and the West were suspicious of each other in the 1920s and 1930s and give some evidence to support this

□ I know why Stalin joined an alliance with Britain and the USA against Germany during the Second World War

□ I can list three things that were agreed by the ‘Big Three’ at the Yalta Conference in February 1945

□ I can give some reasons why relations between the ‘Big Three’ got worse between the Yalta and the Potsdam Conferences

□ I can explain what was agreed at the Potsdam Conference July 1945

**The Cold War in Europe 1945-9**

I can explain how each of the following helped to increase tensions between the USSR and the West between 1945 and 1949:

□ Churchill’s ‘iron curtain’ speech, at Fulton, Missouri, March 1946

□ The spread of communism in eastern Europe, 1945-7

□ George Kennan’s ‘long telegram’, 1947

□ The Truman Doctrine, 1947

□ The Marshall Plan, 1948

□ The setting up of Cominform and Comecon

**The spread of communism in Europe, 1945-9**

□ I can explain why the USSR and the western powers were divided over the future of Germany after the Second World War

□ I can give some reasons why Stalin order a blockade of West Berlin in June 1948

□ I can describe how the western powers overcame the blockade and why it was eventually lifted in May 1949

□ I can explain at least three results of the Berlin Blockade

**Hungary, Berlin and Czechoslovakia 1956-68**

□ I can explain some of the changes made by Nikita Khrushchev when he became Soviet leader in 1953

□ I can give some reasons why the people of Hungary rose in revolt in 1956, how the Soviets responded, and the outcome of the revolt

□ I can explain why Khrushchev ordered the building of the Berlin Wall in August 1961

□ I can explain why, by 1968, the people of Czechoslovakia were unhappy with their communist leaders

□ I can describe some of the reforms brought in by the Czech leader, Alexander Dubcek

□ I can explain why the Soviet leader, Brezhnev, was unhappy with these reforms, how he responded, and why Dubcek backed down

□ I can explain what is meant by the ‘Brezhnev Doctrine, 1968

**The Korean War 1950-1953**

□ I can explain why Korea was split in two at the end of the Second World War

□ I know when and why the North Koreans invaded the South, why this concerned the USA and how it responded

□ I can explain why the USA’s involvement in Korea worried China, and how it responded

□ I know why President Truman sacked General Douglas MacArthur in April 1951

□ I can explain why changes in leadership in both the USA and the USSR helped to bring an end to the Korean conflict in 1953

**The Cuban Missile Crisis**

□ I know where Cuba is in relation to the USA

□ I can explain why the USA was concerned when Fidel Castro seized power in Cuba in 1959

□ I know why the Bay of Pigs was a disaster for the US military

□ I can explain why Castro turned to the USSR for help, how the USSR responded and why this would have worried the USA

□ I can explain the options facing the US President, John F Kennedy, and explain why he chose the option of imposing a naval blockade of Cuba

□ I can explain how the Soviets responded to the blockade

□ I can describe at least three results of the Cuban Missile Crisis

**The Vietnam War 1954-1975**

□ I can explain why the decision was made to divide Vietnam in two in 1954 and why the USA supported the South Vietnamese government

□ I can explain the aims of the National Liberation Army (Vietcong) and why they gained an advantage over the South Vietnamese army

□ I can explain what is meant by the ‘Tonkin Resolution’ in 1964

□ I can describe some of the tactics used by the US Army to try to defeat the Vietcong

□ I can explain at least three reasons why the US Army struggled to defeat the Vietcong

□ I can explain what is meant by the Tet Offensive, 1968

□ I can explain how and why public opinion in America was turning against the Vietnam War

□ I can explain the policy of US President Nixon, when he took office in 1968

□ I know when the Vietnam War came to an end

□ I can explain at least three results of the Vietnam War

**Controlled Assessment in History**

In addition to my two exam papers, I will also complete a Controlled Assessment task on the dropping of the atomic bomb on Japan.

This task is not examined in Paper I or II. I will complete the assessment in class.

I will do the Controlled Assessment task in Year 12.

It represents 25% of my final grade.

I will get additional guidance on how to do my Controlled Assessment topic closer to the time of doing the assessment.

**GCSE HISTORY**

**HIGHER TIER**

**This section of the booklet is for pupils who have been entered for the HIGHER TIER papers**

**It includes a sample of higher tier papers and top ten hits for success.**

 **Top Ten Tips for Success in GCSE History**

 **Higher Tier**

**Many students make the same mistakes each year in GCSE History. The steps**

**below will help you to avoid making these common mistakes and give you the**

**best chance of success in your History examination papers.**

**1.** Always read the question **carefully**. You are marked on how well you answer the

question asked (not what you **want** the question to be). This is why it is important to

read the question slowly and take a moment to understand what it requires. Don’t

panic and begin immediately in a bid to save time. If you answer the wrong question,

the time you think you have saved will have been wasted anyway.

**2.** Keep your answer **relevant**. Stick to the point of the question. Do not simply write

down everything you know about the topic. Think carefully about the focus or theme

of the question. Do not waste time writing details and facts that do not help to

answer the question.

**3.** Look at the **marks** allocated to each question as they are a good guide as to how

many points you need to make and how much you should write.

**4.** Remember to **choose** your questions carefully and **stick** with your choice. What

often happens is that students decide they are doing the ‘wrong question’ and after

they have answered a substantial proportion of it, start doing another one. This

leaves them with very little time to develop their answers. To avoid this, briefly plan

your response by jotting down a few points to see which question you can answer

best before making your decision and then stick with your choice.

**5.** Watch your **timing** in the papers.

**Paper 1** is **2 hours** long. You have to answer **4** questions. Since each question is

worth **equal** marks, you should spend **30 minutes** on each.

**Paper 2** is **1 hour 15 minutes** long. There is **1** source question and **1** essay question.

Both carry **equal** marks. In Section A, you should spend **10 minutes** reading and **35**

**minutes** answering the source questions. In Section B, **30 minutes** should be spent

on the essay question.

**6. Paper 1**

This paper requires you to provide factual detail in your answers.

**Question a** – Write brief answers to make your point.

**Questions b and c** – Both questions will ask you to explain **HOW** something

happened. You need to focus on the events and explain the way something

happened. Each question is asking you to write a paragraph. Keep your answer

focused on the exact question and try to provide about **5-6** detailed points.

**Question d - in the Germany, Russia and USA options** you will be asked to look

at **HOW or WHY** something happened.

Remember:

**Why** asks you to explain the **reasons** e.g. This happened because…..;

**How** asks you to explain the way it happened e.g. It took place on the 30th June

1934…..

You need to provide a more detailed answer in this question. You will get **two** bullet

points to help you with your answer. You need to make sure that all your answer is

relevant to the question asked. Do not simply write a paragraph on each bullet point

without linking back to the question.

Not all bullet points require exactly the same length of writing. It depends on the

topic asked; and the extent of the part played by each bullet point. A consistent error

in this question is that some students do not allocate their time correctly and

concentrate so much on the first bullet point that they have no time for the second.

Both bullet points must be covered to get into **Level 3**. Use the bullet points to

structure your response; if you know more about the topic and it is relevant to the

question make sure you include this in your answer.

Do not simply write a story of all you know about what happened. Remember the question is asking you to **explain** an event.

Remember that in Option 4 of Paper 1 on **Peace, War and Neutrality: Britain,**

**Northern Ireland and Ireland 1932–1949** and Option 5 on **Changing Relationships:**

**Britain, Northern Ireland and Ireland 1965–1985** you could be asked HOW **and**

WHY something happened.

**7. Paper 2**

There are **two** sections in this paper.

**Section A** is **source work**. You have to answer **4** questions based on **3** sources.

**Section B** is an **essay question.** You have to answer **1** question from a choice of **3**.

The essay question will have **4** bullet points to help you structure your answer.

**Section A – Source work**

**Question 1 a –** This is a straightforward question in which you are asked to read and

pick out information from Source A about a particular issue. In this question you

should go through the source line by line; if you do this, you will not miss anything.

Look for **4** things which the source tells you and you should try and use ‘clips’ from

the source to support what you are saying.

**Question 1 b –** You will be asked to read **2** sources. You will be looking at the

sources to see if they agree or disagree. You must mention specifically where there is

agreement **and** disagreement and you should try to find **3** clear examples of this. If

you can show that one source mentions a particular point which the others fails to

mention you will be given credit for this. One source may support another

completely, partially or not at all. Provide specific references to both sources. You

need to cover points of agreement **and** disagreement to get into **Level 3**.

**Question 1 c** – This question will ask you to assess the reliability **and** usefulness of a

source. You will need to cover both aspects to get into Level 3. You need to look at

the strengths **and** weaknesses of the source.

**Reliability -** To measure reliability you should think about the following:

**Author** – Who wrote the source? Was it an historian, an eyewitness, a reporter?

 Do you trust them?

**Date** – When was the source written? Was it written at the time or a long time

 after the event? How will this affect the reliability of the source?

**Motive** – Why did they produce this source? Was it to influence or to inform?

**Intended audience** – Who was reading or hearing this source?

**Tone and content** – Is the source exaggerated, critical, angry, emotional?

**Type of source** – Is it a newspaper article, extract from a History textbook,

 diary etc?

All the above factors will affect the reliability of a source. Avoid saying that ‘the

source is reliable’ or ‘the source is unreliable’ without giving reasons why you have

reached this conclusion. Remember, although you must reach a conclusion as to the

source’s reliability, it is the process you go through in order to reach this conclusion

that is important. Discuss the source’s author/date/tone/intended audience etc then

make your judgement as to its reliability.

In order to judge how useful a source is for a purpose, you must assess its limitations.

You can say a source is useful because it shows a point of view and gives

information; maybe the date is significant. Sometimes a source will not tell you very

much and you can say that it leaves out some points and then give examples.

Remember that all sources are useful**.**

**Even if a source is biased, it can still be of use as long as the historian is aware that what it is saying or showing may be biased. Remember that no one source can tell you everything about the topic.**

**Question 1d –** The final question asks you to use the **sources and your own**

**knowledge** to explain why there are different interpretations of an event. An

**interpretation** is someone’s view of what happened, or why something happened or

the consequences of it. Your task is to analyse and evaluate the sources provided in

order to explain **why** different interpretations exist of the event referred to in the

question. You must include all the sources in your answer otherwise you will lose

marks. You must not forget to **use your own knowledge**. Try to structure your

answer in an essay format. Do not go through the sources one by one just repeating

what they say, as you will gain few marks with this approach. You need to weave in

your own knowledge throughout your answer. Try to include issues which are

relevant but are not mentioned in the sources.

**Section B – Essay Writing**

You have to answer **1** question out of a choice of **3**.

In this question you will get **4** bullet points to help you structure your answer. Make sure you use **all** of thesepoints to help you.

Remember when writing an essay it is not just a matter of tellingthe story of what happened. If the question is on causes, you must makeconnections and construct an explanation of why something happened. This usuallyinvolves more than one reason; most events take place as a result of several differentfactors acting together at the same time. If a question is on consequences or effects,you must consider what happened because of these factors/reasons; usually morethan one group is affected and in different ways.

**8.** Good grammar and spelling are important. Examiners know that you are writing

your answers under pressure and occasional mistakes in grammar and spelling are

understandable. However, frequent grammatical errors and simple spelling mistakes

are seen by examiners as a sign of carelessness.

**9.** Take care with your handwriting - an examiner must be able to read it.

**10.** Keep calm. Examiners are not out to trick you. You will have prepared well for the

examination so use it as your opportunity to show the examiner all that you know.

Remember, ‘practice makes perfect’.

You can find past papers and other support material at www.ccea.org.uk/history.

Try some past papers as this is a good way to test your knowledge and for you to get

used to the timings and the layout of the examinations.

**GCSE HISTORY**

**FOUNDATION TIER**

**This section of the booklet is for pupils entered for the FOUNDATION TIER papers**

**It includes a sample of foundation tier papers and top ten hits for success.**

**Top Ten Tips For Success in GCSE History**

 **Foundation Tier**

**Many students make the same mistakes each year in GCSE History. The steps**

**below will help you to avoid making these common mistakes and give you the**

**best chance of success in your History examination papers.**

**1.** Always read the question **carefully**. You are marked on how well you answer the

question set (not what you **want** the question to be). This is why it is important to

read the question slowly and take a moment to understand what it requires. Don’t

panic and begin immediately in a bid to save time.

**2.** Keep your answer **relevant**. Stick to the point of the question. Do not simply write

down everything you know about the topic. Do not waste time writing details and

facts that do not help to answer the question.

**3.** Look at the **marks** available for each question as they are a good guide as to how

many points you need to make and how much you should write.

**4.** Remember to **choose** your questions carefully and **stick** with your choice.

**5.** Watch your **timing** in the papers.

**Paper 1** is **2** hours long. You have to answer **4** questions. Since each question is

worth **equal** marks, you should spend **30 minutes** on each.

**Paper 2** is **1 hour 15 minutes** long. There is **1** source question and **1** extended

writing question. Both are worth **equal** marks. In Section A, you should spend **10**

**minutes** reading the sources and **35 minutes** writing your answers to the source

questions. In Section B, **30 minutes should** be spent on the extended writing

question.

**6. Paper 1**

This paper requires you to provide factual detail in your answers. In this paper you

will have lines as a guide to help you decide how much you should write.

**Question a –** You have to match **4** words to the **4** correct descriptions.

**Question b(i) –**You have to give **one** cause, **one** effect or **one** reason for an event.

**Question b(ii) –**You have to describe **2** points to explain an event, why it happened,

how it happened or its effects. Try to explain the points clearly; do not just write an

answer in bullet points.

**Questions c(i) and (ii)** – You will be expected to write a longer answer for both

questions. In c(i) you will be asked to explain **WHY** an event happened and in c(ii)

**HOW** an event happened.

Remember:

**Why** asks you to explain the **reasons** e.g. The Economic War broke out because…..;

**How** asks you to explain **the way** it happened e.g. The Economic War took place in the

1930s…..

You need to provide a more detailed answer in this question. You might get two bullet

points to help you with your answer. Make sure that you cover both bullet points using

them to help structure your answer. If you know more about the topic that is relevant to

the question, make sure you include this in your answer. Try not to write a story of what

happened. Remember you are trying to **explain** an event as fully as you can.

**7. Paper 2**

There are **two** sections in this paper.

**Section A** is source work. You have to answer **4** questions based on **3** sources.

**Section B** is an **extended writing question**. You have to answer **1** question from a

choice of **3**. The extended writing question will have **4** bullet points to help you

structure your answer.

**Section A – Source work**

**Question 1a –** This is a straightforward question in which you are asked to give **2**

pieces of information from **Source A** about a particular issue. You will find the

answers in the source so make sure you read it line by line; if you do this, you will not

miss anything.

**Question 1b** – You will be asked to study **Source B**. You will be looking at the

source for **3** pieces of information about a particular issue. Make sure you **explain**

each point in your own words.

**Question 1c** – This question will ask you to judge the **reliability** of a source. In

other words, would you **trust** this piece of evidence to help you study an event in the

past? You need to look at the strengths **and** weaknesses of the source.

**Reliability –** To decide if you can trust a source you should think about the following

 points. Ask these questions before deciding if you can trust the source.

**Author** –Who wrote the source? Was it a historian, an eyewitness, a reporter?

 Do you trust them?

 **Date** –When was the source written? Was it written at the time or a long time

 after the event? How will this affect the reliability of the source?

 **Motive** – Why did they produce this source? Was it to influence, persuade or to

 inform in an accurate way?

**Intended audience** – Who was reading or hearing this source?

**Tone and content** –Is the source exaggerated, critical, angry, emotional?

**Type of source** –Is it a newspaper article, extract from a History textbook, a

diary etc? Does the type of source affect its trustworthiness?

All the above factors affect the reliability of a source. Try not to simply write ‘the

source is reliable’ or ‘the source is unreliable’ without explaining why you have

reached this conclusion. Remember, try to explain in as much detail as you can why

you trust or don’t trust the source.

**Question 1d –** The final question asks you to use the **sources and your own**

**knowledge** to **explain** why there are different views of an event in the past. There

will always be more than one view about an event in history and each side will want

to blame the other. You need to try to show that different people will give a

different story of what happened in the past. You must include all the sources in

your answer, otherwise you will lose marks. You must not forget to **use your own**

**knowledge**. Try to give as much detail as you can in your answer.

**Section B – Extended Writing**

You have to answer **1** question out of a choice of **3**. Each question will be divided

into **3** parts with headings to help you to structure your answer. Remember when

answering extended writing questions that it is not just a matter of telling a story of

what happened. If the question is on causes you must explain why something

happened. If a question is on results then you must consider what happened because

of these factors/reasons. Again you will have lines provided as a guide to show you

how much you should write.

**8.** Good grammar and spelling are important. Examiners know that you are writing

your answers under pressure and occasional mistakes are understandable. However,

you must take care to write your answers as clearly and accurately as possible.

**9.** Take care with your handwriting – an examiner must be able to read it.

**10.** Keep calm. Examiners are not out to trick you. You will have prepared well for the

examination so use it as your opportunity to show the examiner all that you know.

Remember, ‘practice makes perfect’.

You can find past papers and other support material at www.ccea.org.uk/history. Try

some past papers as this is a good way to test your knowledge and for you to get used to

the timings and the layout of the examinations.