

<b>The History Exams:</b>			
<b>OCR History A (Explaining the modern World)</b>			
<b>Paper</b>	<b>Name</b>	<b>Length</b>	<b>%</b>
1	International Relations and Germany	1 hr 45 mins	50
2	War and British Society	1 hr	25
3	Personal Rule to Restoration. With castles	1hr 15 mins	25

**Key Dates:**

**Monday 12<sup>th</sup> – Friday 16<sup>th</sup> November:** Mock Exams

**Friday 14<sup>th</sup> December:** Mock Results Day

**Thursday 7<sup>th</sup> February:** Parents Evening

**Easter Holidays:** Easter revision school (TBC)

**Monday 3<sup>rd</sup> June am:** Paper 1 Exam

**Thursday 6<sup>th</sup> June pm:** Paper 2 Exam

**Tuesday 11<sup>th</sup> June pm:** Paper 3 Exam

**Exam Content**

<b>Paper 1</b>	<p><b>International Relations:</b> Treaty of Versailles, League of Nations, Causes of WW2, Appeasement – Interpretations, Origins of the Cold War, Tension points of the cold War, cold war interpretations &amp; the World after the Cold war</p> <p><b>Germany:</b> The Weimar Republic, The Rise of Hitler, Nazi Germany &amp; The impact of WW2 and denazification</p>
<b>Paper 2</b>	<p><b>The Medieval Period:</b> The Viking Raids, Norman Conquest, Feudalism &amp; Medieval Wars</p> <p><b>Early Modern:</b> Elizabeth’s wars, English Civil Wars, Anglo-Scottish Wars &amp; Jacobite Wars</p> <p><b>Modern:</b> Seven Years war, Revolutionary wars, Wars of the Empire, Crimean War, Boer War, WW1 &amp; WW2 &amp; conflicts since 1942</p>
<b>Paper 3</b>	<p><b>Personal Rule to Restoration:</b> Charles I &amp; Parliament, Causes of the civil war, settlement, execution, commonwealth &amp; the Restoration</p> <p><b>Castles:</b> Functions &amp; the development of castles.</p>

**How to revise?**

Revision is vital for all students but it can lead to a great deal of stress and anxiety as many pupils don’t always know how to revise. Here are some different methods and top tips to help...

**Flashcards**

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



**Using Flashcards**

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>

You can also create excellent flashcards online or on your phone using Quizlet which also had an app.

**How to use in history**

There are a variety of ways to use flashcards in revision for the skills you need

<b>Key Terms</b> Create for key words and terms	<b>Causation</b> Create for the causes of events or progress	<b>Judgments</b> Create an agree or disagree argument against a quote	<b>AGREE</b>	<b>DISAGREE</b>	<b>Narrative</b> Create to show a narrative of events in order
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Year 11 homework this year will focus on retrieval practise and practice questions...

**Retrieval Practice**

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it’s works!

**How to use in history**

<b>Spaced</b> Test on old and new topics mixed up	<b>Knowledge Organisers</b> Use to create ‘must know’ quizzes for a topic	<b>Factors/Causes/Consequences</b> To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig	<b>Examples</b> ‘Give two examples of.....’
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**Types**

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question

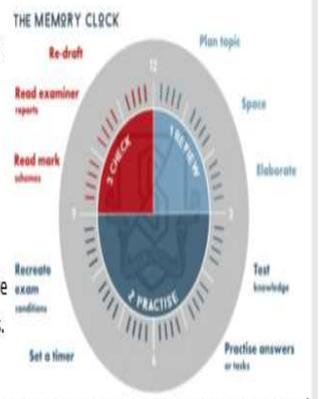
**Deliberate Practice**

Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are almost able to do but not just yet!

**How to use in history**

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer. A week later, redo a similar question. Repeat as necessary.



**Revision sessions:**

History Revision sessions are every **Wednesday** after school (3.20 – 4.20pm). Catch up session are every **Friday** lunchtime.

The Revision programme can be found on the school website <http://www.perins.net/year-11-history-revision-programme/>

## Types of Questions

<b>Paper 1:</b>	<p><b><u>5 mark questions: outline</u></b> These questions generally need 3 points. Pupils just need to describe or say what happened – give an outline or a narrative account. Pupils should spend approx. 5 mins on these questions.</p> <p><b><u>10 mark questions: Explain</u></b> These questions need 2 clear reasons to explain why something happened. Pupils should use the terms of the question and the word ‘because’ to help them start. Pupils should spend approx. 10 mins on this question.</p> <p><b><u>25 mark questions: How far or do you think this is a fair comment? Interpretations</u></b> See interpretations checklist.</p> <p><b><u>20 mark (plus 5 marks for spelling punctuation and grammar): Explain different views. Interpretations.</u></b> See interpretations checklist Pupils should spend approx. 50 minutes on these 2 questions.</p> <p><b><u>Source questions:</u></b> <b>These questions will be worth 10 marks and will ask pupils to use 2 sources</b> <b>However, it can appear in two formats...</b></p> <ol style="list-style-type: none"> <li>1. Two separate questions each worth 5 marks e.g. <ul style="list-style-type: none"> <li>- Why was the source published</li> <li>- How is it useful - FOCUS ON THE POSITIVES (INFERENCE) – NOT THE NEGATIVES</li> <li>- How reliable</li> </ul> </li> <li>2. One comparison question worth 10 marks e.g. <ul style="list-style-type: none"> <li>- How similar are the sources</li> <li>- How far do the sources agree</li> <li>- Why do they disagree</li> <li>- Is one more reliable/useful than the other</li> </ul> </li> </ol>
<b>Paper 2:</b>	<p><b><u>4 mark questions: outline or describe</u></b> These questions generally need 2 points. Pupils just need to describe or say what happened – give an outline or a narrative account. Pupils should spend approx. 5 mins on these questions.</p> <p><b><u>8 mark questions: Explain</u></b> These questions need 2 clear reasons to explain why something happened, or the effects of something. Pupils should use the terms of the question and the word ‘because’ to help them start. Pupils should spend approx. 8 minutes on this question.</p> <p><b><u>14 mark questions: How significant</u></b> These questions Will ask pupils to explain how significant or important something was. Remember something can be significant because of its impact at the time, but might be more significant in the long term. Events may affect some groups more than others.</p> <p><b><u>24 mark questions: Compare</u></b> This will be a big overview question. It will ask pupils to compare two different eras- Medieval and Early Modern or Early Modern and Modern. It will give pupils a statement and ask them ‘how far you agree with it’.</p>
<b>Paper 3:</b>	<p><b><u>10 mark questions: Explain</u></b> These questions need 2 clear reasons to explain why something happened. Pupils should use the terms of the question and the word ‘because’ to help them start. Pupils should spend approx. 10 minutes on this question.</p> <p><b><u>25 mark questions: using sources</u></b> This will be an EVIDENCE question. Pupils will have to evaluate three sources and use the evidence to argue “How far” the sources support a particular view.</p>

### Useful Links:

<https://moodle.perins.net/mod/folder/view.php?id=89311>

<http://www.johndclare.net/>

<https://www.bbc.com/bitesize/examspecs/z2d4rdm>

<https://quizlet.com/200999937/appeal-ment-the-interpretations-flash-cards/>

<https://quizlet.com/139196193/interpretations-of-the-origins-of-the-cold->

The two interpretations questions in the paper 1 exam mark up 50% of the entire paper. These are also the most difficult so we would encourage pupils to practise these as much as they can. This checklist should help pupils to break the question down and plan their answers:

### Interpretations Checklist

In the exam, pupils will be asked two different questions:

1. 'How fair' or 'how far do you agree'? This question will be worth 25 marks.
2. 'Explain why not all Historians agree'. This would usually be worth 20 Marks with 5 spag.

It may seem like they are similar but you must approach the questions in different ways...

#### **1. How Fair 25 Mark Questions:**

- Read and analyse the Interpretation – Who has written it? Do you know them? What is their view? When was it written?
- What does the source actually say – what interpretation does it match do any others agree with it/think it is fair?
- Knowledge – does the source support your knowledge of the time and support it being fair?
- Do any interpretations disagree with it – say it is unfair, remember to say why they would think this.
- A conclusion- Just in case you think you haven't answered the question!

You should have written 3-4 paragraphs - Remember quality not quantity

#### **2. Explain 20 Mark Question:**

These questions are different (and easier!) because you are less focused on evaluation and more focused on showing your knowledge of the different Interpretations.

- Read the source - What is it? Who has written it? When was it written – what was happening at this time?
- What historians/interpretations would agree with it and why?
- What historian/interpretations would disagree with it and why?

Top answers will use comments like, 'the interpretation partially agrees/disagrees etc'. You should aim to include 3 paragraphs for this question, with a mini conclusion summing up your ideas.

### Finally...

Thank you for your support.

The new GCSE's have brought many changes so we want to make sure that the pupils have everything they need and are fully prepared for the exams. If you have any further questions, please contact us...

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