

Answering Technique

Simple outline

Paper 1 – mark scheme is the same for both questions:

B6 - A world divided: International Relations between the Wars, 1919-39

C8 – A world divided: Superpower relations, 1945-62

- a) **Chronology question** – put events in the right order (3 marks)
- b) **Consequence question** – in one paragraph give precise explanation of the effects of the chosen cause (4 marks)
- c) **Causation** – developed explanation: give at least 2 reasons and a link (8 marks)
- d) **Source question** – developed explanation of cause/effect/change – begin by underlining key words in source; aim to provide 3 factors and a link (i.e. 3 paragraphs), must use source as well as own knowledge (source often provides factors) – (10 marks)

Paper 2 – mark scheme is different for each question:

A4 USA 1917-29

- a) **Source question** – make one INFERENCE from the source and support it by reference to the details displayed in the source (3 marks)
- b) **Compare and contrast 2 sources** – explain similarities and differences and reach an overall conclusion about how far they challenge/support one another (7 marks)
- c) **Evaluate the view given in the question** using ALL 4 sources AND own knowledge. 2-handed response; reach a conclusion comparing two or more factors but explaining why one is more important than another – (15 marks)

B4 Conflict, crisis and change: The Middle East, c1919–c1995

- a) **Source comprehension** – state 3 things you actually see in the source (i.e. don't infer this time) (3 marks)
- b) **Key features** – identify two key features you can link together (can be causes, events or effects); at least two paragraphs linked together (7 marks)
- c) **Process of change** – use two stimuli to create two paragraphs and provide at least 1 factor of your own (separate paragraph); link at least two of the factors together and conclude by explaining the inter-relationship between the stimuli **and** your own material and identify either the factor that was most significant in producing change, or the extent of change for the given factor (15 marks)

Always answer the question and aim for precision and concision.

Note on paragraph construction: Always aim to PEEL – POINT, EXPLAIN, EXAMPLE, LINK

Stick to one point per paragraph – not two and not 0.5 points.

Paper 1

How to answer (a) Questions

For full marks at least four of the events must be in chronological order **and** in sequence.

How to answer (b) Questions

This question is asking for a precise explanation of an effect or effects of a particular cause. However, **one paragraph is enough as it is worth only 4 marks.**

- Give the effect.
- Support it with precise details (try to offer 4 pieces of specific own knowledge).

How to answer(c) Questions

The focus is on a developed explanation of causation.

- Give three paragraphs focusing on one cause each.
- Begin each paragraph with the reason followed by a developed explanation. E.g. One reason for.... (par 1) Another reason for... (par2); This was linked to a third reason (par 3)...
- Try to make links between each reason. Use link words and phrases such as *moreover, however, this led to, this meant that, consequently.*

How to answer (d) Questions

- Read the source and underline any words, phrases, events, dates or people that you can explain further.
- **Ensure you refer to the source during the course of your answer. Make this as explicit as possible – e.g. For example, the source says...**
- **Aim for three, paragraphs.** Each paragraph should begin with the factor followed by an explanation of that factor.
- **AGAIN,** try to make links between each factor/paragraph. Use link words and phrases **such as *moreover, however, this led to, this meant that, consequently.***
- A conclusion. Begin with *overall* and reinforce the links that you made between the factors

A note on making powerful and high scoring links

Clearly, the higher end of the mark scheme is awarded for good links between historical events and processes so in addition to using expressions like **‘this led to’, ‘this meant that...’ and ‘consequently....’**, you should also think about two other ways of linking events and processes together:

BIGGER, FASTER, STRONGER - think about how one factor, event or process increases the SIZE, SPEED, STRENGTH or IMPACT of another factor/event/processes... e.g. ‘The economic effects increased the size of social ones...’; ‘There were underlying ideological causes which were accelerated by political events ...’ ‘Public opinion strengthened the political resolve to punish Germany.’

SPIES – to help you think of three separate causes or consequences, think about dividing the information you have available to you into Strategic (Geographic), Political, Ideological, Economic and Social categories. Very often the factors will divide into those separate categories and might be linked together by a fourth. For example, the ‘economic, political and strategic factors were all based on ideology.’ Or more simply, ‘economic problems led to social ones...’; ‘All these causes had economic consequences...’

It is vital that your conclusion in C and D questions doesn’t just list the factors but shows how they **INTERLINK** or **COMBINE** to produce the outcome.

Always answer the question and aim for precision and concision.

Note on paragraph construction: Always aim to PEEL – POINT, EXPLAIN, EXAMPLE, LINK

Stick to one point per paragraph – not two and not 0.5 points.

Paper 2 Section A

How to answer (a) questions

The key is to **INFER** and **not merely to describe** the source. Also, do not waste time reporting your wider knowledge. Where your wider knowledge *may* be useful is in understanding the kind of source it is. Try to think about whether the source was intended to give a positive or a negative impression of the thing it was reporting on, but explain **WHY** you reach that inference (i.e. what is it about the source or its provenance (origins) that supports that judgement). If possible try to come up with three inferences, but don't waste time if you can't because you can get full marks without doing so.

How to answer (b) Questions

This is a source comparison question worth 7 marks, which asks you to assess the **EXTENT** of support.

This question does not require your own knowledge so don't waste time reporting, listing facts etc. However, your wider knowledge may come in handy in a more subtle way – in terms of understanding the nature or origin of the source.

Always write in a structure way – essentially you need two paragraphs and a conclusion.

1. The **first paragraph should give evidence of support or agreement**. It is important to actually get specific evidence from the **BOTH** sources to obtain full marks. 'Source X supports source Y in so far as....' Offer as much evidence as you can in the time available.
2. **The second paragraph should talk about differences**. In what way does Source C **challenge or disagree** with Source B? Remember to get evidence from both sources once again. E.g. 'Source X challenges source Y in so far as...'

Make judgements on the extent of support between the two sources. **Use phrases such as *greatly supports, much support, very little support, strong differences***.

Write a conclusion beginning with **overall** and give your final judgment on the extent of support between the two sources.

Essentially, 5-6 marks are awarded for analysis of **SUPPORT** And **CHALLENGE**, and the 7th mark is awarded for an overall evaluation of extent.

How to answer (c) Questions

This question is the most heavily weighted and is worth 15 marks. It will give you a statement relating to the topic covered and ask you to use the sources and your own knowledge to explain whether or not you agree with the view.

Essentially, you need to do two things:

1. **Look at both sides of the claim.** If you only look at one side (e.g. FOR the claim) you cannot get more than 6 marks out of 15 so it is vital that you find evidence FOR and AGAINST the claim.
2. **Use all four sources AND your own knowledge** to respond. If you do not use all sources and own knowledge you are severely restricting the marks available to you.

Make references to the sources as explicit as possible either by writing 'Source X states...' or having (S1) after a quote. Using only the sources or only wider knowledge will greatly limit the number of marks available to you.

Once again, always write in structured way –

1. Write a brief one or two line introduction explaining the claim made in the question and the main points you are going to make.
2. Then begin the next paragraph: 'On the one hand, there is evidence in support of the claim. For example....' **Start with the sources and work in specific own knowledge** – i.e. facts, figures etc. and not merely general statements. For example, if you are going to talk about causes of the Red Scare, give specific bits of information. 'A terrorist group sent mail bombs in April 1919 to arrive on 1 May;' 'a General Strike in 1919 involved 60,000 workers'.
3. Once you have argued the case in favour, turn to the case against the claim, beginning a fresh paragraph with the words: 'On the other hand, there is evidence against the claim.. For example...' Again, start with the sources and work in your **specific own knowledge**.
4. Finally, write a conclusion beginning with the word **overall**, giving your final judgement on the claim (i.e. whether overall you agree or disagree with it).

Marks at the upper end are awarded as follows:

11-12 marks are awarded for examining the view using selected evidence from **at least 3 sources AND your own knowledge**.

13-14 marks are awarded for explicit judgement on the importance of one factor:

e.g.

The fear of revolution was the most important factor leading to Isolationism. America had its own communist and socialist parties, there had been major strikes involving up to 60,000 workers in 1919 and in the same year postal bombs led a campaign of terror...

15 marks for explicit judgement comparing the relative importance of **2 or more factors reaching a judgement about why one is more important than another:**

e.g.

Fear of revolution was an important factor leading to isolationism. America had its own communist and socialist parties, there had been major strikes involving up to 60,000 workers in 1919 and in the same year postal bombs led a campaign of terror...However, American isolationism was more the product of several factors, including fears unemployment and declining wages, racial prejudice and crime. The 'red scare' was only one part of a broader picture.

OR, to take another example:

The car industry was important because it stimulated the growth of other industries and showed the benefits of the assembly line for increased production. However, government policies provided the essential conditions in which the car industry could flourish.....

For the 'C' question, planning your answer will pay dividends.

I would strongly recommend that you annotate the exam paper, underlining key words, draw links to indicate agreements, disagreements (support and challenge). An easy way to stimulate your own knowledge is to pick out words or phrases in the sources which you can write about.

You can also create a quick grid in which you identify evidence from the source that agree or disagree with the claim; leave lots of space to add your own knowledge.

Source	agreeing	disagreeing
W		
X		
Y		
Z		

(a) Questions

How to answer

This is a source comprehension question. At least three things should be identified from the source. However, this question is **not asking for inferences** from the source.

(b) Questions

How to answer

Key features identify special aspects of an institution, development, movement etc. Key features can also include causes, events and results.

- **Begin each paragraph with the key feature** and then explain it as precisely as possible.
- **Try to make links between each reason.** Use link words and phrases such as *moreover, however, this led to, this meant that, consequently*. Signpost the examiner by using the phrase 'This links with the next reason because ...'.
- Aim for **a minimum of two paragraphs** as this question is worth **7 marks**.

(c) Questions

How to answer

This needs to be structured.

- **An introduction** setting out the plan for the essay and suggesting the key factors which will be explained. Remember to add key factors of your own.
- **Use the stimuli in the order given in the question**, writing at least a paragraph on each.
- **In each paragraph give the main change or changes**, explain each precisely and **in the last line give a judgement on the extent of change or continuity**.
- **Try to make links between one paragraph and the next.** Use link words and phrases such as *moreover, however, this led to, this meant that, consequently*. Signpost the examiner by using the phrase 'This links with the next reason because ...'.
- A conclusion beginning with '*overall...*' and giving your final judgement. This should consider the **inter-relationship between a range of aspects from the scaffolding points and/or your own points** and **make a judgement** on the extent of change/continuity.
- **GOLDEN RULE – focus on the actual essay question rather than simply describing the stimuli.**

C questions will usually take one of two forms:

1. How far was X responsible for Y in the period _____ ? (type 1 comparing reasons for change – which is most significant?)
2. How far did X change in the period _____ ? (type 2 evaluating/judging the extent of change)

(N.B. The difference between these of question matters most in the conclusion).

Structure

- **Introduction**

- Define key terms.
- Establish time frame.
- Signposts (i.e. links to, consequently, this led to etc.)

N.B. Be brief, i.e. two or three sentences only.

- **Paragraph 1** - Explain and expand stimulus point 1.

Link to

- **Paragraph 2** - Explain and expand stimulus point 2.

Link to

- **Paragraph 3** - Explain and expand one point from your own knowledge. {You may add another, but only if you have time and you can link.}

- **Conclusion**

Summarise the links between main points that you have made in the main part of your answer.

Focus above all **on the interaction between the stimuli AND the factor(s) you provide** (did one affect the timing, another the duration, another the depth of impact?) **and** identify and **explain the most important reason for change** (Type 1) or **evaluate the extent of change for the given factor** (Type 2).

Always answer the question and aim for precision and concision.

Note on paragraph construction: Always aim to PEEL – POINT, EXPLAIN, EXAMPLE, LINK

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