Your course outline:

**Year 9: Paper 2**
Elizabeth I
USA Indians

**Year 10: Paper 1**
Medicine
Environment Study

**Year 11: Paper 3**
Germany
Revision

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**Paper 1: Section A: Trench Warfare**

**Question 1:** [4 Marks]
Describe two features of...

**Question 2a:** [8]
How useful are Sources A&B for an enquiry into... Use A&B and own knowledge/context

**Question 2b:** [4]
Study Source B. How could you follow up Source B to find out more...

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**Paper 2 Section B: Medicine**

**Question 3:** [4]
Explain one way in which... were similar in [periods]

**Question 4:** [12]
Explain why there was [x] in the [y] during [time] – 3 examples

**Question 5 or 6:** [16+ 4 Spag] “Statement...” How far do you agree? – 3 examples

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**Paper 2 Section A: American West (Indians)**

**Question 1:** [8 Marks]
Explain two consequences of [x]

**Question 2:** [8]
Write a narrative account analysing... [x] in the years [y] - examples

**Question 3:** [16]
Explain two of the following...
The importance of... [x]
The importance of... [y]
The importance of... [z]
(Choose 2 of the 3)

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**Paper 3: Germany**

**Question 1 [4]**
Give two things you can infer from Source A about...

**Question 2:** [12]
Explain why there was [x] to [y] - 3 examples

**Question 3a:** [8]
How useful are sources B and C for an enquiry into [x]. Use Sources B&C and own knowledge

**Question 3b:** [4]
Study interpretations 1 and 2. They give different views about [x]. What is the main difference between these views

**Question 3c:** [4]
Suggest one reason why interpretation 1 and 2 give different views.

**Question 3d:** [16 + 4 Spag]
How far do you agree with interpretation 2 about [x]...? Use both interpretations and your own knowledge of the historical context.

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**GCSE History exam overview:**

**Paper 1:** 1hour 15 Mins
30% of GCSE
6 Q’s = 52 Marks

**Paper 2:** 1Hour 45 Mins
40% of GCSE
6 Q’s = 64 Marks

**Paper 3:** 1Hour 20 Mins
30% of GCSE
6 Q’s = 52 Marks

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9-1 GCSE History

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St.Clement’s
 HISTORY DEPARTMENT

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Expectations: **YOU**

- Always try **YOUR** best
- If you’re stuck – **ASK**
- Complete HW to the best of your ability
- If you’re off – **CATCH UP** (It all counts now)
- Independence - You’ll need to take control of **YOUR** learning
Expectations: US

- We’ll teach you **everything** you need for success
- Be on hand to help **ANYTIME**
- Support you **ONLINE**
- Provide timely feedback on assessments / tests
- Encourage your independence
Yr 11: GCSE

What Most People Think

What Successful People Know

It’s really all about: ATTITUDE, the one thing we’re all able to control

Yr 10: Mock Exam

Class tests / assessments are CRUCIAL

Yr9: Classwork & effort will make all the difference later on
WHAT QUESTIONS DO WE ASK OF THE PAST?
THINKING LIKE A HISTORIAN

**CAUSE AND EFFECT**

What were the causes of past events?

- What were the effects?
  - Who or what made change happen?
  - Who supported change?
  - Who did not support change?
  - Which effects were intended?
  - Which effects were accidental?
  - How did events affect people’s lives, community, and the world?

**CHANGE AND CONTINUITY**

What has changed?

- What has remained the same?
- Who has benefited from this change?
- Who has not benefited? And why?

**TURNING POINTS**

How did past decisions or actions affect future choices?

- How did decisions or actions narrow or eliminate choices for people?
- How did decisions or actions significantly transform people’s lives?

**USING THE PAST**

How does the past help us make sense of the present?

- How is the past similar to the present?
- How is the past different from the present?
- What can we learn from the past?

**THROUGH THEIR EYES**

How did people in the past view their world?

- How did their worldview affect their choices and actions?
- What values, skills and forms of knowledge did people need to succeed?
**Question Types for Paper 2 (Part B)**

**Q5a:** Describe 2 features of … in (date) [4]
- **A01(4)** (knowledge)

(1-2 Marks) – K1 K2
- Identify 1 feature
- Add supporting information & knowledge

(3-4 Marks) –
- As above for a 2nd feature

**A01:** Knowledge & Understanding of KEY features and characteristics of a period

**A02:** Causation, Significance

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**Q5b:** Explain why (x) was a threat, danger, important to (y) [12]
- **A01(6)** (A02)(6) (Causation)

**Level 1:** (1-3 Marks) – K1
- Simple / general answer, no linking or analysis to the question [A02]
- Limited knowledge & understanding of topic [A01]

**Level 2:** (4-6 Marks) – K1 K2
- Explanation given with limited analysis to question’s requirement. Implied links to concept of Q, no line of reasoning (explanation) throughout [A02]
- Accurate & relevant information is included, some knowledge & understanding of period [A01]

**Level 3:** (7-9 Marks) – K1 K2
- Clear explanation with some analysis to the Q’s demand. Line of argument sustained [A02]
- Good knowledge & understanding of the period shown [A01]

**Level 4:** (10-12 Marks) – K1 K2 & K3
- Analytical explanation with consistent & regular focus to the Q’s demand. Line of argument sustained [A02]
- Precise & wide range of accurate knowledge and understanding shown [A01]

5-8 marks MAXIMUM if you only talk about 2 bullet points – remember the 3rd of your own choice!

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**Q5c:** “Statement…” “How far do you agree?” [16]
- **A01(6)** A02(10) (Significance)

**Level 1:** 1-4 Marks – K1
- Simple / general answer, no development or organisation [A02]
- Limited knowledge & understanding Overall judgement missing [A02] 4th mark of level

**Level 2:** 5-8 Marks - K1 K2
- A weak explanation, limited analysis of HOW FAR, some developed points but not enough [A02]
- Accurate & relevant information included [A01]
- Judgement attempted as to HOW FAR, but imprecise or insecure justification [A02] 4th mark of level

**Level 3:** 9-12 Marks - K1 K2
- Explanation of 2 views given with some analysis, a line of reasoning generally sustained, concept of Q understood Good, accurate & relevant knowledge and understanding of it [A01]
- Judgement with some justification [A02] 4th mark of level

**Level 4:** 13-16 Marks – K1 K2 & K3
- Analytical explanation of 2 views, consistently directed at the focus of Q, clear line of reasoning and structured well [A02]
- Accurate, relevant and wide ranging contextual knowledge & understanding
- Judgement is well justified with clear explanation [A02] 4th mark of level

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**“Make sure you give this Q approx. 25 Mins”**

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**Connectives:**
- As a result...
- Due to...
- Consequently...
- Significantly...
- On the contrary...
- However...
- Although...
- Without...
- As well as...
- Finally...
- More importantly...
- Alternatively...
- This led to...
- In conclusion...
- Overall...
- Similarly...
- Compared with...
- Furthermore...

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**Remember ‘Literacy in History’ Essay skills**

- Explain why or how a feature, event or cause is significant (come up with criteria).
- Explain the differences between short and long term causes of an event.
- Explain how a feature, event or cause is significant in relation to other events.
- Analyse the links between different causes AND their significance.
- Using the criteria argue that a feature, event or cause is significant (come up with criteria).

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This course is your British Depth Study.

3 key units within:

1) Queen, Government & Religion 1558-69
   - Elizabeth’s ‘middle ground’ Religious Settlement
   - Mary, Queen of Scots & her execution

2) Challenges to Elizabeth from home and abroad 1569-88
   - Plots & Rebellion against Elizabeth
   - Spanish Armada & Pirates: War with Spain

3) Elizabethan Society in the age of exploration 1558-88
   - Education & Leisure
   - The Poor
   - Exploration and discoveries in the New World
### Timeline of Key Events:

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1558</td>
<td>Elizabeth crowned Queen of England</td>
</tr>
<tr>
<td>1559</td>
<td>Religious Settlement inc. Supremacy &amp; Uniformity + Royal injunctions</td>
</tr>
<tr>
<td>1560</td>
<td>Treaty of Edinburgh</td>
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<tr>
<td>1561</td>
<td>Treaty of Cateau-Cambresis</td>
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<tr>
<td>1563</td>
<td>Statute of Artificers</td>
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<tr>
<td>1566</td>
<td>Dutch Revolt</td>
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<tr>
<td>1568</td>
<td>Mary, Queen of Scots arrives in England</td>
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<tr>
<td>1569</td>
<td>Northern Rebellion</td>
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<tr>
<td>1570</td>
<td>Pope Pius V excommunicates Elizabeth</td>
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<tr>
<td>1571</td>
<td>Ridolfi Plot</td>
</tr>
<tr>
<td>1572</td>
<td>Vagabonds Act</td>
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<tr>
<td>1576</td>
<td>Poor Relief Act</td>
</tr>
<tr>
<td>1578</td>
<td>Northern Rebellion</td>
</tr>
<tr>
<td>1580</td>
<td>Treaty of Nonsuch – War begins with England &amp; Spain</td>
</tr>
<tr>
<td>1581</td>
<td>2nd attempt to colonise Roanoke - successful</td>
</tr>
<tr>
<td>1582</td>
<td>First English colony - Virginia</td>
</tr>
<tr>
<td>1583</td>
<td>Babington Plot</td>
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<tr>
<td>1584</td>
<td>Treaty of Joinville</td>
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<tr>
<td>1585</td>
<td>Drake ‘Singes the kings beard’ in Cadiz</td>
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<tr>
<td>1586</td>
<td>Guy Fawkes – Gunpowder plot</td>
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<tr>
<td>1587</td>
<td>Mary, Queen of Scots executed</td>
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<tr>
<td>1588</td>
<td>Philip II sends the Armada – defeated at the Battle of Gravelines</td>
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<tr>
<td>1590</td>
<td>English sailors arrive at Roanoke to find it abandoned</td>
</tr>
<tr>
<td>1591</td>
<td>Drake is knighted on the Golden Hind</td>
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<tr>
<td>1595</td>
<td>Surviving colonists abandon Virginia</td>
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<tr>
<td>1603</td>
<td>Elizabeth I dies</td>
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<tr>
<td>1605</td>
<td>Guy Fawkes – Gunpowder plot</td>
</tr>
</tbody>
</table>
Tudor facts:

- Average life expectancy was between 28 & 41
- Population in England & Wales rose from 2 to 4 million from Henry VIII to Elizabeth
- 10% of people lived in the towns, the rest spread about in the country
- Hundreds of people were put to death every year by being hung, burned, hung-drawn-quartered, boiled alive in water or oil
- Religion was the main reason for these executions
- Whipping boys were often used ...
- Elizabeth had 2000 dresses
- Boys wore girls clothes until they were 9 then they dressed and acted like adults
- Tudors ate very cleanly, they believe cleanliness was next to Godliness

Money facts:

- Farthing = 1/4 penny
- Half penny = 1/2 penny
- Three farthing = 3/4 penny
- Penny = 1 penny = 1d
- Half groat = 2 pennies = 2d
- Groat = 4 pennies = 4d
- Sixpence = 6 pennies = 6d
- Shilling = 12 pennies = 1s
- Half crown = 30 pennies = 2s 6d
- Quarter angel = 30 pennies = 2s 6d
- Crown = 60 pennies = 5s
- Half angel = 60 pennies = 5s
- Angel = 120 pennies = 10s
- Half pound = 120 pennies = 10s
- Pound = 240 pence = 20s = £1
- Fine Sovereign = 360 pence = 30s = £1 10s

Jobs:

- A nobleman
  - £1500-3000 p/y

- A Merchant
  - £100 per year

- A carpenter
  - £13 per year

- A labourer
  - £5-10 per year

1 Tudor £1 = £4755 today