How to Answer GCSE History Questions Edexcel History 9-1
Paper 1: Crime and Punishment and Whitechapel
Q1 Describe two features of...
- Identify a feature = 1 mark
- Extra detail = 1 mark
- Do this twice.

Q2a How useful...?
- 2 paragraphs
- Say how useful each source is.
- Use information in the source and say how reliable it is.
- Reference limitations/problems with the source and link the sources to the issue identified in the question.
- Judge usefulness of each source.

Q2b How could you follow up source...
- Focused on one of the sources and the same issue as 2a.
- Choose a specific detail from source or provenance.
- Think of a question about the source.
- Give a specific type of source eg ‘A Newspaper’ is not enough, ‘The Times the day after the bombing of London’
- Bring it together – how would that source answer your question.
- Need to ID something good in the first place to ensure good follow up.
- Know the newspapers! They are good eg’s of sources.
Q3 Explain one similarity/difference...
Based on 2 distinct points in history.
✓ Explain ONE similarity or difference.
✓ The question will say similarity or difference, if do the opposite then no marks.
✓ Identify a similarity or difference then explain why.
✓ Smuggling luxury goods..... Give egs from both times and explain ‘This was because....’

Q4 Explain why...?
Based on 100 years.
✓ The mark scheme for 12 mark explain questions is the same on all papers.
✓ Given 2 stimulus points.
✓ A level 4 answer = ‘wide-ranging knowledge’ = 3 PEEL paragraphs.
✓ Use more that the stimulus points - the clue in question is if you get 2 points than 3 are expected in the answer.
✓ If only use the 2 given points then limited to Level 3.
✓ You don’t have to use the given points at all.
✓ You must consistently show the line of reasoning for top marks.

Q5 or 6 How far do you agree...?
Based on 200 years+
✓ Same mark scheme as the 12 marker with added AO2 - judgement - a supported conclusion.
✓ Need more than the 2 bullet points.
✓ It is very important to show both sides, For and Against. GIVE BALANCE
✓ Talk about the factor in the question first then others.
✓ Structure:
  ✓ Introduction
  ✓ 3/4 x PEEL paragraphs
  ✓ Conclusion.

12 +4
Paper 2: The Cold War and Anglo-Saxons and Normans
Q1 - Explain 2 things = 2 x 4 marks.
- Identify a consequence, give some detail, explain how it came about.
- No linking is needed.
- 2 paragraphs.

Q2 - Analytical Narrative
CHRONOLINK
- This answer needs obvious beginning, middle and end - Chronological order.
- Identify the key points in the story - 5-8 points (given 2 in the q)
- Not 5 paragraphs and not a list - the key is LINKING - how did one thing lead to another? Fill in the gaps between the key points.

Q3 - Explain the importance of...
- You have a choice of 3, you write about 2.
- Separate answers so 16 marks = 2 x 8 marks.
- Need to know key events, people and policies.
- Explain why each event was important using detailed knowledge of the time and focus on the issue in the question.
- Separate your answers out clearly into paragraphs.
Q4 Explain one similarity/difference...
Based on 2 distinct points in history.
- Explain ONE similarity or difference.
- The question will say similarity or difference, if do the opposite then no marks.
- Identify a similarity or difference then explain why.
- Smuggling luxury goods..... Give egs from both times and explain ‘This was because....’

Q5 Explain why...?
Based on 100 years.
- The mark scheme for 12 mark explain questions is the same on all papers.
- Given 2 stimulus points.
- A level 4 answer = ‘wide-ranging knowledge’ = 3 PEEL paragraphs.
- Use more that the stimulus points - the clue in question is if you get 2 points than 3 are expected in the answer.
- If only use the 2 given points then limited to Level 3.
- You don’t have to use the given points at all.
- You must consistently show the line of reasoning for top marks.

Q6 or 7 How far do you agree...?
Based on 200 years+
- Same markscheme as the12 marker with added AO2 - judgement - a supported conclusion.
- Need more than the 2 bullet points.
- It is very important to show both sides, For and Against. GIVE BALANCE
- Talk about the factor in the question first then others.
- Structure:
  - Introduction
  - 3/4 x PEEL paragraphs
  - Conclusion.
Q1 Give 2 things you can infer...
- Give 2 inferences backed up by a source detail for each inference.
- Provenance is classed as part of the source.
- Source detail can just be a quote, doesn’t need to be a sentence.

Q5 Explain why…?
Based on 100 years.
- The mark scheme for 12 mark explain questions is the same on all papers.
- Given 2 stimulus points.
- A level 4 answer = ‘wide-ranging knowledge’ = 3 PEEL paragraphs.
- Use more that the stimulus points - the clue in question is if you get 2 points than 3 are expected in the answer.
- If only use the 2 given points then limited to Level 3.
- You don’t have to use the given points at all.
- You must consistently show the line of reasoning for top marks.
Q3 - do these in order, they lead on from one to the next to help students answer the question.

**Q3a How useful are sources... for...**
- **Explain** how useful is each source, don’t have to compare.
- Use source details and own knowledge.
- Comment on how the provenance affects the content.
- This sets up the theme for the rest of question 3.
- Sources will have different views.

**Q3b What is the main difference...**
- Written by historians so provenance not important here.
- Highlight the **MAIN difference** between them. They will be clear.
- Identify the difference, back it up using the source - what does it say? How does it come across? What tone/language is used?.
- This focuses on **WHAT not WHY** - that’s 3c.

**Q3c WHY are the interpretations different?**
- Identify **ONE reason** they are different. This not about bias as the sources are written by historians.
- This question is about how historians get to their interpretation. 3a should help them with this - Historians may have used different sources.
- You could reference dates - one source focused on different times so different interpretations based on what was happening - give some detail.

**Q3d How far do you agree...?**
- The question will focus on **1 interpretation** and how far you agree.
- You must have **BALANCE** – FOR and AGAINST the interpretation in the source.
- Use the other interpretation to challenge it and also other **specific context**.
- Example Structure: Introduction, Interpretation 1, Interpretation 2, Own Knowledge, Conclusion.