

# **Revising for History GCSE**

How to revise

# Step 1: Know what to revise

You need to know what you will be tested on and how.

For that you will need the specification, which can be found at <https://www.ocr.org.uk/qualifications/gcse/history-a-explaining-the-modern-world-j410-from-2016/>

In the specification you will need:

1. Page 8: the course breakdown
2. Page 10-11: International Relations
3. Page 18: The USA 1919-1929
4. Pages 26-7: War and Society
5. Page 31: Personal Rule to Restoration
6. Page 35-36: Kenilworth Castle

**Note:** Specification pages are the numbers printed on the bottom of the page. They will be different to the numbers on your screens.

# The important bits of the specification

You want to concentrate on the Key Topics and the Content—make sure that you can tick off the different areas.

| Key Topics  | Content<br>Learners should have studied the following:   |
|---|--|
| Relationship between Parliament and Charles I 1629–1642 | Reasons why Charles I called Parliament in 1640; the Long Parliament's criticisms of Charles I's Personal Rule, including financial and religious measures and suppression of criticism (1629–1640); attacks on Laud and Strafford; events leading to civil war, including rebellion in Ireland in 1641, Grand Remonstrance 1641, attempt on the Five Members 1642, Militia Ordinance 1642, Nineteen Propositions 1642; divisions within Parliament 1640–1642. |
| The political and religious impact of war 1642–1649     | Parliament's attempts to reach agreement with Charles I 1646–1647 (Propositions of Newcastle); reaction of Parliament to the emergence of new religious and political groups, including Levellers, Quakers and Diggers; relationship between Parliament and the Army, including the emergence of the Presbyterian and Independent parties and the  |

# Step 2: Know what kind of questions you will be asked.

This will help you work out how to revise the content.

It is always better to go over the content with reference to exam questions. Past exam questions are therefore super important! We'll talk about those in a bit.

You will find this in the specification on pages 38-41.

A' of the examination and the non-British depth study | The period study will be assessed by four questions.

| Question | Type of question               | AO1 marks | AO2 marks | AO3 marks | AO4 marks | SPaG marks | Total marks |
|----------|--------------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| 1        | Outline ...                    | 5         |           |           |           |            | 5           |
| 2        | Explain ...                    | 5         | 5         |           |           |            | 10          |
| 3        | Compare interpretations...     | 5         |           |           | 20        |            | 25          |
| 4        | Essay using interpretations... | 5         | 5         |           | 10        | 5          | 25          |

In question 1, learners will be required to create a structured account selecting, organising and communicating their knowledge and understanding in a short written narrative outlining the sequence of events relevant to the issues set by the questions.

section 3e for more information on spelling, punctuation and grammar.

The total amount of marks available for the period study, 'Section A' of the examination, will be 65. We recommend that learners spend one hour on 'Section A'

# Step 3: Know what you know and what you don't know

Complete the Google Form- [GCSE History: What do I need to work on?](#)

This will help you prioritise your revision accordingly.

# Step 4: Begin Revision

Knowing the areas that you need to work on, there are now a number of different ways you can begin to work on.

**Confident  
on an area?**

**Go straight  
to exam  
questions.**

**Okay, but not  
quite there?**

**Revision  
flashcards  
Exam Questions**

**Not confident, but can work it out?**

**Take some notes (textbook/  
revision guide/ own notes)  
Revision flashcards  
Exam Questions**

**I have no idea what to do.**

**Talk to your teacher who will help put that right.  
Then notes/ revision flashcards/ exam questions**

# Note Taking for Revision

Keep notes brief but purposeful. Use the specification headings as your headings, and the content you can tick off as you go.

Content to tick off

Key topics

Content

Learners should have studied the following:

The 'Roaring Twenties'

The US economy in the 'Roaring Twenties', including Republican party policies and ideology; areas of industry and social groups that did, and did not, experience prosperity; the US government and women in the 1920s, including women's rights movements and the Sheppard-Towner Act; causes, aims, implementation and failure of prohibition; prejudice and discrimination in US society, including the Jim Crow Laws and the Ku Klux Klan; the Red Scare, including the Palmer Raids and Sacco and Vanzetti; restrictions on immigration throughout the 1920s; attempts to combat racism, including the NAACP and the IUNIA

Heading for your notes

# So, in your notes

Keep them as brief as you can.  
Highlight key terms.  
Write in a way you remember

## The Roaring Twenties

- US economy was booming in the 1920s because:

- Republican Policies: **laissez faire** - letting businesses just get on with it; **low taxation** - businesses made more profit; **protectionism** - taxes on imports meant that people would buy American goods because foreign...



# Flashcards- stick to key questions and answers

Make sure that you use the specification to create questions.

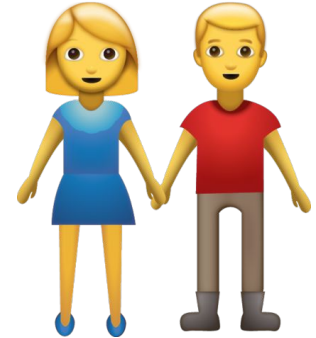
Put the answers on the back of the flashcards.

Then test yourself.

| Key Topics   | Content<br>Learners should have studied the following:  |
|--|---|
| <p><b>Conflict and co-operation 1918–1939</b><br/>Successes and failures of internationalist approaches in the 1920s and the retreat to</p> <p>Key Topics can easily be turned into questions: e.g. What examples of co-operation were there, 1918-1939?</p> | <p>The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, at disarmament.</p> <p>the economic depression.</p> <p>30s, including the failure of policy of Appeasement and</p> <p>outbreak of war in 1939.</p> |

# The Front of Your Flashcards

International Relations

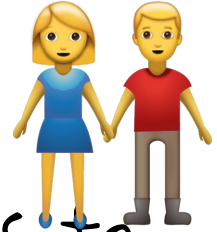


What examples of co-operation between countries were there between 1919 and 1939?



# The Back of Your Flashcards

**League of Nations** formed 10 January 1920



**Dawes Plan:** American loans and investments to help Germany out of economic crisis 1924

**Locarno Pact: 1925.** Germany agreed its western borders

**Kellogg Briand Pact 1928:** Nations agreed to never use war as international diplomacy again. Still in effect!



# You could also use flashcards for:

- Testing yourself on key words that you find difficult.
- Testing yourself on which type of interpretation is which (for Cold War and Appeasement interpretations)
- Testing yourself on dates/ or chronological orders of events if you are struggling to get them in the right order.
- Testing yourself on causes: e.g. EVENT on one side, various CAUSES on the other.

You could work with a friend to make flashcards- you make flashcards on one topic, they make flashcards on another and you test each other. There are also lots of electronic flashcards app.

# Step 5: Exam Questions

There are different places you could get exam questions:

Specimen Papers with mark schemes are available from the OCR website:

- Paper 1: [International Relations with the USA](#)
- Paper 2: [War and Society](#)
- Paper 3: [Personal Rule to Restoration with Castles](#)

(although the Castles questions are useless- you'll need to get some from your teacher).

You can also find questions in the textbooks and revision guides.

# Other Places

There is a question bank that your teachers are working on and updating after each exam session.

That can be accessed [here](#), and will likely turn up on your Google Classroom.

There is also a detailed list of possible questions on the USA that can be accessed [here](#).

Your History teachers are working on other question resources which will go on the Google Classroom as and when they are ready.

# DIY: Do It Yourself Questions

If you know the type of questions that you could be asked, you could work on setting your own questions.

Look at the specification and the structure of the questions.

How can they be applied to each other?

## Short Question Tips:

These are always on a single concept, event or idea.

E.g. Prohibition, methods of control from one ruler, definitions.

## Long Question Tips:

These are normally on:

- Causes
- Consequences/ Impacts
- Significance (e.g. How important was...)
- Success (e.g. how successful was)