

Key principle: Show discipline in terms of timing

- o 4 marks, 5 minutes, one supported point/paragraph
- o 8 marks, 10 minutes, two supported points/paragraphs
- o 12 marks, 15 minutes, three supported points/paragraphs
- o 16 marks, 20 minutes, four supported points/paragraphs

Paper 1

America

MOST IMPORTANT IN ANY EXAM

1. Use specific facts
2. Answer the question
 - Focus only on that
 - Use the wording of question
 - Directly address the issue in the question

(This helped America recover because... / This effected their lives because / This was a problem because / This is more convincing because...

Q1 & 2

Grade	1	2	3	4	5	6	7	8	9
[4]	1	1	2	2	3	3	3	4	4

[1]

Use the information in the box (content)

- First work out the **overall message** of the interpretations
- Focus on the **differences**
- **Quotes** to prove messages & differences
- Use comparison phrases like *on the other hand / however / differs because...*

[2]

Use the info above the box (provenance) **"Who in Two"**

- Have **2** clear differences
- Refer to both authors in each paragraph
- Think about **who** they are or the **date** they were writing. (but don't just say it is primary or secondary. Mention the events that are happening at the time or have not yet happened)
- Above is where your **own knowledge** comes in

Q3

Grade	1	2	3	4	5	6	7	8	9
[8]	1	2	3	4	5	5	6	7	8

- **3** paragraphs
- First explain what the sources opinion is of the question.
- Prove how convincing with **specific examples** (you need a lot of these to really prove your knowledge and why interpretations are convincing).
- Use the wording of the question ***This is convincing because...*** (then an example of an event that proves it)
- Try to pick **two points/quotes** from the interpretations to discuss.
- **Don't talk about the provenance** (author), just what they say in the source (the content).
- Final must compare the two to pick which is '**more convincing**'. Look for complex comparisons. (Make points about which is more balanced, or gives a wider and more thought-out opinion etc.)

Q4

Grade	1	2	3	4	5	6	7	8	9
[4]	1	1	2	2	3	3	3	4	4

- **2** clear points
- All **knowledge** based, so **revision** is key.
- Show off your knowledge by explaining what the terms or policies or ideas or laws actually mean. **Describe** them.
- Remember to use **examples** to prove them
- Quickly expand your description by also writing about their effect/consequence/importance etc.

Q5

Grade	1	2	3	4	5	6	7	8	9
[8]	1	2	3	4	5	5	6	7	8

- Needs **2** (or more) ways that a group(s) was affected by the event.
- You **must use facts to prove** your points. They will want to see a lot.
- You should be really clear on the effect it had. *This improved the (question focus) because...*
- Level 4 answers (7-8) will evaluate some of the complex effects of the event. *This only improved the economy for a time... OR This improved the economy in a way that had not been possible before the war because...*

Q6

Grade	1	2	3	4	5	6	7	8	9
[12]	2	3	4	5	7	8	9	10	12

- **3** paragraphs
- Each bullet point should have a paragraph using PEE
- Try to get **two facts and explanations/evaluations** for each bullet point
- Specific facts are key to prove your point. **Analyse** how they do. *This shows how...*
- Your conclusion must then compare the two factors and explain how one is more important than the other.
- Level 4 answers (10-12) must find more complex connections between the two factors. *While the New Deal agencies gave jobs they needed the restored confidence of the American people to really work...*