

AQA GCSE History – Revision Booklet – Paper 1

1. America, 1920–1973: Opportunity and Inequality
2. Conflict and Tension, 1918–1939



Instructions:

- At present you have the following:
 - USA exercise book
 - Inter-War Years exercise book
 - End of Unit Tests
 - Y10 Mock Exam
- This Revision Booklet will help prepare you for the forthcoming exams.
- Each week you will be set a revision homework, which will develop your revision skills and help to consolidate your understanding of the topics we have studied.
- You will do the following in each revision homework:
 - Self-assess your understanding
 - Create revision materials to improve your understanding
 - Answer an exam question/s
- Remember – you are in control of whether you are successful or not – Good luck!

History Department

Name:

Topic (1) - American People and the 'Boom'

How well do you know...?

Topic	Self-assessment	
What were the Roaring Twenties ? ○ Entertainment (radio, sport, cinema) ○ Music (jazz) ○ Morals		
How far did the roles of women change in the 1920s? ○ Progress <ul style="list-style-type: none"> ➤ Vote – 1920 ➤ Flappers ➤ 1929 – 10 million ○ Limitations <ul style="list-style-type: none"> ➤ Traditional values – Rural areas 		
How widespread was racial intolerance in US society? ○ Red Scare <ul style="list-style-type: none"> ➤ Immigration ➤ Communism – Bolshevism – Anarchism ➤ J. Edgar Hoover ○ Sacco and Vanzetti		
How widespread was racial intolerance in US society? ○ Discrimination against African Americans ○ The Ku Klux Klan		
Why was prohibition introduced, and then later repealed? ○ Reasons for Prohibition ○ How was Prohibition enforced? ○ What were the effects of Prohibition? <ul style="list-style-type: none"> ➤ Gangsterism ➤ Corruption ➤ St. Valentine's Day Massacre 		

What do you have to help?

- Exercise book
- End of Unit Test

Exam Technique:

Q4. Describe two ways in which the motor car encouraged social change. (4 marks)

Q5. In what ways did the development of jazz lead to changes in society? Explain your answer. (8 marks)

Q6. Which of the following reasons was the more important reason for the ending of Prohibition in 1933:

- The failure of law enforcement against illegal speakeasies
- The violence of the gangsters controlling the illegal trade in alcohol?

Explain your answer with reference to both reasons.

(12 marks)

Topic (1) - American People and the 'Boom'

Exam Technique:

Read Interpretations A and B and answer the questions 01, 02 and 03

Interpretation A

From a book written by Doris E Fleischman, published in 1932.

Doris was writing about what life was like for women in the 1920s. She was a famous campaigner for the rights of women.

It was totally confusing to read the adverts in the magazines that showed vacuum cleaners, fridges and hundreds of other household devices which should lighten the jobs of women in the home.

Women living on farms did a great deal of work besides caring for their children, washing clothes and cooking, as they worked in the fields and looked after the animals. The largest group of American women were the families of labourers, miners, steel workers and unskilled workers. The wages of the men were generally so small that the women had to do extra work.

Interpretation B

From an article written about flappers by F. Scott Fitzgerald published in the 1930s.

F. Scott Fitzgerald was an American novelist who, both in his personal life and in his books, showed what it was like to be a rich playboy during the boom of the 1920s. He and his wife Zelda, who he called 'the first American Flapper', became symbols of the Jazz Age.

It was an age of miracles and an age of over indulgence. There was a generation of women who saw themselves as flappers – the wildest of all generations deciding to take as much pleasure as they could.

'Eat, drink and be merry for tomorrow we die' was their motto. Although their grandmothers didn't know it, these young women had discovered alcohol and jazz.

Q1. How does Interpretation B differ from Interpretation A about women in the 1920s?

Explain your answer based on what it says in Interpretations A and B. (4 marks)

Q2. Why might the authors of Interpretations A and B have a different interpretation about women in the 1920s?

Explain your answer using Interpretations A and B and your contextual knowledge. (4 marks)

Q3. Which interpretation do you find more convincing about women in the 1920s?

Explain your answer based on your contextual knowledge and what it says in Interpretations A and B (8 marks)

Topic (2) – ‘Boom and Bust’

How well do you know...?

Topic	Self-assessment	
Why was there an economic boom in the 1920s? <ul style="list-style-type: none"> ○ Impact of the First World War ○ Republican policies ○ Mass production ○ Automobile industry ○ Hire Purchase – Advertising - Consumerism 		
Did all Americans benefit from the boom? <ul style="list-style-type: none"> ○ Workers in older industries ○ Poorer families ○ Black Americans ○ Farmers ○ Increase in the standard of living 		
What were the consequences of the Crash? <ul style="list-style-type: none"> ○ Unemployment (EG: Hooverilles) ○ Farmers ○ Businessmen 		
Why did Roosevelt win the election of 1932 ? <ul style="list-style-type: none"> ○ Roosevelt’s effective election campaign ○ Roosevelt’s promise of an ‘active government’ and a New Deal ○ Hoover’s failures – a ‘do nothing’ President ○ Bonus Marchers 		

What do you have to help?

- Exercise book
- End of Unit Test

Exam Technique:

Q4. Describe how the Ford Motor industry affected the boom in the US economy in the 1920s. (4 marks)

Q5. In what ways did the actions of President Hoover lead to the election of Roosevelt in 1932? Explain your answer. (8 marks)

Q6. Which of the following reasons was the more important why the economic boom of the 1920s was sustained in the USA:

- Hire purchase
- Mass production?

Explain your answer with reference to both reasons.

(12 marks)

Topic (3) - How successful was the New Deal?

How well do you know...?

Topic	Self-assessment	
What was ' the New Deal ' as introduced in 1933? <ul style="list-style-type: none"> ○ Roosevelt's Hundred Days <ul style="list-style-type: none"> ➤ Emergency Banking Act ➤ Securities Exchange Commission ➤ Fireside Chats ○ The 'Alphabet' Agencies <ul style="list-style-type: none"> ➤ FERA ➤ CCC ➤ AAA ➤ PWA ➤ NRA ➤ TVA 		
How far did the character of the New Deal change after 1933 ? <ul style="list-style-type: none"> ○ The Second New Deal <ul style="list-style-type: none"> ➤ Wagner Act ➤ Social Security Act ➤ WPA ➤ RA ➤ FSA ○ The election of 1936 		
Why did the New Deal encounter opposition ? <ul style="list-style-type: none"> ○ Opposition to the New Deal from: <ul style="list-style-type: none"> ➤ Republicans ➤ Rich Business interests ➤ Supreme Court ➤ Radical critics like Huey Long 		
Did all Americans benefit from the New Deal? <ul style="list-style-type: none"> ○ Industrial workers ○ Unemployed ○ African Americans ○ Women ○ Farmers 		
Did the fact that the New Deal did not solve unemployment mean that it was a failure ? <ul style="list-style-type: none"> ○ Unemployment ○ Social welfare ○ Farmers ○ Black Americans ○ Role of World War Two 		

What do you have to help?

- Exercise book
- End of Unit Test

Topic (3) - How successful was the New Deal?

Exam Technique:

Read Interpretations A and B and answer the questions 01, 02 and 03

Interpretation A

John Gates, in his book 'The Story of an American Communist' published in 1959.

In the early 1930s Gates was a student. He had discovered the writings of Karl Marx in which he said that 'he found the answers to the causes of the Depression, socialism and a world brotherhood of man'. Soon afterwards he joined the Young Communist League.

We planned a demonstration of the unemployed during President Roosevelt's inauguration on March 4, 1933. I was chosen to open the demonstration and was arrested because we didn't have a permit to hold it. Listening to the broadcast when I was in jail, it did not sound exactly like a New Deal to me. I did not believe the President and had no confidence in him. He announced the closing of the banks and the introduction of a New Deal for the American people. It sounded to me like a possible dictatorship.

Interpretation B

Rexford Tugwell in his book 'The Democratic Roosevelt' published in 1957.

Tugwell was a member of the Democratic Party and a close friend of Franklin D Roosevelt. In 1932 he joined a team to advise Roosevelt during the presidential election. Roosevelt consulted Tugwell about the banking crisis and the New Deal.

When Roosevelt died our society was much further forward than when he became President. It is true that there was a change from the old rugged individualism and laissez-faire ideas towards more government regulation. And a move away from individual responsibility for sickness, unemployment and old age to security for all. This helped those with the least power to bargain. We are a lucky people. If it had not been for this democrat we might have fallen to a dictatorship. For that being talked about when he took charge.

Q1. How does Interpretation B differ from Interpretation A about President Roosevelt's New Deal? Explain your answer based on what it says in Interpretations A and B. (4 marks)

Q2. Why might the authors of Interpretations A and B have a different interpretation about President Roosevelt's New Deal? Explain your answer using Interpretations A and B and your contextual knowledge. (4 marks)

Q3. Which interpretation do you find more convincing about President Roosevelt's New Deal? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B (8 marks)

Q4. Describe two problems faced by President Roosevelt from the opposition to the New Deal. (4 marks)

Q5. In what ways did the lives of African-Americans and women change during the Second World War? Explain your answer. (8 marks)

Q6. Which was the more important reason why America recovered from the Great Depression:
▪ New Deal
▪ World War Two

Explain your answer with reference to both reasons. (12 marks)

Topic (4) – Post-war America

How well do you know...?

Topic	Self-assessment	
<p>American society and the economy after 1945</p> <ul style="list-style-type: none"> ○ Consumerism ○ The American Dream ○ Popular culture ○ McCarthyism 		
<p>The Civil Rights campaign in the 1950s and 1960s</p> <ul style="list-style-type: none"> ○ Segregation laws and racial prejudice ○ The struggled for equal education: <ul style="list-style-type: none"> ➢ Brown V Board of Education of Topeka, 1954 ➢ Little Rock, Arkansas, 1957 ○ Martin Luther King and peaceful protests <ul style="list-style-type: none"> ➢ Montgomery Bus Boycott, 1955-56 ➢ NAACP ○ Direct action in the late 1950s and early 1960s <ul style="list-style-type: none"> ➢ SCLC – SNCC – CORE ➢ Sit-ins ➢ 'Freedom Rides' ➢ The March on Washington, 1963 ○ Malcolm X and the Black Power Movement <ul style="list-style-type: none"> ➢ Nation of Islam ➢ Race riots from 1965 to 1967 ➢ Impact of Black Power ○ Civil Rights Acts of the 1960s <ul style="list-style-type: none"> ➢ The Civil Rights Act, 1964 ➢ Selma ➢ Voting Rights Act, 1965 ➢ The Civil Rights Act, 1968 ➢ The assassination of Martin Luther King, 1968 		
<p>America and the 'Great Society'</p> <ul style="list-style-type: none"> ○ The social policies of Presidents Kennedy and Johnson <ul style="list-style-type: none"> ➢ The Economic Opportunity Act, 1964 ➢ Medicare and Medicaid, 1965 ➢ The Development Act, 1964 ○ The development and impact of feminist movements <ul style="list-style-type: none"> ➢ NOW ➢ Roe V Wade, 1973 ➢ Equal Rights Amendment 		

What do you have to help?

- Exercise book
- End of Unit Test

Exam Technique:

Q4. Describe two ways in which the Civil Rights Acts of the 1960s helped to stop racial discrimination. (4 marks)

Q5. In what ways were American attitudes and lifestyles affected by television in the 1950s and 1960s? Explain your answer. (8 marks)

Q6. Which of the following achieved more in the 1960s and early 1970s:

- campaigns to improve the rights of African-Americans
- campaigns to improve the rights of women?

Explain your answer with reference to both bullet points.

(12 marks)

Topic (1) – Peacemaking, 1919

How well do you know...?

Topic	Self-assessment	
The armistice <ul style="list-style-type: none"> ○ The aims of the peacemakers in 1919 <ul style="list-style-type: none"> ➢ President Wilson (USA) ➢ Georges Clemenceau (France) ➢ David Lloyd George (Britain) ○ Disagreements and compromises 		
The Versailles Settlement, 1919 <ul style="list-style-type: none"> ○ Territorial changes ○ Military restrictions ○ War guilt ○ Reparations 		
The impact of the Treaty of Versailles <ul style="list-style-type: none"> ○ German objections to the treaty ○ Reactions of the Allies: Strengths and weaknesses of the settlement ○ Could the treaty be justified? 		

What do you have to help?

- Exercise book
- End of Unit Test

Exam Technique:

Source A: A cartoon published in Britain in February 1919 entitled 'Giving Him Rope'.



GIVING HIM ROPE?

GERMAN CHINAMAN (to Allied Police). "HERE, I SAY, STOP! YOU'RE HURTING ME! [aside] IF I ONLY WHINE ENOUGH I MAY BE ABLE TO WRIGGLE OUT OF THIS YET."

Q1. Study Source A.

Source A opposes Germany. How do you know?

Explain your answer by using Source A and your contextual knowledge. (4 marks)

Source B: A German newspaper cartoon published in July 1919, entitled 'Clemenceau the Vampire'. The figure on the bed represents Germany.



Source C

From J M Keynes' book 'The Economic Consequences of the Peace' published in 1919. Keynes was a leading economist who worked for the British government but resigned in protest three weeks before the Treaty of Versailles was signed.

Nations should not morally visit on the children of their enemies the wrongdoings of parents or of rulers. The Treaty includes no provisions for the economic recovery of Europe - nothing to make the defeated Central Empires into good neighbours. The Big Three were preoccupied with other issues - Clemenceau to crush the economic life of his enemy, Lloyd George to bring home something that would be acceptable for a week, the President to do nothing that was not just and right.

Q2. Study Sources B and C.

How useful are Sources B and C to a historian studying opinions about the Treaty of Versailles? Explain your answer using Sources B and C and your contextual knowledge. (12 marks)

Q3. Write an account of how land lost by Germany in 1919 caused anger among Germans. (8 marks)

Q4. 'The main reason why Germany hated the Treaty of Versailles was because of its military terms.' How far do you agree with this statement? Explain your answer. (16 marks) (SPaG: 4 marks)

Topic (2) – The League of Nations and international peace

How well do you know...?

Topic	Self-assessment	
The formation and covenant of the League of Nations <ul style="list-style-type: none"> ○ The aims of the League ○ Membership of the League and how it changed ○ The organisation and powers of the League 		
The League of Nations in the 1920s <ul style="list-style-type: none"> ○ The contribution of the League to peace in the 1920s ○ Diplomacy outside the League of Nations in the 1920s <ul style="list-style-type: none"> ➤ The Locarno treaties ➤ The Kellogg-Briand Pact, 1928 		
The collapse of the League in the 1930s <ul style="list-style-type: none"> ○ How did the Depression affect international relations? ○ The Manchurian Crisis, 1931-33 ○ The Abyssinian Crisis, 1935-36, and its consequences 		

What do you have to help?

- Exercise book
- End of Unit Test

Exam Technique:

Source A: A cartoon drawn by Viktor Deni in 1919 and published in Soviet newspapers. Deni was an important Communist and the words in Russian say, 'The League of Nations: Capitalists of all countries unite!' The three seated figures represent France, the US and Great Britain.



Q1. Study Source A.

Source A is critical of the League of Nations. How do you know?

Explain your answer using Source A and your contextual knowledge. (4 marks)

Source B: From a cartoon published in a British magazine, August 1935. (A memorandum is a type of note.)



Source C

From a speech by Sir Samuel Hoare, the British Foreign Secretary, to the House of Commons, December 1935.

Mussolini made it clear that if he had to go to war, his aim would be to wipe the name of Abyssinia from the map. I have been terrified by the thought that we might make Abyssinia think that the League could do more than it can. In the end there would be a terrible moment of disappointment when Abyssinia would be destroyed altogether.

Q2. Study Sources B and C.

How useful are Sources B and C to a historian studying the Abyssinian Crisis?

Explain your answer using Sources B and C and your contextual knowledge. (12 marks)

Q3. Write an account of how events in Manchuria became an international crisis in the years 1931 to 1933. (8 marks)

Q4. 'The main reason for the failure of the League of Nations was the absence of the United States.'

How far do you agree with this statement? Explain your answer. (16 marks)

(SPaG: 4 marks)

Topic (3) – The origins and outbreak of the Second World War

How well do you know...?

Topic	Self-assessment	
<p>The development of tension</p> <ul style="list-style-type: none"> ○ Hitler's aims and Allied reactions <ul style="list-style-type: none"> ➤ Abolish the Treaty of Versailles! ➤ Expand Germany territory! ➤ Defeat Communism! ○ Hitler's actions <ul style="list-style-type: none"> ➤ The Dollfuss Affair, 1934 ➤ The Saar, 1935 ➤ German rearmament and conscription ➤ The Stresa Front, April 1935 ➤ The Anglo-German Naval Agreement, June 1935 		
<p>The escalation of tension, 1936-8</p> <ul style="list-style-type: none"> ○ The remilitarisation of the Rhineland ○ The Spanish Civil War ○ Mussolini, the Anti-Comintern Pact, 1936-37 and the Axis ○ <i>Anschluss</i> with Austria, March 1938 ○ Appeasement ○ The Sudeten crisis, September 1938 ○ The Munich Agreement, September 1938 		
<p>The outbreak of war</p> <ul style="list-style-type: none"> ○ The occupation of Czechoslovakia, March 1939 ○ The Nazi-Soviet Pact, August 1939 ○ The invasion of Poland and the outbreak of war, September 1939 ○ Who held most responsibility for the start of the Second World War? 		

What do you have to help?

- Exercise book
- End of Unit Test

Exam Technique:

Source A: A Soviet cartoon from 1939. СССР is Russian for USSR. Daladier (France) and Chamberlain (Britain) are directing Hitler away from western Europe and towards the USSR.



Q1. Study Source A. Source A is critical of the Appeasement. How do you know? Explain your answer using Source A and your contextual knowledge. (4 marks)

Source B: A British cartoon by David Low, 18 July 1938. The caption on the cartoon reads 'What's Czechoslovakia to me anyway?' the rocks poised to fall read: Anglo-French security; French Alliances; Rumania; Poland; Czecho.



Source C

The Daily Express comments on the Munich Agreement, 30 September 1938.

People of Britain, your children are safe. Your husbands and your sons will not march to war. Peace is a victory for all mankind. If we must have a victor, let us choose Chamberlain, for the Prime Minister's conquests are mighty and enduring – millions of happy homes and hearts relieved of their burden.

Q2. Study Sources B and C.

How useful are Sources B and C to a historian studying attitudes towards the policy of appeasement? Explain your answer using Sources B and C and your contextual knowledge. (12 marks)

Q3. Write an account of how Hitler's remilitarisation of the Rhineland in March 1936 became a success for his foreign policy. (8 marks)

Q4. 'The Treaty of Versailles was the main reason why the Second World War occurred.'
How far do you agree with this statement? Explain your answer. (16 marks) (SPaG: 4 marks)

Key Dates and Statistics

America 1920-1973: Opportunity and Inequality

American People and the 'Boom'

508 – radio stations by 1922
1927 – first 'talkie' movie
100 million – cinema tickets sold in a week
10 million – women in jobs by 1929
1920 – women got the vote
400,000 – US workers on strike in 1919, which was blamed on Communism
60,000 – Communist suspects arrested in the Red Scare
1924 – immigration limited
4.5 million – members of the KKK
3000 – claimed number of infants smothered by drunken parents
30% - alcohol consumption fell by
\$60 million – made by Al Capone in a year
20 million – number of share owners by 1929

'Boom and Bust'

8 out of 10 – radios bought on credit
6 out of 10 – cars bought on credit
15 million – Model T Fords produced
One every 10 seconds – rate of production of Model T Fords
1 in 5 – people who owned a car in the USA
50% - farms prices fell by this amount
60 million – number of Americans affected by problems in farming
47 to 44 – working hours dropped from and to
11% - wages rose in the 1920s
13 million – number of shares sold on Black Tuesday
60% - wages fell by after the Wall Street Crash
5515 – number of banks that went bankrupt
25% - unemployment at its peak
20,800 – km travelled by FDR in his election campaign

New Deal

\$500 million – FERA spending
2.5 million – CCC jobs
2 million – businesses joined the NRA
1935 – Second New Deal
27 million – number of votes FDR won the 1936 election by
6 – number of Supreme Court judges FDR wanted to add
14% - unemployment in 1937

America and the Second World War

\$50.1 billion – worth of materials shipped as part of Lend Lease
1944 – USA producing half of the weapons made in the world, twice the production of Germany and Japan combined.
14 million – workers employed in factories for war production
12 million – women working before World War II
300,000 – women joined the armed forces in WW2

7 million – extra women joined the workforce during WW2
500,000 – new businesses started up during the war
\$20 billion – government expenditure in 1941
\$97.2 billion - government expenditure in 1944
Over 1 million – African American soldiers joined or conscripted to the armed forces
2 million- African Americans working in factories by the end of 1944
35% - 50% - increase in % of married women who worked between 1941 and 1945

Post War America

50% - American was producing half of the world's goods by the 1950s
0.4% - percentage of households that owned a television in 1948
83.2% - percentage of households that owned a television in 1958
1949 – China falls to Communism
1 million – number of FBI files on suspected communists during the McCarthy period
5% - percentage of African American population in Mississippi who were registered to vote
30% - white teachers earned this % more than African American teachers
1954 – Brown vs Board of Education of Topeka
1957 – Little Rock
1955-6 – Montgomery Bus Boycott
65% - loss of income to bus company during bus boycott
1960 – sit ins
1961 – Freedom Rides
1963 – March on Washington
200,000 – African Americans attending March
50,000 – white people attending March
1964 – Civil Rights Act
430,000 – number of African Americans who registered to vote in the 20 months after the Civil Rights Act
1965 – assassination of Malcolm X
1965 – Voting Rights Act
1965-7 – race riots
1968 – assassination of Martin Luther King
1972 – Supreme Court ruling on equal rights
1973 – Roe vs Wade

Conflict and Tension 1918-39

Peace-making 1919

January 1918 – Wilson publishes 14 Points
Alsace Lorraine – returned to France
Rhineland – demilitarised
Anschluss – banned
Saar – run by League of Nations, plebiscite after 15 years
Polish Corridor – created to give Poland access to the sea
100,000 – German army limited to
6 – battleships
0 – air force/submarines/armoured vehicles
£6.6 billion – reparation payment
10% - amount of land Germany lost
12.5% - percentage of population Germany lost
16% - percentage of coal fields Germany lost
50% - percentage of iron and steel industry Germany lost
1918 – Treaty of Brest-Litovsk

League of Nations

March 1920 – US Congress defeats Wilson's plan to join League of Nations

1920 – Aaland Islands dispute/ Vilna dispute

1921 – Upper Silesia dispute

1923 – Corfu dispute

1925 – Germany signs Locarno Treaties

1926 – Germany invited to join League of Nations

1928 – Kellogg-Briand Pact

1929 – Wall Street Crash – depression begins

1931-33 – Manchurian Crisis

24 February 1933 – Lytton Report approved by League's Assembly 42 votes to 1

27 March 1933 – Japan leaves League of Nations

1935-6 – Abyssinian Crisis

1896 – Italian invasion of Ethiopia

30,000 – British coal miners who could lose their jobs because of a ban on coal exports to Italy

7th March 1936- Hitler marches troops in to the Rhineland

9th May 1936 – Mussolini formally annexes Abyssinia

November 1936 – Mussolini and Hitler sign Rome-Berlin Axis

Road to World War Two

1933 – Hitler appointed Chancellor of Germany

1934 – Dolfuss Affair

90% - percentage of population in Saar Land who voted to return to German rule in 1935

October 1933 – Hitler withdrew from Disarmament Conference and soon after took Germany out of the League.

2,000 – size of the German Luftwaffe in 1935

March 1935 – Hitler reintroduces conscription to the army

April 1935 – Stresa Front

June 1935 – Anglo-German Naval agreement

35% - allowed size of the German navy in comparison to the British, under the agreement

1936-7 – Spanish Civil War

22,000 – number of German soldiers who remilitarised the Rhineland

1936 – German and Japan sign Anti-Comintern Pact

1937 – Italy also signs

99.75% - % of people in Austria who voted for Anschluss with Germany in March 1938

September 1938 – Sudeten Crisis

September 1938 – Munich Agreement

1939 – German army had grown from 100,000 to 1 million

March 1939 – occupation of Czechoslovakia

August 1939 – Nazi- Soviet Pact

1st September 1939 – Germany invades Poland from the West

3rd September 1939 – Britain and France declare war on Germany

Section A: America, 1920–1973: Opportunity and Inequality

How to answer exam questions

Question 1

Number of marks	4	Amount of time spent	5 minutes
Focus of question	How are interpretations different?		
Approach	Identify the overall message of each of the sources (what does it say about the issue in the question?). Write one paragraph explaining the message of each. Make sure that you use a comparison phrase between them (e.g. on the other hand, however, A differs because...). No own knowledge, and DO NOT comment on the NOP.		
Example question	How does Interpretation B differ from Interpretation A about reasons for the Wall Street Crash? Explain your answer based on what it says in interpretations A and B		
Structure	Two short paragraphs Overall, Interpretation A gives the opinion that... In the other hand, the message of Interpretation B is....		

Question 2

Number of marks	4	Amount of time spent	5 minutes
Focus of question	Why are interpretations different?		
Approach	Focus on provenance 2 differences as to WHY the interpretations are different. Eg. Date written, background of writer, title of book, event they are speaking at... Use Own Knowledge to back up/support what you say – what do you know about the date authors etc...		
Example question	Why might the authors of Interpretation A and Interpretation B have a different interpretation about reasons for the Wall Street Crash?		
Structure	Two short paragraphs One reasons why the authors have a different interpretation is... Another reason why the authors have a different interpretation is...		

Question 3

Number of marks	8	Amount of time spent	10 minutes
Focus of question	Which interpretation is more convincing?		
Approach	<p><u>Not provenance – only content</u></p> <p>Pick out parts of A and B that you think are strong (convincing). Use Own Knowledge to explain why. Why do they match what YOU KNOW about the history.</p> <p>'I think that interpretation A is convincing because....' 'this can be seen in the quotation...' 'this shows me that...' 'I know this to be true because...'</p> <p>Conclusion – Chose A or B and explain your reason. Save a fact/piece of information to use here.</p>		
Example question	Which interpretation gives the more convincing opinion about the Wall Street Crash? Explain your answer based on your contextual knowledge and what it says in Interpretations A and B		
Structure	<p>Three paragraphs</p> <p>Interpretation A is convincing because...</p> <p>Interpretation B is convincing because....</p> <p>Overall, the most convincing is... because....</p>		

Question 4

Number of marks	4	Amount of time spent	5 minutes
Focus of question	Describe two key features or characteristics.		
Approach	2 clear points worth 2 marks each - Own Knowledge based. Explain your point then expand by discussing importance/consequences		
Example question	Describe two problems faced by American farmers during the depression of the 1930s		
Structure	<p>Two paragraphs</p> <p>One problem faced by farmers was...</p> <p>Another problem faced by farmers was...</p>		

Question 5

Number of marks	8	Amount of time spent	10 minutes
Focus of question	Explain how a particular group was affected by an event or development		
Approach	Include 2 points with explanation and evidence - <u>Own Knowledge</u> Be clear on the effect your point had – expand and explain the consequences		
Example question	In what ways were the lives of African Americans affected by the Civil Rights Act of 1964?		
Structure	Two paragraphs One way in which the lives of African Americans were affected by the Civil Rights Act of 1964 was.... Another way in which their lives were affected was...		

Question 6

Number of marks	12	Amount of time spent	15 minutes
Focus of question	Which was the most important reason for... (you will be given two bullet points to discuss)		
Approach	Only comment on the two points given. 2 reasons/points as to why each bullet point is important and provide examples. Fill with <u>Own Knowledge; specific examples to prove your points.</u> Conclusion – Which is most important and why. Make links between the 2 bullet points.		
Example question	Which of the following was the more important reason why the USA recovered from the Depression of the 1930s? <ul style="list-style-type: none"> • The work of the New Deal • The opportunities created by the Second World War 		
	3 Paragraphs (one for each bullet point, plus conclusion) Each paragraph should have two examples explained fully. The work of the New Deal was an important reason why the USA recovered from the depression because... Another example of the importance of the New Deal is... However, the opportunities created by the Second World War were also important because.... Another example of the importance of the Second World War is... In conclusion, the most important of these factors was... because (show links between the factors)		

Section B: Conflict and tension: the inter-war years, 1918–1939

How to answer exam questions

Question 1

Number of marks	4	Amount of time spent	5 minutes
Focus of question	How do you know the message of a cartoon source?		
Approach	Read the caption with the source first and highlight the provenance. Circle three key-features of the cartoon. Then, decide what point the source is trying to make and for what purpose, using your own knowledge to support your thinking. Structure your answer as detailed below.		
Example question	Source A is critical of the Versailles Treaty . How do you know ?		
Structure	<p>One paragraph</p> <p>Source A is critical of the Versailles Treaty because the point it is trying to make is...</p> <p>I can tell this because in the source....</p> <p>From my own knowledge,...</p>		

Question 2

Number of marks	12	Amount of time spent	15 minutes
Focus of question	How useful are the sources?		
Approach	Read the question first and highlight the unique part, EG – What is the historian studying? Next, read the caption with the sources and highlight the provenance. (If one of the sources is a cartoon circle three key-features) Then, decide what point the source is trying to make and for what purpose, using your own knowledge to support your thinking. Finally, decide why the sources are useful for an historian studying the topic in question, EG – shows a British criticism of... Structure your answer as detailed below.		
Example question	How useful are Sources B and C to an historian studying the causes of the Second World War?		
Structure	<p>Three paragraphs</p> <p>Paragraph 1: Source B is useful to an historian studying 'x' because it shows a... The point the source is trying to make it... The source is attempting to... *Use own knowledge and details from the source to support your answer.</p> <p>Paragraph 2: Source C is useful to an historian studying 'x' because it shows a... (Repeat above structure)</p> <p>Paragraph 3 – Conclusion: Sources B and C are useful to an historian studying 'x' because together they show... Source 'B' is most useful because...</p>		

Question 3

Number of marks	8	Amount of time spent	10 minutes
Focus of question	Write an account (explain...)		
Approach	Cross out the phrase 'write an account' and replace it with 'explain'. Aim to write three PEE paragraphs, each explaining a different point. Ensure you discuss the whole time period in question.		
Example question	Write an account of how the remilitarisation of the Rhineland increased international tension.		
Structure	Three paragraphs One way in which the remilitarisation of the Rhineland increased international tension is... A second way in which the remilitarisation of the Rhineland increased international tension is... A third way in which the remilitarisation of the Rhineland increased international tension is...		

Question 4

Number of marks	16	Amount of time spent	20 minutes
Focus of question	How far do you agree with this statement?		
Approach	Three main PEE paragraphs. Explain in the first why you could agree with the statement. In the next two paragraphs explain two separate reasons why you could disagree with the statement. Finish with a conclusion in which you link together your points, and decide how far you do agree with the statement.		
Example question	'The main reason why the League of Nations could not stop aggression in the 1930s was because the USA was not a member.' How far do you agree with this statement?		
Structure	Four paragraphs One reason why the League of Nations could not stop aggression in the 1930s was because the USA was not a member... A second reason why the League of Nations could not stop aggression in the 1930s was because its weak structure and powers... A third reason why the League of Nations could not stop aggression in the 1930s was because of the Great Depression... In conclusion,...		

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