**AQA History GCSE- Paper 2 Exam Advice Booklet**

**Name:**

**Teacher:**

This booklet is designed to support your revision by telling you what you need to revise and how to structure your answers for each section. Colour code the topics to show how confident you are with them before revision, and then tick it off to show that you have revised it.

Key: Very confident Partially confident Not at all confident

**Britain: Health and the People, c1000- present day**

|  |  |  |
| --- | --- | --- |
| Topic to revise, and memory words where relevant | How confident do I feel on this topic? | I have revised this and now feel more confident |
| The ideas of Hippocrates and Galen |  |  |
| Approaches to medicine in the Middle Ages (natural and supernatural) |  |  |
| Who treated the sick in the Middle Ages? |  |  |
| What did they believe caused illness in the Middle Ages? |  |  |
| How did the Christian Church help medicine?- CHRIST memory word |  |  |
| How did the Islamic Church help medicine?- ISLAM memory word |  |  |
| How good was public health in the Middle Ages?- Monasteries |  |  |
| Public Health in Towns- what did the gov. do to help? What problems were there? |  |  |
| The Black Death, 1348 |  |  |
| What did they believe caused the plague? |  |  |
| What did they use to treat it? |  |  |
| What were the consequences of the plague? |  |  |
| What was the Renaissance? |  |  |
| Consequences of the Renaissance (eg New Land, New Ideas, New Inventions etc) |  |  |
| Did treatments get better during the Renaissance? (Positives and negatives) |  |  |
| Andreas Vesalius- short and long term impact |  |  |
| Ambroise Pare- short and long term impact |  |  |
| William Harvey- short and long term impact |  |  |
| How did hospitals grow after the Renaissance? |  |  |
| The Great Plague- what had changed? What had stayed the same? What government interventions were introduced? |  |  |
| John Hunter- short and long term impact |  |  |
| Inoculation, Edward Jenner and the impact of vaccination- short and long term impact |  |  |
| Opposition to vaccination and reasons for this |  |  |
| Pasteur’s Germ Theory- short and long term impact |  |  |
| Koch’s work on germs |  |  |
| Pasteur and vaccination (after Koch’s work) |  |  |
| Paul Ehrlich and magic bullets |  |  |
| The development of anaesthetics |  |  |
| Impact (short and long term) of Simpson |  |  |
| The development of antiseptics |  |  |
| Impact (short and long term) of Lister |  |  |
| Problems in public health in the 18th and 19th centuries |  |  |
| Edwin Chadwick and impact on public health |  |  |
| John Snow- short and long term impact |  |  |
| Joseph Bazalgette- short and long term impact |  |  |
| The role of the government in improving public health (including the 1848 and 1875 Public Health Acts) |  |  |
| The discovery of penicillin and its impact |  |  |
| Antibiotic resistance |  |  |
| Alternative medicine (for example, homeopathy, aromatherapy etc) |  |  |
| The impact of WW1 on medicine and surgery |  |  |
| The impact of WW2 on medicine and surgery |  |  |
| Transplant surgery |  |  |
| Modern surgical methods (for example, key hole surgery) |  |  |
| Booth, Rowntree and the Boer War- impact on public health |  |  |
| Liberal reforms and impact on public health |  |  |
| The Beveridge Report and Welfare State |  |  |
| The introduction of the NHS |  |  |
| Opposition to the NHS |  |  |

How do I answer the Health questions?

**Q1**. How useful is source… to a historian learning about…? (8 marks- 10 minutes)

You will be given a source and must use evidence from the source and your own knowledge to explain why it is useful for the topic in the question

**Paragraph 1-** *The source is useful because it tells us that…*

What does the source show/tell us? Try to select 2 or 3 aspects of the source to discuss. Use your own knowledge to explain each point e.g *The source shows me that… From my own knowledge, I know that this is correct because… This makes it useful because…*

**Paragraph 2-** *The source is useful because…* SADCLOWN

What type of source is it? Who made it? When was it made? Why was it made? Explain these using your own knowledge.

**Paragraph 3**- However, there are limitations in its use… (why might you argue that the source is not completely useful?)

**Paragraph 4-** Conclusion

Overall, I think that the source is very useful/partly useful/ not at all useful because…

You MUST make a judgement and EXPLAIN it in your conclusion.

**Q2.** Explain the significance of… (8 marks- 10 minutes)

This type of question will ask you how significant an event in history was. For example, *‘Explain the significance of anaesthetics in the development of medicine’.*

Significance is always measured in **THEN** and **NOW**. How important was it at the time? How is it still important/has it influenced today?

**Paragraph 1-***This event/factor was significant because it had a large impact at the time…*

*This had a large impact because… (explain using contextual knowledge)*

What impact did it have straight away?

**Paragraph 2-** *This event/factor was also significant because it had long term impact…*

*This had a large impact because… (explain using contextual knowledge)*

2 PEE paragraphs, with specific supporting evidence and clear explanation of how it impacted on the development of medicine for top marks! If you only write one reason, you are capped at 4/8.

**Q3**. Compare…. And…. In what ways are they similar? (8 marks- 10 minutes)

For this question, you ONLY need to look at similarities. If the question says ‘in what ways are they different’, then focus on the differences. You DO NOT need to look at both.

Example question= Compare the Black Death in the Middle Ages with the Cholera Epidemics of the 19th Century. In what ways are they similar? Explain your answer with reference to both epidemics.

**2 paragraphs needed, comparing them directly.**

**Make a clear comparison, then use specific evidence from each to support. Eg** *One way that they are similar is that they were both caused by poor public health. In 1348, waste on the street attracted large amounts of rats who were carrying diseased fleas. This helped the plague spread to humans. In the 19th century, cholera was discovered by John Snow to be caused by an infected water pump in Broad Street. The water had been infected by sewage, which carried the disease and helped it to spread to those who used the pump.*

The type of question and structure will always stay the same, but the history in the question might change. Practise planning answers to different types of these questions so that you feel confident in answering it.

**Q4**. Has… been the main factor in helping… since the Medieval times? Explain your answer with reference to this factor and other factors (16 marks- 20 minutes, plus 4 marks for SPaG)

This question requires 2/3 PEE paragraphs and a conclusion. You should always try to start with the factor in the question. The question will always say ‘since the Middle Ages’, so you need evidence from all time periods. However, the focus of the question may change- it might focus on treatments, or surgery, or anatomy, or just medicine in general!

Example Question- Has war been the main factor in helping the development of surgery since the Medieval Times?

**Paragraph 1- War**

I agree that war has been the main factor in helping the development of surgery since the Medieval times because…

Use your own knowledge to explain how war helped surgery- try to include 2 examples from 2 different time periods.

**Paragraph 2 and 3- other factors, with specific evidence and clear explanation**

**Conclusion-** Overall, which factor do you think was most important in helping the development of surgery? You must choose a factor that you have included in your answer and you MUST explain why you think that it is the most important.  
**Challenge-** Comparative judgement- Why was this factor more important than other factors?

For 7-9 levels, you need to be able to argue how these factors also hindered the development of medicine.

Factors that we look at:

|  |  |
| --- | --- |
| War | Superstition and Religion |
| The Role of the Individual | Government |
| Science and Technology | Chance |

**Section B: The Normans**

|  |  |  |
| --- | --- | --- |
| Topic to revise, and memory words where relevant | How confident do I feel on this topic? | I have revised this and now feel more confident |
| England before 1066 part 1- government, land, society, population religion, defence, wealth, the Godwins |  |  |
| The 4 claimants for the throne- Edgar Aethling, Harold Godwinson, William duke of Normandy, Harald Hardrada  Battle of Fulford gate- when, where, invaders, defenders, events, outcome |  |  |
| Battle of Stamford Bridge- when, where, invaders, defence, events, outcome |  |  |
| Battle of Hastings William’s preparations/ Harold preparations |  |  |
| Battle of Hastings- why did William win? (Harold’s actions, William’s actions, luck) |  |  |
| Castles- purpose, type, location, 3x features, 3 facts about Pevensey |  |  |
| Williams 1st actions- from victory to coronation- 4 actions |  |  |
| Rebellions 1- Wales, Eustace, the South- West, (why did they rebel, how was it resolved?) |  |  |
| Rebellions 2- The North, East Anglia, Norman earls (Why did they rebel, how was it resolved?) |  |  |
| The Feudal System- What was it? How had it changed under William? |  |  |
| The Domesday Book- purpose and what we learn from it |  |  |
| Law and Order 1- Change and continuity- Shire Courts, Hundred courts, inheritance, the oath system |  |  |
| Law and Order 2- The ordeal system and Forest laws |  |  |
| Life in a village |  |  |
| Life in a town |  |  |
| How much had changed for ordinary people under the Normans? (land, laws, castles, languages etc) |  |  |
| The Role of the Church |  |  |
| Problems in the Church |  |  |
| Church reforms under Lanfranc and William I- Memory word CHURCH |  |  |
| William Rufus and Anselm |  |  |
| The Investiture Crisis |  |  |
| Monasticism 1- Reasons for the reforms and what reforms were made- Memory Words MONKS and COP |  |  |
| Education and Language- grammar schools, secular schools, universities, Latin |  |  |
| Durham- Location |  |  |
| Durham – the impact of key people |  |  |
| Durham- Structure and design |  |  |
| Durham- Functions |  |  |

How do I answer the Normans questions?

**a) *How convincing is interpretation X about… [8 marks]***

Consider whether the impression given in the source matches up with what is generally understood about the given area in the question. Do not do limitations unless confident there is a valid point to be made, that they can support with specific own knowledge.

Recommended phrases: *convincing to a point, visual interpretation shows,* *as the interpretation says, this implies, the interpretation projects, Interpretation C is very convincing, Interpretation C is correct because, is well reflected in the interpretation through, the interpretation correctly shows.)*

**Answer in two paragraphs with a judgement. Focus on 2 or more parts of the source**

**P1**. Briefly summarise what the interpretation in the source is in your own words (it will help you work out what the interpretation is saying/ showing). Then argue what (CONTENT) in the source is convincing (believable) by comparing it to what you know about the topic/period/issue (own knowledge).

**P2**. In the second paragraph – what is less convincing about the interpretation, can you think of another way in which the interpretation could be seen/argued? What is not accurate/convincing about the interpretation.

**P3** Reach a decision – is the interpretation convincing or not and why.

***b) Explain what… [8 marks]***

***(this is similar to a ‘how significant’ medicine question***

Answer in two paragraphs. The question will ask about a change, a cause or consequence or the importance of some key feature or characteristic of a period.

In each paragraph explain (backed up with specific/ relevant factual evidence) two or three causes / consequences / impacts and why they were important (relevant to what the question asks)

Assesses the **importance** of those issues-What were the consequences of the stated development that makes it an important event? Can they be categorised? Is there importance over time (long or short term); people (different groups in society hierarchy). May not just be the importance of the issue itself but also in what came as a consequence (were the effects far-reaching; does this mark the start of a major change; does the issue have a legacy; who was involved

***c) Write an account of… [8 marks]***

Write two paragraphs -Think of two changes or development from the period- write about each in a separate paragraph .

The question will always say **ways** so students should give 2 or more causes, consequences or changes. These need to be explained and there influence on the whole period evaluated. Therefore students are able to structure their answers by factors (for example there could be religious political and economic causes or consequences)

***d) Historical environment.’A statement’,How far does a study of … support this statement? [16]***

An essay: you will need to agree and disagree with the statement making detailed reference to the site that you have studied.

Aim- 4/5 paragraphs:

Introduction sentence with your argument,

theme 1 (start with the idea in the question),

theme 2, theme 3, (to balance your answer, choose ideas here you are confident examining)

Conclusion- make a judgement and a comparative judgement- To reach full marks (L4) students need to show links between the changes they have explored and to show sustained judgement (an argument that is clear and continuous throughout their answer).

To support their answer students should include various aspects of the site such as: location, function, structure, design, people connected with the site, how the site reflects culture, values and fashions of the time and how the site links to important events and/or developments of the specified period.

(*see your Normans Exam question booklet for lots of example of questions you can think about, plan, write to support your revision*)