

HOW DO I REVISE FOR HISTORY EXAMS?



KNOW WHAT TYPE OF QUESTIONS ARE BEING ASKED

1. Describe.... [2 marks]
2. Outline..... [5 marks]
3. Explain....[10 marks]
4. [Statement]. How far do you agree with this statement? [18 marks]
5. What is the message of the source/why was the source published? How is the source useful [5 marks]
6. How far do the sources convince you that..... [25 marks]
7. How far is this a fair comment on the causes of the Cold War/the policy of Appeasement? [25 marks]
8. Explain why not all historians agree with this comment. [20 + 5 marks]

DESCRIBE... [2 MARKS]

1. Describe an example of intolerance in America in the 1920s
2. Describe a cause of the England Civil War
3. Describe a feature of the Depression in the 1920s

Make sure you have made a point and added a key piece of detail or an example

OUTLINE... [5 MARKS]

1. Outline the events of The Peasants' Revolt
2. Outline the actions of Hitler between 1933 – 1938
3. Outline the events of the Vietnam War
4. Outline the aims of George Clemenceau
5. Outline the conditions of Enslaved People during the Middle Passage

Make sure you have come up with 3 key words AND add some detail/an example or a key word/phrase

They must be in chronological order

If you are outlining an event, try to think of it as the beginning, the middle, the end

EXPLAIN WHY....[10 MARKS]

1. Explain the causes of the 100 Years' War
2. Explain the impact of the Reformation
3. Explain the causes of the Economic Boom

- **FOCUS:** The students should start every paragraph by using key words of the question (KWQ) and introducing the topic for that paragraph.
- **EXPLAIN:** The students should then explain whatever point they have made in their opening sentence.
- **CONTEXT:** Students should then give a piece of evidence/and example of what they have just explained
- **RECAP:** Students should always finish their final sentence by linking back to the original question.

You should write at least 2 or 3 paragraphs

ANY SOURCE QUESTION [5 MARKS]

1. What is the message?
2. What was it published?
3. How is it useful?

Make a comment **about the source using Key Words of the Question.**

Then bring in some evidence or content from the source **that supports the point you've just made.**

Then bring in clear contextual knowledge **(eg things that you know that help you understand the source).** Then make a comment about the author, date, type of source it is.

STATEMENT. HOW FAR DO YOU AGREE?

[18 MARKS]

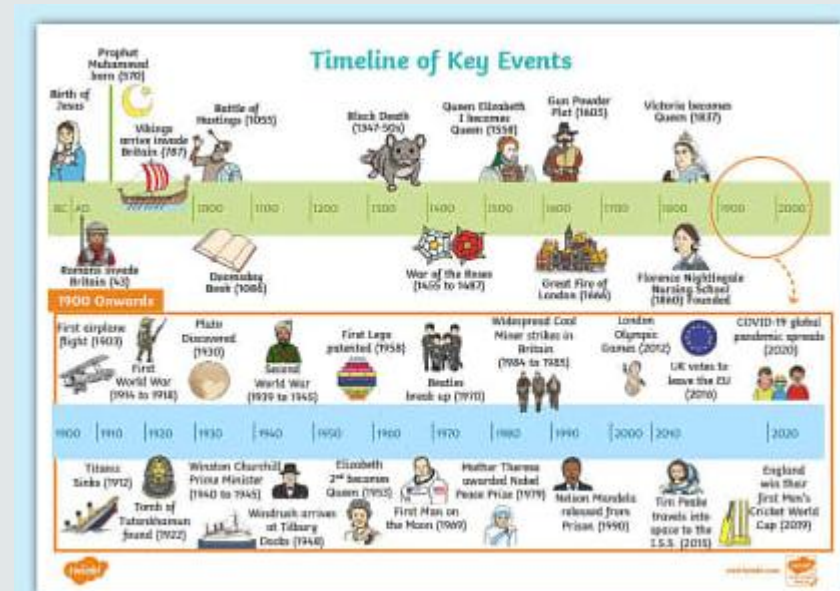
1. William the Conqueror won the Battle of Hastings because he had the best army. How far do you agree?
 2. The main turning point in World War Two was Operation Barbarossa. How far do you agree?
 3. The development of the assembly line was the main cause of the Wall Street Crash. How far do you agree?
- **FOCUS:** The students should start every paragraph by using key words of the question (KWQ) and introducing the topic for that paragraph
 - **EXPLAIN:** The students should then explain whatever point they have made in their opening sentence
 - **CONTEXT:** Students should then give a piece of evidence/and example of what they have just explained.
 - **RECAP:** Students should always finish their final sentence by linking back to the original question and comparing to the factor in the question

TIMELINES

Create timelines to understand the events of a topic.

Use colour to help to commit it to memory

Include key words and details within it



What were the causes of the Cold War?

Actions of the USA

5th May 1945: Stalin admits to arresting non-Communist leaders in Poland

March 1947: Truman Doctrine introduced

March 1948: Marshall Aid introduced

June 1948: USA establish the Berlin Airlift

April 1949: NATO set up

Actions of the USSR

Feb 1945: Yalta Conference

May 1945: Hitler was defeated and Soviet forces control most countries in EE

Jul/Aug 1945: Potsdam Conference
1945: Bulgaria falls to communism

March 1946: Churchill's Iron Curtain Speech
1946: Britain, France and USA combine their zones in Germany to create West Germany (1949)
1946/7: Civil War in Greece

Feb 1948: Czechoslovakia falls to Communism

1948: both Stalin and Truman were both discussing the threat of war

October 1949: China falls to Communism (Mao takes control)

Aug 6/8th 1945: USA drops atomic weapons on Japan. Japan sign an unconditional surrender

Oct 1947: Cominform set up


June 1948: Stalin blockades the supply lines to Berlin

May 1949: Stalin lifts the blockade

Aug 1949: USSR successfully tested an atomic bomb

May 1955: Warsaw Pact is signed

KNOWLEDGE ORGANISERS




Absolutism & Divine Right of Kings

Personal Rule 1629-1640 and Causes of the English Civil War (OCR Paper 3)

Since the Magna Carta (1215) Parliament and King HAD to rule together. England did NOT have an Absolute Monarchy and Charles WAS NOT CATHOLIC, but he suspended recusancy laws and his wife was Catholic.

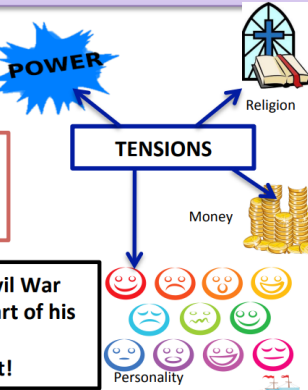
Parliamentary Privileges: e.g. Grant taxes to king, Freedom of speech.

Royal Prerogatives: e.g. Foreign policy, religion, war, could call and dissolve Parliament.



POWER

TENSIONS



LONG TERM CAUSES of the English Civil War
1628 Charles dissolved Parliament = start of his Personal Rule for 11 years
 This was very unpopular with Parliament!

Charles appointed **WESTON** to raise money without Parliament's approval. Taxes such as.... Forest Fines, Monopolies and Ship Tax (extended)

Ship tax trial John Hampden refused to pay. He took case to court and lost 5/7 judges agreed with him. King won the case but lost popularity.

Charles appointed **WENTWORTH** introduced the **Policy of Thorough** to control the north. = officials sent reports to London.

Was appointed Lord Deputy of Ireland – he was ruthless, using the army to act as a ruler.

Charles appointed **LAUD** as Archbishop of Canterbury. He was influenced by **Arminianism** a form of Protestantism. He liked ceremonies, decorated churches & elaborate robes for priests. These were seen as too Catholic for Puritans.

Puritans' fearful that Charles is Catholic plus he'd married a French Catholic – Henrietta Maria. Led to **Prynne, Burton and Bastwick** publishing pamphlets criticizing the church = fined and had ears cut off!

SHORT TERM CAUSES:

1637: **Common book of Prayer** introduced in Scotland. The Scots rebelled = Bishops war.

1640 April: Charles called for a Parliament (**Short**) to grant the money needed to fight a war in Scotland. They refused.

1640 Aug: Scottish forces attacked England. Northumberland and Durham were taken over and English forces were defeated.

1640 Nov: Charles was forced to call Parliament **AGAIN.** (**Long**) He needed money needed to pay off the Scots – Concessions made – e.g. Laud imprisoned, Strafford executed. **Triannual act**, Own Consent Act (P - have to Agree to be dissolved)

1641 Sept: Catholic rebellion in Ireland. Parliament refused to give the king an army to put the rebellion down in case he used it against them.

1641 Dec: – **The Grand Remonstrance** – issued by Pym and Parliament to the King = reduced King's powers. Divided Parliament.

1642 Jan: Charles broke Parliamentary privilege by disturbing a debate and the **Attempted Arrest of 5 leading MPs** (Pym)

1642 March: The Militia Ordinance. It stated that Parliament **not** the king had control of the army.

1642 April: **Commissions of Array.** King's response - he claimed that he controlled the Militia and ordered commanders to support him. People were very confused from the mixed orders from both King and Parliament.

1642 June: MPs came up with a peace deal – the **Nineteen Propositions!** i.e. Parliament should appoint all ministers, approve all government policy, arrange education and marriages of king's children, reform church along Puritan lines. Charles felt that these terms were so harsh and he had no choice but to reject them.

1642 Aug Charles raised his standard in Nottingham.
The Civil War had begun! Some MPs when it came down to it fought with their king and not Parliament!

This needs to be as colourful and creative as possible. It should contain a mixture of key words and key dates to remember. It can include grids/mind maps – anything you like!

CUE CARDS

Cue cards are a great way to organise knowledge. Just remember to not just copy information out but select it carefully. Read a page and then try to summarise it



- 1 USE BOTH SIDES**

Write key terms on the front of the flashcard and the answers at the back. Doing this means you can give yourself a few seconds to think about the definition of the key term before turning the card around to check the answer.
- 2 USE THE 3-PILE METHOD**

Create a 'YES' 'NO' and 'MAYBE' pile on small coloured sticky notes. Then put your cards under the respective piles depending on how well you answered the questions. Continue to do this until all cards move into the 'YES' pile.
- 3 SPACE IT OUT**

Use your flashcards regularly. Perhaps go over them on a weekly, fortnightly and monthly basis - focusing on the topics you find hardest weekly. By repeatedly using your flashcards, over a space of time, you will drive the information into your long-term memory.
- 4 USE IMAGES**

Whenever possible add a diagram to your flashcard. You can draw a simple sketch next to the question to help jog your memory or draw a diagram as the answer.
- 5 MAKE THEM AS YOU GO ALONG**

Get into the habit of creating flashcards as you go along. A good thing to do is as soon as you've covered a large topic or unit, spend some time to make a few revision flashcards around that topic.
- 6 INTERLEAVE TOPICS**

Do not only focus on one topic. Instead, intermittently test yourself across other topics. For example, if you've been revising cells and body systems, you can also test yourself on say, DNA and genetics as well.





SPECIFIC:

Define your goals in detail.

Tip: answer "W" questions (who, where, when, what, which)



MEASURABLE:

It means you can measure your goal and know when you have achieved it.

Tip: answer "how much" or "how many" questions



ACHIEVABLE:

It means you are setting goals that you can accomplish.



RELEVANT:

It means your goal makes sense, it is worth your effort, it benefits you and meets your needs.



TIME-BOUND:

It means there is a time frame for your goal. Tip: answer "when" questions (one week, every week...)



GIVE YOURSELF MANAGEABLE TASKS

Don't try to revise everything all at once – you won't! Give yourself small tasks to complete. This will motivate you to complete the bigger tasks and ensure that you are on track

CREATE A DO TO LIST AND ORGANISE YOURSELF

Once you have written down every topic you plan to revise the break them into the 4 key pile opposite. This will help you do the most urgent and important tasks first



DOCUMENTARIES AND PODCASTS

These are a great way to revise and entertain you at the same time. There are some documentaries on the VLE or you can visit You Tube or Netflix.



SOME GOOD HABITS

HOW TO HIGHLIGHT

By Viola
@studyburbunny

- Do not use one single-coloured highlighter
- Instead, try use several different colours
- Assign each colour a specific purpose
- This creates a colour coding system.
- Therefore making your your material easier to understand and learn

good luck mg

EXAMPLE OF A SYSTEM

- **Pink:** titles and headlines
- **Blue:** for terminology and vocab.
- **Green:** definitions and explanations of terminology (green explains blue)
- **Orange:** Examples of the term.
- **Yellow:** Other things, misc.

Tip; Use light colours when highlighting a lot of text, like green

APPLYING IT TO A TEXT

Berries and fruit

The botanical definition of a **berry** is a **fleshy fruit** produced from a **single flower** and containing **one single ovary**. There are both **poisonous** and **eatable berries**. Some common eatable ones include **strawberries, tomatoes and peppers**.

1 Start as early as you can

Cramming at the last minute is stressful and has limited success.



2 Make a plan



Work out how much time you have and how long you can spend on each subject.

3 Create a suitable space

Find a quiet spot away from distractions and keep your things all in one place.



4 Use methods best for you



Choose the most appropriate revision methods and try to use a mixture for best results.

5 Take regular breaks



It is possible to work too hard! Your brain needs a rest to help it process information.

6 Revise with a friend

Talking through what you've learned can help information stick.

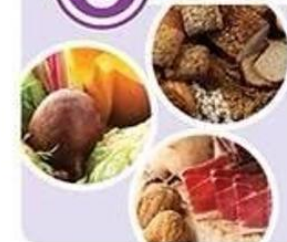


7 Use past papers

These are a great way of getting used to the exam format and testing what you've learned.



8 Eat healthily



Certain foods boost your brainpower and will make you remember more.