



Your research study report is the first part of your history paper and should be submitted in April. It should include information on the sources you have used, such as author, title, publisher and date. Photograph: Getty Images

## Take advantage of the marking scheme

### CUMULATIVE MARKS (CM):

An essay-type question is worth 100 marks, of which 60 are cumulative marks.

Remember the history exam works on a cumulative marking scheme which means that relevant information is rewarded and the more relevant information you write the better.

The essay is divided into paragraphs that earn a maximum of 12 marks. It is very difficult to get full marks for a paragraph so the more relevant paragraphs you write the better.

You may have background information: it is often good to start with this as it calms the nerves.

You may outline what your approach is going to be – 'I intend to . . .'

Make sure you know your key concepts – think of them as definitions; they always pick up marks at the beginning of your answer, eg anti-semitism, totalitarianism, attrition, balance of power, and socialism, etc.

Make sure you can write about 10

lines on the key personalities – they are very handy for filling up a few paragraphs.

When you are writing the body of your answer make sure at the end of every event or phase of information you link that information back to the question asked. This will only require a sentence.

If necessary mention the words used in the question.

In your conclusion make sure the summary is short: you should include something new, ie. a new fact/statistic/name/historians view/quotation.

Remember the conclusion is the last part of any answer that your examiner reads: it must be strong.

### OVERALL EVALUATION (OE):

The overall evaluation gains 40 marks. There is no correct answer. Questions usually end in a question mark so you have to use your information to argue your view, not just describe.

Your examiner is going to decide whether you actually answered the

question.

If you have done that you will get a high overall evaluation.

### DOCUMENT-BASED QUESTION:

A document-based question is worth 100 marks. Remember the four Cs:

◆ Comprehension = 20 marks (answers are usually in the text, don't over-complicate your answer, keep it simple)

◆ Comparison = 20 marks (make sure your refer to both documents)

◆ Criticism = 20 marks (apply the terms; primary, secondary, objectivity, bias, propaganda, satire, provenance, and so on). Know why a newspaper, speech, cartoon, election results, phone conversations, government reports, etc are useful for the historian and what weaknesses they would contain.

◆ Contextualisation = 40 marks (24 cm and 16 oe). This is a mini essay you must set your answer in historical context. You should aim to write about two pages.

## The A1 student



### Lisa Dunne, studied at the Institute of Education, Leeson Street, Dublin 2

With history, I had a study routine established pretty much from day one. There's just so much to get covered that you have to. On the first day of term, our teacher just went through exactly what we had to do. So, basically, I did near enough to two hours of study on history every night. It just had to be done in order to know the course. I'd spend about an hour going through the notes on what we'd done in class that day.

Then in the second hour I'd do something that I called "word-dumping": you try and recall as much as possible from your last few handouts, writing it out in your own words, to try and keep the information in your long-term memory. This would be just words, not essay questions. Things like dates, which would be triggers so that you could write a paragraph on the subject they referred to. I found it to be really helpful, especially when you compared it to the notes that I had already done, so I could highlight the areas that I'd left out.

The time management is crucial. You have to time yourself doing everything, so if you go over the allotted time for a question, you have to stop and make yourself go on to the next question.

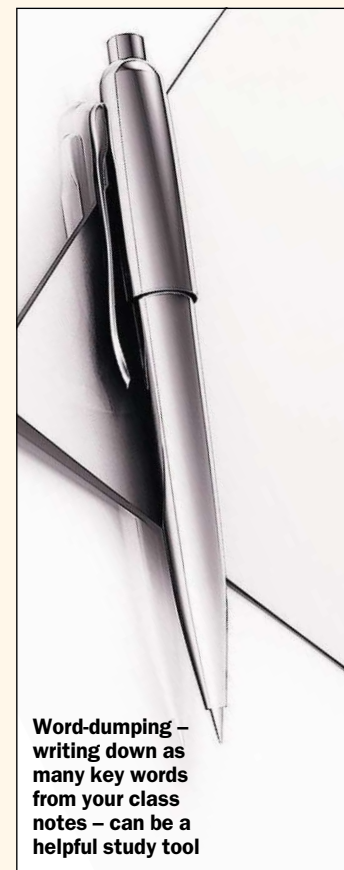
We used the mocks mainly for time management, to help us get used to the idea of writing solidly for three hours – it's a long time. I was happy with them. History is not a hard course, but you have to like doing it in order to do well. Some of the people who didn't like it so much found it awfully difficult, but if you enjoy the subject, it's much easier.

I found that time management, working on that, was very helpful particularly in the document question at the beginning of the paper. So after the mocks, I did loads of different document practice questions to get myself in the habit for it, to become really fast with it. It meant that I saved myself time for the other essay questions, which was a great help.

I didn't do any extracurricular courses or grinds for History, I felt well enough prepared. I did do supervised study in school, every evening until about 8.30pm and then I'd work at home at the weekends, because the study hall was too crowded then. I preferred to do it that way, because it was easier to just do all my work before I went home, so that when I did, I was finished for the evening.

The History paper was harder than we expected, in that questions we had thought would be asked weren't on it. Despite that, I was happy with how I'd performed, once I'd finished.

I'd say to anyone who was about to start the year that you really have to be prepared and willing to do the work, because there's a lot of it and it helps if you like history to begin with. If you can write fast, it helps.



Word-dumping – writing down as many key words from your class notes – can be a helpful study tool