

# Higher History

## Skills Guide

### **Topics:**

**Section 1: Scottish: Migration and Empire, 1830 -1939 (20 marks; sources)**

\*Three of the four issues will be assessed\*

**Section 2: British: Medieval Society (20 marks; essay)**

1 question from a choice of 3

**Section 3: European and World: USA, 1919 – 1968 (20 marks; essay)**

1 question from a choice of 3

**Assignment (30 marks)**

### **Timing:**

**Exam: 2 hours 15 minutes**

Section 1: 45 minutes

Section 2: 45 minutes

Section 3: 45 minutes

**Assignment: 1 hour 30 minutes with resource sheet**

# Section 1: Scottish

## Scottish: Migration and Empire, 1830 -1939

1. Evaluate the usefulness of Source ... as evidence of ... (6 marks)

- a maximum of **4 marks** can be given for evaluative comments relating to **author, type of source, purpose** and **timing**
- a maximum of **2 marks** can be given for evaluative comments relating to the **content of the source**
- a maximum of **2 marks** may be given for evaluative comments relating to **points of significant omission**

<b>Author</b>	The source was produced/written by ... This makes the source more/less useful because... <ul style="list-style-type: none"> <li>• Lanercost Chronicle</li> <li>• Chronicle of Walter of Guisborough</li> </ul>
<b>Type of source</b>	The source is a ... which makes it more/less useful because ... <ul style="list-style-type: none"> <li>• English government records (<i>reaction to what was happening in Scotland, Bruce 'propaganda?'</i>)</li> <li>• Chronicles (<i>contemporary record of events, work of monks/clergy, written for nobles/library ...</i>)</li> </ul>
<b>Purpose</b>	The source was produced/ written to ... and this makes the source more/less useful because ...
<b>Timing</b>	The source was produced/written in and this makes it more/less useful because ...
<b>Content</b>	The source provides good details about ... This makes the source more/less useful because ...
<b>Recall</b>	The source does not tell us about ... and this makes the source less useful because ...

Source A is useful as evidence of Scottish resistance to Edward I as it is an extract from the actual court proceedings against William Wallace, which would contain details of Wallace's resistance. **(1 mark for type of source)**

The source was written in August 1305 which makes it useful as it dates from the time when the Scottish resistance to Edward I had collapsed. **(1 mark for timing)**

In addition, the judgement is an English source, which gives an account of the role of William Wallace in the Scottish resistance from the viewpoint of the King of England. This is a biased account, which makes the source less useful. **(1 mark for authorship)**

Furthermore, the judgement was a list of charges brought against Wallace in a show trial. This makes the source less useful as the purpose of the charges was to justify Wallace's execution. **(1 mark for purpose)**

The source mentions that Wallace killed William Heselrig. This is useful as Wallace's murder of the Sheriff of Lanark, which sparked a general uprising, is corroborated by other sources. **(1 mark for content)**

However, the source is less useful as it omits details of other examples of resistance. Andrew Murray also led a guerrilla campaign against Edward's rule and captured a number of castles in the North. **(1 mark for a point of significant omission)**

2. Compare the views of Sources ... and ... on ... (5 marks)

- **Comparing the content in detail**

Both sources dis/agree about ... As Source A says “...” and Source B also dis/agrees where it says “...” (1 mark up to a maximum of 4 marks)

- **Comparing the content overall**

Overall, both sources disagree/agree/share the viewpoint that ... (1 mark). Source A suggests that ... However Source B disagrees where it suggests ... (1 mark)

Sources C and D agree about the role of elders and deacons in the Kirk Sessions. Source C says the Kirk Sessions consisted of elders and deacons. Source D agrees when it says the Kirk Sessions were ‘led by elders and deacons who were elected annually’. (1 mark for a point of comparison supported by a specific reference to each source)

The sources also agree about the role of the elders in improving education. Source C says the elders participated in the overseeing of education particularly the ability to read. Source D agrees by stating that elders were important in developing education and were successful in increasing literacy levels. (1 mark for a point of comparison supported by a specific reference to each source)

In addition, Sources C and D agree that the Kirk Sessions made decisions affecting the local community. Source C says that the Kirk Sessions enabled self-government of local kirks. Source D agrees when it says ‘for most parishes, Kirk Sessions were the only form of self-government’. (1 mark for a point of comparison supported by a specific reference to each source)

Overall Sources C and D agree that an impact of the Reformation on Scotland was the creation of Kirk Sessions, which had a positive impact at a local level helping to improve both education and life for the poor. (1 mark for an overall comparison) While Source C emphasises the importance of the Kirk Sessions, Source D disagrees slightly by saying that in the Highlands the Kirk had less of an influence with discipline relying more on the clan chief. (second mark for developing the overall comparison)

3. How fully does Source ... describe/explain ... (9 marks)

**Source A partially explains ... quite fully but not completely.**

Firstly, **source A** illustrates ... where it tells us ... which means ...

Secondly, **source A** illustrates ... where it tells us ... which means ...

Finally, **source A** illustrates ... where it tells us ... which means ...

*(Points from the source must be interpreted rather than merely copied; up to 3 marks)*

**However, source A fails to mention that ...**

It also should have included ...

In addition, the source omits to mention that ...

Finally it ought to have included ...

*(Up to 7 marks can be given for points of recall. A maximum of 2 marks will be awarded for answers containing no judgement).*

Source A gives a fairly good description of worsening relations between Scotland and England however it is limited in its detail (**judgement**). The source mentions the lack of English assistance to Scotland during the Ill years. (**1 mark for interpreting the source**) It also describes how due to England's war with France in the 1690s, Scotland lost out on trade with the French. (**1 mark for interpreting the source**). The source also mentions how the Scots felt they had been deceived by the English government during the Darien Scheme. (**1 mark for interpreting the source**)

However, the source does not give a full description of worsening relations between Scotland and England. It fails to mention that the famine and starvation suffered by the Scots during the seven ill years were blamed on King William. (**1 mark for a point of significant omission**) It fails to mention that the failure of the Darien Scheme with a cost of approximately £400,000 resulted in an increase of anti English feeling in Scotland. (**1 mark for a point of significant omission**) Source A also fails to mention the tensions as a result of King William's enforcement of the Navigation Acts which protected English trade but which excluded Scotland from trade with England's colonies. (**1 mark for a point of significant omission**) The source also fails to mention how relations deteriorated further as a result of King William's involvement in the Massacre of Glencoe in which thirty-eight MacDonalds were murdered. (**1 mark for a point of significant omission**) Also omitted from the source is the resentment felt by the Scottish Parliament over the Hanoverian succession in the English Act of Settlement of 1701. (**1 mark for a point of significant omission**) Lastly, Source A does not mention that many Jacobite supporters in the Highlands who were either Episcopalian or Catholic resented King William's support of Presbyterianism. (**1 mark for a point of significant omission**)

## **Section 2: British**

## **Section 3: European and World**

Sections 2 and 3 ask candidates to write an extended response. In each section, candidates will have a choice of three questions, each of which will relate to a different issue. The two main types of question will be asked:

### **Type 1 - Evaluating factors**

1. This question will have an isolated factor. “To what extent ...?” “How important...?”

*How important was the role of Martin Luther King in the development of the Civil Rights campaign, after 1945?*

2. It could be presented in the form of a quotation. *For example*

*“Martin Luther King was instrumental in the development of the Civil Rights campaign after 1945”. How valid is this view?*

3. Candidates are expected to evaluate the importance of the isolated factor (the role of the Martin Luther King) and compare it with the importance of other influential factors in the development of the Civil Rights Movement after 1945 in order to come to a balanced conclusion.

### **Type 2 – Making an assessment**

4. This question asks for a balancing of the evidence and analysis and evaluation for and against the success/effectiveness or nature of a development. *For example*

*To what extent did the Civil Rights Movement meet the needs of black Americans, up to 1968?*

5. This type of question can also be presented in the form of a quotation.

*“The Civil Rights Movement struggled to meet the needs of black Americans up to 1968.” How valid is this view?*

6. Candidates are expected to balance the evidence and analysis and give an evaluation for and against whether the Civil Rights Movement met the needs of black Americans and present a balanced conclusion.

<b>Marks</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<b>Introduction</b>									
<b>Success Criteria</b>	Historical context: <ul style="list-style-type: none"> <li>describe the background to the issue</li> <li>identify relevant factors</li> </ul>	<ul style="list-style-type: none"> <li>Basic factual points but these are not relevant to the issue</li> <li>No factors identified</li> </ul>	<ul style="list-style-type: none"> <li>background (context) to the issue is established</li> <li>relevant factors identified</li> </ul>	<ul style="list-style-type: none"> <li>background (context) to the issue is established</li> <li>relevant factors identified</li> <li>connected to the line of argument</li> </ul>	-	-	-	-	
	<b>Conclusion(s)</b>								
	Can be awarded for answers which: <ul style="list-style-type: none"> <li>provide a relative overall judgement of the factors, connected to the evidence presented</li> <li>provide reasons for their overall judgement</li> <li>conclude at the start or throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>No overall judgement is made on the issue</li> </ul>	<ul style="list-style-type: none"> <li>a summary of points made</li> </ul>	<ul style="list-style-type: none"> <li>an overall judgement between the different factors in relation to the issue</li> </ul>	-	-	-	-	
	<b>Use of Evidence</b>								
Can be awarded for evidence which is: <ul style="list-style-type: none"> <li>relevant;</li> <li>developed;</li> <li>detailed;</li> <li>exemplification</li> </ul>	No evidence is used to support the conclusion								

<b>Marks</b>		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Success Criteria</b>	<b>Analysis</b>							
	<ul style="list-style-type: none"> <li>Establishing links between factors</li> <li>Establishing contradiction or inconsistencies within factors</li> <li>Establishing contradiction or inconsistencies between factors</li> <li>Establishing similarities and consistencies between factors</li> <li>exploring different interpretations of these factors</li> </ul>	There is a narrative response	A maximum of 4 marks will be awarded for comments which address different aspects of individual factors.				1 mark will be awarded for each comment which analyses the factors in terms of the question.	
<b>Evaluation</b>								
Judgement shown on the factors: <ul style="list-style-type: none"> <li>the extent to which the factor is supported by the evidence</li> <li>the relative importance of factors</li> <li>counter-arguments including possible alternative interpretations</li> <li>the overall impact/significance of</li> <li>the factors when taken together</li> <li>the importance of factors in relation to the context</li> </ul>	No evidence of an overall judgement being made	Isolated evaluative comment on an individual factor that recognises the topic of the question	Isolated evaluative comments on different factors that recognise the topic of the question	Connects evaluative comments to build a line of argument that recognises the issue	Connects evaluative comments to build a line of argument focused on the terms of the question	-	-	

## A. Introduction (2 marks)

- 1. Describe the background to the issue:** a few sentences for example, what circumstances make the event or development significant, or, give a brief description of the event or development. *“In (date/era/event etc.) ...”*
- 2. Connect the factors to the line of argument** *“The (factor mentioned in the question) is partly responsible for ...”* This line of argument will allow the marker to follow your analysis throughout the essay more easily and which will lead to your conclusion. In general, this line of argument should be the last sentence of your introduction e.g. *The social reforms did not achieve all of the Liberal’s aims, or, David & Henry were limited in their attempts to feudalise Scotland.*
- 3. Identify relevant factors:** for example, what factors caused the event or what were the areas of impact brought about by the event or development? *“However there were other factors ...”*

Attitudes towards poverty in the 19<sup>th</sup> century were laissez-faire. However, between 1906 and 1914 the Liberal government passed a series of reforms aimed at helping ease the problem of poverty (**background to the issue**). Partly responsible for the Liberal government’s decision to introduce social reforms was concern for the poor, which had been highlighted by the social surveys of Booth and Rowntree. However, there were several other factors which influenced the Liberal government’s decision to introduce reforms (**line of argument**). New attitudes in the Liberal Party, called New Liberalism caused the Liberals to move away from the ideas of laissez-faire. In addition, the new Labour Party promised social reform and the Liberals were worried about losing votes. Concerns over national efficiency and security also played a part in bringing about the social reforms of 1906-1914 (**relevant factors**).

## B. The Body

The way you set out your paragraphs is an important part of the essay because they show how well you can provide a clear answer and indicates how good you are at structuring your writing. Your paragraph should present a set of clearly **signposted themes**, include relevant **KU**, **analyse** the issues and **focus** on the question throughout before coming to an evaluation of the importance of the factor.

### 1. Knowledge and Understanding (6 marks)

- Relevant
- Developed (*detail, exemplification, reasons, evidence*)
- Responds to the question (explains, analyses)

### 2. Analysis (4 marks)

Demonstrate what the question is asking you to do i.e. make a judgment or consider the significance of a specific factor. Do not simply tell a story; use evidence to argue your point; explain *in what ways* the KU point made the factor significant. Always remain focused on the question. Start your analysis with a



sentence linking back to the question to show that you are aware of what is being asked. Essays which score higher marks will not only use evidence to lead arguments, but also show an understanding that factors can be linked in a complex way and will take differing historical interpretations into account where possible by debating certain points made. Simple, straightforward comments within individual factors can earn up to 4 marks for analysis. For example:

- This shows (refer to the question) ...
- This is important (refer to question) because ...
- While some say (refer to question), other historians argue ...

A paragraph's structure could follow this model:

- a) signpost sentence
- b) factual point, developed factual point, analysis of fact
- c) factual point, developed factual point, analysis of fact

- **An assessment of how democratic Britain became, 1867-1928:**

*"The Parliament Act of 1911 introduced payment for MPs. This was important as it increased participation by allowing ordinary people to stand for election."*

- **An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906-14:**

*"The report by Charles Booth in London provided statistical facts showing that poverty had causes beyond the control of the poor themselves. This was important as many politicians realised that a laissez-faire attitude was no longer acceptable."*

- **An evaluation of the reasons why women won greater political equality by 1928**

*"The Suffragists used peaceful methods such as petitions, public meetings and sending letters to Members of Parliament. This was important too as it led to MPs putting forward Bills to give women the vote."*

*"Militant actions such as the smashing of shop windows and the suicide of Emily Wilding Davison were important in keeping the cause in the headlines and demonstrating how determined women were to achieve the vote."*

### **Analysis + (6 marks)**

Comments that link the factors back to the question and /or each other, can earn up to six marks for analysis.

- **An evaluation of the reasons why women won greater political equality by 1928:**

*"Although the suffragists claimed that over half of the Members of Parliament had told them individually that they favoured votes for women, none of the private Bills of the 1880s and 1890s had succeeded in granting women the vote. What was much more significant to women getting greater political equality was the role they played in World War I ..."*

*"However, valuable though publicity was, some argued that the campaign of violence was actually damaging the cause by giving the impression that the militant suffragettes were irresponsible and so did not deserve the vote."*

- **An evaluation of the reasons why unification was achieved in Germany by 1871:**

*“The increased prosperity and greater cooperation as a result of the Zollverein led to Prussia being seen as the natural leader of a united Germany. Prussia’s economic development then led to the build-up of Prussia’s military power, a crucial factor leading to German unification. However, this is perhaps somewhat limited in importance when compared to ...”*

- **An evaluation of the reasons why the Nazis achieved power in 1933:**

*“The Nazi use of propaganda was important as it convinced many Germans that their best hopes for the future lay with the Nazis. While Hitler and the Nazis rose in popularity, Hindenburg was persuaded to appoint Hitler as Chancellor. The actions of the Weimar politicians who believed they could use Hitler’s support to achieve their own anti-democratic aims were further vital steps in the achievement of power. The use of propaganda was less significant as to why the Nazis achieved power when assessed against the use of terror ...”*

### **3. Evaluation**

Evaluation to the question with an indication of awareness of other factors/debate.

- evaluative comments (judgements) showing how well the factors address the question/issue
- developing a line of argument with a judgement on the issue along with reasons.
- counter-arguments and alternative interpretations to help build the line of argument.

- **Counter arguments including possible alternative interpretations:**

*“While some historians argue that the government could not refuse to grant voting rights to women because they had contributed so much to the war effort, other historians believe the war may in fact have delayed the vote as women were already winning new rights before 1914.”*

- **The relative importance of factors:**

*“Due to the reports of Booth and Rowntree there was genuine recognition that social improvement was necessary. However, probably more significant was the need for a fit working class for economic and military reasons.”*

- **The importance of factors in relation to the context:**

*“Despite lacking experience of government and despite facing serious economic problems in the immediate post war years the Labour Government was successful in introducing a comprehensive system of social security.”*

*“However, taking into account the universal access and the comprehensive provisions and taking into account the post war hardships, in the area of health, the Labour Government did meet the needs of the people ‘from the cradle to the grave’.”*

### C. Conclusion (2 marks)

The conclusion is a vital part of the essay because it shows how well you have addressed the question and completes the structure to your writing. **Conclusions** should be clearly identified and again achieve the following:

- **Answer the question:** in one sentence at the start of the conclusion, state your answer. It is possible to make the summary sentence similar to the line of argument sentence at the end of the introduction, this time beginning with the words **'In conclusion'**.
- **Balance:** summarise the key arguments made **for** and **against** the **issue** in the question. You must include all the arguments made for each factor explaining why they are, or are not relevant/important to the question.
- **Judgment:** use the words of the question to form a balanced, final, overall **judgement**. This means state clearly your **final answer** to the question, ideally using the wording of the question or the ideas contained within the question:

*"Therefore it can be clearly seen/ Overall the most significant contributing factor to ..."* Never use *"I think ..."*

*"In conclusion, many factors contributed to the growth of democracy. On the one hand, industrialisation brought about increasing demands for political change. On the other hand, the effects of the First World War also necessitated political change. Overall/However/On balance, the evidence suggests that the growth of democracy was due more to changing political attitudes. (1 mark)*

- Provide reasons for the overall judgement:

*"Changing political attitudes were clearly more significant in bringing about the growth of democracy than any other factor because ..."* (2 marks)

*In conclusion, the Liberal Reforms were the result of many influences. On the one hand, political advantage was an important factor in pushing the Liberals towards social reform. Fears of losing votes to the new Labour Party may have made the reforms a more pressing necessity. On the other hand, without the reports of Booth and Rowntree making people aware of the extent of poverty in Britain, perhaps the Liberals would not have responded with a series of reforms. On balance, these reports along with the example of municipal socialism, were more influential as they made people realise the problems of poverty that were often beyond the individual's ability to help themselves. (2 marks)*

**"In conclusion** ....indicates the conclusion has started.

**"On the one hand**.....provides a summary of the isolated factor/some points and indicates balance.

**"On the other hand**.....completes the summary and the balance.

**"Overall/On balance**.....provides a final judgement to the question/issue.

# Essay Terminology

Essay term	Definition
<b>Analyse</b>	Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.
<b>Assess</b>	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counter-arguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
<b>Compare</b>	Identify the similarities and differences between two or more phenomena. Say if any of the shared similarities or differences are more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
<b>Contrast</b>	Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart. Point out any differences that are particularly significant.
<b>Critically evaluate</b>	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources that both agree with <i>and</i> contradict an argument. Come to a conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
<b>Describe</b>	Provide a detailed explanation as to how and why something happens.
<b>Discuss</b>	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion.
<b>Elaborate</b>	To give in more detail, provide more information on.
<b>Examine</b>	Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed.
<b>Explain</b>	Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood, defining key terms where appropriate, and be substantiated with relevant research.
<b>Identify</b>	Determine what are the key points to be addressed and implications thereof.
<b>Interpret</b>	Demonstrate your understanding of an issue or topic. This can be the use of particular terminology by an author, or what the findings from a piece of research suggest to you. In the latter instance, comment on any significant patterns and causal relationships.
<b>Justify</b>	Make a case by providing a body of evidence to support your ideas and points of view. In order to present a balanced argument, consider opinions which may run contrary to your own before stating your conclusion.
<b>Outline</b>	Convey the main points placing emphasis on global structures and interrelationships rather than minute detail.
<b>Summarise</b>	Give a condensed version drawing out the main facts and omit superfluous information. Brief or general examples will normally suffice for this kind of answer.
<b>To what extent</b>	This type of question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist.

# Essay Literacy

<b>Introduction:</b>				
“In order to discuss/ascertain/determine”	“It is necessary to consider.....”	“There were many reasons why.....”	“There are differing views about....”	“Historians differ in their interpretation of .....”

<b>To indicate a contrast:</b>				
however	on the other hand	alternatively	in contrast	instead
conversely	on the contrary	In fact	rather	in comparison
another possibility	yet	but	better/worst still	all the same
despite this	in spite of	nevertheless	notwithstanding	for all that
On first sight it might seem plausible to argue that ....however, on closer inspection		although	To argue .... is insufficient .... it is necessary to consider ...	

<b>To provide an illustration:</b>			
for example	that is	that is to say	for instance
in other words	namely	such as	as follows
typical of this/such	on such	a typical/ particular/ key example	
including	especially	not least	in particular
chiefly	mainly	most importantly	notably

<b>To extend a point:</b>			
similarly	equally	likewise	too
furthermore	Indeed	in the same way	also
besides	above all	as well	in addition

<b>To show cause and effect/conclusion:</b>					
so	therefore	accordingly	thus	in brief	then
as a result/consequence		resulting from/ in consequence of this			
in this/that case	this implies	consequently	because of this/ that	for this reason	
in all	owing to/due to the fact	in conclusion	to conclude	in short	it follows that
it might be concluded from this		this suggests that	hence	accepting/ assuming this	

<b>To show the next step/ Sentence starters:</b>				
first(ly) second(ly)	to begin/start with	in the first/second place	More specifically	
first and foremost	first and most importantly	Consequently		In addition
another	While this is so / Since this is so	after	next	afterwards

<b>To avoid saying "I think"</b>				
It could be suggested, claimed, proposed that ...		Despite X being important to ... it can be argued that Y was even more important.		
Although some historians believe that ... other suggest that ...			It can therefore be argued	
finally	ultimately	then	lastly	last but not least

<b>Counter argument:</b>			
This view has been challenged by ...	However...	In contrast...	Conversely...
On the other hand...	Although...	Yet...	This view is disputed by...

<b>Linking points/analysis:</b>			
Subsequently...	Nonetheless...	Furthermore...	Additionally...
Consequently...	Thus...	This resulted in...	Clearly...
For example ...	Similarly...	As a consequence...	Arguably...
It can be argued that...	Some historians have argued that ...	Moreover...	
This was significant because ...	Most significant was...	It is possible that ...	

# REVISION IDEAS

Beside from traditional methods of studying – reading, reading out loud, memorising, copying notes, doing past papers, etc., there are a number of other approaches which you can take that may help you learn the historical facts you will use as evidence for your exam answers.

Some of these will help you memorise facts; others will help you memorise facts AND practise exam skills at the same time.

Whilst revision for exams is not always an enjoyable way of spending your time, the important thing is to remember that it simply must be done. Using a variety of study approaches is a good way of keeping your mind as fresh as possible, and able to tackle different tasks.

# LINKAGE ISSUES

This means taking an essay topic and writing out sentences which show some link between two issues which you might write whole paragraphs for in an essay.

eg. *Whilst the Labour government's solutions to the problem of want went in some way to easing the lives of the poor, the social conditions of these people were not helped by the lack of good housing. Or Hitler's speaking ability undoubtedly helped persuade German*

*people to vote for him, but his rise to power was significantly helped by the fact that those same people had suffered economically for almost a decade.*

# LINKAGE TABLES

For each essay topic you are revising, draw a table which has a list of themes down the left and also across the top. At the point in the table where a column from one theme meets a row from another theme, make a note of how they are linked in relation to the essay topic.

# COMPARISONS

Using past papers, do the comparison questions from the Scottish topics you are not studying. This will force you to stick to the sources as you will have no recall to use. The comparison question is essentially a language exercise, and this revision method will help you see that it is possible to get full marks for the question.

# TIMELINE

This means draw a timeline for the period you have studied and plot the important events and developments. You could separate your timeline into columns to have an overview of the period in social, economic and political changes. Using timelines helps you remember dates, or more importantly, sequences of events and developments.

# MIND MAPS

Mind-maps can be very effective, especially if you use visual images or colour co-ordination in them. Your brain will pick up on visual images linked to topics, and this will make it much easier for you to visualise the mind-map when you try to recall it in the exam.

Visual image can be a significant conveyor of factual information, and students who use mind-maps are often at an advantage in an exam as they spend less time trying to recall facts and more time using these facts to construct arguments.

# INTRODUCTIONS / CONCLUSIONS

This means writing out introductions and conclusions to essays without writing a whole essay out. Pick a past paper essay question, or make one up, and write out what would be a suitable introduction, bearing in mind that you should be covering context, factors and line of argument. Then do a conclusion.

You should remember that introductions and conclusions can be revised thoroughly for the exam, but it is very important to remember that they cannot be “rehearsed” totally, as they should be amended to suit the wording of the exam question.

# MNEMONICS

Make up words and phrases to help you remember the important points of each factor/essay. This way you will be able to plan your answers quicker in the exam.

# WEBSITES

Look at various websites including the SQA Higher History site. Some addresses have been provided. Please use them as it will help broaden your knowledge of content and skills.

<http://www.bbc.co.uk/bitesize/higher/history/>

<http://www.educationscotland.gov.uk/higherscottishhistory/migrationandempire/index.asp>

<http://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=History>

Look at the marking schemes from previous exams to see if there is any evidence there that you might have missed in class.