

**UPDATED FOR 2020 EXAMINATIONS**

London Monday 9 March 2020

**Keynote**  
educational



# GCSE HISTORY

## AQA 9-1

### CONFERENCE FOCUS

This exciting, interactive and refreshed AQA GCSE History programme will provide students with a motivational, informative and valuable revision day. Specially designed by practicing senior examiners, the day will give your students expert advice, guidance and examples on how to improve their performance in their examinations.

### KEYNOTE PRESENTERS

#### **Helena Clarke**

Helena is an experienced trainer and practising GCSE History teacher, senior examiner and author of GCSE History textbooks.

#### **Dr Paul Johnson**

Paul is a highly experienced trainer and former Deputy Head and Head of Department. He was a GCSE History Principal Moderator and is a senior examiner.

### BENEFITS

- A refreshed AQA GCSE History conference for 2020, covering the key topics and skills required to succeed on every question type
- Fully interactive day, engaging, informative; the specification brought to life in engaging sessions
- Expert guidance from examiners on improving performance in the four different exam paper sections
- Take away a new set of notes which give excellent revision advice and demonstrate the levels required for success



PROGRAMME	TIME
<b>Welcome and Introductions: What students did well in 2019</b> <ul style="list-style-type: none"> <li>What students did well in 2019 – and how to match it</li> <li>Areas of weakness to avoid</li> </ul>	10.15 – 10.25am
<b>Questions and Question Types and their demands</b> <ul style="list-style-type: none"> <li>Utility questions – what does 'how useful' actually mean</li> <li>Write an account questions: why a narrative answer is not enough</li> <li>The 16 mark questions: how to structure answers to enable success</li> <li>Working with the AQA Mark schemes</li> </ul>	10.25 – 10.55am
<b>Paper 1 Section A – Germany, 1890 – 1945: Democracy and dictatorship</b> <ul style="list-style-type: none"> <li>Key features and characteristics of Germany, 1890 – 1945</li> <li>How to develop points on interpretations</li> <li>Producing specific detail for full marks on description questions e.g. <i>"Describe two problems facing Jews living in Germany during the years 1933 to 1939."</i></li> <li>Handling evaluative questions such as <i>"Which of the following was the more important reason why Germany became a dictatorship:</i> <ul style="list-style-type: none"> <li>Germany's problems</li> <li>Hitler's actions?"</li> </ul> </li> </ul>	10.55 – 11.35am
Break - Quiz Box submit your questions to our examiners for a prize	11.35 – 11.55am
<b>Paper 1 Section B – how to answer the 16 mark question</b> <ul style="list-style-type: none"> <li>Working with sources to gain the highest levels: <i>"Source A is critical of the League of Nations. How do you know?"</i></li> <li>How to write effective answers to the 16 mark questions e.g. <i>"The main reason why Germany hated the Treaty of Versailles was because of its military terms.' How far do you agree with this statement?"</i></li> </ul>	11.50 – 12.05pm
Lunch	12.35 – 1.05pm
<b>Quiz Box with the examiners</b>	1.05 – 1.15pm
<b>Paper 2 Section A – Health and the People (Medicine)</b> <ul style="list-style-type: none"> <li>Key features and characteristics of Health and the People that students need to know</li> <li>Short and long term impacts of key figures e.g. Hippocrates and Galen</li> <li>Historical significance eg of anaesthetics in the development of medicine</li> <li>Comparison questions eg <i>"Compare the Black Death in the Middle Ages with the Cholera epidemics in the 19th In what ways were they similar?"</i></li> </ul>	1.15 – 1.55pm
<b>Paper 2 Section B – Elizabethan England</b> <ul style="list-style-type: none"> <li>Key features and characteristics of Elizabethan England – making links across the period</li> <li>The 'How convincing question' and how to answer it well eg <i>"How convincing is Interpretation A about the motives for Drake's round the world voyage?"</i></li> <li>The importance question: what are examiners looking for – <i>"Explain what was important about the rebellion of the Earl of Essex for Elizabethan England."</i></li> <li>The Historic Environment question: what makes a Level 4 response?</li> </ul>	1.55 – 2.35pm
Break	2.35 – 2.45pm
<b>Workshop Revision strategies that really work</b> <ul style="list-style-type: none"> <li>Excellent ideas and tips that work: remembering facts and using them brilliantly</li> <li>Student Exercise: What's the same? How to link concepts and methods</li> <li>Improving memory skills: pair mind-mapping exercise on key content</li> </ul>	2.45 – 3.15pm
<b>Final top tips and reminders</b> <ul style="list-style-type: none"> <li>The key skills required to achieve Grades 7 to 9</li> <li>Action Plan – what students should do after today</li> </ul>	3.15pm

Lots of excellent advice – relevant points delivered clearly and helpfully. Great example answers which will be really useful.

Framingham Earl High School, April 2018

## A Level History: Modern Britain 1950-1997

London 17 March 2020

Code: 7600

## AS/A Level History: Russia 1855-1991

London 26 February 2020

Code: 7601

## AS/A Level History: Germany 1918-1945

London 4 March 2020

Code: 7602

## AS/A Level History: Tudor England 1485-1509

London 5 March 2020

Code: 7603

## GCSE History Edexcel 9-1

London 11 March 2020

Code: 7605

## IN-SCHOOL

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