St. Clement's High School
History Department

GCSE History (9-1)
Student Guide:

Name:
Class:
Teacher:

Contents:

Page	Detail
3	Welcome to GCSE History
4	Edexcel Specification
5	Assessment @ GCSE
6	Key dates (inc. Mocks)
7	Exam Q Breakdown Log
10	Topic Test Log
11	Assessment Log
12	Assessment Schedule
20	Topic Checklists for each unit
24	Example exam papers
47	Text Books
48	Revision Guidance
51	Social Media

My name is Clem, I'll pop up throughout your course, mostly on our website, to give you some pointers to help you achieve your potential over the next few years.

Try to make sure you keep on top of your work, homework and assessments so you know exactly where you are and where you need to be

Welcome to GCSE:

Thank you for choosing GCSE History, we are sure you will find this course interesting, rewarding, challenging and fun!

Inside this booklet you will find a range of useful and important information that will support you as you go through your GCSE, you should use this in conjunction with our website www.stchistory.com and information given to you in class.

To succeed at History, you will need a positive ATL and an enquiring mind. *Independent learning* is also vitally important

So, what will you study at GCSE:

- You will build on the key skills you were introduced to in KS3 (Analysis, interpretations, Evaluating, Source work and communication)
- You will also understand key concepts in History that allow us to find out about the past and more importantly, make sense of the past eg Change & Continuity, Similarities, Differences, Significance, Cause & Consequence
- The 5 topics you will learn on this course are:

Medicine Through Time (1250-Modern times)
British Sector of the Western Front (WWI Trench Warfare)
Elizabethan England
Nazi Germany
Cold War

Edexcel 9-1 Spec:

We have chosen Edexcel as our new 9-1 Spec

Paper 1:

- 1 hour 15 Minutes
  6 Questions
  52 Marks

- Section A: Environment Study
  - British Sector of the Western Front
- Section B: Medicine 1250-Modern Times

Paper 2:

- 1 hour 45 Minutes
  6 Questions
  64 Marks

- Section A: Cold War 1941-1991
- Section B: Elizabethan England 1558-1588

Paper 3:

- 1 hour 20 Minutes
  6 Questions
  52 Marks
- Source / Interpretation based exam

- Germany 1918-39

Assessment:

How will you be assessed on this course?

You will be assessed in a variety of ways, all of which are designed to let your teacher know how well you are doing, let you know how well you are doing and allow for reflection and improvement

Exam style questions:

You will answer exam questions in class or for homework building on your recent learning

Essays:

You will write essays asking key questions about your recent work, utilising the important skills of evaluation, analysis and written communication

Topic Tests:

You will complete a Topic Test for each unit of work, you will be given time to revise and prepare and you will need to meet a minimum score, if not, we'll have another go to improve

Presentations / Projects:

There will be opportunities to show your knowledge and progress in class / group presentations

Classwork / Homework:

There will be frequent opportunities to practise & assess the key skills for this course through class tasks & projects

Self / Peer Assessment:

We will also peer and self assess our work throughout the course

Key Dates:

Dates you should be aware of

Year 9:

Year 9 Assessment Week _____ ☐

Year 10:

Year 10 Mock Exam _____ ☐

Year 11:

Year 11 Mock Exam _____ ☐

Paper 1: Trenches & Medicine _____ ☐

Paper 2: Cold War & Elizabeth I _____ ☐

Paper 3: Germany _____ ☐

Trips:

WWI Battlefields _____ ☐

Berlin / Auschwitz _____ ☐

Assessment Log

Paper 1: Trenches & Medicine

9-1 GCSE History Paper 1 – Medicine & Environmental Study (Trenches)

In your Evidence box, put the date you did the Q, was it mock/class/HW? and your mark

Exam Questions	Evidence	Evidence	Evidence	Evidence	Evidence
Section A: Environment Study: British Sector of the Western Front					
Q1: Describe 2 features of … [battle/trenc/tactic…] AO1 K1 K2 [4 mks]					
Q2a: How useful are sources A&B for an enquiry into… A03 Src.Utility [8mks]					
Q2b: How could you follow up Source B to find more about… A03 Research [4 mks]					
Section B: Medicine					
Q3: Explain one way in which [x] were similar/different in… A01 A02 K1-3 [4 mks]					
Q4: Explain why there was change in [x] during [time] A01+2 Caus. [12 mks]					
Q5: Statement – Do you agree? A01 A02 Chge & Cont. [16 + 4Spag mks]					

Medicine Section:			
Q3: Explain one way in which [x] were similar/different in… A01 A02 K1-3 [4 mks]	12.10.16: Class task Hospitals in medieval time to renaissance 3/4	12.12.16: Class task Black Death causes to Great plague 1/4	12.01.17: Ass'ment Technology in 19th C compared to 20th C 2/4

<< Example of how to fill it in

✓ 52 marks ⚖ 30% weighting ◷ 1 hour 15 minutes			
Section A: Historic environment 10%	AO1	Describe two features of…	4 marks
	AO3	How useful are Sources A and B for an enquiry into…?	8 marks
	AO3	How could you follow up Source [A/B] to find out more about…?	4 marks
Section B: Thematic study 20%	AO1/ AO2	Explain one way in which X was [similar/different] to Y.	4 marks
	AO1/ AO2	Explain why…	12 marks
	AO1/ AO2	'[Statement.]' How far do you agree? Explain your answer.	16 marks + 4 marks for SPaG

Each time you do an exam style question (in a mock, class assessment or just as a standalone task) LOG IT on here

You'll then RAG score it so you can easily see if you've done well enough or it needs more work.

Your aim on this exam log is to identify what Q type & content you're less confident

Don't forget every lesson / resources & help in online at www.stchistory.com & social media

Assessment Log

Paper 2: Cold War & Elizabeth

9-1 GCSE History Paper 2 – Cold War & Elizabeth I

In your Evidence box, put the date you did the Q, was it mock/class/HW? and your mark

Exam Questions	Evidence	Evidence	Evidence	Evidence	Evidence
Section A: Cold War 1945-1991					
Q1: Explain 2 consequences of… AO1 Consequence [8 mks]					
Q2: Write a NARRATIVE account analysing … which… A01/2 Cause [8mks]					
Q3: Explain 2 of the following (importance of…for..) A01/2 Signific[16 mks]					
Section B: Early Elizabethan England					
Q5a: Describe 2 features of… in… A01 Knowledge K1 K2 [4 mks]					
Q5b: Explain why [x] was (threat, danger, important) to [y]… A01+2 Caus. [12 mks]					
Q5c: Statement – How far do you agree?… A01/2 Signif. [16 mks]					

Medicine Section:			
Q3: Explain one way in which [x] were similar/different in… A01 A02 K1-3 [4 mks]	12.10.16: Class task Hospitals in medieval time to renaissance 3/4	12.12.16: Class task Black Death causes to Great plague 1/4	12.01.17: Ass'ment Technology in 19thC compared to 20thC 2/4

<< Example of how to fill it in

✓ 64 marks ⚖ 40% weighting ⏱ 1 hour 45 minutes

Section A: Period Study 20%	AO1/ AO2	Explain two consequences of…	8 marks
	AO1/ AO2	Write a narrative account analysing…	8 marks
	AO1/ AO2	Explain two of the following: The importance of X for Y.	16 marks
Section B: British Depth Study 20%	AO1	Describe two features of…	4 marks
	AO1/ AO2	Explain why…	12 marks
	AO1/ AO2	'[Statement.]' How far do you agree? Explain your answer.	16 marks

Each time you do an exam style question (in a mock, class assessment or just as a standalone task) LOG IT on here

You'll then RAG score it so you can easily see if you've done well enough or it needs more work.

Your aim on this exam log is to identify what Q type & content you're less confident

Don't forget every lesson / resources & help in online at www.stchistory.com & social media

Assessment Log

Paper 3: Germany

9-1 GCSE History Paper 3 – Weimar & Nazi Germany (Source based)

In your Evidence box, put the date you did the Q, was it mock/class/HW? and your mark

Exam Questions	Evidence	Evidence	Evidence	Evidence	Evidence
Section A:					
Q1: Give two things you can infer from Source A about... AO3 source [8 mks]					
Q2: Explain why [opposition, support etc...] to... A01/2 Cause [12mks]					
Section B: Source/representation interpretation / analysis					
Q3a: How useful are Sources B&C for an enquiry into... A03 Src Utility [8mks]					
Q3b: Study interp. 1&2 – what are main differences... A04 Interpret. [4mks]					
Q3c: Suggest one reason why int.1&2 give different views A04 [4mks]					
Q3d: How far do you agree with interp'n 1/2 about... A04 [16 mks + 4SPAG]					

Medicine Section:			
Q3: Explain one way in which [x] were similar/different in... A01 A02 K1-3 [4 mks]	12.10.16: Class task Hospitals in medieval time to renaissance 3/4	12.12.16: Class task Black Death causes to Great plague 1/4	12.01.17: Ass'ment Technology in 19thC compared to 20thC 2/4

<< Example of how to fill it in

✓ 52 marks ⚖ 30% weighting ⏱ 1 hour 20 minutes			
Section A	AO3	Give two things you can infer from Source A about...	4 marks
	AO1/ AO2	Explain why....	12 marks
Section B	AO3	How useful are Sources B and C for an enquiry into...?	8 marks
	AO4	What is the main difference between the views?	4 marks
	AO4	Suggest one reason why Interpretations 1 and 2 give different views about...	4 marks
	AO4	How far do you agree with Interpretation [1/2] about...?	16 marks + 4 marks for SPaG

Each time you do an exam style question (in a mock, class assessment or just as a standalone task) LOG IT on here

You'll then RAG score it so you can easily see if you've done well enough or it needs more work.

Your aim on this exam log is to identify what Q type & content you're less confident

Topic Test Log:

Topic Test Title:

Score: **Rescore:**

Assessment Log:

Assessment Title:	Score:	Band:	On/Off Target:

Assessment Schedule:

Medicine

1	Topic Test	Ancient World
2	Essay (HW)	Why did Ancient ideas continue in Middle Ages?
3	Topic Test	Middle Ages & Black Death
4	Exam [16]	Little progress in Middle Ages, do you agree?
5	Exam [12]	Changes in communication (Renaissance)
6	Exam [4]	Treatment different in C13 from C17
7	Topic Test	Renaissance
8	Project (HW)	Guidebook comparing Black Death & G. Plague
9	Essay (HW)	Why rapid change – Causes (Industrial)
10	Topic Test	C18th / C19th Public Health
11	Topic Test	Vaccination & Germs
12	Exam [12]	Why rapid change – treatment of smallpox
13	Essay (HW)	How has treatment changed by 1900?
14	Topic Test	Florence Nightingale
15	Exam [12]	Why rapid change – Surgery c1700-c1900
16	Topic Test	DNA & Magic Bullets

Assessment Schedule:

Medicine continued

17	Topic Test	Penicillin
18	Exam [4]	Causes different in c1750 from present day
19	Poster (HW)	Impact of technology on diagnosis & treatment
20	Exam [16]	C20th Treatment & care completely changed – agree?
21	Exam	Medicine Overview Exam

Trenches

22	Poster (HW)	Simple guide to source analysis NOPCAT
23	Exam [8]	How useful Sources A&B - problems faced during battles
24	Poster (HW)	Types of sources a historian can use
25	Exam [4]	Following up a source – problems of operations
26	Exam [4]	Describe 2 features of aseptic surgery
27	Topic Test	Trench structure & Warfare
28	Exam [4]	Describe 2 features of Trench system
29	Group Pres.	Key battles of WWI
30	Leaflet (HW)	Museum leaflet / info on key battles of WWI
31	Topic Test	Key battles of WWI

Assessment Schedule:

Trenches Continued

32	Poster (HW)	Types of injuries on the Western Front
33	Topic Test	Injuries & wounds in WWI
34	Topic Test	Chain of evacuation
35	Exam [8]	How useful Sources C&D – treatment in ADS
35	Exam [4]	Following up Source C – more about X-Rays
36	Topic Test	Impact of WWI on Surgery (Blood & Plastic Surgery)

Elizabethan England

37	Topic Test	Background to Tudors
38	Exam [4]	Describe 2 features of Elizabethan society
39	Topic Test	Elizabeth's government
40	Essay (HW)	Explain why Elizabeth faced initial problems
41	Topic Test	Religion in England by 1559
42	Exam [4]	Describe 2 features of Elizabeth's Settlement
43	Poster (HW)	Catholic & Puritan challenges to the Settlement
44	Exam [12]	Why did the Catholic threat increase after 1566?
45	Topic Test	Plots

Assessment Schedule:

Elizabethan England Continued

46	Topic Test	Walsingham & plots
47	Exam [4]	Describe 2 features of the plots against Elizabeth
48	Essay (HW)	How significant were the threats against Elizabeth
49	Prospectus	Education in Elizabethan England
50	Exam [4]	Describe 2 features of Elizabethan education
51	Poster (HW)	Elizabethan leisure and entertainment
52	Exam [12]	Why did poverty increase?
53	Topic Test	Poverty in Elizabethan England
54	Topic Test	Foreign affairs and Drake
55	Poster (HW)	How & Why Voyages of discovery
56	Exam [16]	Reason for voyages - increase wealth? Agree?
57	Essay (HW)	Why did colonisation of Roanoke fail?
58	Exam [16]	Decline in Anglo-Spanish rels Elizabeth's fault? Agree
59	Topic Test	Spanish Armada (Including Cadiz)
60	Project	Spanish Armada (Tactics, Technology, Factors)
61	Exam [12]	Why did the Armada end in defeat for Spain?

Assessment Schedule:

Germany

62	Exam [4]	2 inferences about Germany during WWI
63	Topic Test	Weimar Constitution
64	Exam [4]	2 inferences - Germany's reaction to Versailles
65	Definition Test	Keywords spelling & definition test
66	Exam [4]	Difference in interpretations – Politics in 1920
67	Exam [20]	Opposition to Versailles [12] + 2 inference Qs
68	Topic Test	Early political violence (Kapp / Spartacist)
69	Essay (HW)	Why was 1923 a year of crisis?
70	Source	1923 Sources – Stresemann, election (analysis)
71	Exam [8]	How useful are Sources – context of 1923
72	Project	Life in Stresemann's Germany (Golden Age)
73	Exam [4]	Difference in interpretations – Attitudes to women
74	Topic Test	Early Nazi Party & key people
75	Exam [12]	Explain why the Munich Putsch failed
76	Leaflet	To show the reorganisation of the Nazi Party
77	Newspaper	Wall Street Crash and it's impact

Assessment Schedule:

Germany Continued

78	Essay (HW)	Why was the Nazi Party able to rise by 1932?
79	Topic Test	Hitler's steps to Chancellor
80	Exam [12]	Explain why Hitler was able to become Fuhrer
81	Topic Test	Terror and Police State
82	Topic Test	Church & Church opposition
83	Topic Test	Propaganda
84	Poster (HW)	Role and expectations of a Nazi woman
85	Topic Test	Hitler Youth & Opposition
86	Prospectus	Education in Nazi Germany
87	Exam [4]	Difference in interpretations – Economy
88	Topic Test	Nazi Economic Miracle
89	Exam [16]	Agree with interpretations about Kristallnacht?
90	Topic Test	Persecution of minorities & Jews

Assessment Schedule:

Cold War

91	Topic Test	Grand Alliance & 3 Conferences (Tehran, Yalta, Potsdam)
92	Exam [8]	Explain 2 consequences of Yalta Conference
93	Exam [8]	Narrative – Satellite States
94	Topic Test	Truman Doctrine & Marshall Plan
95	Topic Test	Cominform, Comecon & NATO
96	Topic Test	Berlin Crisis
97	Exam [16]	Explain importance of 2/3: Truman, Berlin, NATO
98	Topic Test	Hungarian Uprising & its impact
99	Exam [8]	Explain 2 consequences of Hungarian Uprising
100	Exam [8]	Narrative – Berlin Crisis 1958-61
101	Newspaper	Bay of Pigs & Cuban Missile Crisis
102	Exam [8]	Explain importance of Bay of Pigs invasion
103	Topic Test	Czechoslovakia & Brezhnev Doctrine
104	Exam [8]	Explain 2 consequences of Dubcek's election
105	Exam [8]	Explain importance of JFK Speech for future of Germany
106	Topic Test	Détente, SALT 1, SALT 2 & Helsinki

Assessment Schedule:

Cold War

107	Exam [8]	Narrative – Key events of Détente
108	Exam [8]	Explain importance of Soviet invasion of Afghanistan
109	Essay (HW)	Why did Détente come to an end from 1979?
110	Newspaper	Summits of the 1980s
111	Exam [8]	Explain 2 conseq' of Gorbachev's abandoning Brezhnev Doct.
112	Exam [16]	Explain importance of 2/3: Nuclear race, Afghanistan, Reagan

Topic Checklists:

Paper 1: Trenches & Medicine

Edexcel 9-1 Medicine c1250 – Present + Environment Study: British Trenches, Surgery & Treatment

Name: **Class:** **Teacher:** **Exam Date:**

	☹	😐	☺	Comments
Ancient World (Background)				
Greek: Four Humours				Body made up of 4 humours, sick when humours out of balance
Hippocrates				Logic and observation
Supernatural & Logical				Greeks began challenging supernatural / Logical ideas
Galen				Brain controlling body, Anatomical knowledge – supported by the church
Theory of the Opposites				Galen's adaptation to Hippocrates Four Humours
c.1250-c.1500: Medieval England				
What changed from Rome				Galen's continued influence through the Church, examples of regression
Context of Medieval England				Feudal System, Social status, key members of society / medicine
Cause & treatment of disease				Four Humours continues (Purging, Bleeding etc), Astrology, Punishment from God, Miasma
Black Death 1483				Causes, prevention and treatment - Religion, Rational, Desperation
Hospitals / Training				What did a Medieval Hospital do? Who cared for patients?
Key positions				Physician (for the rich), Apothecary, Barber Surgeon, Women (at home)
c.1500-c.1700: Medical Renaissance in England				
Context of Tudor England				Society in Tudor England, Hierarchy, Trade, Peasants, Living conditions etc…
Henry VIII – Church of England				How has Henry VIII's new church of England impacted on the churches' influence with medicine?
The Renaissance world				"Rebirth" - Technology advances – Printing Press, Warfare etc…
The Church's influence +/-				How has the church's influence changed and / or stayed the same?
Thomas Sydenham				Species of disease to improve observation
Vesalius				Anatomical Knowledge
William Harvey				Circulation of blood and Heart being a pump
The Great Plague 1665				Causes, prevention and treatment. What has changed or continued from the Black Death?
Docs training				Scientific training (standards) reduced Church influence, dissections increasing
Hospitals				Compare Renaissance hospitals to Medieval, ran by physicians now, not monks
Royal Society				Group to share ideas and experiments, importance of sharing ideas and spreading them (communication)
Improvements in treatment?				New knowledge, limited changes to treatment due to lack of understanding of causes
Continuity of treatment				What treatments have remained since c.1250 – Blood letting, purging etc…
c.1700- c.1900: Medicine in the 18th / 19th Century (Industrial Revolution)				
Context of Industrial England				Society, Living conditions, jobs, Hierarchy etc…
Cause & treatment of illness				Miasma continues at the start of this period, scientific reasoning
Training & Hospitals				Florence Nightingale – professionalising the nursing prof. training, hospital design
Jenner & Smallpox				Discovery of vaccination, problems, impact – Short & Long term
Opposition to vaccines				Jenner Couldn't prove his work, people scared, doctors worried about losing pay
Pasteur & Germ Theory 1861				Discovery of Germs in the air, challenge to Spontaneous Generation, turning point in medicine
Koch on microbes				Identifying specific microbes (TB, Cholera)
Development of vaccines				Pasteur's Chicken Cholera / Sheep Anthrax experiments – working on creating vaccines
Anaesthetics				James Simpson, different types and their issues (Chloroform, Nitrous Oxide, Ether)
Antiseptics				Joseph Lister, Carbolic Acid (Aseptic Surgery)
Cholera 1854 / John Snow				Case Study on 1854 outbreak and John Snow
Public Health Act 1875				Government attempts to improve the poor conditions (end of Laissez Faire)
Importance of Sci & Tech				Microscopes supporting new Scientific research, ideas shared in Royal Society
c.1900-Present day : Modern Medicine				
Context of modern England				Society, Living conditions, Government's role in health etc…
Causes & treatments				Encouraging people to take control of their own health (blood pressure etc)
DNA				Importance of DNA structure discovery…
Improved Technology				Better diagnosis available (X-Rays, Scans, Blood Tests etc) enabling earlier intervention.
Magic Bullets				What are the developments in the fight against disease (Chemical medicine)
Penicillin (Antibiotics)				Impact and importance of penicillin, problems getting it produced
Fleming, Chain and Florey				Individual roles in development of penicillin
The NHS				Provision of health care and access to the health care opportunities for more people
Government Campaigns				Mass vaccinations and lifestyle campaigns eg (stop smoking and diet etc)
Hi-Tech treatments				MRI, CT Scanner, Radiotherapy etc…
Factors & Key skills				
War				
Science & Technology				
Attitudes				
Communication				
Institutions: Government				
Institutions: The Church				
Individuals				
Environmental Study: British Trenches in WWI – Surgery and Treatment				
Context of WWI & Trench Warfare				Attrition, stalemate, trench conditions
Ypres Salient				The use of mines at Hill 60
The Somme				
Arras				Tunnels, caves and quarries
Cambrai				Blood banks
Trench Systems				Construction and organisation
Terrain				Impact of terrain on medical treatment, movement and communication
Injuries				Conditions requiring treatment on the Western Front from the Trench environment
Medical teams				RAMC, FANY, Stretcher bearers, horse and motor ambulances
Treatment areas				Aid post, field ambulance, dressing station, base hospital, underground hospital at Arras
New technology & Treatment				Thomas Splint, Mobile X-Ray, Blood banks, new techniques
Historical context of 20th Century				Understanding infection, aseptic surgery, transfusions, storage of blood etc..

Topic Checklists:

Paper 2 Section A: Cold War

Edexcel 9-1: Cold War 1941-91

Paper 2 Section A (Cold War)	☺	😐	☹	Comments
Origins of the Cold War 1941-58				
The Grand Alliance				
3 big conferences				Tehran, Yalta, Potsdam
Ideological differences				Different ideologies (Communism / Capitalism) of Stalin, Truman and Churchill
Impact of Atomic Bomb				Developing the bomb and it's impact on US Soviet relations
Long & Novikov telegrams				Impact of the telegrams on US Soviet relations
Satellite states Eastern Europe				Impact of Satellite States in Eastern Europe on US Soviet relations
Development of the Cold War				
Truman Doctrine				Detail and impact of the Truman Doctrine on US Soviet relations
Marshall Plan				Detail and impact of the Marshall Plan on US Soviet relations
Cominform 1947				Significance of Cominform
Comecon 1949				Significance of Comecon
Nato 1949				Significance of Nato
Berlin divided				Berlin's zones
Berlin Blockade & Airlift				Significance of the Berlin crisis on relations and developing Cold War
Formation of West Germany				FRG – Federal Republic of Germany
Formation of East Germany				GDR – German Democratic Republic
Cold War Intensifies				
Arms Race				Significance & impact of the Nuclear arms race
Warsaw Pact				
Hungarian Uprising 1956				Events leading to the Hungarian Uprising and Khrushchev's response
US reaction to Hungary				The International reaction to the Soviet invasion of Hungary
Cold War Crises – 1958-70				
Refugee problem in Berlin				
Khruschev's ultimatum				
Summit meetings 1959-61				Detail of the emergency summits and their impact
Soviet relations with Cuba				Growing fear from US over Soviet links in Cuba
Cuban Revolution				US refusal to recognise Fidel Castro's communist government & its consequences
Bay of Pigs				Significance of the Bay of Pigs
Prague Spring				Opposition in Czechoslovakia to Soviet control
Berlin Wall 1961				Construction and impact of the wall on US Soviet relations
JFK's visit to Berlin 1963				
Cuban Missile Crisis				Events and significance of the Cuban Missile Crisis
Consequences of Cuban M.C - The 'Hotline' - Limited Test Ban Treaty 1963 - Outer Space Treaty 1967 - Nuclear Non-Proliferation '68				Agreements and treaties following the Cuban Missile Crisis
Brezhnev Doctrine				Re-establishment of control in Czechoslovakia
International reaction to Czech				International response to Soviet actions in the Czechoslovakia
End of the Cold War 1970-1991				
Détente 1970s				Cooling of tensions between US and Soviets in the 1970s
SALT 1 & SALT 2				Strategic Arms Limitation Treaties 1 and 2 – Agreements to reduce Nuclear arseanl
Helsinki Agreements				
Reagan & Gorbachev				Significance of US President Reagan and Soviet leader Gorbachev's changing attitudes
Gorbachev's new thinking				
INF Treaty 1987				Intermediate-Range Nuclear Force Treaty and it's impact
Afghanistan				Significance of Soviet invasion of Afghanistan
Carte Doctrine				
Olympic boycotts				
Reagan and 2nd Cold War				Tensions begin to increase following 1970s Détente
Strategic Defence Initiative				
Collapse of Soviet Union and control of Eastern Europe				
Impact of Gorbachev				Loosening grip on Easter Europe
Fall of the Berlin Wall				Significance of the Wall coming down
Soviet Union collapse				Impact of the fall of the Soviet Union
End of Warsaw Pact				

Paper 2: Section A (Medicine) Approx 50 Mins	Marks	Typical Question types / examples:
Q1: Consequence	8	Explain 2 consequences of…
Q2: Narrative (Chrono-Link)	8	Write a narrative account analyzing the way in which… led to/impacted on…
Q3: Significance & Consequence	16	Explain the importance of 2 of the following on… (choice of 2 from 3 options)

Topic Checklists:

Paper 2 Section B: Elizabethan England

Edexcel 9-1 Paper 2 Early Elizabethan England 1558-1588 | www.stchistory.com

Name: **Class:** **Teacher:** **Exam Date:**

	☺	😐	☹	Comments
Queen, government and religion, 1558-69				
England in 1588				Society, population, towns/cities, London's importance and Cloth/Wool Trade's importance
Structure of Government				Monarchy, Lords & Commons (Parliament) and the Privy Council
Elizabeth's legitimacy to rule				How were women (rulers) viewed, background to Elizabeth's claim to the throne
Importance of marriage				The importance of getting married and produce an heir to bring stability and hope
Elizabeth's character				Elizabeth's self-confidence, indecisive nature, religious beliefs and her intelligence. (Strengths/Weakness)
Initial challenges at home				Domestic problem caused by taxation as well as poor harvests
Initial challenges from abroad				Threat from France (background to poor relations, link to Scotland 'Auld Alliance')
Different religions in England				Background to religious roller coaster (Henry, Edward, Mary) – what did England want form Elizabeth?
Catholics				Their beliefs and practices, strength of support in different parts of England
Protestants				Their beliefs and practices, strength of support in different parts of England
Puritans				Their beliefs and practices, strength of support in different parts of England
Elizabeth's religious settlement				Role of Mary's Bishops in 1558, middle ground, compromise, bit catholic and protestant
Act of Supremacy/uniformity				1559: What was it? What was its impact?
Church of England				CofE's role in society – position in town/village life & Parish clergy – **NOTE: CofE is Protestant**
Puritan challenge to Settlement				Puritan challenge – what did they do and how important was this opposition
Catholic challenge to settlement				State of Catholic England in 1558, influence in outlying areas (esp. North), Catholic nobles threat
Catholic threats from abroad				Pope's opposition – excommunication 1570 (link to plots). Threats from Catholic France & Spain
Mary Queen of Scots				Arrival in England 1568 (Background), MQS legit claim to throne. Catholic support.
Relations between MQS & E.				Problems caused by Mary's arrival, Elizabeth's attitude to Mary and her concern
Casket Letters / York Conference				Investigations in to Mary's alleged wrong doing
Challenges to Elizabeth from home and abroad 1569-88				
Northern Rebellion 1569				Strength of Catholicism in north, nobles angry and losing 'power'. Elizabeth's response and consequences
Ridolfi Plot				Background and aims, outcome – Threat level
Throckmorton Plot				Background and aims, outcome – Threat level
Babington Plot				Background and aims, outcome – Threat level - Finished Mary Queen of Scots off
Walsingham & use of spies				Efficient network of spies, Walsingham's methods (ciphers in written communications etc)
Mary Queen of Scots executed				Mary's involvement in the plots, significance of her execution of a legit queen – implications for Elizabeth
Spain: Philip II's anger				Philip's plans for retaliation against England for killing a Catholic Queen
Spain: Political/Religious rels.				Philip's power in Europe, his strong Catholicism, opposition to religious settlement
Spain: Pirating (Francis Drake)				Exploring the New World, Trade in Netherlands, Drake's pirating / attacking of Spanish ships
War with Spain 1585-88				Navy's support of the Protestant Dutch against Spain, Dudley's disastrous expedition
Treaty of Nonsuch 1585				Trying to prevent the collapse of the Dutch revolt
Singeing of kings beard (Cadiz)				Drake spying on Spanish naval activity, attacking Spanish fleet at Cadiz 1587, Angered Philip II (Link to Armada prep.)

Edexcel 9-1 Paper 2 Early Elizabethan England 1558-1588 | www.stchistory.com

The Spanish Armada 1588				• Background, long & short term causes (MQS, Pirating, Cadiz etc) • Spanish Invasion plans ('Enterprise of England', transporting Parma's army from Netherlands (failure) • What happened (Spain's surprise defeat) • The remnants (what was left of the Spanish fleet) of the Armanda's journey home
Reasons for England's victory				Technology and tactics (Fire ships at Calais, smaller ships, Tilbury speech)
The end of Spanish threat				England emerged as a strong naval power, significance of this in 1588 for trade and exploration
Elizabethan society in the Age of Exploration 1558-88				
Education				Education at home, Parish & Grammar schools and expansion of universities (Link to printing press)
Leisure				Fishing, football, bear-baiting and cockfighting. Aristocrats – fencing, bowls, tennis.
Public theatres				Especially in London, The acting companies, theatres in Southwark (Shakespeare)
Problem of the poor: Long Term				Reasons for increase in poverty & vagabondage –Enclosure, inflation, rising population
Problem of the poor: Short Term				High taxation, bad harvests of the 1550s and 1560s
Govt's changing attitude to poor				Fear that growing poverty would lead to disorder/rebellion changed attitudes
Vagabonds Act 1572				Aims and effects of this act
Act for relief of the poor 1576				Aims and effects of this act
Idle poor and deserving poor				A clear distinction between the genuine and deserving poor and the idle poor
Voyages of discovery: Tech				Better technology (shipyards) developing faster and more stable ships, new transatlantic navigational aids
Competing with other powers				The need to acquire overseas possessions, explore and extend trade (beginnings of British Empire)
Growth of Trade: East India Co.				The need to create trading companies such as the East India Company
Drakes circumnavigation				Reasons for Drake's journey around the globe, major successes returning in 1580 with huge treasures
Walter Raleigh				Who was he, the granting of a patent to colonise Virginia, 1584
Roanoke Island 1585-86, 87				Attempts to establish a permanent settlement on Roanoke Island, disappearance of Lost Colonists
Failure of Virginia				Reasons for failure: Bad planning of the colony, inadequate food, no follow up settlers due to Armada

Unit 2A Exam Question Styles	Marks	Typical Question types / examples:
Q5a: Knowledge (K1-3)	4	Describe 2 features of [x] in [date/event]
Q5b: Causation	12	Explain why [x] was a (threat, danger, important) to [y]… (Analyse/Explain factors and refer to Q regularly)
Q5c: Significance	16	"Statement" – How far do you agree (**EXPLAIN**, **PEEL**, remember to say **HOW FAR**) Why is something so **significant**? Why is one factor more significant than another? Etc…

Remember to familiarise yourself with the Exam Mat (Markscheme): It is online at www.stchistory.com if you have lost your copy

Notes:

- This exam relies on knowledge and your understanding of the consequences of an event, which factors were more significant, what led to what etc
- This is a high skill EXPLANATION paper, you need to be VERY clear in response to the questions, link to them regularly

Topic Checklists:

Paper 3: Germany

Edexcel 9-1 Germany 1918-1939 (Paper 3: Source & Interpretation paper)

Name: **Class:** **Teacher:** **Exam Date:**

	☺	😐	☹	Comments
1. The Weimar Republic 1918-29				
Origins of the Republic				Legacy of WWI, abdication of the Kaiser and revolution / protest, Ebert signing the armistice 11.11.18
Weimar constitution				Strengths and weaknesses, proportional representation, Article 48
Treaty of Versailles				Terms of the treaty and why unpopular – betrayal of Germany etc
Reasons for early challenges				Stab in the back myth, unpopularity of Ebert,
Left / Right political spectrum				Communism = LEFT, Nationalism = RIGHT
Early political violence				Spartacist, Freikorps and the Kapp Putsch
2. Weimar's problems & 'recovery' 1924-29				
1923: Invasion of the Ruhr				Importance of this invasion
1923: Hyperinflation				Its causes, Living through it and it's impact
Stresemann's immediate impact				New leader of Weimar Republic, rentenmark
Dawes Plan / Young Plan				American loans for investment and paying debts, papered over the cracks?
Stresemann's foreign affairs				Locarno treaty, joining the League of nations, Kellog-Briand pact
Living standards change				Wage rises, housing, unemployment insurance
Position of women				Changes of women in work, politics and leisure
Culture				Developments in architecture, art and the cinema
3. Hitler's rise to power 1919-33				
Hitler's early career				Soldier in WWI, Joining German Worker's party, setting up the Nazi party
Features of the Nazi Party				25 point programme
Role of the SA				
Munich Putsch 1923				Reasons for it, the events of it and the consequences (long term / short term), Mein Kampf
Lean Years 1924-28				Reasons for the limited support of the Nazi party
Party re-organisation				The Bamberg conference 1926, Local branches etc
Wall St. Crash 1929				Leading to chaos and rising unemployment, failure of Weimar to deal with it in successive governments
Growth of Communists				Extreme left due to depression – leading to widespread fear
Growth of Nazis				Hitler's appeal, promises, propaganda and SA's brutality
Political developments 1932				Roles of Hindenburg, Bruning banning SS/SA then him being removed, von Papen and von Schliecher
Hitler becomes chancellor				The Deal
4. Nazi control and dictatorship 1933-39				
Reichstag Fire				
Enabling Act				
Banning other parties / Unions				
Night of the Long Knives				Removing all opposition and the end of the SA

Edexcel 9-1 Germany 1918-1939 (Paper 3: Source & Interpretation paper)

Death of Hindenberg				
Army oath				
Terror - Police state				Gestapo, SS, SD and concentration camps
Control of legal system				Judges and law courts
Policies towards the Church				Reich Church and Catholic Concordat
Propaganda - censorship				Goebbels and Ministry of Propaganda
Media, rallies and sport				Focus on Berlin Olympics 1936
Culture and arts				Art, architecture, literature (burning) and film
Opposition - Church				Niemoller
Opposition - Youth				Swing Youth and Edelweiss pirates
5. Life in Nazi Germany				
Nazi policies towards women				Nazi views of women, their 'purpose' and the family; Marriage, employment and appearance
Nazi policies towards youth				Aims and policies, Hitler Youth and League of German Maidens
Nazi Education				Control, curriculum and teachers
Employment policies				Policies to reduce unemployment (Labour service, autobahns, rearmament and invisible unemployment
Living standards				Changes, especially of German worker. The Labour Front, Strength through joy, Beauty of Labour
Persecution of minorities				Nazi racial beliefs and policies towards Slavs, gypsies, homosexuals and disabled
Persecution of Jews				Antisemitism, Boycotts 1933, Nuremberg Laws, Kristallnacht

Paper 3 Exam Question Styles	Marks	Typical Question types / examples:
Q1: Inference (source)	4	Give two inferences from Source A about…
Q2: Characteristics / causation	12	Explain why there was [x]…
Q3a: (Source utility)	8	How useful are sources B and C for an enquiry into [x]…
Q3b: Differing interpretations	4	What is the main difference in interpretations between 1 & 2 about [x]…
Q3c: Reasons for differing interps.	4	Suggest one reason why interpretations 1 and 2 give different views about [x]…
Q3d: Interpretation agree/disagree	16+4Sp	"Statement"… How far do you agree with interpretation 2 about [x]…

Notes / Questions to ask my teacher or to research:

Example Exam Papers:

Write your name here

Surname	Other names

Pearson Edexcel
GCSE (9–1)

Centre Number	Candidate Number

History

Paper 1: Thematic study and historic environment
Option 11: Medicine in Britain, c1250–present
***and* The British sector of the Western Front,**
1914–18: injuries, treatment and the trenches

Sample assessment materials for first teaching September 2016
Time: 1 hour 15 minutes

Paper Reference
1HI0/11

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

Sources for use with Section A.

Source A: From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).

> I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.

Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.

> Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.

Acknowledgments

Source A adapted from Lyn Macdonald, *The Roses of No Man's Land*, Penguin, 1980, 2013; Source B adapted from an unpublished diary.

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

SECTION A: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Answer Questions 1 and 2.

1 Describe **two** features of the support trench system on the Western Front.

Feature 1

Feature 2

(Total for Question 1 = 4 marks)

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

2 (a) **Study Sources A and B in the Sources Booklet.**

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

[The live question paper will contain one more page of answer lines.]

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

(b) **Study Source B.**

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source B that I would follow up:

.....

.....

.....

Question I would ask:

.....

.....

.....

What type of source I could use:

.....

.....

.....

How this might help answer my question:

.....

.....

.....

.....

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

SECTION B: Medicine in Britain, c1250–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR 6.

3 Explain **one** way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

(Total for Question 3 = 4 marks)

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

4 Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:

- magic bullets
- high-tech treatment

You **must** also use information of your own.

[The live question paper will contain two more pages of answer lines.]

(Total for Question 4 = 12 marks)

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

Answer EITHER Question 5 OR Question 6.

Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.

EITHER

5 'There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the work of William Harvey
- bloodletting and purging

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 5 = 20 marks)

OR

6 'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- cowpox
- cholera

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 6 = 20 marks)

Paper 1: Trenches & Medicine – 1hr15 Minutes

Example Exam Papers:

Write your name here

Surname	Other names

Pearson Edexcel GCSE (9–1)

Centre Number | Candidate Number

History

Paper 2: Period study and British depth study
Option 27: Superpower relations and the Cold War, 1941–91
***and* Tudor depth options**

Sample assessment materials for first teaching September 2016

Paper Reference **1HI0/27**

Time: 1 hour 45 minutes

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

SECTION A: Superpower relations and the Cold War, 1941–91

Answer ALL questions in this section.

1 Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

Consequence 2:

[The live question paper will contain four more answer lines.]

(Total for Question 1 = 8 marks)

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You **must** also use information of your own.

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

3 Explain **two** of the following:

- The importance of the events in Hungary in 1956 for the development of the Cold War.

(8)

- The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union.

(8)

- The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe.

(8)

(Total for Question 3 = 16 marks)

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

If you answer Question 5, put a cross in this box ☒.

Option B4: Early Elizabethan England, 1558–88

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of the attempts to colonise Virginia in the 1580s.

(4)

Feature 1

Feature 2

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

(b) Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

[The live question paper will contain one more page of answer lines.]

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

Answer EITHER (c)(i) OR (c)(ii)

EITHER

(c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

OR

(ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

Paper 2: Cold War & Elizabeth I – 1hr 45 Minutes

Example Exam Papers:

Write your name here

Surname	Other names

Pearson Edexcel
GCSE (9–1)

Centre Number	Candidate Number

History

Paper 3: Modern depth study
Option 31: Weimar and Nazi Germany, 1918–39

Sample assessment materials for first teaching ~~September 2016~~

Time: 1 hour 20 minutes

Paper Reference **1HI0/31**

You must have:
Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

> I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'
>
> 'Before we gain it', I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'
>
> Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

1 Give **two** things you can infer from Source A about Hitler's leadership of the Nazi Party in the 1920s.

Complete the table below to explain your answer.

(i) What I can infer:
Details in the source that tell me this:
(ii) What I can infer:
Details in the source that tell me this:

Total for Question 1 = 4 marks

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

2 Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use the following in your answer:

- military terms
- territorial terms

You **must** also use information of your own.

[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

Sources/interpretations for use with Section B.

Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.

> What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.

Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.

> What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the *Jungvolk** at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: '*Jungvolk* are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

**Jungvolk* – this was a section of the Hitler Youth for boys between the ages of 10 and 14.

Interpretation 1: From *Germany 1918–45* by J Cloake, published in 1997.

> Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

Interpretation 2: From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

> The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) **Study Sources B and C.**

How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

[The live question paper will contain one more page of answer lines.]

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

(b) **Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement.

You may use Sources B and C to help explain your answer.

(4)

Paper 3: Germany – 1 hr 20 Minutes

Example Exam Papers:

Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

(d) How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement?

Explain your answer, using both interpretations and your knowledge of the historical context.

(20)

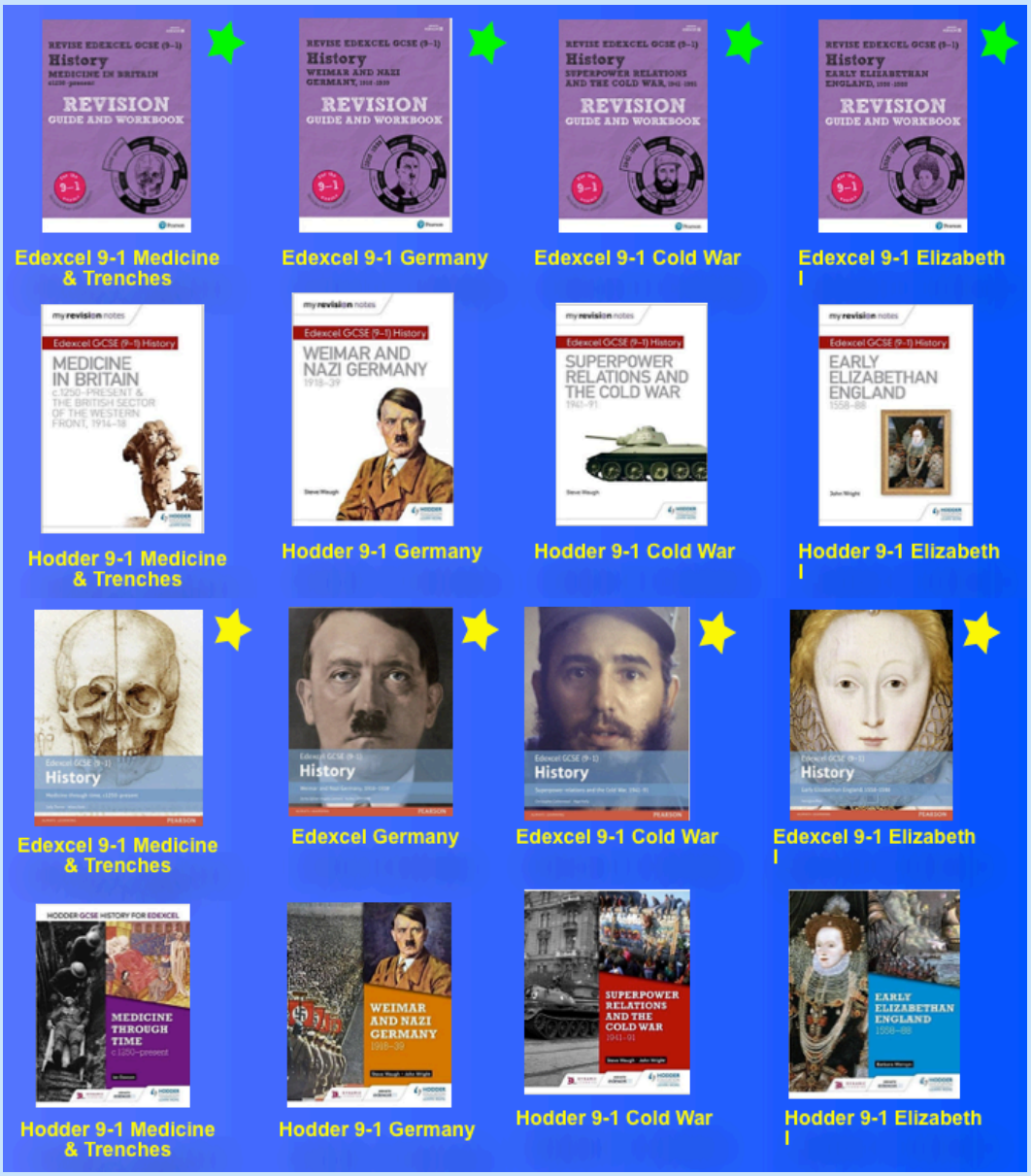
[The live paper will contain three more pages of answer lines.]

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

Paper 3: Germany – 1 hr 20 Minutes

Text / Revision Books:



You can purchase these text books / revision guides if you want to from: http://www.stchistory.com/text-books.html

Revision Guidance:

St Clement's High School

Blank revision timetable – Try to make it sync with your school timetable eg: If you have History Tuesday, maybe do History revision Monday night?

Eg:	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
3.00–4.00						9.00 – 10.00		
4.00–4.40						10.00-11.00		
5.00–5.40						11.00–12.00		
6.00-6:40						12.00 – 1.00		
7:00-7:40						1.00 – 2.00		
8:00 – 8:40						2.00-3.00		
9:00 – 9:40						3.00-4.00		
						4.00-5.00		
						5.00-6.00		
						6.00-7.00		
						7.00-8.00		
						8.00-9.00		

Rules:

Maximum 3 sessions a night, 1 should include Homework if you have any and 1 could include an official revision session after school between 3.00-4:00ish. Weekends should be well organised, don't forget your free time too! Each session should last approx. 40 minutes!

Download a blank timetable from the 'Revision Zone' of our website and organise yourselves sooner rather than later. It will be really helpful to get into a routine before Christmas.

Revision Guidance:

Revision Tips

Don't forget your exercise books should always be the first place you look when revising.

What to revise?

Get a copy of your syllabus / topics. Ask your teachers if you haven't been given one! Don't waste time learning stuff you don't need to know! Create a module mat similar to the one below with a ☺ and a ☹ before you start revising so you don't waste time revising what you already know well!

Edexcel B: SHP Unit 1A - Paper 1 (5 Questions - 1hr 15mins): Medicine & Public Health

Name: **Class:** **Teacher:** **Exam Date:**

	☺	😐	☹	Comments
Greek background				
Greek: Four Humours				
Hippocrates				Logic and observation
Supernatural & Logical				Greeks began challenging supernatural
50AD - 1350				
Cause of disease				
The Roman Empire				New ideas, cures, treatments, influences and money
Military hospitals				
Gladiators				New injuries
Galen				
Theory of the Opposites				Compared to Greek Four Humours
Public health				Sanitation - Aqueducts, Sewers, Water supplies etc...

DO's...	DON'T's...
• Plan your revision (Use the blank timetable also on our website) and stick to it! • Have lots of breaks in between sessions • Mix up your revision - Reading, watching clips, playing etc... • Teach people at home! • Diagrams as well as notes will help - particularly with "thought showers" • Revise with a friend • Work through past exam papers • Use the internet - especially YouTube • ASK your teachers for help! • Eat & drink regularly	• Work longer than 40 minutes per session • JUST read books / notes • Cram the night before (especially important for GCSE's) • Let revision get boring • Forget your discipline, when you've spent 40 minutes, STOP! • Wait until you're close to the date - revision should start as soon as possible, no later than 2-3 weeks before exam date! • Revise too late at night! • Keep your mobile phone with you! • Forget your FUN time!

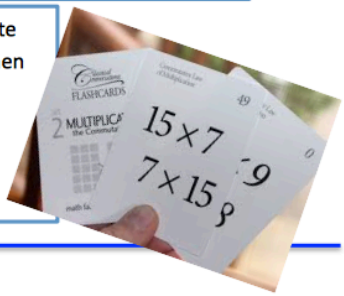
If your teachers are offering revision classes (keep checking the website or your classrooms), note the times and make sure you go!

Revision Guidance:

Post it Notes – Stick these all over the house, your bedroom and the fridge – WHEREVER you will see them frequently! You will learn by osmosis (naturally take it in).

Flash cards – On one side of the card write the question, on the other write the answer! Leave these by the kettle or the phone and every now and then have a little quiz.

Make a rap, song up to your favourite tunes changing the words to your subjects.



Where to revise?

Try to find somewhere where you won't be disturbed. If you can work with music on, this can help you relax. It can also drown out noises around you. De-clutter your desk, just have what you need! Have plenty of scrap paper handy.

If you're using the web to revise, make sure you know what you want to improve on *before* you start and do not distracted by anything else!

- Facebook / Twitter can be useful – See if your subject has a Twitter or Facebook page to ask questions and get replies as well as answer your friends questions too History – www.facebook.com/stchistory | http://www.stchistory.com | @StCHistory

- http://www.yourhomework.co.uk/revision-tips-category.html - Great revision advice

When to revise?

When you have had your dinner and have no more distractions is useful, as well as before you go home when you're in "school mode" – there are plenty of empty classrooms or teachers staying behind too!

Make sure you have FUN time! Football training, Basketball, Hockey, Horse riding, walking the dog etc…

Social Media:

We, as a department, are available to support you throughout this GCSE Course, you can ask for help in class, writing questions in your books, Emailing us or contacting us on Social Media at the following:

www.instagram.com/STCHISTORY

www.facebook.com/STCHISTORY

www.twitter.com/STCHISTORY

Our department website:

www.STCHistory.com