



YEAR 11 GCSE HISTORY REVISION PACK



Exam Board: Pearson Edexcel

Papers:

Paper One: Medicine Through Time and WW1 Historical Environment
(15th May 2026)

Paper Two: Early Elizabethan England
Superpowers and the Cold War (4th June 2026).

Paper Three: Weimar and Nazi Germany (9th June 2026)

Contents:

1. Daily questions from all papers
2. Sources/Interpretations
3. Weekly Retrieval Quizzes
4. Short Revision Activities
5. Writing Frames for Each Paper.

Use lined paper or your History book to complete the exam questions.

Other activities can be completed on the booklet.

This is by no means all the revision you should be doing – but it is a starting point.



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Complete a question a day – the number of marks each question is worth is in brackets. For the Interpretations and Source questions, please use the Interpretations and Sources on pages 5-8 to answer them. The weekly quizzes are on pages 9-10. Do this on lined paper or in your History book.

| Symbol | Meaning |
|--------|--|
| ● | Paper 1 — Medicine Through Time |
| ■ | Paper 1 — Western Front (WWI Medicine) |
| ■ | Paper 2 — Elizabeth & Cold War |
| ■ | Paper 3 — Weimar & Nazi Germany |
| ○ | Weekly Quiz |

| ✓ | Date | Topic / Focus Area | Paper | Full Exam Question |
|--------------------------|--------|---------------------------|-------|---|
| <input type="checkbox"/> | 10 Mar | Medieval Medicine | ● | Explain one similarity between medieval and Renaissance treatments . (4 marks) |
| <input type="checkbox"/> | 11 Mar | Elizabeth's Problems 1558 | ■ | Explain why Elizabeth faced problems in 1558. <i>You may refer to religion and marriage.</i> (12 marks) |
| <input type="checkbox"/> | 12 Mar | Weimar Problems | ■ | Explain why the Weimar Republic faced problems in 1919–23. <i>You may refer to the Treaty of Versailles and political extremism.</i> (12 marks) |
| <input type="checkbox"/> | 13 Mar | Renaissance Medicine | ● | Explain one difference between medieval and Renaissance causes of disease . (4 marks) |
| <input type="checkbox"/> | 14 Mar | Religious Settlement | ■ | Explain why Elizabeth introduced the Religious Settlement. <i>You may refer to religion and control.</i> (12 marks) |
| <input type="checkbox"/> | 15 Mar | Weekly Quiz | ○ | Weekly Quiz 1 |
| <input type="checkbox"/> | 16 Mar | 19th-Century Medicine | ● | Explain why germ theory was important for the development of medicine. <i>You may refer to Pasteur and Koch.</i> (12 marks) |
| <input type="checkbox"/> | 17 Mar | Mary Queen of Scots | ■ | Explain why Mary Queen of Scots was a threat to Elizabeth. <i>You may refer to religion and succession.</i> (12) |
| <input type="checkbox"/> | 18 Mar | Munich Putsch | ■ | Explain why the Munich Putsch failed in 1923. <i>You may refer to poor planning and lack of support.</i> (12) |
| <input type="checkbox"/> | 19 Mar | Surgery | ● | Explain why surgery improved in the 19th century. <i>You may refer to anaesthetics and antiseptics.</i> (12) |
| <input type="checkbox"/> | 20 Mar | Cold War Origins | ■ | Explain the importance of the Truman Doctrine for the development of the Cold War. (8) |
| <input type="checkbox"/> | 21 Mar | Nazi Rise | ■ | Interpretation: What is the main difference between two interpretations about why the Nazis gained support after 1929? (4) |
| <input type="checkbox"/> | 22 Mar | Weekly Quiz | ○ | Weekly Quiz 2 |
| <input type="checkbox"/> | 23 Mar | Berlin Blockade | ■ | Write a narrative account analysing the key events of the Berlin Blockade. (8) |
| <input type="checkbox"/> | 24 Mar | Hitler's Dictatorship | ■ | Explain why Hitler was able to establish a dictatorship in 1933–34. <i>You may refer to the Enabling Act and the Night of the Long Knives.</i> (12) |



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| | | | | |
|--------------------------|--------|------------------------------|---|---|
| <input type="checkbox"/> | 25 Mar | Public Health | ● | Explain why public health improved in the 19th century. <i>You may refer to government action and scientific developments.</i> (12) |
| <input type="checkbox"/> | 26 Mar | Cold War Tensions | ■ | Explain the importance of the Marshall Plan for the development of the Cold War. (8) |
| <input type="checkbox"/> | 27 Mar | Life in Nazi Germany | ■ | Interpretation: What is the main difference between two interpretations about life in Nazi Germany? (4) |
| <input type="checkbox"/> | 28 Mar | Modern Medicine | ● | How far do you agree: "Science and technology were the main reasons for improvements in modern medicine"? (20) |
| <input type="checkbox"/> | 29 Mar | Weekly Quiz | ○ | Weekly Quiz 3 |
| <input type="checkbox"/> | 30 Mar | Nazi Propaganda | ■ | Interpretation: What is the main difference between two interpretations about Nazi propaganda? (4) |
| <input type="checkbox"/> | 31 Mar | Western Front (WWI Medicine) | ■ | How useful are Sources A and B for an enquiry into medical treatment on the Western Front? (8) |
| <input type="checkbox"/> | 01 Apr | Elizabeth's Problems 1558 | ■ | Explain why Elizabeth faced problems in 1558. <i>You may refer to religion and finances.</i> (8) |
| <input type="checkbox"/> | 02 Apr | Weimar Problems | ■ | Explain why the Weimar Republic faced problems in 1919–23. <i>You may refer to uprisings and hyperinflation.</i> (12) |
| <input type="checkbox"/> | 03 Apr | Renaissance Medicine | ● | Explain why medical ideas changed in the Renaissance. <i>You may refer to Vesalius and printing.</i> (12) |
| <input type="checkbox"/> | 04 Apr | Religious Settlement | ■ | "The Religious Settlement was largely successful" How far do you agree? <i>You may refer to the Crucifix Controversy and Royal Injunctions</i> (16) |
| <input type="checkbox"/> | 05 Apr | Weekly Quiz | ○ | Weekly Quiz 4 |
| <input type="checkbox"/> | 06 Apr | 19th-Century Medicine | ● | How far do you agree: "Germ Theory was the most important turning point in medicine"? (20) |
| <input type="checkbox"/> | 07 Apr | Mary Queen of Scots | ■ | Explain why Mary Queen of Scots was a threat to Elizabeth. <i>You may refer to plots and religion.</i> (12) |
| <input type="checkbox"/> | 08 Apr | Munich Putsch | ■ | Explain why the Munich Putsch failed in 1923. <i>You may refer to police resistance and poor organisation.</i> (12) |
| <input type="checkbox"/> | 09 Apr | Surgery | ● | Explain why surgery improved in the 19th century. <i>You may refer to Lister and Simpson.</i> (12) |
| <input type="checkbox"/> | 10 Apr | Cold War Origins | ■ | Explain the importance of NATO for the development of the Cold War. (8) |
| <input type="checkbox"/> | 11 Apr | Nazi Rise | ■ | Interpretation: How far do you agree with Interpretation 2 about how the Nazis rose to power after 1929? (20) |
| <input type="checkbox"/> | 12 Apr | Weekly Quiz | ○ | Weekly Quiz 5 |
| <input type="checkbox"/> | 13 Apr | Berlin Blockade | ■ | Write a narrative account analysing the key events of the Berlin Blockade. (8) |
| <input type="checkbox"/> | 14 Apr | Weimar Republic | ■ | Explain why Gustav Stresemann's reforms helped stabilise Germany between 1923 and 1929. <i>You may use the Rentenmark and The Dawes plan.</i> (12) |
| <input type="checkbox"/> | 15 Apr | Public Health | ● | Explain why public health improved in the 19th century. <i>You may refer to Chadwick and the Public Health Acts.</i> (12) |

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| | | | | |
|--------------------------|--------|------------------------------|---|---|
| <input type="checkbox"/> | 16 Apr | Cold War Tensions | ■ | Explain the importance of the Arms Race for the development of the Cold War. (8) |
| <input type="checkbox"/> | 17 Apr | Life in Nazi Germany | ■ | Interpretation: What is the main difference between two interpretations about opposition to the Nazis? (4) |
| <input type="checkbox"/> | 18 Apr | Modern Medicine | ● | Explain one difference between 19th-century and modern prevention of disease. (4) |
| <input type="checkbox"/> | 19 Apr | Weekly Quiz | ○ | Weekly Quiz 6 |
| <input type="checkbox"/> | 20 Apr | Weimar Republic | ■ | Explain why the Weimar Republic faced problems in 1919–23. (12) |
| <input type="checkbox"/> | 21 Apr | Medieval Medicine | ● | Explain one similarity between medieval and modern causes of disease . (4) |
| <input type="checkbox"/> | 22 Apr | Elizabeth's Problems 1558 | ■ | Explain why Elizabeth faced problems in 1558. <i>You may refer to foreign threats and legitimacy.</i> (12) |
| <input type="checkbox"/> | 23 Apr | Rise of Hitler | ■ | Explain why the Nazis gained support after 1929. (12) |
| <input type="checkbox"/> | 24 Apr | Renaissance Medicine | ● | How far do you agree: "The Renaissance transformed medical knowledge"? (20) |
| <input type="checkbox"/> | 25 Apr | Religious Settlement | ■ | Explain why the Virginia Colony failed. (12) |
| <input type="checkbox"/> | 26 Apr | Weekly Quiz | ○ | Weekly Quiz 7 |
| <input type="checkbox"/> | 27 Apr | 19th-Century Medicine | ● | Explain one similarity between 19th-century and modern treatments . (4) |
| <input type="checkbox"/> | 28 Apr | Mary Queen of Scots | ■ | Explain why Mary Queen of Scots was a threat to Elizabeth. <i>You may refer to plots and Catholic support.</i> (12) |
| <input type="checkbox"/> | 29 Apr | Munich Putsch | ■ | Explain why the Munich Putsch failed in 1923. <i>You may refer to poor planning and lack of support.</i> (12) |
| <input type="checkbox"/> | 30 Apr | Western Front (WWI Medicine) | ■ | How useful are Sources A and B for an enquiry into medical treatment on the Western Front? (8) |

Sources/Interpretations for Questions

■ WWI MEDICINE — USEFULNESS SOURCES

Source A — Diary of a stretcher-bearer, 1916

"The mud was so deep that each step felt like dragging a wounded man through glue. Shells burst around us as we carried the injured back to the dressing station. Many men were bleeding heavily, and we had little time to stop it before moving them on."

Source B — Photograph of a Casualty Clearing Station, 1917



NAZI GERMANY — USEFULNESS SOURCES

1. Nazi Propaganda

Source A — Goebbels’ speech, 1934

“The German people must be united in thought and purpose. Through radio, film and newspapers, we will ensure that every citizen understands the greatness of our nation and the leadership of the Führer.”

Source B — Nazi propaganda poster, 1936. This mid-1930s poster says, “The NSDAP [Nazi Party] protects the people. Your fellow comrades need your advice and help, so join the local party organisation.



2. Life in Nazi Germany

Source A — Letter from a German factory worker, 1938

“Work is steady now, and wages have improved. But we must be careful what we say. A neighbour was questioned by the Gestapo for complaining about shortages.”

Source B — Photograph of a Nazi rally, 1937





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■ HISTORIAN INTERPRETATIONS

1. Why the Nazis gained support after 1929

Interpretation 1 — Dr. Anna Keller

“The surge in Nazi support after 1929 can be attributed primarily to Hitler’s personal appeal. His speeches offered clarity and certainty at a time when the Weimar government appeared paralysed by indecision. Hitler presented himself as a man of action, someone capable of restoring national pride and reversing the humiliation of Versailles.

His ability to adapt his message to different audiences was crucial. To industrialists he promised stability; to workers he promised jobs; to farmers he promised protection from falling prices. This flexibility, combined with his powerful oratory, made Hitler the central driving force behind the party’s electoral success.”

Interpretation 2 — Prof. Lukas Reinhardt

“The rise of the Nazis after 1929 was driven less by Hitler’s charisma and more by the desperation caused by the Great Depression. Millions of Germans lost their jobs, savings and security. In this climate, extremist parties flourished because they offered simple explanations and radical solutions.

The Nazis benefited from this environment, but they were not unique. Support for the Communists also rose sharply. What distinguished the Nazis was not Hitler’s leadership, but the collapse of faith in the Weimar system. Economic crisis, political fragmentation and fear of social breakdown pushed ordinary people towards parties that promised decisive change.”

2. Life in Nazi Germany

Interpretation 1 — Dr. Miriam Vogel

“For many Germans, life under Nazi rule brought tangible improvements. Employment rose dramatically as rearmament and public works projects expanded. Families benefited from new welfare schemes, subsidised holidays and affordable radios. These measures created a sense of stability and progress after years of economic hardship. While the regime was authoritarian, it is important to recognise that a significant proportion of the population experienced real material gains. For these Germans, the 1930s were remembered as a period of renewed national confidence.

Interpretation 2 — Prof. Daniel Weiss

“Life in Nazi Germany was dominated by fear, surveillance and coercion. The Gestapo, though smaller than often imagined, created an atmosphere in which dissent was dangerous. Ordinary citizens learned to censor themselves, aware that a careless remark could lead to interrogation or imprisonment. The apparent improvements in living standards masked a society built on repression. Minorities were persecuted, political opponents silenced, and cultural life tightly controlled. For many Germans — especially Jews, disabled people and political dissidents — the Nazi state brought suffering, exclusion and violence.

3. Nazi Propaganda

Interpretation 1 — Dr. Felix Hartmann

“Nazi propaganda succeeded because it tapped into existing hopes and frustrations. Goebbels understood the emotional power of imagery and repetition. Posters, films and rallies presented a vision of unity, strength and national renewal that appealed to a population weary of division. Propaganda did not simply deceive; it offered a compelling narrative that many Germans wanted to believe. By presenting Hitler as a heroic figure and the nation as reborn, the regime created a sense of belonging that resonated across social groups.”

Interpretation 2 — Prof. Sabine Adler

“The effectiveness of Nazi propaganda lay not in inspiration but in intimidation. The regime controlled every major form of communication, leaving little room for alternative viewpoints. Newspapers were censored, radio broadcasts tightly scripted, and films carefully monitored. In this environment, propaganda functioned as a tool of coercion. People supported the regime publicly because dissent was dangerous. The constant presence of Nazi symbols and messages created a climate in which conformity was expected and opposition suppressed.



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4. Hitler's Leadership

Interpretation 1 — Dr. Otto Bergmann

“Hitler was the driving force behind the Nazi movement. His ideological convictions shaped the regime’s policies, from rearmament to racial persecution. He set the tone for government, demanding loyalty and initiative from subordinates while maintaining ultimate authority. His decisions — such as withdrawing from the League of Nations or remilitarising the Rhineland — demonstrate a leader willing to take bold risks. Without Hitler’s personal ambition and determination, the Nazi dictatorship would not have developed in the way it did.”

Interpretation 2 — Prof. Helena Strauss

“Hitler’s leadership was far less decisive than often portrayed. He frequently avoided detailed decision-making, leaving subordinates to interpret his vague instructions. This created a chaotic system in which rival officials competed for influence, often pushing policies in more radical directions than Hitler explicitly demanded. The regime’s development was shaped as much by structural weaknesses in Weimar Germany and the ambitions of Nazi officials as by Hitler himself. Rather than a master planner, Hitler was a figurehead whose authority depended on the initiative of those around him.”

5. Opposition to the Nazis

Interpretation 1 — Dr. Karl Neumann

“Opposition to the Nazis remained limited because most Germans supported the regime. Many welcomed the restoration of order, the reduction of unemployment and the revival of national pride. Even those who disagreed with aspects of Nazi policy often felt that the regime was preferable to the instability of the Weimar years. The absence of widespread resistance reflects the extent to which the Nazis succeeded in winning over the population, at least in the early years of their rule.

Interpretation 2 — Prof. Erika Hoffmann

“Opposition to the Nazis existed but was suppressed with ruthless efficiency. The Gestapo, concentration camps and a network of informers ensured that dissent was dangerous. Groups such as the Communists, Social Democrats and church organisations attempted resistance, but their efforts were fragmented and quickly crushed. The lack of large-scale opposition does not indicate support; it reflects the climate of fear created by the regime. Many Germans were unwilling to risk their lives or the safety of their families by resisting openly.”



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★ WEEKLY QUIZ 1

(Covers: Medieval Medicine, Elizabeth's Problems, Weimar Problems)

1. What did most medieval people believe caused disease? A) Germs B) Miasma C) DNA mutations D) Industrial pollution
2. Name one common medieval treatment.
3. Give one similarity in **treatments** between the medieval and Renaissance periods.
4. Why was religion a problem for Elizabeth in 1558?
5. Why was marriage a problem for Elizabeth?
6. Which treaty caused major resentment in Germany after WWI? A) Treaty of Berlin B) Treaty of Versailles C) Treaty of Munich D) Treaty of Frankfurt
7. Name one economic problem faced by the Weimar Republic in 1919–23.
8. Name one political problem faced by the Weimar Republic in 1919–23.
9. What was the medieval explanation for illness linked to God?
10. What year did Elizabeth become queen?

★ WEEKLY QUIZ 2

(Covers: Renaissance Medicine, Religious Settlement, Nazi Rise)

1. Name one way Vesalius improved medical knowledge.
2. Give one difference in **causes of disease** between medieval and Renaissance periods.
3. Which year was the Religious Settlement introduced? A) 1558 B) 1559 C) 1563 D) 1570
4. Name one aim of the Religious Settlement.
5. What was the Berlin Ultimatum?
6. Name one way the Depression helped the Nazis.
7. What invention helped spread new medical ideas in the Renaissance?
8. Name one group unhappy with the Religious Settlement.
9. What was the role of propaganda in Nazi support?
10. Who wrote *The Fabric of the Human Body*?

★ WEEKLY QUIZ 3

(Covers: 19th-Century Medicine, Cold War Origins, Nazi Propaganda)

1. Who published Germ Theory?
2. Give one reason Germ Theory was important.
3. Name one 19th-century anaesthetic.
4. The Truman Doctrine aimed to: A) Rebuild Germany B) Contain communism C) End the arms race D) Support the USSR
5. Name one country that received Marshall Aid.
6. Who was president during the Cuban Missile Crisis?
7. Name one method of Nazi propaganda.
8. What problem did antiseptics solve?



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9. What was the purpose of NATO?
10. What year was Germ Theory published?

★ WEEKLY QUIZ 4

(Covers: Public Health, Mary Queen of Scots, Munich Putsch)

1. Name one problem with public health before 1850.
2. Name one improvement after the 1875 Public Health Act.
3. Why was Mary a threat to Elizabeth?
4. Name one plot linked to Mary.
5. The Munich Putsch took place in: A) 1921 B) 1923 C) 1925 D) 1929
6. Name one reason the Putsch failed.
7. What did Chadwick argue caused poor health?
8. What was the Berlin Blockade?
9. Name one group targeted by the Nazis.
10. What year was the Public Health Act?

★ WEEKLY QUIZ 5

(Covers: Cold War Tensions, Hitler's Dictatorship, Surgery)

1. Name one superpower involved in the Arms Race.
2. Why did the Arms Race increase tension?
3. What was the Enabling Act?
4. What happened during the Night of the Long Knives?
5. Name one improvement made by Lister.
6. Name one improvement made by Simpson.
7. What was the purpose of the Marshall Plan?
8. What happened during the Hungarian Uprising?
9. What is antiseptic surgery?
10. What year did Hitler become Chancellor?

★ WEEKLY QUIZ 6

(Covers: Modern Medicine, Opposition to Nazis, Cold War)

1. Name one modern method of preventing disease.
2. Name one modern treatment.
3. Name one group that opposed the Nazis.
4. Why was opposition to the Nazis difficult?
5. What was the purpose of the Truman Doctrine?
6. Name one Cold War crisis.



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7. What is the difference between Comecon and Cominform?
8. What is the NHS?
9. What was the Arms Race?
10. What year was the NHS founded?

★ WEEKLY QUIZ 7

(Covers: Renaissance Medicine, Religious Settlement, 19th-Century Medicine)

1. Name one discovery made by Vesalius.
2. Name one discovery made by Harvey.
3. What was the Act of Uniformity?
4. What was the Act of Supremacy?
5. Name one reason public health improved.
6. Name one reason surgery improved.
7. What did Koch discover?
8. Why was Mary Queen of Scots executed?
9. What was the Berlin Airlift?
10. What year did Harvey publish his work on the circulation of blood?

Revision Activities

On the next few pages, there are two revision activities for each paper.

This is not all the revision you should be doing; this is a way for you to assess what you need to improve on and what knowledge you are missing.

You can complete this in the booklet.

Use the textbook scans, knowledge organisers and your books to help you if you need it.

The activities are in order of paper:

Paper One – Medicine

Paper Two – Elizabeth/Cold War

Paper Three – Nazi Germany

Writing Frames

On the last pages of the booklet, there are writing frames and how to guides for every single question in the GCSE.

Use these to help you answer your daily questions and other questions you are completing in your own time.

If you would like your teacher to mark these questions, bring them to them in your lessons.

Cause, Treatment or Prevention of Disease

It is really important to read the exam questions carefully and identify which aspect of medicine they are referring to. For each of the ideas and terms below, select and tick which category they best fit. Be careful, some terms can be placed in more than one category!

| | |
|-------------------------|--|
| Cause of Disease | This links to what makes someone become ill or how healthy people catch a disease. |
| Treatment | This links to how someone who is already ill tries to make themselves better or find a cure. |
| Prevention | This links to how a healthy person attempts to stop ever becoming ill with a particular disease. |

| Key Term | Cause | Treatment | Prevention | Key Term | Cause | Treatment | Prevention |
|----------------------------|-------|-----------|------------|-------------------------|-------|-----------|------------|
| Pasteur's Germ Theory | | | | God | | | |
| Miasma | | | | Anaesthetics | | | |
| Prayer | | | | 1875 Public Health Act | | | |
| Vaccination | | | | Lifestyle Campaigns | | | |
| Development of Microscopes | | | | The NHS | | | |
| Work of Robert Koch | | | | Hospitals | | | |
| Magic Bullets | | | | X-Rays | | | |
| Apothecary | | | | Astrology (the stars) | | | |
| Penicillin | | | | The Theory of Opposites | | | |
| The Four Humours | | | | Bleeding | | | |
| Barber Surgeons | | | | Chemotherapy | | | |
| Antiseptic | | | | The Printing Press | | | |

Medicine in Britain Key Individuals

Link each key individual to the matching fact about them.

1. Thomas Sydenham

3. Louis Pasteur

5. Edward Jenner

7. H. Florey & E. Chain

9. Robert Koch

11. John Snow

13. William Roentgen

15. James Watson

2. William Harvey

4. Florence Nightingale

6. Alexander Fleming

8. Andreas Vesalius

10. Joseph Lister

12. Paul Ehrlich

14. James Simpson

16. Galen & Hippocrates

A. I improved hospital care for wounded soldiers during the Crimean War and improved the nursing and midwife professions

C. I used new scientific observations of my patients to diagnose illness rather than rely on the books of the ancient Greeks

E. I was the first to notice that bacteria in a petri dish was being killed by mould. This later became an antibiotic called penicillin

G. I was the surgeon who discovered that carbolic acid killed bacteria. My spray was used for aseptic surgery & create aseptic surgery

I. We were ancient Greek doctors whose published work influenced doctors in Europe until the end of the Medieval period

K. I was a Scottish doctor who first discovered the use of chloroform as an anaesthetic in surgery.

M. I was the scientist who led the Human Genome Project in 1990 which aimed to map every gene in human DNA.

O. My work led to a vaccination against the deadly disease smallpox by using cowpox but my ideas were disliked at the time.

B. I successfully identified that different germs cause different diseases. I discovered the bacteria that caused tuberculosis in 1882

D. I used human dissections to discover that blood is pumped around the body by the heart, veins and arteries

F. I am the doctor who discovered that dirty water from the Broad Street pump was the cause of cholera in London in the 1800s.

H. We both continued Fleming's research into penicillin. We proved its effectiveness as an antibiotic and secured funding from the US

J. I am the Frenchman who published my ground breaking 'Germ Theory'. My work influenced many others such as Robert Koch.

L. I was the German who first discovered X-Ray technology which could identify solid objects such as bone inside the body

N. I was one of the first to carry out dissections on human bodies and published famous books about human anatomy in 1536 and 1543

P. Alongside Dr Hata, we developed the first 'Magic Bullet' Salvarsan 606 – the 606th chemical compound which was tested

Know Your Western Front Facts

| | |
|---|--|
| 1. List 3 facts about the 'Chain of Evacuation' for moving injured soldiers. | 2. List 3 weapons which caused severe injury or death on the Western Front. |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| BONUS: How accurate do you think diagrams showing the 'Chain of Evacuation' are compared to reality? | BONUS: Which weapon do you think was feared the most by the British soldiers? |
| 3. List 3 methods which were developed to treat and prevent infection. | 4. List 3 ways that treatment for broken bones improved. |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| BONUS: Why was infection a serious risk on the Western front? | BONUS: Why were broken bones such a high risk injury? |
| 5. List 3 ways the environment of the Western Front caused illness/disease. | 6. List 3 facts about shell shock and its impact on soldiers on the Western Front. |
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| BONUS: Why was winter on the Western Front particularly bad for treating soldiers? | BONUS: Why should you be careful with the official statistics for shell shock issued by the government? |
| 7. List 2 forms of medical transport used to move sick/injured soldiers. | 8. List 2 examples of improvements to medical care during the war |
| 1 | 1 |
| 2 | 2 |
| BONUS: Which form of transport saw the most significant improvement? | BONUS: Which of these do you think was the biggest turning point? |

Early Elizabethan England Key Individuals

Link each key individual to the matching fact about them.

1. Robert Dudley

2. Jane Nevil & Ann Percy

3. Mary, Queen of Scots

4. Roberto Ridolfi

5. Sir William Cecil

6. Francis Throckmorton

7. The Pope Pius V

8. Anthony Babington

9. King Philip II

10. Francis Walsingham

11. The Duke of Alba

12. The Duke of Alencon

13. Richard Grenville

14. Walter Raleigh

15. James Pilkington

16. Francis Drake

A. Elizabeth I's first Secretary of State when she came to the throne in 1558. Her most trusted advisor.

B. This nobleman was an explorer and was asked by Elizabeth to plan the attempted colonisation of Virginia (America) in 1584.

C. Organised a plot to kill Elizabeth. He planned make Mary, Queen of Scots the new Catholic Queen with Spanish support in 1583.

D. The wives of the Earl of Westmoreland and Earl of Northumberland who influenced them to begin the 'Revolt of the Northern Earls'.

E. He was known as a 'privateer' by Elizabeth but a 'pirate' by the Spanish. Attacked Cadiz and circumnavigated the globe.

F. Commanded English troops in the Netherlands to disrupt the Spanish and stop them from using the deep sea port of Ostend.

G. As Raleigh stayed in England, this man was chosen to lead the first attempted colonisation of Virginia in 1585

H. He was chosen as a new Protestant Bishop of Durham in 1561. This angered Catholics in the north enough to plan a 'revolt'.

I. Elizabeth's cousin and Catholic threat to the throne of England. Was supported by various plotters to assassinate Elizabeth I.

J. An Italian banker who lived in England and planned a failed plot to kill Elizabeth I in 1571.

K. He was responsible for formally excommunicating Elizabeth from the Catholic Church and issuing a Papal Bull against her.

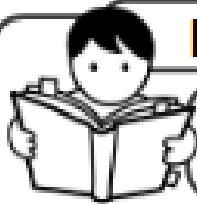
L. He wrote to Mary, Queen of Scots and agreed another plot to kill Elizabeth. His letters were found by Francis Walsingham in 1586.

M. He was chosen as Elizabeth's new Secretary of State in 1573 and known as Elizabeth's 'Spy Master General'.

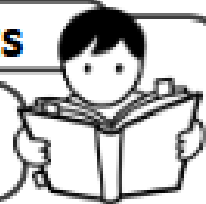
N. A French duke who Elizabeth promised to marry if he helped defend France from the threat of the Spanish in the Netherlands.

O. He was the strict Catholic King of Spain who attempted to invade England with his armada in 1588.

P. A brutal Spanish commander sent by Spain to the Netherlands to stop Dutch rebellions and set up the Council of Blood.



Early Elizabethan England Key Events



Briefly outline what happened during the following events.
Then draw a basic icon to help you remember the event.

| | | |
|------------------------------|--|--|
| The Religious Settlement | | |
| The Puritan Challenge | | |
| Revolt of the Northern Earls | | |
| Ridolfi Plot 1571 | | |
| Throckmorton Plot 1583 | | |
| Babington Plot 1586 | | |
| Execution of Mary, Q of S | | |
| Spanish Fury 1576 | | |
| Drake's Raid on Cadiz | | |
| Spanish Armada 1588 | | |
| Vagabonds Act 1572 | | |
| Drake's Circumnavigation | | |
| The 'Virginia Project' | | |

Superpower Relations & Cold War Key Individuals

Link each key individual to the matching fact about them.

1. Winston Churchill

2. Joseph Stalin

3. Harry S Truman

4. George Kennan

5. George Marshall

6. Imre Nagy

7. Nikita Khrushchev

8. John F. Kennedy

9. Fidel Castro

10. Che Guevara

11. Leonid Brezhnev

12. Alexander Dubcek

13. Willy Brandt

14. President Raegan

15. Mikhail Gorbachev

16. Osama Bin Laden

A. Worked as a US diplomat in Moscow (Russia) and sent a 'long' telegram informing the US about Stalin's threat against capitalism.

B. A revolutionary leader of the Cuban Revolution who met with Khrushchev in 1960 to agree an alliance with the Soviet Union.

C. He was part of the Tehran and Yalta Conferences and made his famous 'Iron Curtain' speech.

D. The leader of the Soviet Union after the Second World War who argued for more land in Eastern Europe.

E. The leader of Hungary who wanted to leave the Warsaw Pact. His actions led to the Hungarian Uprising in 1956.

F. The leader of the Soviet Union who introduced his own 'Doctrine' in 1968 after the Prague Spring.

G. Another famous leader of the Cuban Revolution in 1959 made iconic for his image and support of Communism.

H. The Soviet leader responsible for the building of the Berlin Wall in 1961 and who supported Cuba in the 1960s.

I. The leader of the Soviet Union who introduced glasnost and perestroika. Credited with the 'collapse' of Communism by 1990.

J. The American President responsible for using the atomic bombs on Japan and who was present at the Potsdam Conference.

K. The US President whose actions led to a 'Second Cold War'. He pushed for the SDI and called the Soviet Union an 'Evil Empire'.

L. The leader of West Germany who had great influence over the USA. He was partly responsible for Détente during the 1970s.

M. A Mujahadeen leader in Afghanistan who was given funding and weapons training to defeat the Soviet troops there.

N. The American President who visited Berlin in 1963 and who helped avoid war over Cuba after the Bay of Pigs incident.

O. The US Secretary of State who came up with the plans to send economic aid to Eastern European countries to get them on side.

P. The Communist leader of Czechoslovakia who called for changes during a period known as the 'Prague Spring'.

Basic Cold War Timeline

| | | |
|------|--|---|
| 1942 | 1943: The T _____ C _____ | |
| 1944 | Feb. 1945: The Y _____ C _____ | Jul. 1945: The P _____ C _____ |
| 1946 | Aug. 1945: Dropping of a _____ b _____ on J _____ | |
| 1948 | 1946: Churchill's 'I _____ C _____' speech | |
| 1950 | 1947: The T _____ D _____ and M _____ P _____ | |
| 1952 | 1948: The B _____ B _____ and B _____ A _____ | |
| 1954 | 1949: The creation of N. _____ | 1949: The formation of Soviet E _____ Germany |
| 1956 | 1955: The creation of the W _____ P _____ | |
| 1958 | 1956: The H _____ U _____ | |
| 1960 | 1958: Khrushchev's 'B _____ U _____' | 1961: Building of the B _____ W _____ |
| 1962 | 1959: The C _____ R _____ | |
| 1964 | 1961: The B _____ of P _____ Incident | |
| 1966 | 1962: The C _____ M _____ C _____ | |
| 1968 | 1963: N _____ T _____ B _____ Treaty | |
| 1970 | 1967: The O _____ S _____ Treaty | |
| 1972 | 1968: The P _____ S _____ | 1968: The B _____ D _____ |
| 1974 | 1970: Start of a period of peace known as D _____ | |
| 1976 | 1972: SALT 1 (The S _____ A _____ L _____ T _____) | |
| 1978 | 1975: The H _____ A _____ | |
| 1980 | 1979: SALT _____ | 1979: The Soviet i _____ of A _____ |
| 1982 | 1980: US B _____ the M _____ O _____ | |
| 1984 | 1983: President R _____'s Strategic D _____ Initiative - 'S _____ W _____' | |
| 1986 | 1985: M _____ G _____ becomes the leader of the Soviet Union | |
| 1988 | 1987: The I _____ R _____ N _____ F _____ T _____ (INF) | |
| 1990 | 1988: Soviet Troops withdraw from A _____ | |
| 1990 | 1989: The Fall of the B _____ W _____ | |
| 1990 | 1990: The r _____ of Germany | 1991: The end of the W _____ P _____ |

Weimar & Nazi Germany Key Individuals

Link each key individual to the matching fact about them.

1. Adolf Hitler

2. Kaiser Wilhelm II

3. Friedrich Ebert

4. Rosa Luxemburg

5. Wolfgang Kapp

6. Gustav Stresemann

7. President Hindenburg

8. Anton Drexler

9. Ernst Rohm

10. Gustav von Kahr

11. General Ludendorff

12. Joseph Goebbels

13. Heinrich Himmler

14. Reinhard Heydrich

15. Martin Niemoller

16. Leni Riefenstahl

The highly respected soldier who became the leader of Hitler's S.A. (Brown Shirts) until his assassination in 1934.

He was the highly respected leader of the German Freikorps which attempted to overthrow Ebert in a 'putsch' in 1920.

Was a key leader of the Communist inspired Spartacist Revolt in 1919 along with Karl Liebknecht.

A well respected former World War One general who became President of Germany after the death of Ebert.

He was appointed as the Nazi Minister for the Enlightenment of the People - Hitler's Propaganda Minister.

A respected army general who marched through the streets of Munich with Hitler in 1923 and supported the Munich Putsch.

He was put in charge of the SS. The Nazi's elite 'Protection Squad'.

He set up the Pastor's Emergency League to oppose the Nazis in 1933 and famous for his speech about opposition against the Nazis.

He ruled Germany throughout the First World War but then abdicated in 1918 after Germany's loss.

Was a famous film director who was responsible for many Nazi propaganda films in the 1930s.

The leader of the German Workers Party (DAP) who was responsible for recruiting Adolf Hitler.

He was the leader of the NSDAP (or Nazi Party). He then became Chancellor of Germany in 1933 and Fuhrer in 1934.

He was put in charge of the Gestapo (secret police) and the SD - the Nazi Security Force'.

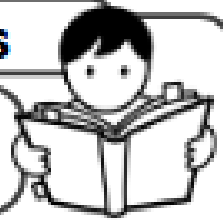
He was the leader of the Bavarian government who offered his full support to Hitler at the time of the Munich Putsch in 1923.

He became the Chancellor of Germany in 1923 and had the responsibility of solving the issues of the hyperinflation.

He was President of the Weimar Republic and responsible for creating the Weimar Constitution.



Weimar & Nazi Germany Key Events



Briefly outline what happened during the following events.
Then draw a basic icon to help you remember the event.

| | | |
|--------------------------|--|--|
| The Treaty of Versailles | | |
| Spartacist Revolt | | |
| The Kapp Putsch | | |
| The Hyperinflation | | |
| The Munich Putsch 1923 | | |
| The Bamberg Conference | | |
| Wall Street Crash 1929 | | |
| The Reichstag Fire 1933 | | |
| The Enabling Act 1933 | | |
| Night of the Long Knives | | |
| Hitler made Chancellor | | |
| Concordat 1933 | | |
| Kristallnacht 1938 | | |

GCSE History Writing Frames

Paper 1 Section A - Historic Environment *WW1 Medicine*

Q. 1a/b: Describe one feature of... [4]

6 minutes

Example: Describe one feature of the underground hospital at Arras.

What is a 'feature'?

A feature is something that is distinctive about that person, event or time or a characteristic of it. It is more than just a fact.

Structure:

Firstly, state what the overall feature of the person, event or topic is.

• 'One feature of...is...'

Then follow this up with specific historical facts about the feature.

• 'For example...'

Example answer:

'One feature of the underground hospital at Arras was 700 beds and several operating theatres.

For example, this would mean that soldiers could be treated quickly and effectively as the hospital was close to the battle site.

Top Tips:

- Include specific facts to support your feature and show off knowledge.
- If you write beyond the lines given to you, you may be wasting valuable time – move on.

Q. 2a. How useful...? [8]

12 minutes

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

STRUCTURE

1. **CONTENT:** What does the source tell you about the topic of the enquiry? Point out what is written or shown. You may use quotations here.

'Source A is useful as it shows/tells me...'

2. **KNOWLEDGE:** What do you know from your own knowledge in support?

'For example, I know that...'

3. **ANALYSIS:** Finally, think about the nature, origin and purpose of the source? How does it make the source accurate, trustworthy, reliable, bias etc?

'Source A may be useful because...'

'However, Source A may not be useful because...'

Top Tips:

- Analyse both sources separately.
- You no NOT compare them.
- Read the whole question – what is the enquiry focus?

Q. 2b. How would you follow up...? [4]

6 minutes

Example: How could you follow up Source B to find out more about the treatment of battle injuries by medical staff on the Western Front?

STRUCTURE

Detail in the Source that I would follow up:

• What can you read or see in the source that helps you answer your enquiry topic? State what it is.

Question I would ask;

• Think of one question that this prompts you to ask to help you with the enquiry.

What type of source I would use:

• Pick one type of source that would help you answer the question you have just given.

Be specific with what evidence you are asking for. When, who by, where from etc.

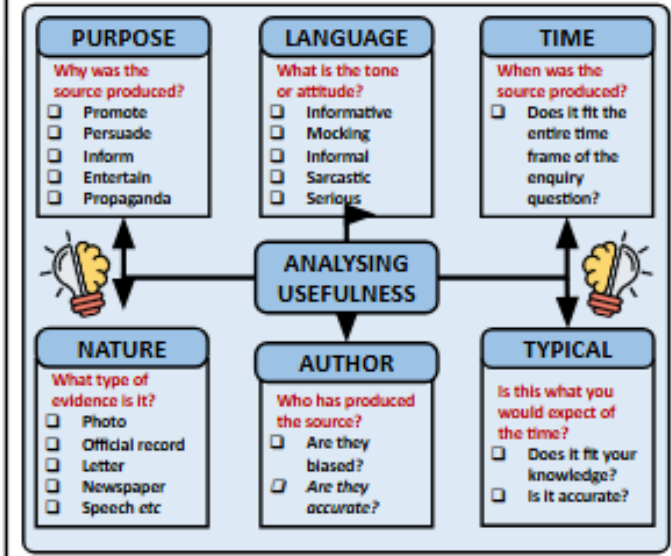
How this might help answer my question.

• Now explain WHY the source you have given would help answer your question. What will it allow you to find out?

Top Tips:

- Make sure you read the question fully, so you are fully aware of what the enquiry topic is.
- Follow the structure printed on the paper. Only write your question where it asks.

When analysing source usefulness, think about...



Types of Sources for your follow up

| Written | Visual |
|---|---|
| <input type="checkbox"/> National army records | <input type="checkbox"/> Sketches |
| <input type="checkbox"/> National newspaper reports | <input type="checkbox"/> Illustrations |
| <input type="checkbox"/> Government reports | <input type="checkbox"/> Illustrated newspapers |
| <input type="checkbox"/> Medical articles | <input type="checkbox"/> Newspaper cartoons |
| <input type="checkbox"/> Personal accounts e.g. a diary | <input type="checkbox"/> Portraits |
| <input type="checkbox"/> Photographs | <input type="checkbox"/> Painting |
| <input type="checkbox"/> Hospital records | <input type="checkbox"/> Artist's impression |
| <input type="checkbox"/> Army statistics | <input type="checkbox"/> Photographs |
| | <input type="checkbox"/> Diagrams |

How to answer GCSE History Questions

Paper 1 Section B Thematic Study *Medicine Through Time (1250-present day)*

Q.3: Similarity OR Difference [4]

6 minutes

Example: Explain one way in which ideas about cause of disease were **similar** in the Medieval period (c1000-c1500) and the Renaissance period, (c1500-c1700).

Structure:

- *'One similarity between the two periods was...'* (briefly outline the similarity in one sentence).
- *'For example, during the (1st period)...'* (Give specific facts about the similarity in this time).
- *'Similarly, during the (2nd period)...'* (Give specific facts about the similarity in this time).
- *'This remained similar because...'* (Explain why this continued).

Example: Explain one way in which punishments were **different** in the Medieval period (c1000-c1500) and the Early Modern period, (c1500-c1700).

Structure:

- *'One difference between the periods was...'* (briefly outline the similarity in one sentence).
- *'For example, during the (1st period)...'* (Give specific facts about the similarity in this time).
- *'However, by the (2nd period)...'* (Give specific facts about the similarity in this time).
- *'This changed because...'* (Explain why there was a difference/change).

Top Tips:

- Make your facts as accurate and specific as possible making use of key terms.
- You only need one similarity or difference
- Be succinct – this is only worth 4 marks.



Q.4: Explain why... [12]

20 minutes

Example: Explain why there was continuity in ideas about the cause of disease during the period c.1250-c.1500. You may use the following in your answer:

- The Church
- Galen

You must also use information of your own.

Structure → Three x P.E.E. Paragraphs

POINT

Briefly outline & introduce the first reason (or point) you want to give to answer the question. This can be in just one sentence.

'One reason why... was...'

EVIDENCE

Give facts about the reason you have given. Make them as specific and detailed as you can to show off your historical knowledge.

'For example...'

EXPLAIN

Now explain in detail why it was a cause or a reason. Remember, the focus is on the 'why' and not 'what' happened.

'This was a cause because... this meant that... which led to...'

Top Tips:

- No conclusion is needed.
- You need three different reasons in three clear paragraphs
- The bullet points in the question are just hints – you do not need to use them.
- The explanation in each paragraph should be the longest.



Q.5 OR 6: How far do you agree...? [16 + 4]

30 minutes

Example: 'There was rapid change in ideas about the causes of illness and disease in the period c1700-c1900'. **How far do you agree?**

You may use the following information in your answer:

- Spontaneous generation
- Louis Pasteur

You must use information of your own.

The 1st bullet point will help you support the statement

The 2nd bullet point will help you think of another argument.

You must also include another factor of your own.

Structure → A balanced answer with 3 x P.E.E.

INTRODUCTION

Briefly outline what your argument is going to be.

'I strongly believe that...'

P.E.E. PARAGRAPH 1

- Explain the factor that is given in the statement.
- How far do you think it was the main factor?

P.E.E. PARAGRAPH 2

- Now fully explain another alternative or opposing factor/reason.
- How far do you think it was the main factor?

P.E.E. PARAGRAPH 3

- Finally, fully explain another reason/factor.
- How far do you think it was the main factor?

CONCLUSION/FINAL JUDGEMENT

Argue your case. What is your opinion? Explain your argument clearly.



Top Tips:

- Make sure you have a 'for' and 'against' balanced answer to show your knowledge of both sides of the argument.
- Always make sure you explain the factor given to you in the statement. It's there as the examiner wants to test you on it.
- Make sure the opinion that you give in your introduction matches what you argue in your conclusion.
- Take a side and have an opinion. This is better than 'sitting on the fence'. The examiner wants to read good, strong opinions.

How to answer GCSE History Questions

Paper 2 British Depth Study *Early Elizabethan England*

Q.1a/b: Describe one feature of... [4]

5 minutes

Example: Describe one feature of the Elizabethan education system. [2]

What is a 'feature'?

A feature is something that is distinctive about that person, event, aspect, time or a characteristic of it. It is more than just a fact.

Structure:

Firstly, state what the overall feature of the person, event or topic is.

- 'One feature of...is...'

Then follow this up with specific historical facts about the feature.

- 'For example...'



Example answer:

'One feature of the Elizabethan education system was the growth in importance of university education.

For example, Oxford and Cambridge Universities became bigger with Queen Elizabeth founding Jesus College in Cambridge specifically for Welsh boys.'

Advice:

- The exam paper will give you two of these questions, worth 2 marks each.
- Include specific facts to support your feature and show off your knowledge.
- If you write beyond the lines given to you, you may be wasting valuable time.

Q.2: Explain why... [12]

20 minutes

Example: Explain why voyages of exploration increased during the Elizabethan era, 1558-c1588.

You may use the following in your answer:

- New ship design
- Navigational instruments

You must also use information of your own.



Structure → Three x P.E.E. Paragraphs

POINT

Briefly outline & introduce the first reason (or point) you want to give to answer the question. This can be in just one sentence.

'One reason why... was...'

EVIDENCE

Give facts about the reason you have given. Make them as specific and detailed as you can to show off your historical knowledge.

'For example...'

EXPLAIN

Now explain in detail why it was a cause or a reason. Remember, the focus is on the 'why' and not 'what' happened.

'This was a cause because... this meant that... which led to...'

Top Tips:

- No conclusion is needed.
- You need three different reasons in three clear paragraphs
- The bullet points in the question are just hints – you do not need to use them.
- The explanation in each paragraph should be the longest.

Q.3 OR 4: How far do you agree...? [16]

30 minutes

Example: 'Elizabeth's most significant problem during her reign was the threat of Mary, Queen of Scots'

How far do you agree? Explain your answer.

You may use the following in your answer:

- The Catholic Church
- Legitimacy

You must also use information of your own.



Structure → A balanced answer with 3 x P.E.E.

INTRODUCTION

Briefly outline what your argument is going to be.

'I strongly believe that...'

P.E.E. PARAGRAPH 1

- Explain the factor that is given in the statement.
- How far do you think it was the main factor?

P.E.E. PARAGRAPH 2

- Now fully explain another alternative or opposing factor/reason.
- How far do you think it was the main factor?

P.E.E. PARAGRAPH 3

- Finally, fully explain another reason/factor.
- How far do you think it was the main factor?

CONCLUSION/FINAL JUDGEMENT

Argue your case. What is your opinion? Explain your argument clearly.

Top Tips:

- Make sure you have a 'for' and 'against' balanced answer to show your knowledge of both sides of the argument.
- Always make sure you explain the factor given to you in the statement. It's there as the examiner wants to test you on it.
- Make sure the opinion that you give in your introduction matches what you argue in your conclusion.
- Take a side and have an opinion. This is better than 'sitting on the fence'. The examiner wants to read good, strong opinions.



How to answer GCSE History Questions

Paper 2 Period Study *Cold War and the Superpowers*

Q.1a/b: Explain one consequence of... [8]

2 x 5 minutes

Example: Explain one consequence of the Potsdam Conference. [4]

What is a 'consequence'?

A consequence is something that happens afterwards, the result, outcome or its impact.

Structure:

POINT: Firstly, make your 'point' about what the overall consequence was.

- *'One consequence of the ... was...'*

EVIDENCE: Now outline what happened using facts.

- *'For example...'*

EXPLAIN: Now explain the impact/result

- *"This led to... which then resulted in...which ultimately ended with..."*

Top Tips:

- You will have two different 4-mark consequence questions which total 8 marks.
- Think about short-term and then long-term consequences.
- Read the question fully to make sure your consequences fit the question.
- Explain your consequence full and don't be afraid to explain the obvious!



Useful Consequence phrases

- | | |
|-------------------------------|----------------------------|
| • As a result... | • This changed the way.. |
| • This made a difference as.. | • The effect of this was.. |
| • This meant that... | • Consequently.. |
| • This changed... | • This led to.. |
| • This led to... | • The impact of this was.. |
| | • Ultimately... |

Q.2: Write a narrative account... [8]

15 minutes

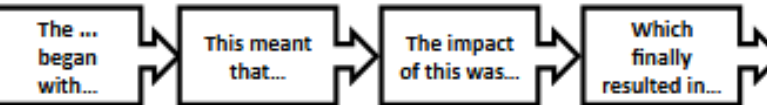
Example: Write a narrative account analysing the key events of the Berlin Crisis, 1948-1949. You may use the following in your answer:

- Stalin's Fears
- The Airlift

You must use information of your own.

Structure: This question is all about explaining the links between various events to reach the outcome that is mentioned in the question. You need to explain how each event in your narrative linked to the next. Think of it as explaining a flow chart.

Your answer needs a beginning, middle and an end.



Top Tips:

- Read the question fully to know what the outcome and topic of your narrative account is.
- In in doubt, see this question as asking you to explain why something happened.
- Make sure you use the correct chronological order.
- Make sure you mention at least 3 different events/features.



Useful narrative phrases

- | | |
|-------------------------|-----------------------|
| • In order to... | • This resulted in... |
| • Despite this... | • The caused... |
| • Consequently... | • A turning point... |
| • The impact of this... | • This led to... |
| • Without this... | • As a result... |
| • This meant that... | • This was key as... |
| | • Ultimately... |



Q.3: Explain the importance of... [2 x 8]

2 x 15 minutes

Example: The importance of the creation of the Atomic Bomb for the relationship between the Superpowers.



What is 'importance'?

The question is asking you to explain why an event or person is significant, essential, key to something. What did it change? Why was it a turning point?

Structure:

POINT: Make your 'point' about what the overall importance was.

- *'The... was important for...'*

EVIDENCE: What happened? What did it do? Give specific facts.

- *'For example, ...'*

EXPLAIN: Explain why it was important, expanding your explanation as far as you can to fit the question you have been given.

- *'This was important because... which then led to... this was a turning point because...'*

Top Tips:

- In the exam you pick two importance questions out of a choice of three. Make sure you clearly mark your choices on the exam paper.
- You are awarded up to 4 marks for the knowledge you show and up to 4 marks for your explanation of the importance.
- As with all exam questions, refer back to the question as often as possible to focus your answer.



Useful 'importance' phrases

- | | |
|--------------------------------------|----------------------------|
| • Without this... | • This was essential as... |
| • This created a turning point as... | • This was key as... |
| • This was a catalyst to... | • This forever changed... |
| • This was significant as... | • This was a vital part... |



How to answer GCSE History Questions

Paper 3 Modern Depth Study Weimar and Nazi Germany

Q.1 Inference [4]

5 minutes

Example: Give two things you can infer from Source A about the Hitler Youth. [4]

What is an 'inference'?

In other words, what can you learn or gather from the source?

Structure: The structure will already be printed out for you on the exam paper:

(i) What I can infer:
'I can infer that...'

State what you can learn from the source about the topic you have been given in the question.

(ii) Details in the source which prove this:

'This is proven by...'

Give a quotation or describe what you can see in the source to prove your inference.

Top Tips:

- Your source may be written or visual. For written sources aim to use a quotation or paraphrase from the source. For a visual source simply describe what is there to support your inference.
- Make your two inferences as **different as possible** to make sure you don't repeat yourself.

Q.3a How useful... [8]

20 minutes

Example: How useful are Sources B and C for an enquiry into the rise of the Nazi Party in the 1920s?

Explain your answer using the sources and your own knowledge.

STRUCTURE

1. CONTENT: What does the source tell you about the topic of the enquiry? Point out what is written or shown. You may use quotations here.

'Source A is useful as it shows/tells me...'

2. KNOWLEDGE: What do you know from your own knowledge in support?

'For example, I know that...'

3. ANALYSIS: Finally, think about the nature, origin and purpose of the source? How does it make the source accurate, trustworthy, reliable, bias etc?

*'Source A may be useful because...'
'However, Source A may not be useful because...'*

Top Tips:

- Analyse both sources separately.
- You no NOT compare them.
- Read the whole question – what is the enquiry focus?

Q.3b/c Interpretations... [2 x 4] 2 x 5 mins.

What is an 'interpretation'?

An interpretation is the view or opinion of a historian. Their opinions are formed after plenty of research and using sources from the time.

3b Example: Study interpretations 1 and 2. They give two different views about the rise of the Nazi Party in the 1920s.

What is the main difference between these views?

Structure:

State what the main difference between the two opinions is.

- *'The main difference between the two interpretations is...'*

Outline the view of the first historian and give a quotation to support this:

- *'For example, the historian in interpretation 1 believes that... Which is proven by...'*

Now contrast this with the view of the second historian and give a quotation to support this:

- *'However, the historian in interpretation 2 believes that... This is proven by...'*

Top Tips:

Make sure you make in clear in your answer which interpretation you are referring to by referring its number or name of the historian.

3c Example: Suggest one reason **why** interpretations 1 and 2 give different views about the rise of the Nazi Party.

You may use Sources B and C to help.

Structure:

Remember this sentence!

'The main reason why the interpretations give different views is because the two historians have used a different set of sources.'

Now match Interpretations 1 and 2 to their matching sources.

- *'For example, the historian in Interpretation 1 may have used source X because it shows/states...'*
- *'However, the historian in Interpretation 2 may have used source Y as this shows/states...'*

Q.3d How far do you agree with interpretation 1...? [20]

Example question: How far do you agree with Interpretation 2 about the challenges faced by the Weimar Republic? Explain your answer using both interpretations and your own knowledge.

This is very similar to the 16-mark questions in Paper 1 and Paper 2. This time, you just need to make sure you refer to the two interpretations to give you your balanced point of view.

Structure: You need to give a balanced 'for' and 'against' answer.

INTRODUCTION: Briefly outline what your argument is going to be.
'I strongly believe that...'

FOR:

- *To some extent, the view in interpretation 2 is...*
- *For example..* (use facts from your knowledge)
- *This is true because...* (explain these facts – referring back to the statement)

AGAINST:

- *However, the view in interpretation 1 is...*
- *For example..* (use facts from your knowledge)
- *This is true because...* (explain these facts – referring back to the statement)

CONCLUSION: Argue what your opinion is.

Top Tips:

- Make sure you form an opinion.
- Make sure you include the views from the interpretations.
- Include your own knowledge to support the answer.
- Have a strong case in your conclusion.



GCSE History Useful Sentence Starters

When a question asks you to 'explain': use PEEL

- ➔ **Point**
- ➔ **Evidence**
- ➔ **Explain**
- ➔ **Link**

POINT

- One feature of...
- Firstly, secondly, finally...
- In addition....
- Adding to this....
- A further cause....
- Furthermore...
- However, another factor..
- In contrast...
- It can be argued that...
- Alternatively...
- However, an alternative...
- Arguably...

EVIDENCE

- For example...
- For instance...
- Such as...
- This is proven by

- USE SPECIFIC FACTS
- Statistics
 - Names
 - Events
 - Laws
 - Dates
 - Places
 - Key Terms

EXPLAIN

- This led to...because...
- This factor was key as...
- This meant that....
- This factor caused...because
- This was an influence as...
- This had great impact as...
- This created...
- This explains the cause as...
- It was a turning point as...

LINK

- This factor influenced..
- This was the root cause of..
- The short-term cause created...
- This was a catalyst for..
- Without the effect of..
- Without the influence of..
- Without the development of..
- This factor led to further...
- This strongly relates to...
- His/her actions meant that..
- His/her beliefs led to...change..

CONCLUSION & JUDGEMENT

- To an extent...
- This factor was partly responsible for...
- To a limited degree...
- The most important factor was certainly....
- All factors are important, however....
- It can be strongly argued that....

Question Specific Sentence Starters

Narrative Account

- In order to...
- Despite this....
- As a consequence...
- The effect of this was..
- Consequently..
- This led/resulted to..
- Without this..
- These events led to
- This meant that...
- This event then resulted in...
- This caused...

Importance

- This was essential..
- This was key..
- A vital part was..
- Without this..
- This was significant as..
- This resulted in..
- This changed..
- It meant they relied on..
- This was a turning point...
- This was a catalyst to...

Consequences

- As a result of..
- The effect of this was..
- Consequently..
- This led to..
- The consequence was..
- This made a difference as
- This changed the way..
- This meant that...
- This then resulted in...
- This created a change in...which led to...

General Rules

Use formal, academic language

- No 'you' or 'your'.
- No 'stuff'
- No 'etc.'
- No 'they'
- No 'things'
- No 'Well...'
- No 'It was like'

- Always read the question in full.
- Always refer back to the question in your answer.
- Always include specific facts & key terms
- Always structure your answer clearly.
- Always answer every question.
- BE CONFIDENT!

