

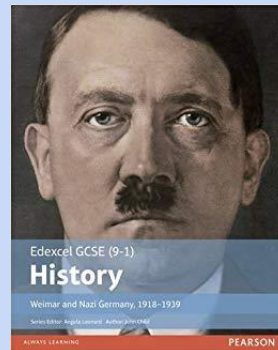
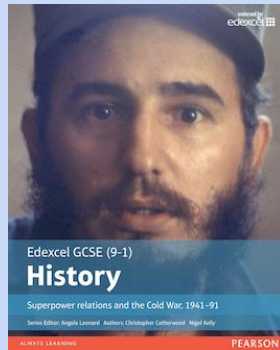
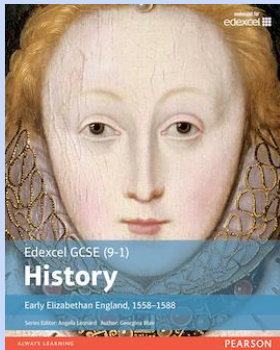
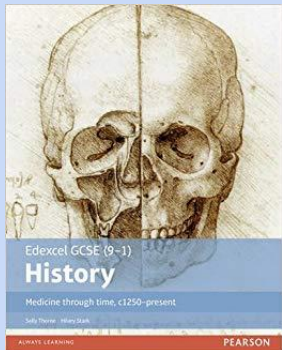
GCSE History

Parents' Preferences Evening
13th February 2019



Background Information

- Edexcel GCSE History (2016)
- Three Papers
 - All assessed at the end of Year 11 in three separate exams
 - There is no coursework or controlled assessment - 100% exam based
 - Marks are awarded for SPaG
 - Everything we cover from September of Year 9 is part of the real GCSE

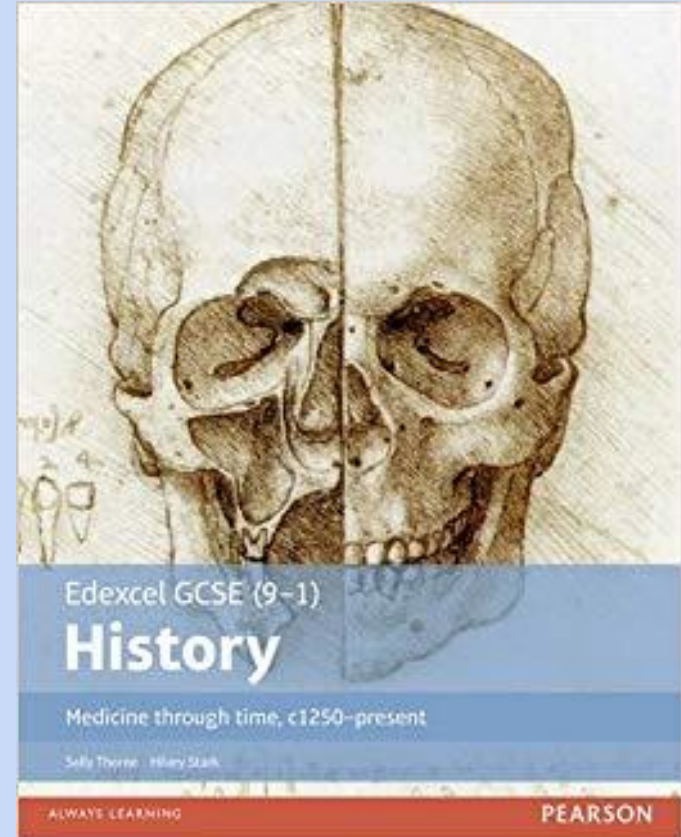


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What Will I Study?

Paper One

- Thematic Study
 - Medicine in Britain c.1250-Present
- Historic Environment Study
 - The British Sector of the Western Front, 1914-18: Injuries, treatment and the trenches
- Other Information:
 - 30% of the GCSE
 - 1hr 15mins
 - Combination of source based questions and non-source based questions (eg explain, evaluate)
 - We currently study this in Year 10



How Will I be Assessed?

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 historical context.

(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)

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

You may use the following in your answer:

- magic bullets
- high-tech treatment

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

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)

How Will I be Assessed?

Paper One

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.

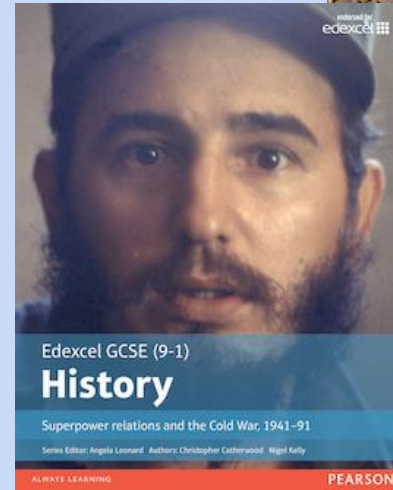
Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.

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.

What Will I Study?

Paper Two

- Period Study
 - Superpower Relations and the Cold War 1941-1991
- British Depth Study
 - Early Elizabethan England 1558-1588
- Other Information:
 - 40% of the GCSE
 - 1hr 45mins
 - No source based questions. Explain, describe, evaluate, narrative account.
 - We currently study this in Year 9.



How Will I Be Assessed?

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.

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)

Gorbachev's 'new thinking' for Soviet control of Eastern Europe. (8)

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

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

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

(Total for Question 3 = 16 marks)

(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:

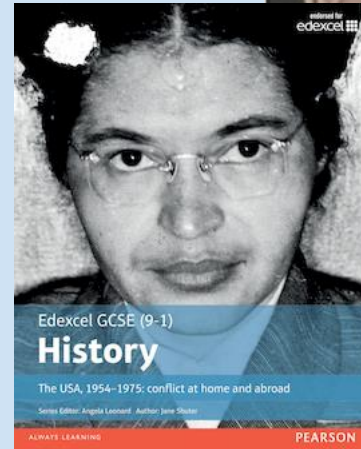
- France
- Elizabeth's legitimacy

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

What Will I Study?

Paper Three

- Modern Depth Study
 - EITHER: The USA 1954-1975: Conflict at Home and Abroad
 - OR: Weimar and Nazi Germany: 1918-1945
 - TBC
- Other Information:
 - 30% of the GCSE
 - 1hr 20mins
 - Combination of sources, interpretations, explanation and evaluation.
 - We currently study this in Year 10-11.



How Will I Be Assessed?

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.

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)

(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.

(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)

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)

How Will I Be Assessed?

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.

What Our Students Say...

To be completed - Padlet