



# GCSE History: Who is who?



Kaiser Wilhelm  
Adolf Hitler  
Kim Jong Il  
Ho Chi Minh



Harold Godwinson  
William the Conqueror  
Florence Nightingale  
Edward Jenner

# Welcome to GCSE History

<p><b><u>Paper 1 – Understanding the Modern World</u></b></p> <p><b>2 hours</b></p>	<p><b><u>Paper 2 – Shaping the Nation</u></b></p> <p><b>2 hours</b></p>
<p><b><u>Section A: Period Study</u></b> Option 1B Germany, 1890-1945 Democracy and Dictatorship</p>	<p><b><u>Section A: Thematic Study</u></b> Option 2A Britain: Health and the People: c1000 to the Present Day</p>
<p><b><u>Section B: Wider World Depth Study</u></b> Conflict and tension in Asia 1950-75 Korea and Vietnam</p>	<p><b><u>Section B: British Depth Study</u></b> Norman England, c1066-1100</p>

# Changes for 2021

## Only three out of four studies required

For the 2021 summer series, GCSE History students will only have to answer questions on three out of four studies.

We are only going to teach the students and prepare for the following units:

- Germany, 1890-1945 Democracy and Dictatorship
- Conflict and tension in Asia 1950-75 Korea and Vietnam
- Britain: Health and the People: c1000 to the Present Day

# Germany 1890-1945: Democracy and Dictatorship

The course is split into 3 units

- The growth of democracy 1890-29
- The impact of the depression 1929-33
- The experience of Nazi rule 1933-45
  
- For each unit students are issued with Personalised Learning Checklist (PLC) that can be used to review knowledge
- There is an assessment for each unit

# Conflict and Tension in Asia 1950-75

The course is split into 3 units

- Part one: Conflict in Korea
- Part two: Escalation of conflict in Vietnam
- Part three: The ending of conflict in Vietnam
  
- For each unit students are issued with Personalised Learning Checklist (PLC) that can be used to review knowledge
- There is an assessment for each unit

# Britain: Health and the People: c1000 to the Present Day

- Part one: Medicine stands still - Medieval medicine
- Part two: The beginnings of change - The impact of the Renaissance on Britain
- Part three: A revolution in medicine - Nineteenth Century
- Part four: Modern medicine - Twentieth Century

Students will study the importance of the following factors:

- war
- superstition and religion
- chance
- government
- communication
- science and technology
- the role of the individual in encouraging or inhibiting change.

PLCs – Allow students to audit their knowledge and understanding

Paper 1 Section A: Germany 1890-1945		KNOW	DON'T KNOW	KNOW NOW
Part One: Germany and the growth of democracy				
	<b>Kaiser Wilhelm and the difficulties of ruling Germany</b>			
L1	How was Germany unified in 1871?			
L2	Aims, beliefs and character of Kaiser Wilhelm II			
L3	How Germany was governed - Kaiser, Bundesrat, Reichstag, Chancellor			
L4	Industrialisation			
L5	Social reform and the growth of socialism			
L6	Weltpolitik and 'A place in the sun'			
L7	The importance of the Navy Laws			
	<b>Impact of the First World War</b>			
L8	War weariness, food shortages, naval blockade			
L9	Economic problems and bankruptcy			
L10	The impact of the Communist Revolution in Russia in 1917			
L11	Mutiny and revolution			
L12	Defeat			
L13	The abdication of the Kaiser			
L14	The 'stab in the back' myth			
	<b>The Weimar Republic 1918-23</b>			
L15	Ebert and the declaration of a democratic republic			
L16	Spartacist uprising January 1919			
L17	The Free Corps			
L18	The Weimar Constitution: What was it?			
L19	The Weimar Constitution: Strengths and weaknesses			
L20	Terms of the Treaty of Versailles			
L21	Reaction to the Treaty of Versailles			
L22	Impact of reparations			
L23	Ruhr Crisis 1923			
L24	Impact of hyperinflation			
L25	Political opposition: Kapp Putsch			
L26	Political opposition: Red rising in the Ruhr			
L27	Political opposition: The Munich Putsch			
	<b>The Weimar Republic recovers 1924-29</b>			
L28	The role of Gustav Stresemann			
L29	Solutions to economic problems - Dawes Plan and new currency, Young Plan			
L30	Improving international relations - Locarno Agreements and joining the League of Nations			
L31	Problems that the Weimar Republic still faced			
L32	Weimar Culture - examples e.g. cinema, art			
L33	Reactions to Weimar Culture			
L34	To what extent had the Weimar Republic recovered by 1929?			

# Example paper - Germany - 1 hour

**Interpretation A** Adapted from 'The Secret War against Hitler', by Fabian von Schlabrendorff, 1959.

Schlabrendorff was a German army officer who was part of the group that tried to assassinate Hitler in July 1944. After the war he became a Christian minister and worked as a judge.

As a university student I read Nazi books which had ridiculous race theories and attacked Christian beliefs. Our anti-Nazi opposition in Germany was based on our Christian faith. It was not started by army generals worried about military defeat. We had a clear conscience about trying to assassinate Hitler.

**Interpretation B** Adapted from 'Account Rendered – No attempt at justification', the memoirs of Melita Maschmann, 1963. In this extract she remembers the July 1944 bomb plot.

Maschmann joined the League of German Maidens (BDM) in 1933 aged 15. Later she worked as head of publicity for the BDM and after the war remained committed to Nazi beliefs.

We despised the motives of the Germans who tried to assassinate Hitler. We believed they must have been criminals or madmen.

The opposition activities of the White Rose student group and Hans and Sophie Scholl disturbed us. We had failed to persuade them to join our cause, or make National Socialism attractive.

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Read Interpretations A and B in the Interpretations Booklet.

0 1 **How** does Interpretation B differ from Interpretation A about opposition to Hitler?

Explain your answer using Interpretations A and B. [4 marks]

0 2 **Why** might the authors of Interpretations A and B have a different interpretation about opposition to Hitler?

Explain your answer using Interpretations A and B and your contextual knowledge. [4 marks]

0 3 Which interpretation do you find more **convincing** about opposition to Hitler?

Explain your answer using Interpretations A and B and your contextual knowledge. [8 marks]

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## Key skills:

- 1) Analysing the **content** of the source. This is largely comprehension. What is it saying?
- 2) Analysing the **provenance** of the source. Think about Purpose, Author, Nature (What is it?), Date, Audience (PANDA)
- 3) Comparing the content to your **own knowledge**. How accurate is it?

# Knowledge based questions

0 4 Describe two problems facing Jews living in Germany during the years 1933 to 1939. [4 marks]

0 5 In what ways were the lives of German people affected by events during the early years of the Weimar Republic, 1919–1923? Explain your answer. [8 marks]

0 6 Which of the following was the more important reason why Germany became a dictatorship:

- Germany's problems
- Hitler's actions?

Explain your answer with reference to both bullet points.

[12 marks]

## Key skills:

Paragraphs -

- Point
- Evidence
- Explanation

Revision and recall of knowledge

# How to revise?

- Use exercise books
- Revision guides – these are essential
- GCSE Pod
- Seneca <https://www.senecalearning.com/>
- Create their own resources e.g. revision cards
- Past papers
- BBC bitesize
- Check emails – resources will be sent home
- Revision sessions currently running  
Tuesday, Wednesday and Thursday on a  
week 2

my revision notes

AQA GCSE (9-1)

HISTORY



David Ferriby  
Tim Jenner  
Carmel Bones  
Lizzy James  
Simon Beale  
Adele Fletcher

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