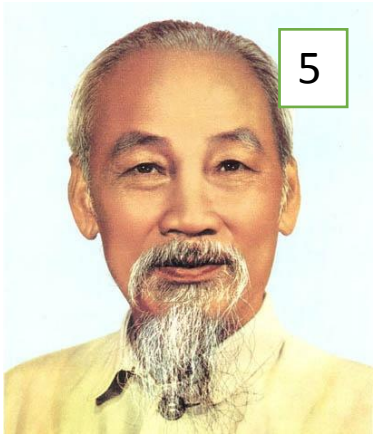

GCSE History:
Who is who?

Kaiser Wilhelm
Adolf Hitler
Kim Jong Il
Ho Chi Minh

Harold Godwinson
William the Conqueror
Florence Nightingale
Edward Jenner

Welcome to GCSE History

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

Changes for 2022

Only three out of four studies required

For the 2022 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			
	Kaiser Wilhelm and the difficulties of ruling Germany			
1	How was Germany unified in 1871?			
2	Aims, beliefs and character of Kaiser Wilhelm II			
3	How Germany was governed - Kaiser, Bundesrat, Reichstag, Chancellor			
4	Industrialisation			
5	Social reform and the growth of socialism			
6	Weltpolitik and 'A place in the sun'			
7	The importance of the Navy Laws			
	Impact of the First World War			
1	War weariness, food shortages, naval blockade			
2	Economic problems and bankruptcy			
3	The impact of the Communist Revolution in Russia in 1917			
4	Mutiny and revolution			
5	Defeat			
6	The abdication of the Kaiser			
7	The 'Stab in the back Myth'			
	The Weimar Republic 1918-23			
1	Ebert and the declaration of a democratic republic			
2	Spartacist uprising January 1919			
3	The Free Corps			
4	The Weimar Constitution: What was it?			
5	The Weimar Constitution: Strengths and weaknesses			
6	Terms of the Treaty of Versailles			
7	Reaction to the Treaty of Versailles			
8	Impact of reparations			
9	Ruhr Crisis 1923			
10	Impact of hyperinflation			
11	Political opposition: Kapp Putsch			
12	Political opposition: Red rising in the Ruhr			
13	Political opposition: The Munich Putsch			
	The Weimar Republic recovers 1924-29			
1	The role of Gustav Stresemann			
2	Solutions to economic problems - Dawes Plan and new currency, Young Plan			
3	Improving international relations - Locarno Agreements and joining the League of Nations			
4	Problems that the Weimar Republic still faced			
5	Weimar Culture - examples e.g. cinema, art			
6	Reactions to Weimar Culture			
7	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.

5

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]

Example paper - Germany - 1 hour

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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.

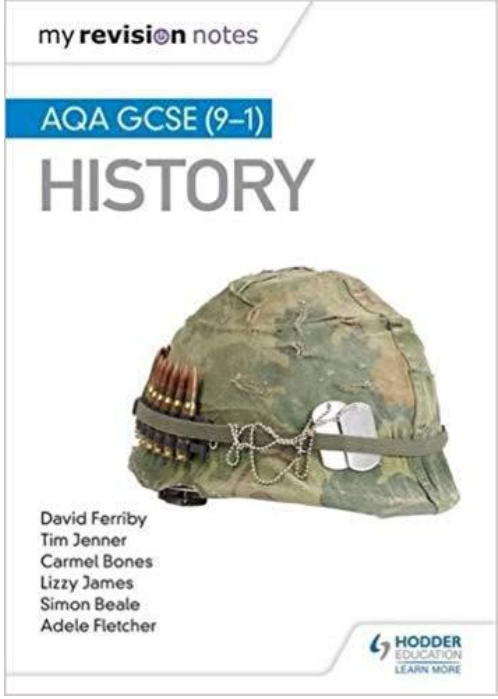
[12 marks]

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 - These will be running from the start of the Spring Term