

History GCSE



“History GCSE is incredibly interesting and I’ve never had a boring lesson. Teachers are all committed and enthusiastic about the subject. History helps people understand life. There is a lot of work, but if you’re committed it can be good fun. It gives you confidence when you do well.”

History provides us with a better understanding of how different ideas and societies have evolved. History GCSE is excellent preparation for any further academic study.



Curriculum Leader:
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GCSE Topics:

- Superpowers and the Cold War 1941-91
- Elizabethan England 1558-88
- Medicine in Britain c.1250 - present and the British sector of the Western Front 1914-1918: injuries, treatments and the trenches
- Weimar and Nazi Germany 1918-39



Course assessment: The GCSE is assessed by four exams in three exam sessions:

- Paper 1: Thematic study and historic environment (30%) (Medicine)
- Paper 2: Period study and British depth study (40%) (Cold War and Elizabethan England)
- Paper 3: Modern depth study (30%) (Germany)

History Road Map



7

7.2 Medieval Britain
c.1066-1500

7.1 Britain before 1066

7.3 Early Modern Britain
c.1500-1750

7.4 The Transatlantic Slave Trade

8.3 World War II
1939-1945

8.2 World War I
1914-1918

8

8.1 Industrial Britain
c.1750-1900

9

9.2 The Holocaust

9.3 The Civil Rights Movement

9.1 Cold War Case Study:
Berlin 1945-1989

10

10.1 Superpowers and the Cold War
1943-1991

10.3 Medicine and Health
c.1250-present

10.2 Early Elizabethan England
1558-1588

11

11.1 Medicine on the Western Front
1914-1918

11.2 Germany
1918-1939

History Careers

The Historical Association say:

History involves:

- **Learning about people** – how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause (useful knowledge for team-building at work!)
- **Learning about countries, societies and cultures** – so many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?
- **Learning to locate and sift facts** – to identify truth and recognise myth, propaganda and downright lies (useful in every aspect of life!)
- **Presenting what you've learned in a way that makes sense to others** – whether in graphs, essays or illustrated reports – **and** having the confidence to defend your findings.



History Careers

Archaeologist



Journalist



Lawyer

Set dressing

Marketing

Communications Officer

Politician



Librarian

Police Officer

Editor

Archivist



Civil Servant



Museum Curator



Teacher



Costume Design



The British sector of the Western Front, 1914–18: Injuries, treatment and the trenches

Answer all parts of Questions 1 and 2.

1 (a) Describe **one** feature of the support trench system on the Western Front.

(2)

Included in KS3
Assessment and
Elizabeth paper

(b) Describe **one** feature of the effects of poison gas attacks on soldiers.

(2)

(Total for Question 1 = 4 marks)

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)

Included in KS3
Assessment and
Germany paper

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.

(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:

New question type
for GCSE

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

New question type for GCSE

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

(12)

You **may** use the following in your answer:

- magic bullets
- high-tech treatment

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

Included in KS3 Assessment and Germany/Elizabeth exams

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.

Included in KS3 Assessment and Elizabeth exam

(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)



1 (a) Explain **one** consequence of the Cuban Missile Crisis (1962).

(4)

New question type
for GCSE

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

(8)

You **may** use the following in your answer:

- Stalin's fears
- the Airlift

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

New question type
for GCSE

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)



New question type
for GCSE

1 (a) Describe **one** feature of the attempts to colonise Virginia in the 1580s.

(2)

Included in KS3
Assessment and
Medicine paper

(b) Describe **one** feature of the role of the Church of England in Early Elizabethan society.

(2)

EITHER

3 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- France
- Elizabeth's legitimacy

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

(Total for Question 3 = 16 marks)

OR

4 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

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

(Total for Question 4 = 16 marks)

2 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.

Included in KS3
Assessment and
Medicine/Germany
papers

Included in KS3
Assessment and
Medicine paper



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:

New question type for GCSE

Details in the source that tell me this:

(ii) What I can infer:

Details in the source that tell me this:

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.'

EITHER

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

(12)

You **may** use the following in your answer:

- military terms
- territorial terms

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

OR

(b) Explain why Hitler was able to create a dictatorship August 1934.

You **may** use the following in your answer:

- the Reichstag fire
- the Night of the Long Knives

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

Included in KS3 Assessment and Medicine/Elizabeth papers

(Total for Question 2 = 12 marks)



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)

Included in KS3 Assessment and Medicine paper

(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)

New question type for GCSE

(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)

Included in KS3 Assessment

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 secret. They are loyal. They are comrades.' And then there camping! Is anything nicer than enjoying the beauty of 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.



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)

New question type
for GCSE

But

Similar to essays at
KS3 and
Medicine/Elizabeth
Papers.

Uses same
Interpretations as
previous two
questions.



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