

GCSE History

Exam Skills

Paper 1: Medicine Through Time

Paper 2: The American West & Early Elizabethan England

Paper 3: Weimar and Nazi Germany

Name:

Edexcel History GCSE

Paper 1 – Thematic Study & Historic Environment – 30% of GCSE

Medicine Through Time and the British Sector of the Western Front

Exam: 1 hour and 15 minutes

Skills tested – AO1, AO2, AO3 (just on Historic Environment section)

52 marks (16 for the historic environment, 36 for the thematic study)

Paper 2 – Period Study and British Depth Study – 40% of GCSE

American West and Early Elizabethan England

Exam: 1 hour and 45 minutes

Skills tested – AO1, AO2

64 marks (32 for the period study and 32 for the British depth study)

Paper 3 – Modern Depth Study – 30% of GCSE

Weimar and Nazi Germany

Exam: 1 hour and 20 minutes

Skills tested - AO1, AO2, AO3, AO4

52 marks

Assessment Objectives

AO1: Demonstrate **knowledge** and understanding of the key features and characteristics of the periods studied.


AO2: **Explain** and **analyse** historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use **sources** (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about **interpretations** (including how and why interpretations may differ) in the context of historical events studied.

Paper + Topic	Question, AO, Mark	How to answer	Timing	Tips
Paper 1 Section A: British Sector of the Western Front	1) Describe 2 features of..... AO1 4 Marks <i>Western Front + Elizabeth</i>	<ul style="list-style-type: none"> P- State the feature E- Describe the feature (Evidence) X2	5 Minutes	
	2a) How useful are Sources A and B for an enquiry into... AO3 8 Marks <i>Western Front + Nazi</i>	<ul style="list-style-type: none"> C- Content (Describe or Quote from source) A- Accurate. What can you learn? What is missing? Use your own knowledge. T- Typical- Is the source information typical for that time period? Provenance (Nature, Origin, Purpose)- how does the source background affect its usefulness to the enquiry (question) X2 for second source	15 Minutes	MUST refer to the enquiry (question)
	2b) How could you follow up Source A to find out more about AO3 4 Marks	<ul style="list-style-type: none"> Detail in source to follow up (say specifically what detail- Quote) Question to ask (Ask a question) <i>E.g. What kind of wounds did soldiers suffer from?</i> Type of Source (state specifically) <i>E.g. Hospital Record, National Army Service Records</i> How this will help answer Q (What do you hope to find) 	5 Minutes	MUST refer to the enquiry (question)
Paper 1 Section B: Medicine Through Time	3) Explain one way in which changed in time period. AO1 + AO2 4 Marks	<ul style="list-style-type: none"> P- State what it changed from-to E- describe what the change is E- explain why it changed (think about features of the period for top marks) 	5 Minutes	
	4) Explain why Changed..... in time period AO1 + AO2 12 Marks <i>Medicine + Elizabeth + Nazi</i>	<ul style="list-style-type: none"> P- State the reason E- Give specific evidence/description of the change (how) E- Explain why it changed (think about features of the period for top marks) X 3	20 Minutes	Include the extra bullet point and links between reasons to reach top levels
	5 OR 6) 'Quote' How far do you agree..... AO1 + AO2 16 Marks + 4 SPaG <i>Medicine + Elizabeth</i>	<ul style="list-style-type: none"> P- State the reason E- Give specific evidence/description (how) E- Explain why this argument agrees/disagrees with the point E- Evaluate- How important/how far X3 (Must show arguments for agree/disagree)	25 Minutes	Include extra bullet MUST include a judgement
			Total: 75 Minutes (1 h 15m)	

Example Exam Questions – Paper 1 Section A

<p>4 Marks</p> <p>Describe two features...</p>	<ol style="list-style-type: none"> 1. Describe two features of the support trench system on the Western Front 2. Describe two features of Casualty Clearing Stations 3. Describe two features of the RAMC 4. Describe two features of aseptic surgery in the early 20th century 5. Describe two features of the effects of poison gas attacks on soldiers
<p>8 Marks</p> <p>How useful are sources A and B for an enquiry...</p>	<p>1. How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front?</p> <p><i>Source A: From the writings of Henry Buckle, a soldier on the Western Front. He wrote a diary while he was in the trenches and typed it up after the war. Here he describes his situation after being injured in 1915.</i></p> <p>I am lying in the barn with a damaged leg, the result of being too near a bursting shell. My leg is not bleeding but it got sort of buried in the trench and twisted up. My sergeant was also injured. Our stretcher people were busy so I told them we could manage to get back by ourselves. It took us all night to get back here to the barn, with lots of sit-downs. The RAMC staff keep coming in but don't seem able to mend me up. The Medical Officer has been in and says I shall have to go to a Field Hospital for a week.</p> <p><i>Source B: A photograph showing soldiers on stretchers outside a dressing station on the Western Front during the Battle of Arras, 1917. They are waiting to be transported to a casualty clearing station.</i></p> <div style="text-align: center;">  </div> <p>2. How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?</p> <p><i>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></p> <p>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.</p> <p><i>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.</i></p> <p>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.</p>

4 Marks

How could you follow up source A to find out more...

How could you follow up Source A above to find out more about the system for dealing with injured soldiers 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.

Detail in Source A that I would follow up:

.....
.....

Question I would ask:

.....
.....

What type of source I could use:

.....
.....

How this might help answer my question:

.....
.....

How could you follow up Source B above 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.

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:

.....
.....

Example Exam Questions – Paper 1 Section B

<p>4 Marks</p> <p>Explain one way...</p>	<ol style="list-style-type: none"> 1. Explain one way in which ideas about cause of disease and illness were similar in the 14th and 17th century. 2. Explain one way in which ideas about the treatment of disease were different in the 17th century from ideas in the 13th century 3. Explain one way in which ideas about preventing plague were different in the 14th and 17th centuries. 4. Explain one way in which understanding of the causes of diseases was different in 1750 from the present day. 5. Explain one way in which people's reactions to epidemics of disease were similar in the 17th and 19th centuries. 6. Explain one way in which ideas about the causes of diseases were similar in the 17th and 19th centuries.
<p>12 Marks</p> <p>Explain why...</p>	<ol style="list-style-type: none"> 1. Explain why there was continuity in ideas about the cause of disease during the period c1250-1500. You may use the following information in your answers <ul style="list-style-type: none"> • Role of Galen Science • Technology 2. Explain why there was little change in the care provided by hospitals in the period 1250-1500: You may use the following information in your answer: <ul style="list-style-type: none"> • Ideas in the Church • Herbal remedies 3. Explain why there were changes in the way ideas about the cause of disease and illness were communicated in the period 1500-1700: You may use the following in your answer: <ul style="list-style-type: none"> • The printing press • The Royal Society 4. Explain why there was continuity in the way disease was treated in the period 1500-1700: You may use the following information in your answer: <ul style="list-style-type: none"> • The Great Plague • Attitudes in society 6. Explain why there was rapid change in surgical treatments in the period 1700-1900. You may use the following in your answer: <ul style="list-style-type: none"> • Chloroform • Joseph Lister 7. Explain why there was rapid change in the prevention of smallpox after 1798. You may use the following information in your answer: <ul style="list-style-type: none"> • Inoculation • The government 8. Explain why there have been changes in methods of preventing illness during the 20th century. You may use the following information in your answer: <ul style="list-style-type: none"> • The NHS • DNA Testing
<p>16 Marks</p> <p>'Statement' How far do you agree?</p>	<ol style="list-style-type: none"> 1. The role of the Church was the main reason why there was so little change in the Middle Ages. How far do you agree? You may use the following information in your answers <ul style="list-style-type: none"> • Hippocrates • The Church 2. Individuals had the biggest impact on medical training in the 16th and 17th centuries. How far do you agree? You may use the following in your answer: <ul style="list-style-type: none"> • Harvey • The printing press 3. There was rapid change in ideas about the causes of illness and disease in the period 1700-1900. How far do you agree? You may use the following in your answer: <ul style="list-style-type: none"> • Spontaneous generation • Louis Pasteur 4. Louis Pasteur's publication of the Germ Theory was the biggest turning point in medicine in the period 1700-1900. HO far do you agree? You may use the following information in your answer: <ul style="list-style-type: none"> • Edward Jenner • Robert Koch 5. The role of science and technology was the main reason why diagnosis improved in the 18th and 19th century. How far do you agree? You may use the following information in your answer: <ul style="list-style-type: none"> • Scientific Revolution • Florence Nightingale 6. Treatment of diseases and care of the sick completed changed after 1800. How far do you agree? You may use the following information in your answer: <ul style="list-style-type: none"> • Magic bullets • The NHS

Example Exam Answers – Paper 1 Section A

1. Describe two features of Casualty Clearing Stations (4 marks)

Feature One: Casualty Clearing Stations needed to be close enough to the frontline to be able to deal quickly with the wounded, but far enough away to have at least some protection from the shelling.

Feature Two: A triage system was used to divide the wounded into groups in the clearing stations. Those who were not likely to survive would only be made comfortable but not treated.

Point

Information to Support

2. How useful are sources A and B for an enquiry into the treatments that were available for wounded soldiers on the Western Front? (8 marks)

Source A: from Harvey Cushing's A Surgeon's Journal 1915-18, published in 1936. This work includes extracts from the Journals kept by Cushing. He is describing conditions from the battle of Passchendaele.

My prize patient, Baker, with the shrapnel ball removed from his brain, after doing well for 3 days suddenly shot up a temperature to 104 last night about midnight. I took him to the operating theatre, reopened the perfectly healed external wound, and found to my dismay a massive gas infection of the brain. I bribed two orderlies to stay up with him in the operating room. No light except candles was permitted last night.

Source B: Photograph of a mobile x-ray unit taken in 1917



Source A is an account by Cushing of his wartime experiences as a brain surgeon. We can see that Cushing wanted patients to have the best possible treatment. He was prepared to 'bribe two orderlies' to keep watch on Baker. Cushing was successful in treating brain injuries, his patients had an above average survival rate, so it is unlikely he is exaggerating the care he gave to his patients. Although this account was published nearly 20 years after the war, it is very useful as it is based on his journal. Although this extract is only describing one surgeon and one patient's experience in one type of surgery, it does point to information about treatment that would be received by soldiers and that they would be operated on in 'candle light'.

Source B is useful because it shows a different way wounds were evaluated before treatment – x-rays. It is useful because it shows us an example of a mobile x-ray machine which was used on the Western Front. The photo shows us what the van and the machine looked like but we cannot tell from it how useful these machines actually were or how widely they were used. It also does not mention that there were only 6 of these machines on the Western Front.

Use of the source

Analysis of the source

Contextual Knowledge to support

3. How would you follow up Source A to find out more about the treatments that were available for wounded soldiers on the Western Front? (4 marks)

Detail in Source A that I would follow up:

"After doing well for three days a massive gas infection set in"

Question I would ask:

How effective were different types of treatments for dealing with infections like gas gangrene?

What type of source I could use:

Army medical records with statistical data on the types of treatment for gas gangrene

How this might help answer my question:

It would allow me to see the types of treatment used for gas gangrene and consider whether one was more useful than another.

Example Exam Answers – Paper 1 Section B

1. Explain one way in which ideas about the treatment of disease were different in the 17th Century from ideas in the 13th Century. (4 marks)

In the 13th century, many people were treated either in their homes or in hospitals run by the church. In the 17th century, there had been the introduction of Pest Houses where people with infectious illnesses would be sent. These were important as regular hospitals would not accept anyone contagious so this allowed a place for these people to be treated without the risk of infecting their families.

Point about 13th Century

Point about 17th Century

Point about the change

2. Explain why there was a rapid change in the prevention of Smallpox in the period c1750-c1900. You may use the following: inoculation, Edward Jenner. (12 marks)

Change occurred rapidly between c1750 and c1900 because of an individual – Edward Jenner – and an institution – the government.

Before 1798, people attempted to prevent smallpox using inoculation. This was not a trustworthy method as many of those who were infected, died from the disease. Edward Jenner developed the world's first vaccination, using material from sufferers of cowpox. He had observed that people who suffered from cowpox were immune to smallpox and used experiments to prove his method worked. However, Jenner's vaccination was not immediately popular due to attitudes in society. People did not trust the new method because he could not prove it with science. Many people, including inoculators and the Church were against it. This meant that Jenner was only responsible for the rapid change in understanding how smallpox could be prevented.

It was due to the influence of the government that change occurred rapidly. From the start of the 19th century, the government funded and encouraged vaccination programmes. In 1852 they made vaccination compulsory and from 1867 started enforcing it this ultimately led to rapid change in the prevention.

Therefore the change in understanding how to prevent smallpox was down to Edward Jenner however the rapid change in prevention is due to the government actions – death rates fell by 85% by 1880 which shows the vaccination was useful.

Point

Evidence and explaining

Link to the Question

3. 'The Theory of the Four Humours was the main idea about the cause of disease in the Middle Ages' How far do you agree? You may use the following in your answer: university training and Galen. (16 marks)

The Theory of the Four Humours was promoted by the Church as an explanation for the cause disease in the Middle Ages. The Church liked the theory because it was promoted by Galen, who was an individual the Church liked because he suggested the body fit together so well that it must have had a creator, the Church took Galen as meaning God. The Church pushed forward the Theory of the Four Humours to be taught to doctors in universities and this meant they used the theory when diagnosing patients.

The Theory suggested that disease was caused by an imbalance of the humours. These were lined to the seasons, they were blood, phlegm, yellow bile and black bile. The theory was very popular because it could be twisted to explain practically any disease. People understood the Theory and believed it to be true.

On the other hand, the theory was not the only explanation for cause of diseases in the Middle Ages. Many people also thought that God was responsible. God sent disease as a punishment to those who had sinned. An example of this is the Black Death when people thought God had sent the disease to punish them.

Furthermore, people also believed that Miasma caused disease. Miasma was the belief that bad smells in the air cause disease. During the Middle Ages people would burn incense to try to keep away miasma as they believed it caused disease.

In conclusion in terms of popularity The Theory of the Four Humours was the main idea because even those people who believed in God, believed the Theory of the Four Humours was sent by God.

Point


Evidence

Explain

Knowledge Organiser – Medicine Through Time

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<u>Chapter 1: Medicine in Medieval England 1250-1500</u>			
1.1 Ideas about the cause of disease and illness <i>(Supernatural causes, astrology, Theory of the Four Humours, Theory of Opposites, Miasma)</i>			
1.2 Approaches to treatment and prevention <i>(Religious treatments, balancing the humours, Regimen Sanitatis, herbal remedies, physicians, apothecaries, surgeons, caring for the sick at home & hospital)</i>			
1.3 Dealing with the Black Death 1348-49 <i>(Causes, treatment, prevention)</i>			
<u>Chapter 2: Medical Renaissance in England 1500-1700</u>			
2.1 Ideas about the cause of disease and illness <i>(Theory of the Four Humours, Miasma, printing press, Humanism, Royal Society)</i>			
2.2 Approaches to prevention and treatment <i>(Transference, iatrochemistry, herbal remedies, , Andreas Vesalius, hospitals, home, pest houses)</i>			
2.3 William Harvey <i>(factors enabling discovery, impact of discovery)</i>			
2.4 Dealing with the Great Plague in London 1665 <i>(Causes, treatment, prevention, government action)</i>			
<u>Chapter 3: Medicine in 18th and 19th Century Britain</u>			
3.1 Ideas about the cause of disease and illness <i>(Germ Theory, Spontaneous Generation, Robert Koch, Factors affecting new understanding of illness)</i>			
3.2 Approaches to prevention and treatment <i>(Florence Nightingale - hospitals, James Simpson - anaesthetics, Joseph Lister - antiseptics, Edward Jenner – vaccination, Public Health Acts)</i>			
3.3 Fighting cholera in London 1854 <i>(Fighting Cholera, John Snow, Broad Street Pump)</i>			

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<u>Chapter 4: Medicine in modern Britain 1900 - present</u>			
4.1 Ideas about the cause of disease and illness <i>(genetics, discovery of DNA, human genome, new technology for diagnosis, impact of technology)</i>			
4.2 Approaches to prevention and treatment <i>(magic bullets, antibiotics, development of NHS, technology, government action for preventing disease)</i>			
4.3 Fleming, Florey and Chain's development of penicillin <i>(Fleming, Florey and Chain, development and production of penicillin)</i>			
4.4 The fight against lung cancer in the 21 st century <i>(Use of science and technology in diagnosis and Treatment, government taking action)</i>			
<u>Chapter 5: The British sector of the Western Front: Injuries, treatments and the trenches</u>			
5.1 Historical context of medicine in the 20 th century <i>(Aseptic surgery, X-Rays, Blood Transfusions)</i>			
5.2 Context of British sector of the Western Front <i>(Trench system, battles of WW1, problems of treatment and communication In the trenches)</i>			
5.3 Conditions requiring medical treatment <i>(main medical problems on Western Front, gas attacks, nature of wounds)</i>			
5.4 The work of the RAMC and FANY <i>(system of transport, R.A.P, Dressing Stations, Casualty Clearing Stations, role of FANY, base hospitals)</i>			
5.5 Western Front experiments in surgery and medicine <i>(new techniques in treatment of wounds and infection: Thomas Split, mobile X-Rays, blood transfusions, the blood bank at Cambrai, brain surgery, plastic surgery)</i>			

Paper + Topic	Question, AO, Mark	How to answer	Timing	Tips
Paper 2 Section A: The American West	1) Explain 2 consequences of..... AO1 + AO2 (2x 4 marks) 8 Marks	<ul style="list-style-type: none"> P- State the consequence E- Describe the consequence/specific detail E- Explain what it led to (the consequence) X2	10 Minutes	
	2) Write a narrative account analysing..... AO1 + AO2 8 Marks	Chrono-link  <ul style="list-style-type: none"> P- What is the event- Cause E- Describe the event/specific detail- Narrative (how) E- Explain how it links to the next event (consequence = impact) LINK X3 Events 	15 Minutes	MUST link Use connectives- as a result, this led to, therefore
	3) Explain 2 of the following The importance of... for... AO1 + AO2 (2x 8 marks) 16 Marks	<ul style="list-style-type: none"> P- State why _____ is important to..... E- Give evidence to support your point E- Evaluate why it was important and the consequences it had. Judgement- How important was it to..... X2 per 8 marks (4 PEE in total for 16 marks) 	25 Minutes	MUST explain why it's important to the 'thing' it states.
Paper 2 Section B: Early Elizabethan England	5a) Describe 2 features of..... AO1 4 Marks <i>Western Front + Elizabeth</i>	<ul style="list-style-type: none"> P- State the feature E- Describe the feature (Evidence) X2 	5 Minutes	
	5b) Explain why AO1 + AO2 12 Marks <i>Medicine + Elizabeth + Nazi</i>	<ul style="list-style-type: none"> P- State the reason E- Give specific evidence/description of the change (how) E- Explain why it changed (think about features of the period for top marks) X 3	20 Minutes	Include the extra bullet point and links between reasons to reach top levels
	5c i or ii) 'Quote' How far do you agree..... AO1 + AO2 16 Marks + 4 SPaG <i>Medicine + Elizabeth</i>	<ul style="list-style-type: none"> P- State the reason E- Give specific evidence/description (how) E- Explain why this argument agrees/disagrees with the point E- Evaluate- How important/how far X3 (Must show arguments for agree/disagree) Conclusion- Reach a judgement- MUST DO 	25 Minutes	Include extra bullet MUST include a judgement
			Total: 100 Minutes (1 h 40m) 5 Minutes to read through and plan questions	

Example Exam Questions – Paper 2 Section A

<p>8 Marks (2 x 4)</p> <p>Explain two consequences...</p>	<ol style="list-style-type: none"> 1. Explain two consequences of the setting up of the Oregon Trail 1836 2. Explain two consequences of the Battle of Little Bighorn 1876 3. Explain two consequences of the Dawes Act 1887 4. Explain two consequences of the Introduction of barbed wire in the West 1874 5. Explain two consequences of the discovery of gold in Montana 1862 6. Explain two consequences of the coming of the Transcontinental Railroad (1869)
<p>8 Marks...</p> <p>Write a narrative account analysing...</p>	<ol style="list-style-type: none"> 1. Write a narrative account analysing the ways in which the US government policy towards the Plains Indians developed in the period 1835-51 <ul style="list-style-type: none"> • Permanent Indian Frontier 1834 • The Indian Appropriations Act 1851 2. Write a narrative account analysing the conflict between the Plains Indians and the US government in the years 1876-90: <ul style="list-style-type: none"> • The Battle of Little Bighorn 1876 • The Ghost Dance 1890 3. Write a narrative account analysing the key stages of growth of cattle ranching in the years 1861-72 <ul style="list-style-type: none"> • Joseph McCoy and Abilene • Cattle Barons 4. Write a narrative account analysing the key events in the years 1851-66 that led to the beginning of Red Cloud's War. <ul style="list-style-type: none"> • The Fort Laramie Treaty 1851 • The discovery of gold in Montana 6. Write a narrative account analysing the reasons why the Mormons moved West: <ul style="list-style-type: none"> • Joseph Smith • Persecution 7. Write a narrative account analysing the destruction of the traditional life of the Plains Indians in the years 1876-1895 <ul style="list-style-type: none"> • Extermination of the buffalo • The Dawes Act 1887 8. Write a narrative account analysing the events of the Indian Wars 1862-68 <ul style="list-style-type: none"> • Little Crow's War 1862 • The Second Fort Laramie Treaty (1868)
<p>16 Marks (2 x 8)</p> <p>Explain the importance...</p>	<p>Explain two of the following: The importance of the Oregon Trail for the early settlement of the west. The importance of the Indian Appropriations Act (1851) for the way of life of the Plains Indians. The importance of the development of new mining towns for law and order in the early West.</p> <p>Explain two of the following: The importance of the Battle of the Little Bighorn (1876) for government attitudes towards the Plains Indians. The importance of the Johnson County War (1892) for law and order in the West. The importance of the Oklahoma Land Rush of 1893 for settlement of the West.</p> <p>Explain two of the following: The importance of the Indian Appropriation Act to the way of life of the Plains Indians. The importance of religion to the way of life of the Plains Indians. The importance of the buffalo to the way of life of the Plains Indians.</p> <p>Explain two of the following: The importance of the concept of Manifest Destiny for migration West. The importance of the Homestead Act (1862) for the development of the Plains. The importance of Abilene for the growth of the cattle industry.</p> <p>Explain two of the following: The importance of cattle trails for the development of the cattle industry in the 1860s The importance of railroads for the changes of the way of life of the Plains Indians The importance of wagon trails for the early settlement of the West</p>

Example Exam Questions – Paper 2 Section B

<p>4 Marks</p> <p>Describe two features...</p>	<ol style="list-style-type: none"> 1. Describe two features of the Religious Settlement. 2. Describe two features of the plots against Elizabeth I in the years 1571-86. 3. Describe two features of Elizabeth's Privy Council. 4. Describe two features of Elizabeth's experiences before she became queen. 5. Describe two features of Elizabeth's education. 6. Describe two features of the challenge from the Puritans between 1558 and 1569.
<p>12 Marks</p> <p>Explain why...</p>	<ol style="list-style-type: none"> 1. Explain why the Catholic threat to Elizabeth I increased after 1566. You may use the following information in your answers <ul style="list-style-type: none"> • The Dutch Revolt • Mary, Queen of Scots' arrival in England in 1568 2. Explain why the attempt to colonise Virginia in 1585-86 was a failure. You may use the following information in your answers <ul style="list-style-type: none"> • The colonists • Wingina 3. Explain why Elizabeth had not ended religious problems by 1569. You may use the following information in your answers <ul style="list-style-type: none"> • The Pope • England's Nobility 4. Explain why Mary, Queen of Scots created a problem for Elizabeth when she came to England in 1568. You may use the following information in your answer <ul style="list-style-type: none"> • Philip II • English Catholics 5. Explain why Philip II launched the Armada against England in 1588. You may use the following information in your answer <ul style="list-style-type: none"> • England's involvement in the Netherlands • Drake's attacks on Spain's colonies in America. 6. Explain why English sailors went on so many Voyages of Discovery. You may use the following information in your answer <ul style="list-style-type: none"> • Adventure • Triangular Trade
<p>16 Marks</p> <p>'Statement' How far do you agree?</p>	<ol style="list-style-type: none"> 1. Religion was Elizabeth I's main problem in the years 1558-69. How far do you agree? You may use the following information in your answers <ul style="list-style-type: none"> • The settlement of religion. • Mary, Queen of Scots' arrival in England in 1568. 2. The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I. How far do you agree? You may use the following information in your answers <ul style="list-style-type: none"> • Drake's voyages to the New World. • The Netherlands. 3. The main reason that voyages of exploration were undertaken during Elizabeth I's reign was to increase England's wealth'. How far do you agree? You may use the following information in your answers <ul style="list-style-type: none"> • Anglo-Spanish relations • Developing trade 4. 'Elizabeth's religious settlement was a successful compromise'. How far do you agree? You may use the following information in your answers <ul style="list-style-type: none"> • The Act of Uniformity • Recusants 5. The religious settlement of 1559 did not solve the problem of religion in Elizabethan England. How far do you agree? Explain your answer. You may use the following in your answer: <ul style="list-style-type: none"> • The new Church of England • The Catholics and the Puritans 6. 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: <ul style="list-style-type: none"> • Crown debt • Illegitimacy 7. Population growth was the main reason why vagabondage increased in Elizabethan England. How far do you agree? Explain your answer. You may use the following in your answer: <ul style="list-style-type: none"> • Sheep Farming • Rising prices

Example Exam Answers – Paper 2 Section A

1. Explain two consequences of the introduction of barbed wire in the West (8 marks)

Consequence one: A consequence of the homesteader's use of barbed wire was that it caused problems for the cattle industry. These fences prevented cattlemen's open range cattle reaching water which was fenced off on homesteaders land. This ultimately led to conflict between cattle ranchers and homesteaders.

Consequence two: As there was very little wood on the Plains, it was incredibly expensive to import timber to build fences. Homesteaders needed to fence off their crops to protect them from animals and also to fence in their animals to prevent them getting diseases. The consequence of barbed wire meant that it was a cheaper alternative to the lack of timber. Large areas of land could be fenced off effectively and cheaply.

Point

Information to Support

2. Write a narrative account analysing the key events in the year 1851-66 that led to the beginning of Red Cloud's War. You may use the following: The Fort Laramie Treaty 1851, discovery of Gold in Montana. (8 marks)

The Fort Laramie Treaty 1851 was agreed between the Sioux and the US Government. In return for the Plains Indians guaranteeing safe passage for whites travelling along existing trails the US Government agreed which lands belonged to the Indians forever and promised to protect these lands from trespassers. However when gold was discovered in Montana in 1862, whites rushed to the new gold fields. New trails were set up across the Native American land but the US army did not protect the Sioux's land from white trespassers.

As a result of the betrayal of the Fort Laramie Treaty the Sioux warriors demanded that the whites turn back. They also attacked them. This led to the US Government saying that the Plains Indians had broken the treaty too. The US Army were called in to protect the white settlers.

In order to try and keep the peace the US Government organised a peace council with Red Cloud speaking as a chief. He refused to allow the US Government to build forts. They began to build them anyway. As a consequence Red Cloud left the council and started to defend his land by force. As a result of this, Red Cloud's War had begun.

Point

Evidence/Explain

Linking events

3. Explain two of the following: (only one explained in example) (16 marks)

The importance of cattle trails for the development of the cattle industry

The importance of the railroads for the changes in way of life of the Plains Indians

The importance of the wagon trails for the early settlement in the West

The railroads were an important part of encouraging settlement and therefore challenged the Plains Indians' way of life in their traditional areas. The 1862 Pacific Railroad Act gave railroad companies grants of land surrounding the railroad routes. This land had previously been behind the Permanent Indian Frontier and had now been sold to settlers. When the railroad was finished it allowed more settlers to travel to the Plains and made the transport of machinery and raw materials possible. This meant more people were travelling onto the Plains Indians land and also demanding more land.

The Plains Indians way of life depended upon the buffalo. The railroads had a major impact on their way of life because they brought white hunters to the Plains who exterminated the buffalo. Buffalo hides were transported by train from the Plains to factories for processing. Without buffalo to hunt, Plains Indians lost their source of food, clothing and shelter. They lost the nomadic life of following the buffalo herds, and men lost their role as hunters. Their lives changed towards having to rely on government handouts of food.

The railroad helped to end the traditional way of life of the Plains Indians. Once the railroad was built the number of white settlers massively increased. They either mined for gold, hunted buffalo or settled the land. All three of these things put pressure on the Plains Indians and end their way of life.

Point

Evidence

Explain

Example Exam Answers – Paper 2 Section B

1. Describe two features of Mary, Queen of Scots threat to Elizabeth I (4 marks)

Feature One: Some people believed that Mary Queen of Scots had a stronger claim to the English throne than Elizabeth I. Some Catholics believed that Elizabeth was illegitimate and should not be queen of England.

Feature Two: There were several Roman Catholic plots to put Mary, Queen of Scots on the throne. The Ridolfi plot was organised by an Italian Catholic banker to put Mary on the throne and was supported by the Pope.

Point

Information to support

2. Explain why Philip II launched the Armada against England in 1588. You may use the following in your answer: England's involvement in Netherlands, Drake's attack on Spain's colonies in America. (12 marks)

Although Philip II launched the Armada in 1588, he decided to attack England after years of worsening relations with Elizabeth I. Both English involvement in the Netherlands and raids on Spanish colonies were an important reasons, however Philip II's religious beliefs also explain his decision.

England's involvement in the Netherlands angered Philip. Elizabeth agreed to finance 7500 soldiers to help the Dutch Protestant Rebels fight the Spanish. Elizabeth also sent an army to the Netherlands under the Earl of Leicester. The Netherlands were owned by Spain so effectively this meant Spain and England were at war.

Elizabeth also sent Drake to raid Spain and Spanish settlements in America in 1585. These were a series of English raids against Spain. When Drake circumnavigated the globe in 1577 Elizabeth ordered him to attack Spanish settlements. When he returned Elizabeth knighted him but Philip saw him as a pirate. It was after the 1585 raids Philip told the pope he intended to invade England.

Philip's religious beliefs did not directly lead to the Armada but were important. The pope wanted Catholics to overthrow Elizabeth I and replace her with Mary, Queen of Scots. When Philip decided to invade England in 1585, Mary was still alive. In 1586 Philip supported the Babington Plot. After Mary's execution, the Armada was even more important to overthrow Elizabeth. Philip was a devout Catholic and wanted to crush Protestantism.

It was Drake's raids that triggered Philip's decision to launch the Armada but there had been a long term build-up of the tension.

Point

Evidence

Explain

3. Population growth was the main reason why vagabondage increased in Elizabethan England. How far do you agree? You may use the following in your answer: sheep farming, rising prices.

Vagabonds were homeless people who did not have anywhere permanent to live. They wandered the country hoping to find work, begging or stealing. Their number increased as the population of England was growing fast, which led to rising prices. However, there were other changes, like the new ways of farming and enclosure, which added to the number of Vagabonds.

Population growth was the underlying cause of rising vagabondage. It led to increases in demand for food, land and jobs, which caused rising prices and falling wages. Wages fell because there were so many people needing work so labour became cheaper. Some employers cut wages because, even with lower wages people would still need jobs. When trade was bad, unemployment made conditions worse, especially in towns. The population grew much faster than food production. This led to higher prices of grain – 80% of poor people's wages went on bread. The demand for land grew as the population got bigger which meant rent rose. This forced people off the land, which meant more people fell into poverty and became homeless.

Sheep farming caused rural unemployment too. Woollen cloth accounted for over 80% of England's exports, making sheep farming highly profitable. Landowners therefore turned farming land in pastures for animals. Flocks of sheep did not need as much labour as crops did which meant more people became unemployed. With no other work, many people became vagabonds in the hope of finding jobs elsewhere.

Periods of recession also caused unemployment. When there was the Trade Embargo with the Netherlands it effected the cloth trade which put people out of work.

All three factors were important in increase in poverty and vagabondage however the main cause of all of this is the rise in population. The rise in people and the reduction in wages meant many people were forced to become vagabonds.

Point

Evidence

Explain

Knowledge Organiser – American West

	😊	😐	😞
<u>Chapter 1: The Early Settlement of the West 1835-62</u>			
1.1 The Plains Indians: their beliefs and way of life <i>(Tribal structure, religion, survival, use of the buffalo, beliefs about land)</i>			
1.2 Migration and Early Settlement <i>(Oregon Trail, Donner Party, Gold Rush, Manifest Destiny, Mormon, Homesteaders)</i>			
1.3 Conflict and Tension <i>(tension between white settlers and Indians, Fort Laramie Treaty 1851, lawlessness in mining/cow towns)</i>			
<u>Chapter 2: Development of the Plains 1862-76</u>			
2.1 The development of settlement of the West <i>(Impact of Civil War on West, Homestead Act 1862, Pacific Railroad Act 1862, railroads, problems and solutions of homesteaders, Timber Culture Act 1873)</i>			
2.2 Ranching and the cattle industry <i>(Before the Civil War, Joseph McCoy and Abilene, Goodnight-Loving Trail, cattle barons, cowboys life on long drive and on the ranch, rivalry with homesteaders)</i>			
2.3 Changes in the way of life of the Plains Indians <i>(impact of railroad & gold miners, move to reservations, Fort Laramie Treaty 1868, Grant's Peace Policy 1868 Little Crow's War, Red Cloud's War)</i>			
<u>Chapter 3: Conflict and conquest 1876-1895</u>			
3.1 Changes in farming, the cattle industry and settlement <i>(Decline of cattle industry, Exoduster movement)</i>			
3.2 Conflict and tension <i>(Billy the Kid, Johnson County War, Battle of Little Big Horn 1876, Wounded Knee Massacre 1890)</i>			
3.3 The destruction of the Plains Indians way of life <i>(Extermination of the buffalo, life on reservations, Dawes Act 1887, Closure of the Indian Frontier)</i>			


Knowledge Organiser – Early Elizabethan England

	😊	😐	☹️
<u>Chapter 1: Queen, government and religion 1558-69</u>			
1.1 The situation on Elizabeth's accession <i>(society, problems, government, characteristics)</i>			
1.2 The 'settlement' of religion <i>(Reformation, divisions, Religious Settlement)</i>			
1.3 Challenge to the Religious Settlement <i>(Puritan challenge, Catholic challenge, Dutch Revolt)</i>			
1.4 The problem of Mary, Queen of Scots <i>(Claim to the throne, tension with Elizabeth, arrival in England)</i>			
<u>Chapter 2: Challenges to Elizabeth at home and abroad</u>			
2.1 Plots and revolts at home <i>(Babington, Ridolfi, Throckmorton, Northern Earls Mary Queen of Scots' execution, Walsingham)</i>			
2.2 Relations with Spain <i>(Commercial rivalry in the New World, Francis Drake, Netherlands and the Spanish Fury)</i>			
2.3 Outbreak of war with Spain, 1585-88 <i>(Direct involvement with the Netherlands)</i>			
2.4 The Armada <i>(Why did it launch, events of the Armada, reason for Elizabeth's win, consequences of victory)</i>			
<u>Chapter 3: Elizabethan society in the Age of Exploration</u>			
3.1 Education and leisure <i>(schools for upper and lower class, universities, leisure activities for different classes and genders)</i>			
3.2 The problem of the poor <i>(rising prices, sheep farming, enclosure, impotent and able bodied poor)</i>			
3.3 Exploration and voyages of discovery <i>(Expanding trade, new technologies, Francis Drake circumnavigating the globe, Nova Albion)</i>			
3.4 Raleigh and Virginia <i>(Walter Raleigh, organising the Virginia project, why was it significant, why did it fail)</i>			

Example Exam Questions – Paper 3

Paper + Topic	Question, AO, Mark	How to answer	Timing	Tips
Paper 3 Weimar and Nazi Germany	1) 1) Give two things you can infer from Source A about... A03 4 Marks	<ul style="list-style-type: none"> What you can infer Detail in the source that tell you that X2	5 Minutes	Make sure the inference and details match
	2) Explain why AO1 + AO2 12 Marks <i>Medicine + Elizabeth + Nazi</i>	<ul style="list-style-type: none"> P- State the reason E- Give specific evidence/description of the change (how) E- Explain why it changed (think about features of the period for top marks) X 3	20 Minutes	Include the extra bullet point and links between reasons to reach top levels
	3a) How useful are Sources B and C for an enquiry into... AO3 8 Marks <i>Western Front + Nazi</i>	<ul style="list-style-type: none"> C- Content (Describe or Quote from source) A- Accurate. What can you learn? What is missing? Use your own knowledge. T- Typical- Is the source information typical for that time period? Provenance (Nature, Origin, Purpose)- how does the source background affect its usefulness to the enquiry (question) X2 for second source <ul style="list-style-type: none"> Conclusion 	15 Minutes	MUST refer to the enquiry (question).
	3b) Study Interpretations 1 and 2. They give different views about... What is the main difference between these views? AO4 4 Marks	<ul style="list-style-type: none"> The main difference is..... In interpretation 1 it says which means Whereas/however In interpretation 2 it says which means 	5 Minutes	Refer to both interpretations
	3c) Suggest one reason why Interpretations 1 and 2 give different views about... You may use sources B and C to help AO4 4 Marks	<ul style="list-style-type: none"> P- The interpretations may differ because... E- For example..... E- Therefore they differ because.....	5 Minutes	Only explain 1 reason why they differ
	3d) How far do you agree with Interpretation 2 about... AO4 16 Marks + 4 SPaG	<ul style="list-style-type: none"> P- State the reason E- Give specific evidence/description (how) E- Explain why this argument agrees/disagrees with the point E- Evaluate- How important/how far X3 (Must show arguments for agree/disagree) <ul style="list-style-type: none"> Conclusion- Reach a judgement- MUST DO (Top marks- Criteria for judgement) 	25 Minutes	MUST include a judgement
			Total: 75 minutes (1h 15m). 5 mins for analysing sources	

Example Exam Questions – Paper 3

<p>4 Marks</p> <p>What can you infer from the source?</p>	<p>1. Give two things you can infer from Source A about support for Hitler in the 1930s.</p> <p>SOURCE A: An anti-Hitler poster from October 1932 by a communist, John Heartfield. Heartfield was born Helmut Herzfeld and changed his name as a protest against the Nazis. He fled Germany in 1933. The caption reads: “The meaning of the Hitler salute. Motto: millions stand behind me! Little man asks for big gifts.”</p> <div style="text-align: center;">  </div> <p>2. Give two things you can infer from Source A about Hitler’s views on politics after the Munich Putsch.</p> <p>Source A – Comments made by Hitler as a prisoner in Landsberg. He was speaking to a fellow Nazi inmate. “When I resume active work it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter parliament against the Catholic and Communist members. If out-voting them takes longer than out-shooting them, at least the results will be guaranteed by their own constitution. Sooner or later, we shall have a majority in parliament.”</p>
<p>12 Marks</p> <p>Explain why...</p>	<p>1. Explain why Germany was difficult to govern in the years 1919-22. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • The Spartacist Revolt • The Kapp Putsch <p>2. Explain why 1924-29 was considered a ‘golden age’ in the Weimar Republic. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • Women • Culture <p>4. Explain why there were challenges to the Weimar Republic in the years 1919-23. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • The Weimar Constitution • Hyperinflation <p>2. Explain why there was increased support for the Nazis in the years 1929-32. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • Unemployment • Goebbels <p>6. Explain why Hitler was able to increase his power between January 1933 and August 1934. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • The Reichstag Fire • Night of the Long Knives <p>7. Explain why the police state was a success in removing opposition to the Nazi regime. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • Concentration camps • The Gestapo <p>8. Explain why there were changes to the lives of Jewish people in Nazi Germany in the years 1933-9. You may use the following information in your answers:</p> <ul style="list-style-type: none"> • The Nuremburg Laws, 1935 • Kristallnacht, 1938

8 Marks

How useful are sources for an enquiry...

1. How useful are Sources B and C for an enquiry into the problems faced by the Weimar Republic between 1919 and 1923?

Source B – Konrad Heiden, *Der Fuhrer: Hitler's Rise to Power*, published in 1944. Heiden was a German journalist who supported democracy and opposed the Nazis. He had fled to America when he produced this book.

On Friday afternoons in 1923, very long lines of workers waited outside the pay windows of the big German factories, department stores, banks and offices, watching the clocks until at last they reached the pay window and received a bag full of paper bank notes. According to the figures on the notes, they were worth anything from 700,000 marks up to 380 billion or even 18 trillion marks; the figures rose month by month, then week to week, then day to day. The government printing presses could not keep up. People carried their money around in sacks or prams. Life was madness, nightmare, desperation, chaos.

Source C – Hugo Preuss, the lawyer chiefly responsible for writing the Weimar constitution in 1919, commenting on the effects of the Versailles treaty in 1923.

Everyone still expected a settlement in accordance with Wilson's Fourteen Points, which all the fighting countries had bindingly accepted as the basis for the peace. The criminal madness of the Versailles Diktat was a shameless blow in the face. The Reich constitution was born with this curse upon it. That it did not collapse immediately under the strain is striking proof of the genuine vitality of its basic principles; but its implementation and evolution were inevitably fatefully restricted and lamed thereby.

2. How useful are sources B and C for an enquiry into Hitler's appointment as Chancellor in January 1933?

Source B – An account by Otto Meissner, State Secretary in Hindenburg's office, made to the Nuremberg War Crimes Trial after the Second World War

"Despite Papen's persuasions, Hindenburg was extremely hesitant, until the end of January, to make Hitler Chancellor. He wanted to have Papen again as Chancellor. Papen finally won him over to Hitler with the argument that the representatives of the other right-wing parties which would belong to the government would restrict Hitler's freedom of action. In addition Papen expressed his misgivings that, if the present opportunity were missed, a revolt of the national socialists and civil war were likely."

Source C – A letter from leading industrialists and businessmen to President Hindenburg in November 1932.

"Your Excellency! We believe it is necessary to create a government independent of the parliamentary parties...We recognise in the nationalist movement, which is sweeping through our people, the beginning of an era of rebirth for the German economy, which can only be achieved by overcoming class conflict. The transfer of responsibility for leading a Presidential cabinet to the leader of the largest nationalist group would sweep millions of people, who at present still stand on the sidelines, into active participation."

3. How useful are Sources A and B for an enquiry into Nazi economic policies between 1933 and 1939?

Source A – Extract from the *Strength through Joy* magazine, 1936

"KdF is now running weekly theatre trips to Munich from the countryside. Special theatre trains are coming to Munich on weekdays from as far away as 120 kilometres. So a lot of our comrades who used to be in the Outdoor Club, for example, are availing themselves of the opportunity of going on trips with KdF. There is simply no other choice. Walking trips have also become very popular."

Source B – Report from the Social Democratic Party in exile (SOPADE) on labour service, 1938

"The young people are deadened by physical exertion. They have to get up very early and have very little time to themselves. The whole aim of the service seems to be to pass on Nazi ideas and prepare them for military service. The pay is pitiful. Barely enough to buy a beer."

4 Marks
(b) What is the main difference between views...

Interpretation 1: Robert Gellately, *Backing Hitler* (2001)

"There were at most only 3,000 prisoners in the camps by the end of 1934 and that was the lowest point they ever reached in the Third Reich. The decline was accelerated by a Hitler amnesty of 7 August 1934. Shortly thereafter there were less than 500 prisoners in all Prussian camps and by the end of the year only around 1,600 in Bavaria. It made perfect sense to close the camps, because by 1934–35 the country was positively inclined towards Hitler's dictatorship. Organized opposition was silent or as good as dead. The surprise was, that for all Hitler's popularity and the social consensus that supported the new regime, the camps did not disappear."

Interpretation 2: Richard Evans, *The Third Reich in Power* (2005)

"The Gestapo was only one part of a much wider net of surveillance, terror and persecution cast by the Nazi regime over German society in the 1930s; others included the SA and SS, the Criminal Police, the prison service, the social services and employment offices, the medical profession, health centres and hospitals, the Hitler Youth, the Block Wardens and even apparently politically neutral organisations like tax offices, the railway and the post office. All of these furnished information about deviants and dissidents to the Gestapo, the courts and the prosecution service, forming a pervasive system of control in which the Gestapo was merely one institution among many. Everything that happened in the Third Reich took place in this pervasive atmosphere of fear and terror, which never slackened and indeed became far more intense towards the end."

4 Marks
(c) Suggest one reason they give different views...

(b) Study Interpretations 1 and 2. They give different views about the importance of the police state in helping the Nazis control Germany.

What is the main difference between these views.

Explain your answer, using details from both interpretations.

16 + 4 SPaG
(d) How far do you agree...

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the importance of the police state in helping the Nazis control Germany.

(d) How far do you agree with Interpretation 2 about the importance of the police state in helping the Nazis control Germany. Explain your answer, using both interpretations and your knowledge of the historical context.

Interpretation 1: From *Weimar and Nazi Germany*, F. Richardson (1996)

From 1924 to 1929 the Weimar Republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties, such as the Nazis, gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.

Interpretation 2: From *Weimar and Nazi Germany*, E. Wimplott (1997)

German prosperity was built on quicksand foundations. The Weimar economy was dependant upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

(b) Study Interpretations 1 and 2. They give different views about the extent of German recovery in the years 1924-29. 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 extent of German recovery in the years 1924-29. You may use Sources A and B to help explain your answer.

(d) How far do you agree with Interpretation 1 about the extent of German recovery in the years 1924-29. Explain your answer, using both interpretations and your knowledge of the historical context. (16 marks + 4 marks SPAG)

Example Exam Answers – Paper 3 Section A

1. Study Source A. Give two things you can infer from source A Hitler's leadership of the Nazi Party in the 1920s. (4 marks)

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.'

What I can infer:

Hitler was short-tempered and dictatorial as a leader

Detail in the source that tells me this:

Hitler thumped the table saying "Power first"

What I can infer:

Hitler did not like people within the Party who opposed him.

Detail in the source that tells me this:

Strasser said '..who even then could hardly bear contradiction'

2. Explain why unemployment fell in Germany between 1933 and 1939. You may use the following in your answer: National Labour Service (RAD) autobahns. (12 marks)

Unemployment fell in Germany from 5 million in 1933 to half a million in 1939, there were several factors that led to this such as the RAD, autobahn and invisible unemployment.

One reason unemployment fell was the National Labour Service (RAD). The RAD paid unemployed people to do public works; like planting trees and draining marshes. At first people volunteered for the RAD. However, from 1935 it was compulsory for all young men to work for six months in the RAD. This meant that none of the people in the RAD counted as unemployed. Numbers in the RAD grew to over 400,000 so this cut unemployment by almost half a million which makes it an important reason why unemployment fell.

The Nazis also tried to reduce unemployment through the autobahn project. The Nazis planned a 7000 mile network of roads to improve transport around Germany. By 1935 125,000 men were employed in building motorways, this again meant that the number of unemployed people in Germany fell.

One further way why official unemployment figures fell was 'invisible unemployment'. From 1933 women were banned from professional jobs as teachers, doctors and civil servants – these women were not counted as unemployed. From 1933 Jews were banned from government jobs and many Jewish civil servants and teachers were sacked too. These people were not included in the unemployment figures either. So removing people from jobs and then not counting them as unemployment was another reason why the unemployment figures in Germany fell.

Point

Evidence

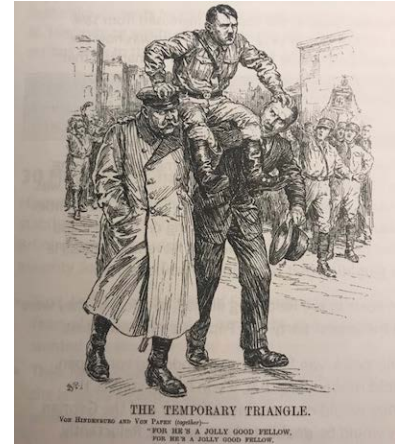
Explain

3. How useful are sources A and B for an enquiry into the way Hitler came to power?

Source A: From *Berlin Stories*, by Christopher Isherwood, published in 1945. Isherwood was a British Journalist living in Berlin at the time Hitler came to power in Germany.

Each week there were new emergency decrees. Brüning's weary episcopal voice issued commands and was not obeyed. Berlin was in a state of civil war. Hate exploded out of nowhere; at street corners, in restaurants, cinemas, at midnight, in the middle of the afternoon. Knives were whipped out, blows were dealt with spiked rings, chair-legs or leaded clubs. In the middle of a crowded street a young man would be attacked, thrashed and left bleeding on the pavement. 'Brüning is weak' they said. 'What these swine need is a man with hair on his chest'. People said that the Nazis would be in power by Christmas.

Source B: A 1933 cartoon from the British political magazine *Punch*. It shows Hindenburg on the left and von Papen on the right lifting Hitler to power.



Source C is useful because it mentions how Brüning kept issuing commands but he was not obeyed. It is accurate because we know that Brüning issued over 60 decrees in 1932 and this shows how Hitler came to power. It says 'each week there were new decrees'. I can infer that from this people were getting fed up with decrees which achieved nothing and wanted an alternative. Source C is also useful because it shows that Germany was in chaos, which helps to explain how Hitler came to power. I know from my own knowledge that unemployment was at 5 million by 1932 and this created violence in the streets. Many people thought that Germany needed a strong leader like Hitler.

Source C was written by a British journalist. In one way this weakens how useful it is. The journalist tells us what the Germans thought but he was not German so could not really know what they thought. On the other hand he writes from first-hand experience. He tells us exactly what he saw 'knives on the streets'. The impression he gives of Germany is believable.

Source D is useful. It shows that political commentators at the time thought that Hitler needed the help of Hindenburg and von Papen to lift him to power and that they were very reluctant to do it, this can be seen in the source. This source is from a British magazine which concentrated on political events so it gives us an informed view about Hitler coming to power however it is from Britain so is a foreign view on German affairs.

Use of the source

Analysis of the source

Contextual Knowledge to support

4. Study interpretations 1 & 2. They give different views about the way Hitler came to power. What is the main difference between these views? (4 marks)

Interpretation 1: From Weimar and Nazi Germany by Stephen Lee 1996

Between 1929 and 1933 crisis returned in full force. Germany experience a serious depression. This cause the collapse of businesses and an increase in unemployment. The moderate parties of the Weimar Republic could not agree... More use was made of Article 48. The Reichstag was by-passed. Democracy was replaced by dictatorship. A larger part of the population showed interest in Hitler's ideas. The result was that the Nazis became the biggest party in the Reichstag. They gave Hitler power hoping he would use it as they wanted.

Interpretation 2: From Nazi Germany 1930-39 by Steve Waugh and John Wright 2007.

Von Papen was determined to regain power. He met Hitler and agreed that Hitler would lead a government with von Papen as the Vice-Chancellor. Intrigue took the place of open political debate. The landowners and leaders of industry were convinced that von Papen and Hitler were saving Germany from Schleicher's military take-over. Von Papen convinced President Hindenburg that a coalition with Hitler would save Germany. Von Papen said that he could control Hitler. On 30th January Adolf Hitler became the Chancellor of Germany.

A main difference is that Interpretation 1 emphasises the view that the social and political chaos in Germany was the reason that Hitler came to power. It says that businesses collapsed and unemployment went up and that democracy was replaced by dictatorship and that, as a result more people showed an interest in Hitler.

On the other hand Interpretation 2 says that von Papen and Hindenburg were the reason. It says 'von Papen convinced President Hindenburg that a coalition with Hitler would save Germany'

View from source 1

View from source 2

5. Suggest one reason why Interpretations 1 & 2 give different views about Hitler's rise to power. You may use sources A&B to help explain your answer. (4 marks)

The interpretations may differ because the historians have given weight to different sources. For example source A describes the political weakness of Bruning and the social unrest in Germany and says that was why Hitler became more popular. This supports Interpretation 1 which emphasises the political weakness of Bruning and the Reichstag in explaining why the Nazis were the biggest party.

On the other hand Source B which suggests that it was plotting by people like von Papen and Hindenburg that 'lifted' Hitler to power on their shoulders, provides support for the emphasis on their roles in Interpretation 2.

Link from source A

Link from source B

Why the interpretations differ

6. How far do you agree with Interpretation 1 about the way Hitler came to power?
(16 marks and 4 SPaG)

Interpretation 1 says that there was a depression Germany between 1929 and 1933 and this caused economic problems, like failing businesses and social problems like unemployment. From my own knowledge I know that unemployment reached 5 million so Interpretation 1 is correct. I also know that the parties in the Reichstag couldn't agree on how to solve these problems.

Interpretation 1 goes on to say that all this caused support for Hitler's ideas. This is true because Hitler got 13 million votes in the presidential election. So I would give some support for the view in Interpretation 1. Interpretation 2, on the other hand does not explain how Hitler got to such a strong position that Hindenburg was persuaded to choose him as Chancellor.

But Interpretation 1 does not explain how Hitler became Chancellor. It explains how Hitler received support in the Presidential Elections but there were no elections for the Chancellor so the people could not choose him. The Chancellor had to be chosen by President Hindenburg. I know from my own knowledge that Hindenburg did not like Hitler. I support Interpretation 2 as it explains how von Papen persuaded Hindenburg that the coalition with Hitler would save Germany from revolution and that Hitler could safely be controlled. This is the key reason Hitler became Chancellor so I support this view more than Interpretation 1.

Although Interpretation 1 explains how Hitler came to be in a position to be chosen as Chancellor but interpretation 2 explains how he was chosen as chancellor. This is the reason I would support Interpretation 2 more.

Use of Interpretation

Own knowledge

Knowledge Organiser – Weimar and Nazi Germany

	😊	😐	☹️
<u>Chapter 1: The Weimar Republic 1918-29</u>			
1.1 The Origins of the Republic 1918-19 <i>(Legacy of WW1, The German Revolution 1918-19, setting up of the Weimar Republic, strengths and weaknesses of the Weimar constitution)</i>			
1.2 Early challenges to the Republic 1919-23 <i>(Unpopularity of the Republic, The Treaty of Versailles, challenges from the left and right wing, French occupation of the Ruhr, hyperinflation)</i>			
1.3 The recovery of the Republic 1924-29 <i>(Stresemann's strategy, reason for economic recovery, recovery in foreign relations)</i>			
1.4 Changes in society 1924-29 <i>(Changes to: standard of living, women, culture)</i>			
<u>Chapter 2: Hitler's rise to power 1919-33</u>			
2.1 Early development of the Nazi Party 1920-22 <i>(Hitler's early career in politics, setting up the Nazi Party, Organisation and leadership of the party, role of SA)</i>			
2.2 The Munich Putsch and lean years 1923-29 <i>(Short mid, long term reasons for, events of, consequences of, Mein Kampf, reorganisation of Nazi party, SS, Bamberg Conference 1926)</i>			
2.3 Growth in Nazi support 1929-32 <i>(Wall Street Crash, unemployment, reasons for the support of the Nazi Party)</i>			
2.4 How Hitler became Chancellor 1932-33 <i>(political developments in 1932, the roles of Hindenburg, von Schleicher, von Papen and Hitler)</i>			

<u>Chapter 3: Nazi control and dictatorship 1933-39</u>			
3.1 The creation of a dictatorship 1933-34 <i>(The Reichstag Fire, The Enabling Act, removing other Opposition, The Knight of the Long Knives, death of Hindenburg)</i>			
3.2 The police state <i>(SS, SD, Gestapo, concentration camps, controlling the judges and law courts, controlling religion)</i>			
3.3 Controlling and influencing attitudes <i>(Goebbels and propaganda, use of: media, rallies, sport, culture and the arts)</i>			
3.4 Opposition, resistance and conformity <i>(support for the Nazi regime, opposition from churches – Pastor Martin Niemoller, opposition from the young – Edelweiss Pirates, Swing Youth)</i>			
<u>Chapter 4: Life in Nazi Germany 1933-39</u>			
4.1 Nazi policies towards women <i>(The Mother's Cross, Lebensborn, changes in divorce laws, marriage and family, women and employment)</i>			
4.2 Nazi policies towards the young <i>(The Hitler Youth, The League of German Maidens, control of education: teachers and curriculum)</i>			
4.3 Employment and living standards <i>(Labour Service RAD, autobahns, rearmament, Invisible Unemployment, changes to wages and hours worked in employment, Strength Through Joy KdF, The Labour Front DAF, Beauty of Labour SdA)</i>			
4.4 The persecution of minorities <i>(Nazi racial beliefs and policies: eugenics, racial hygiene, Anti-Semitism, treatment of minorities: gypsies, Homosexuals, disabilities, Jew. The Nuremberg Laws, Kristallnacht, climax of peacetime persecution)</i>			