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September 2021

# HISTORY

**EXAM BOARD: EDEXCEL**

**COURSE CODE: 1HIO**

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Name: .....

Tutor Group: .....

# HISTORY SP – TOPIC 1

## Specification

The origins of the Republic, 1918–19	The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19. • The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.
The early challenges to the Weimar Republic, 1919–23	Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. • Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. • The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
The recovery of the Republic, 1924–29	Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. • The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.
Changes in society, 1924–29	Changes in the standard of living, including wages, housing, unemployment insurance. • Changes in the position of women in work, politics and leisure. • Cultural changes: developments in architecture, art and the cinema.
Early development of the Nazi Party, 1920–22	Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20. • The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.
The Munich Putsch and the lean years, 1923–29	• The reasons for, events and consequences of the Munich Putsch. • Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.
The growth in support for the Nazis, 1929–32	The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA
How Hitler became Chancellor, 1932–33	Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. • The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.
The creation of a dictatorship, 1933–34	The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.
The police state	• The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat
Controlling and influencing attitudes	Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film.
Opposition, resistance and conformity	The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
Nazi policies towards women	Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance.
Nazi policies towards the young	Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers.
Employment and living standards	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
The persecution of minorities	Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht

## HISTORY SP – TOPIC 2

### QUESTION STYLES

Question	Marks	Time
Section A		
1. Give <b>two</b> things you can infer from Source A about...	4	5 minutes
2. Explain why...	12	15 minutes
Section B		
3. (a) How useful are sources...for...an enquiry into...?	8	15 minutes
(b) Study interpretations 1 and 2. What is the main difference between these views?	4	10 minutes
(c) Suggest <b>one</b> reason why Interpretations 1 and 2 give different views.	4	5 minutes
(d) How far do you agree with Interpretation 2 about...	20	30 minutes
Total	52 marks	1hr 20 minutes

Exam tips! Allow 5 minutes to answer

- ✓ Make two inferences and choose details from the source that directly support them.
- ✓ Remember! An inference is something that is not directly stated in the source.

#### Source A

From a speech by David Lloyd George, an ex-prime minister of Britain, speaking to the British press in 1937.

Whatever one may think of his (Hitler's) methods... there can be no doubt that he has achieved a marvellous transformation in the spirit of the people... and in their social and economic outlook... As to his popularity, especially among the youth of Germany, there can be no manner of doubt. The old trust him; the young idolise him. It is not the admiration accorded to a popular leader. It is the worship of a national hero who has saved his country from utter despondency and degradation.

#### Question 1

Example: Give two things you can infer from source A about how Hitler kept power.

What I can infer:

Germany had suffered many severe problems, which Hitler helped to solve.

Details in the source that tell me this:

The source says that Hitler 'saved his country from utter despondency and degradation'.

# HISTORY SP – TOPIC 3

## UTILITY

Example: How useful are sources C and D for an enquiry into the way Hitler came to power?

Explain your answer using Sources C and D and your own knowledge of the historical context.

Source C is useful for an enquiry because it was written by a journalist living in Germany at the time that Hitler came to power and so he would be in a good position to give a sense of feeling or mood at the time. At the time that Hitler came to power the Weimar government was in trouble because it could not deal with the consequences of the depression and there was a great deal of political violence which the journalist writes about. The source is useful because it suggests that Hitler came to power because the existing government was not respected. The author says "Bruning's voice issued commands...and was not obeyed". This shows that Bruning had no authority. Bruning was a weak chancellor. **The source is useful because it is accurate, Bruning did lose support in the Reichstag in April 1932 because of banning the SA and SS and the announcement of a plan to buy up land and use it to house the unemployed. This created political instability that Hitler was able to benefit from.**

Source D is useful for the enquiry because it is a political cartoon. Political cartoons often exaggerate events for entertainment but give insights into how the British viewed the situation. It was printed in 1933, just as Hitler was made chancellor but before he became a dictator so it is useful because it tells us the British view of the relationship between Hitler and the president and his role in Hitler coming to power. Source D is useful because it shows that Hitler needed the help to two other people to lift him to power. It shows von Hindenburg and von Papen holding Hitler up and talking amongst themselves. This suggests that Hitler could not have come to power without their help and support. **The source is useful because it is accurate, Von Papen suggested that Hitler be made Chancellor and it was Hindenburg who appointed Hitler. Both mistakenly believed that they could control Hitler and the Nazis. Neither von Papen nor Hindenburg look particularly happy-which reflects the fact that neither trusted Hitler. Von Papen was using Hitler for his own political agenda because he wanted power.**

### Source C

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; bullets slashed the advertisements... 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 D

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.



### Exam tips!

Make sure you underline the key words in the question. **What is the enquiry?**

- ✓ Read both sources carefully.
- ✓ Write about the sources separately.
- ✓ J. P.O.C.O
- ✓ You MUST USE KNOWLEDGE. Failure to use this will limit you to 1 mark.
- ✓ You must USE own knowledge. Link it to the source by writing the sentence **"the source is useful because it is accurate"**
- ✓ **JUDGEMENT:** Begin your answer with 'Source ...is useful for an enquiry into...because it was written by... (sources are ALWAYS USEFUL)
- ✓ **PROVENANCE:** Consider how the nature/origin and purpose of the source determines how useful it is.
- ✓ Use OWN knowledge to show why the provenance makes the source useful.
- ✓ **CONTENT:** Support the judgement with the content of the source. Include quotes.
- ✓ **OWN KNOWLEDGE.** Use contextual knowledge to evaluate the accuracy of the source.
- ✓ Repeat for the second source.



## HISTORY SP – TOPIC 4

### INTERPRETATION

Example: Study interpretations 1 and 2. They give different views about the way that Hitler came to power.

What is the main difference between these views?

Explain your answer using details from both interpretations.

A main difference is that Interpretation 1 emphasises the view that the social and political chaos in Germany was the reason Hitler came to power. It says that businesses collapsed, and unemployment went up and that democracy was replaced by a 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'.

Exam tips!

- ✓ Spend 5 minutes on this question
- ✓ Remember to identify a main difference and then use details from both interpretations to support your answer.

#### Interpretation 1

From *Weimar and Nazi Germany*, by Stephen Lee (1996).

... between 1929 and 1933 crisis returned in full force. Germany experienced a serious depression. This caused 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 30 January, Adolf Hitler became Chancellor of Germany.

## HISTORY SP – TOPIC 5

### INTERPRETATION DIFFERENCE

Example: Suggest one reason why Interpretations 1 and 2 give different views about how Hitler came to power.

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

The author of interpretation 2 has given more weight to sources like source D about the actions of politicians. Interpretation 2 emphasises the intention of von Papen to regain power and use Hitler to achieve this. Source D supports this as it shows Hitler being held up by von Papen.

#### Exam tips!

- ✓ Spend 5 minutes answering this question.
- ✓ Give a clear reason for the difference. If you decide to use the sources, choose details from them to show that historians may have given different weight to different sources.

#### Why do interpretations differ?

In order to understand why interpretations differ you need to know that...

- Historians choose different aspects of events to focus on.
- They make judgements about the topics they study.
- They might use different sources of evidence.

## HISTORY SP – TOPIC 6

### JUDGEMENT

Example: How far do you agree with Interpretation 1 about the way Hitler came to power?

Explain your answer using both interpretations and your knowledge of the historical context.

I agree with the view given in interpretation 1 that emphasises the role of the depression in the rise of Hitler. The interpretation suggests that the depression led to chaos in Germany because it caused the total collapse of businesses which led to high levels of unemployment. The Weimar government could not cope with this and as a result the population turned to Hitler. Hitler made good use of propaganda during this period to appeal to the German public. The message was that the Nazi party would provide bread and work which appealed to the mass population who were unemployed. Nazi propaganda also portrayed Hitler as the saviour of Germany and a leader who could restore law and order.

However, popularity was not the only reason why Hitler came to power as interpretation 2 makes clear. The depression made the Nazi party popular which gave them power in the Reichstag but it was the work of von Papen that led to the appointment of Hitler as chancellor because he persuaded Hindenburg to appoint Hitler as chancellor and himself as vice-chancellor. In fact, the Nazi Party's seats in the Reichstag had fallen in November 1932 so it cannot be argued that Hitler came to power purely as a result of popularity following the depression.

Overall, I do agree with interpretation 1 about the way Hitler came to power. As suggested in interpretation 2, von Papen was a crucial reason why Hitler became chancellor in 1933. However, without the depression Hitler would not have appealed to the German public and would not have been a suitable figure for von Papen to recommend to Hindenburg.

#### Exam tips!

Agree with the view of the interpretation in the question.

Agree with the view using own knowledge.

Disagree with the view using the other interpretation.

Disagree with the view using your own knowledge

Make a final judgement on the view.

#### Possible questions...

How far do you agree with interpretation...about...the reasons for the 'golden age' 1924-9? Explain your answer.

How far do you agree with interpretation...about...Nazi policies towards women 1933-39? Explain your answer.

How far do you agree with interpretation...about...the effectiveness of the police state? Explain your answer.

How far do you agree with interpretation...about...Nazi policies towards women 1933-39? Explain your answer.

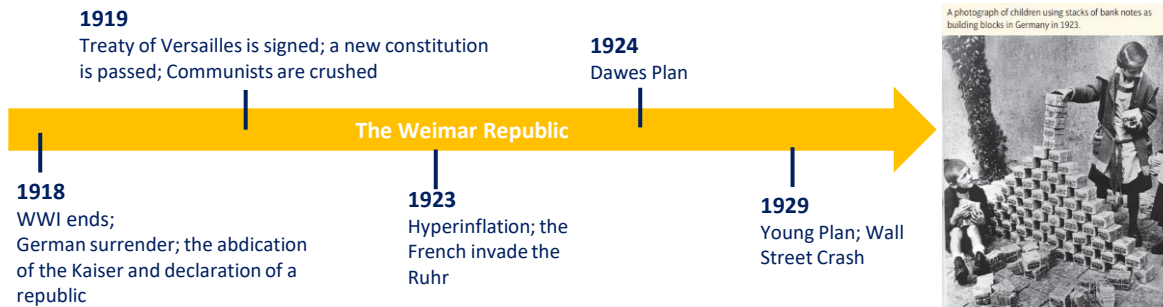
How far do you agree with interpretation...about...the reasons for the fall in unemployment 1933-39? Explain your answer.

# HISTORY SP – TOPIC 7

## Enquiry 1



### How successful was the Weimar Republic?



#### Enquiry 1 Keywords:

<b>Abdication</b> To give up the throne and power	<b>Dolchstoß</b> The 'stab in the back'	<b>Hyperinflation</b> Extreme inflation where prices rise hugely, very quickly and money becomes worthless	<b>Young Plan</b> Agreed in 1929 to reduce Germany's overall reparation debt
<b>Coalition</b> When a government is made up of different political parties	<b>Treaty of Versailles</b> The peace treaty between the Germans and the allied powers signed after German surrender	<b>Inflation</b> When prices go up	<b>League of Nations</b> Organisation set up in 1920 aiming to promote world peace through co-operation between nations
<b>Constitution</b> The rules which set out how a country is run	<b>Freikorps</b> Private army ( <i>paramilitary</i> ), mainly composed of ex-soldiers, set up by senior German army officials	<b>Passive resistance</b> To oppose something in a non-violent way	<b>Moderate</b> A politician who avoids extremist left or right wing views and sits in the centre of the political spectrum
<b>Proportional representation</b> The number of votes won in an election, determined the number of seats in the Reichstag	<b>Socialists</b> Those who believe in state ownership	<b>Dawes Plan</b> Agreed in 1924 to restructure Germany's annual reparation payments	<b>Bauhaus</b> A German art school active between 1919-33 which influenced art and architecture in this period
<b>Diktat</b> the terms of a peace agreement are imposed rather than negotiated between all parties	<b>Spartacists</b> Radical communist group, which opposed the Weimar Republic	<b>Rentenmark</b> New German currency established by Gustav Stresemann	<b>Conservative</b> People who oppose change and want to continue with old traditions

In 1918, the Kaiser was forced to abdicate after Germany's defeat in WWI. A group of politicians established the new Weimar Republic, and one of its first acts was to sign the Treaty of Versailles. This was a bad start, the politicians were labelled the November Criminals and their actions were known as the 'doltschoss'.

The Weimar Republic decided to establish itself as democratically as possible with its new constitution. However, there were problems, including Article 48 and proportional representation which led to coalition governments.

The Weimar Republic weathered uprisings from both the left and the right in the form of the Spartacists Uprising and the Kapp Putsch, and it faced the hyperinflation crisis of 1923 and an invasion of the Ruhr by the French.

Under Gustav Stresemann, the Republic recovered economically through the use of loans and restored some of its international standing. At home, a modern culture erupted, leading to new styles of art and new freedoms for women.

#### Key people:

<b>Friedrich Ebert</b>	The leader of the SPD and the first president of the Weimar Republic.
<b>Gustav Stresemann</b>	Appointed as Chancellor and foreign secretary in 1923. He aimed to stabilise the political situation in Germany. He did this by negotiating loans from the USA and re-establishing Germany's international standings through a number of treaties. He was aware that the recovery he bought about was precarious.

#### Exam technique – Section A: Question 1

##### How to make valid inferences about a source:

<b>Valid inferences:</b> <ul style="list-style-type: none"> <li>✓ Are something the source implies</li> <li>✓ Are directly supported by the content of the source</li> <li>✓ Relate to the question topic</li> </ul>	<b>Invalid inferences:</b> <ul style="list-style-type: none"> <li>✗ Describe what you can see/read in the source</li> <li>✗ Are a statement about your own knowledge on the topic</li> <li>✗ Are long-winded and include unnecessary information</li> </ul>
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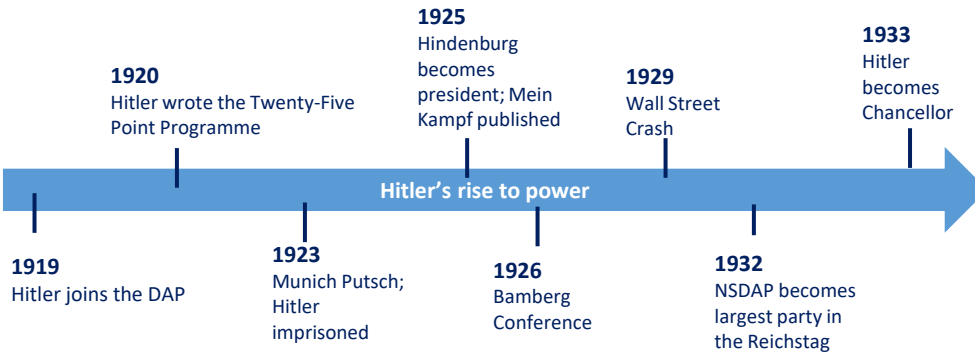


# HISTORY SP – TOPIC 8

## Enquiry 2



### Enquiry 2: How was Hitler able to become Chancellor?



Key people:	
<b>Ernst Rohm</b>	An ex-army officer who was popular among ex-soldiers and ran the SA.
<b>General Ludendorff</b>	Leader of the German army during WWI and a powerful ally of Hitler and the DAP. Joined Hitler in leading the Munich Putsch in 1923.
<b>Heinrich Himmler</b>	A senior Nazi and leader of the SS.
<b>Joseph Goebbels</b>	He emphasised the socialist part of National Socialism and wanted benefits for workers. Hitler won him over by making him Gauleiter of Berlin.
<b>President Hindenburg</b>	President from 1925, he detested Hitler but eventually agreed to appoint him Chancellor in 1933 when von Schleicher persuaded him that Hitler could be controlled.
<b>Heinrich Brüning</b>	Chancellor 1930-32 and leader of the Centre Party. Failed to handle the unemployment crisis and relied on Article 48 before resigning.
<b>Von Papen</b>	Chancellor from May to November 1932 and a wealthy ex-general put in power by von Schleicher. After von Schleicher's failed leadership, he persuaded Hindenburg to appoint Hitler Chancellor, with him as Vice Chancellor.
<b>Von Schleicher</b>	Appointed Chancellor in December 1932 but had no political support. He attempted to form a military dictatorship but was sacked and replaced by Hitler in January 1933.

Hitler was an unsuccessful Austrian artist who had moved to Germany and signed up to fight in WWI. He was wounded twice and awarded the Iron Cross for bravery. Germany's defeat and the signing of the Treaty of Versailles were a double blow for him. Furious, he decided to move into politics and became a member of a small workers' party called the DAP. Quickly Hitler took over party policy, publishing his Twenty-Five Point Programme, he then became party leader in 1921.

Hitler used his public speaking skills to build support and kept control through the use of his paramilitary group, the SA who paraded in the streets as a show of force. They also dealt with any opposition, often through violence. They were dangerous thugs.

In 1923, Hitler tried to seize power in the Munich Putsch. His attempt backfired and he was put on trial and imprisoned. However, he only served nine months and was able to reform the Nazi Party on his release and restructure it into a national party. He decided that the Nazis would win power in Germany democratically.

The Nazis election campaigns made use of propaganda through posters that appealed to a broad range of the electorate. Hitler, backed by wealthy industrialists scared of a Communist government, flew across the country making passionate speeches. By 1932, the Nazi Party was the biggest in the Reichstag, but it would take back door dealings among a group of politicians who believed they could control him, for Hitler to finally become Chancellor in 1933.

#### Enquiry 2 Keywords:

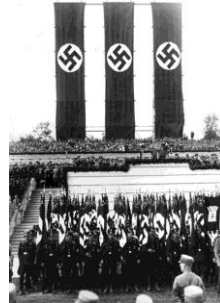
<b>Propaganda</b> A way of controlling public attitudes through newspapers, posters, radio and film	<b>Show trial</b> A trial held in public with the intention of influencing public opinion
<b>SA</b> Sturmabteilung or stormtroopers; the private army of the Nazi Party	<b>SS</b> Schutzstaffel or protection squad; Hitler's personal bodyguard
<b>Putsch</b> A violent uprising intended to overthrow existing leaders	<b>Propaganda</b> Information, that is usually biased, designed to influence public opinion
<b>Mein Kampf</b> Book written by Hitler in prison recording his ideas	<b>Inevitable</b> Something that is certain to happen or unavoidable

# HISTORY SP – TOPIC 9

## Enquiry 3



### Enquiry 3: How did Germany become a totalitarian state?



In 1933, Hitler moved to immediately consolidate his control over Germany by forcing through the Enabling Act in 1934, which meant he had the right to pass whatever laws he wanted without consulting the Reichstag. He used intimidation and violence to limit political opposition to this measure. He then outlawed all political parties and trade unions and focused on controlling the German people. This was done mainly through the establishment of a police state, wherein any opposition was punishable by immediate imprisonment. The police forces and law courts were all controlled by Hitler.

The Nazis also relied heavily on propaganda and censorship to control public thought. The Nazis controlled all news media and so it was impossible to find any information outside of what the Nazi regime wanted you to know.

There was very little opposition but some limited resistance from the Church and from the youth, but neither posed any real threat to the Nazis.

#### Enquiry 3 Keywords:

<b>Gleichschaltung</b> Nazi idea of bringing the German people into an identical way of thinking and behaving	<b>Police state</b> A state in which the Nazis used the police to control what people did and said	<b>Censorship</b> The banning of information or ideas
<b>Totalitarian</b> A political regime that controls all public behaviour and as much private behaviour as possible	<b>SD</b> Uniformed security service	<b>Conformity</b> Going along with something
<b>Purge</b> Removal of opponents	<b>Concordat</b> Agreement between Hitler and the Catholic Church	<b>Opposition</b> Actively working against something in order to remove it
<b>Gestapo</b> Non-uniform secret state police	<b>Reich Church</b> Protestant church controlled by the Nazis	<b>Resistance</b> refusing to support something or speaking against it

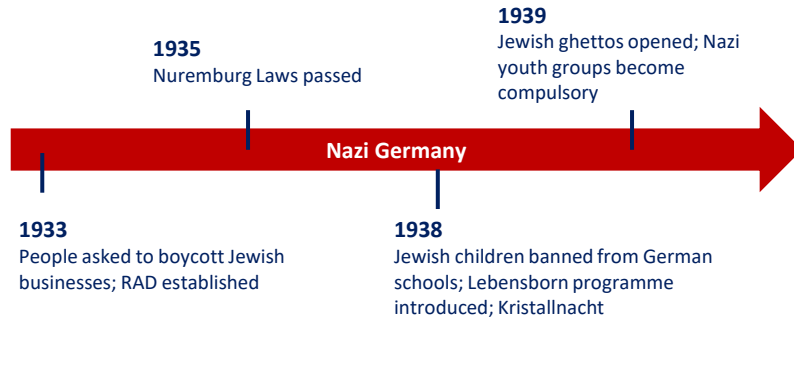
#### Key people:

<b>Marinus van Der Lubbe</b>	The Dutch Communist found guilty and executed for burning down the Reichstag.
<b>Ernst Rohm</b>	Now the leader of three million brownshirts, loyal to him. It was also clear that he no longer agreed with Hitler's policies and wanted a socialist revolution. He was subsequently murdered on the Night of the Long Knives.
<b>Heinrich Himmer</b>	He now controlled all of Germany's police forces as head of the SS.
<b>Reinhard Heydrich</b>	Leader of the SD and the Gestapo.
<b>Joseph Goebbels</b>	Now Minister of People's Enlightenment and Propaganda. Goebbels co-ordinated Nazi policy towards media, sport, culture and the arts.
<b>Martin Niemoller</b>	Set up the Confessing Church opposing the Nazis with other pastors and was a critic of some Nazi policies that interfered with the church. He was imprisoned in 1938.
<b>Edelweiss Pirates</b>	Groups of young people who hated Nazi control. Emerged from working class districts of German cities

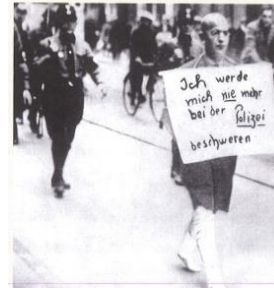
# HISTORY SP – TOPIC 10

## Enquiry 4

### Enquiry 4: What was life like for ordinary Germans after 1933?



A photograph taken in March 1933. It shows members of the SA forcing a Jewish lawyer to walk barefoot through the streets of Munich wearing a sign that says 'I will never again complain to the police'.



So far, each enquiry has focused on events at a national level, but it is important to understand that the Nazis also sought to control the lives of ordinary people. The Nazis believed in traditional values and this rolled back a lot of the freedoms women had gained during the Weimar period, pushing women back into the home and out of the workplace and passing laws to encourage marriage and childbirth. Children were essential to Hitler's plans as he dreamed of a 1000 year Reich and knew that children would be his legacy, they were also much easier to indoctrinate into Nazi beliefs through school and youth groups, than their parents would be. How did the Nazis impact workers' lives? When Hitler came to power in 1933, there was high unemployment and he had abolished trade unions. So, how would the Nazis keep workers happy and stop them looking to other political parties like the Communists?

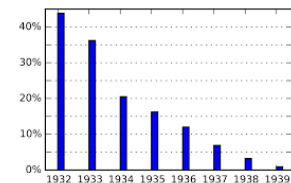
By far, the greatest impact of the Nazis was felt by those ordinary people who fell outside of Hitler's definition of racially pure. This led to racial theories where some groups, including disabled people, homosexuals, Slavs, Roma gypsies, but especially Jews were labelled as 'subhuman' and treated to increasing levels of persecution between 1933 and 39.

#### Enquiry 4 Keywords:

<b>Lebensborn</b> 'Fountain of Life' programme to encourage childbirth	<b>Invisible Unemployment</b> People not included in official Nazi unemployment figures	<b>Herrenvolk</b> Meaning the 'master race', the Nazis believed this was the Aryans
<b>Hitler Youth</b> A Nazi youth group for boys aged 14-18	<b>RAD</b> The National Labour Service	<b>Racial Hygiene</b> The idea that the Aryan race should be kept pure by preventing marriage or breeding with inferior races
<b>League of German Maidens</b> Nazi youth group for girls aged 14-21	<b>DAF</b> The Labour Front	<b>Sterilisation</b> Surgery to make a person unable to reproduce
<b>Aryans</b> Nazi ideal of a racially pure person of Northern European descent	<b>KdF</b> Strength Through Joy	<b>Untermenschen</b> Term used by Nazis meaning 'subhumans'
<b>Indoctrination</b> To teach people to accept Nazi views and ideals completely	<b>SdA</b> The Beauty of Labour	<b>Anti-Semitism</b> Prejudice against the Jewish people
<b>Autobahns</b> Motorways built to reduce unemployment	<b>Standard of living</b> A measure which tells whether people's lives are getting better or worse	<b>Kristallnacht</b> Violent Nazi attack on Jewish persons and property on the night of 9-10 <sup>th</sup> October 1938

#### Key people:

<b>Gertrude Scholtz-Klink</b>	Reich Women's Leader
<b>Bernhard Rust</b>	Education minister
<b>Baldur von Schirach</b>	Leader of the Hitler Youth



**Medicine in Britain, c1250–Present Day Specification**

<b>Ideas about the cause of disease and illness..</b>	● <b>Supernatural and religious explanations of the cause of disease.</b> ● <b>Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen</b>
<b>Approaches to prevention and treatment</b>	● Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. ● New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500
<b>Case study</b>	● Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.
<b>c1500–c1700: The Medical Renaissance in England</b>	
<b>Ideas about the cause of disease and illness</b>	● Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas
<b>Approaches to prevention and treatment</b>	● Continuity in approaches to prevention, treatment and care in the community and in hospitals. ● Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.
<b>Case studies</b>	● Key individual: William Harvey and the discovery of the circulation of the blood. ● Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.
<b>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</b>	
<b>Ideas about the cause of disease and illness</b>	● Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes.
<b>Approaches to prevention and treatment</b>	Approaches to prevention and treatment ● The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. ● New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.
<b>Case studies</b>	● Key individual: Jenner and the development of vaccination. ● Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump
<b>c1900–present: Medicine in modern Britain</b>	
<b>Ideas about the cause of disease and illness</b>	● Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. ● Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
<b>Approaches to prevention and treatment</b>	● The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. ● New approaches to prevention: mass vaccinations and government lifestyle campaigns.
<b>Case studies</b>	● Key individuals: Fleming, Florey and Chain’s development of penicillin. ● The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

## Case Studies and Medicine on the Western Front Specification

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

- The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.
- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.
- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.
- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.
- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.

	Question	Marks	Time
Section A Historic environment (The British sector of the Western Front 1914-18)	Describe 2 features of...	4	5 minutes
	2 a) How useful are Sources A and B for an enquiry into...	8	15 minutes
	2 b) Study source...How could you follow up Source...to find out more about....? (4 marks)	4	5 minutes
Section B Thematic study Medicine through time, c1250-present	3 Explain one way...	4	5 minutes
	4 Explain why...	12	15 minutes
	5 or 6 How far do you agree?	16+4 for SPaG	30 minutes
		52	1 hour 15 minutes



## HISTORY SP - TOPIC 13

### Exam structure-Describe 2 features

Q1 – This question always asks you to describe two features of an aspect of the British sector of the Western Front. You need to make two points with some extra information about each feature.

**Example** – Describe **two** features of Casualty Clearing Stations

Casualty Clearing Stations were set up in buildings such as factories and schools. These buildings were chosen because they were often located near to a railway line to allow the next stage of the chain of evacuation to take place quickly.

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.

Possible questions:

Describe two features of the trench system.

Describe two features of aseptic surgery in the early 20<sup>th</sup> century.

Describe two features of the development of the storage of blood in the early 20<sup>th</sup> century.

Describe two features of the Thomas splint.

Describe two features of new techniques in the treatment of wounds and infection.

Describe two features of mobile x-ray units.

Describe two features of base hospitals.

Describe two features of the underground hospital at Arras

Describe two features of Plastic surgery

Describe two features of trench foot

Describe two features of gas attacks.

Describe two features of dressing stations.

# HISTORY SP - TOPIC 14

## Utility

Q. 2a) How useful are Sources A and B for an enquiry into...

You are given two sources to evaluate. They are in a separate sources booklet so that you can keep them in front of you while you write your answer. Allow 15 minutes for this question.

Example: 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 included extracts from the journal kept by Cushing, an American surgeon. Here he is describing the conditions under which he is working during the battle of Passchendaele on August 19 1917.

My prize patient, Baker, with the shrapnel ball removed from his brain, after doing well for three 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, where he could have constant thorough irrigation over the brain and through the track of the missile [passing a warm saline solution along the path taken by the shrapnel to prevent infection]. No light except candles was permitted last night.

### Source B

Photograph of a mobile x-ray unit taken in 1917.



### Exam tips!

Make sure you underline the key words in the question. **What is the enquiry?**

- ✓ Read both sources carefully.
- ✓ Write about the sources separately.
- ✓ J. P.O.C.O
- ✓ You MUST USE KNOWLEDGE. Failure to use this will limit you to 1 mark.
- ✓ You must USE own knowledge. Link it to the source by writing the sentence **“the source is useful because it is accurate”**
- ✓ JUDGEMENT: Begin your answer with ‘Source ...is useful for an enquiry into...because it was written by... (sources are ALWAYS USEFUL)
- ✓ PROVENANCE: Consider how the nature/origin and purpose of the source determines how useful it is.
- ✓ Use OWN knowledge to show why the provenance makes the source useful.
- ✓ CONTENT: Support the judgement with the content of the source. Include quotes.
- ✓ OWN KNOWLEDGE. Use contextual knowledge to evaluate the accuracy of the source.
- ✓ Repeat for the second source.

Source A is useful for an enquiry into the treatments that were available for soldiers on the western front because it was based on Cushing's journal. It is useful because Cushing was a very experienced surgeon on the Western front and as an experienced surgeon he probably kept a journal regularly and so **this would be an accurate account** of what he was doing which makes it useful. It is useful because 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. This is useful because it gives an accurate account of Cushing's work. Cushing was extremely successful on treating brain injuries in 1917 when his patients has a survival rate of 71% (compared to the 50 % which was more normal for brain surgery). Source A is also useful because it gives us other information about treatment. The reference to a ‘massive gas infection’ **is useful because it is accurate**. We know that many men suffered from gas gangrene. If it was not treated in time by removal of tissue or use of antiseptics then death was common.

Source b is useful for an enquiry into treatments that were available on the Western Front because it is a photograph from the time which show us that machines like the one in the photo were made available to some men on the frontline to improve their chances of surviving. However this is only partly useful because this is one photograph and doesn't tell us that there were only six of these machines in the British sector. It shows a different way wounds were evaluated before treatment-x-rays. It is useful because it shows an example of a mobile x-ray machine, which was used on the Western Front. You can see the tubes connecting the x-ray machine to the van. This is useful because it shows that the x-ray machine was powered by the van. This is useful because it is accurate picture of the way that mobile X-ray machines were used on the Western Front. This mobile machine would have made it possible to identify shrapnel and bullets and prevent infection for many of the wounded soldiers.

# HISTORY SP - TOPIC 15

## Source types

Example:  
Q2 b) Study source A. How could you follow up source A to find out more about the treatments that were available for soldiers on the Western Front?

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 from 1914-1918 with statistical data on the survival rates of men who had different treatments for gas gangrene.

How this might help me answer my question:

It would help me to see if one of the treatments that was used on the Western Front was more effective than the others.

Type of Source	What can be learnt from this type of source?
National Army Service Records for individual soldiers (NB many were destroyed during a WWII bombing raid but many survive and are available from the National Archives)	Dates of service; where soldiers fought; record of wounds, treatments and hospitals admitted to, discharge records, death record.
Pension record cards (currently being digitised)	Details of war related wounds, sickness and injuries and post-war medical board results.
National newspaper reports	Battles, number of injuries, deaths etc. recorded, eye-witness accounts, government statistics – should be fair but may be one-sided. Propaganda often published as fact. Censorship relaxed during war.
Government reports on aspects of the war	Departmental overview of aspects of the war – spending on munitions, problems with transportation etc.
Medical articles/journals by doctors and nurses who took part in the war e.g. British Medical Journal	Although BMJ is produced for medical professionals it provides an insight in the medical care of soldiers e.g. articles like 'Head injuries in War', 'Some notes on Trench Fever'. Recollections of the work undertaken – injuries of soldiers, conditions, chain of evacuation, new techniques and technology etc.
Personal accounts of medical treatments by soldiers, doctors, nurses or others who were involved e.g. letters, diaries	Often emotive accounts – detailing feelings and thoughts as well as facts. Only give one person's view of events or a snapshot of what was happening at one particular time or place in the war.
Photographs	Show images of what is happening at that exact moment in time although could be staged and not necessarily typical of conditions across the Western Front or throughout the war.
Hospital/RAMC records	Date of admittance, records of injuries and care given, discharge notes, death records, new techniques attempted.
Army statistics	Numbers fighting in each battle, killed or injured.

Exam tips!

- Identify what you are being asked to find out more about. UNDERLINE THIS.
- Choose ONE detail to follow up LINKED TO THE TOPIC THAT YOU ARE BEING ASKED TO FIND OUT MORE ABOUT.
- Make sure your detail to follow up, your question and your suggested type of source all link.
- Make sure you explain how the source could help answer the question.

Be specific!

When considering the type of source you could use also think about the time period that the source should be from. If asked to find out about the use of blood transfusions for example you would need to focus on 1915 because this was when blood transfusions began to be used.

## HISTORY SP - TOPIC 16

### Similarity and difference/explain why

Q3 Explain one way in which ideas about the treatment of disease were different in the 17<sup>th</sup> century from ideas in the 13<sup>th</sup> century. 4 marks

In the 13<sup>th</sup> century people were treated with herbal remedies. They were usually made with local plants and herbs such as mint and camomile.

Herbal remedies had changed in the 17<sup>th</sup> century as a result of overseas trading. New ingredients included cinnamon and nutmeg.

Q4 Example: Explain why there was rapid change in the prevention of smallpox in the period c1750-c1900.

You may use the following information in your answer:

- The government
- Edward Jenner

Change occurred rapidly following the government's backing of vaccination programmes from the start of the 19<sup>th</sup> century. Vaccination was possible because of the work of Edward Jenner who developed a vaccination for smallpox.

Edward Jenner contributed to the rapid change in the prevention of smallpox by developing a vaccine. Before 1798 people attempted to prevent smallpox using inoculation. This was not a trustworthy method because many of those infected died from the disease. Jenner developed a vaccine for smallpox using material from sufferers of cowpox because he observed that people who suffered from cowpox were immune to smallpox. This led to rapid change because his method was shown to work and vaccination saved lives.

The government also contributed to the rapid change in the prevention of smallpox. Jenner's vaccination was not popular in society because he could not prove that it worked with science. Many people including the 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. The role of the government led to rapid change because it was government support that led to the widespread use of the vaccine.

The government enabled the change to occur rapidly. From the start of the 19<sup>th</sup> century the government funded and encouraged vaccination programmes because in 1807 they asked the Royal College of Physicians to organise vaccination nationwide and in 1852 they made the vaccination compulsory. Government support led to the most rapid change in prevention of smallpox because most progress occurred after 1867 when the vaccination was properly enforced. Therefore, the change in understanding of how to prevent smallpox occurred when Jenner invented the vaccination; however this did not become a rapid change until the government backed its use from the middle of the 19<sup>th</sup> century. Deaths from smallpox fell by approximately 85% between 1850 and 1880. This shows that the vaccination was successful in preventing outbreaks.

Exam tip! 5 minutes

Include specific information for each time period mentioned in the question.

Possible questions:

Q4 Explain why ..... 12 marks

- \* Explain one way in which ideas about the causes of illness and disease were similar in the 13<sup>th</sup> and 17<sup>th</sup> century.
- \* Explain one way in which ideas about the causes of illness and disease were different in the 13<sup>th</sup> and 17<sup>th</sup> century.
- \* Explain one way in which ideas about treatment of disease were similar in the 17<sup>th</sup> century and the 13<sup>th</sup> century.
- \* Explain one way in which ideas about preventing the plague were different in the 14<sup>th</sup> and 17<sup>th</sup> centuries.
- \* Explain one way in which understanding of the causes of disease and illness was different in c1750 from the present day.

Exam tips! 15 minutes

3 x PEEL paragraphs  
Ao1 language  
Ao2 language (as a result, this led to, because.  
Consequently)

## Judgement

This question is worth 20 marks (16 marks including 4 SPaG.)

Example: The theory of the Four Humours was the main idea about the cause of disease in the Middle Ages. How far do you agree? Explain your answer.

To be judged as the main idea about the cause of disease in the Middle Ages, the theory should have been widely known and popular throughout the whole time period. Therefore I agree with the statement.

The Theory of the Four Humours was widely known and popular as a result of the Church. The Church liked the theory because it fitted with the Bible's idea that man is designed in God's image. Therefore, the theory was taught to physicians in universities and this meant that they referred to the theory when diagnosing patients. It was the main idea about the cause of disease in the Middle Ages because it was the most widely known theory because it was promoted by the Church.

The theory of the Four Humours was main ideas about the cause of disease in the Middle Ages because it was linked to other theories such as astrology. The theory suggested that an imbalance of the humours could be linked to the different seasons and positions of the planets. This theory was popular because it would be twisted to explain practically any disease. Astrology had been used to explain illnesses such as the Black Death which meant that people understood the theory and believed it to be true. Therefore the theory of the Four Humours was the main idea about the cause of disease in the Middle Ages because it could be linked to other theories about the cause of disease that people already understood in the Medieval period.

The theory of the Four Humours was not the only explanation for diseases in the Middle Ages. Other people believed that God was responsible. God sent a disease as a test or to punish sin. A good example of this was the Black Death in 1348. Many people believed that this was sent as punishment from God for sins that had been committed. Other people believed in the theory of miasma. This was the belief that disease was caused by evil vapours that were present in the air and spread disease. Dirt and rotting matter were responsible for spreading the miasmata and breathing it in led to disease. However, people who believed that God sent disease also believed in the theory of the Four Humours. They believed that God had caused an imbalance in the humours which caused the disease. People also believed that inhaling miasma caused an imbalance in the humours. Therefore, I agree with the statement because it could still be argued that the theory was the main idea about the cause of disease in the Middle Ages because even people who believed in other theories followed it.

### Exam tips!

- ✓ 30 minutes-and PLAN your answer.
- ✓ Make a judgement!
- ✓ DIFFERENT TO AN EXPLAIN WHY BECAUSE THERE MUST BE A JUSTIFICATION.
- ✓ Point
- ✓ Evidence and explanation (Ao1 and Ao2)
- ✓ Justification (use the words of the question in the justification).

### Possible questions:

1. 'Hospital treatment in England in the period from 1200-1500 was very rare'  
How far do you agree? Explain your answer.
1. Individuals had the biggest impact on medical training in the 16<sup>th</sup> and 17<sup>th</sup> centuries.  
How far do you agree? Explain your answer.
1. There was rapid change in ideas about the causes of illness and disease in the period c1700-c1900.  
How far do you agree? Explain your answer.
1. 'Louis Pasteur's publication of Germ Theory was the biggest turning point in medicine in the period c1700-c1900'.  
How far do you agree? Explain your answer.



# HISTORY SP - TOPIC 18

## Key Topic 1

1. Thinking around causes of illness in Medieval period	
<b>Religion</b>	The Catholic Church taught that illness was a punishment from God or a test of faith.
<b>Miasma</b>	A belief that disease was caused by foul smelling or 'bad' air
<b>Four Humours</b>	An ancient Greek doctor, <b>Hippocrates</b> , created a theory that the body contained four fluids; blood, phlegm, yellow bile, & black bile, and all 4 must be in balance to be healthy. This theory was developed further by the Roman doctor, <b>Galen</b> .
<b>Astrology</b>	A belief that the alignment of the planets and stars could cause illness.

3. Prevention of illness	
<b>Hospitals</b>	30% of hospitals were owned by the Church. Run by monks & nuns Other hospitals funded by charitable donations. Mainly places to rest and recover. No treatment other than prayers Most care was provided by women at home.
<b>Physicians</b>	Diagnosed illness, recommended treatment. Diagnosis based on the work of Galen and Hippocrates  Studied at university for 7 years. Did not treat patients.
<b>Apothecaries</b>	Mixed herbal remedies.  Had no formal training, mainly apprenticeships.

2. Treatments in the Medieval Period	
<b>Religious</b>	Praying, pilgrimages, fasting, self-flagellation
<b>Miasma</b>	Herbs burnt and fires lit to ward off bad smells. Keeping clean (regimen sanitates)
<b>Humoral</b>	Bloodletting - leeches, cupping & cutting the veins  Purging – make the patient vomit or use a laxative to make them go to the toilet  Remedies and bathing – herbal remedies, steam baths
<b>Astrological</b>	Star charts consulted before treating. Treatments depended on alignment of the planets  Herbs, bleeding, purging, cutting hair and nails at right time
<b>Barber Surgeon</b>	Barbers who carried out simple operations. Teeth pulling and amputations. Had no formal training.

**The medieval period c1250-c1500:** The medieval period was a tough time to live. Most people had to work in the fields, growing and harvesting crops for the land-owners. Sickness was frequently caused by famine and malnutrition and it wasn't any better in the towns where dirty, crowded streets and no proper sewage meant that disease spread quickly.

The Catholic Church was incredibly powerful during this period as most people were devoutly religious and the Church was their only source of education. This meant most people thought sickness and disease was God's punishment so there was very little scientific enquiry during this period. The Church chose to promote the work of ancient physicians Hippocrates and Galen but no new ideas about medicine came out of this period.

4. Case study: The Black Death, 1348	
<b>Symptoms</b> included buboes in the armpit, fever and chills, headaches, vomiting	<b>Prevention</b> methods included praying and fasting, clearing up rubbish in the streets, carrying herbs and spices.
<b>Causes</b> included God, the position of the planets, miasma, an imbalance in the Four Humours.	<b>Treatments</b> included praying, cutting open buboes to drain the pus, eating cool food and cold baths.

# HISTORY SP - TOPIC 19

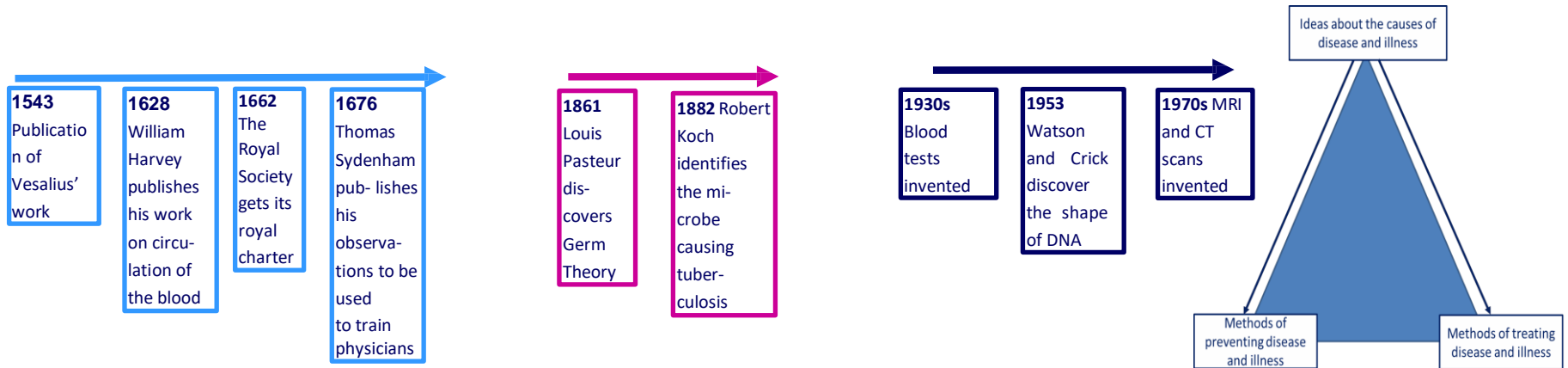
## Key Topic 1 Change and Continuity

What changed?	
Overall, this was a period of <b>continuity</b> with no new thinking or understanding across causes, treatment or prevention of illness and disease because of this there is no need to consider pace or extent of change but instead understand why things failed to change.	
Organisations	<p>The Church controlled most aspects of society including medicine and the Church was very interested in maintaining the status quo (<i>keeping things the same</i>) and holding on to its power and influence. The Church controlled medical learning and chose which books were copied and distributed. The Church liked the Theory of Four Humours because it fitted with their teachings, so it promoted the theory and strongly discouraged any criticism.</p> <p>Local authorities and government stepped up to take some action during the Black Death but did not yet shape how disease was treated or prevented.</p>
Individuals	Hippocrates and Galen were important individuals even though they had lived and died many years before. Galen in particular was popular with the Church, which meant his work was widely promoted.
Science and technology	There were no scientific innovations in this period. A lack of scientific understanding meant that new knowledge was limited. However, there was one important piece of technology invented in the later part of this period, and that was the printing press in 1440. This allowed for faster and easier sharing of medical texts rather than relying on monks selecting and hand copying them. However, the impact of the printing press was not really felt in this period.
Attitudes in society	People were devoutly religious and in general were not educated outside of the Church. People who might have thought differently, did not dare criticise the Church and risk going to hell. This also meant that doctors who did not practise the Four Humours, were not hired, even though the ideas of Hippocrates and Galen were outdated. It was not until the Black Death in 1348 that people started to look for answers beyond the teachings of the Church and question its authority.

Enquiry 1 keywords:		
<b>Apothecary</b> mixed and sold herbal remedies and poisons.	<b>Factors</b> Something that can affect change	<b>Progress</b> Positive change
<b>Barber surgeons</b> someone who provided haircuts and carried out some medical treatments	<b>Four Humours</b> Theory about balance of the four liquids within the body	<b>Purging</b> Getting rid of any food left in the patient's system through vomiting and laxatives
<b>Bloodletting</b> Drawing blood out of the body to balance the humours	<b>Miasma</b> Bad air that could transmit disease	<b>Quarantine</b> Separating the sick from the healthy to stop the spread of disease.
<b>Bubonic plague</b> The disease that caused the Black Death	<b>Physician</b> Diagnosed illness and recommended a treatment	<b>Surgeon</b> Performs surgical treatments
<b>Diagnosis</b> Physician's suggestion of what a patient is suffering with based on observation of symptoms	<b>Possy</b> A bunch of flowers or herbs	<b>Trend</b> When there is a number of similar and related changes over a period of time

## HISTORY SP - TOPIC 20

### Key Topic 2 Overview



#### Thinking around the causes of disease:

The key to this enquiry is 'how quickly' did change happen. So be aware, not just of what changed, but at what **pace** and the extent of change within each period. Ideas about the causes of disease are important because they determine how disease is treated and methods of prevention. That's why 'ideas about causes of illness and disease' is at the top of the triangle—arguably it is the most important aspect of the practice of medicine. If you understand why change occurred in the thinking around causes of disease and how they changed you will understand why and how treatment and prevention changed.

This enquiry begins in the **Renaissance period**, c1500. In this period, while the practice of medicine did not change much at all, ideas were starting to change. The Reformation had ended the dominance of the Church and scientific thinking was beginning to emerge.

By the end of the 17th century very few doctors believed in the Four Humours.

By the **industrial period** between c1700 and c1900, the Church had lost its authority over everyday life and medicine. The great medical breakthrough was germ theory, so although the period begins with apothecaries, herbal remedies and bleeding and purging still happening, by 1900 germs had been discovered. However, people were not quite ready for germ theory and it took scientific proof of its effectiveness for it to become accepted.

By the **modern period**, beginning in 1900, change was moving rapidly with major advances in science and technology. Scientists discovered how DNA worked and that led to an understanding of genetic causes of disease. Lifestyle factors were also investigated as another potential cause of disease.

What changed?			
	The Renaissance Period c1500-c1700	The industrial period c1700-c1900	The modern period c1900-present day
Organisations	The reformation meant the Church was no longer so dominant especially within scientific circles. Scientists were turning to humanism, not religion.	The Church lost all influence in medicine but the government was beginning to get more involved, less so in the thinking around causes of disease.	The government established the NHS in 1948 and this led to free access to care—people could access high tech diagnostic machinery.
Individuals	<p>Andreas Vesalius used anatomy to change understanding of the human body, identifying 300 of Galen’s mistakes.</p> <p>Thomas Sydenham championed observation of a patient’s specific symptoms moving on from treating humours.</p> <p>William Harvey discovered that the heart pumped blood around the body.</p>	<p>Louis Pasteur discovered Germ Theory. Understanding of what caused disease moved on from humours to germs.</p> <p>Robert Koch used germ theory to identify disease causing microbes, which would lead to vaccines and better treatments.</p>	Watson and Crick discovered the shape of DNA and took us closer to understanding how genetics could cause disease, as well as germs.
Science and technology	<p>The Royal Society made it possible for physicians and scientists to access and study each others’ research. It was therefore, very important in the development of new medical ideas.</p> <p>A more powerful microscope was invented in 1683 that allowed for the observation of ‘animalcules’ This was important for discoveries to come.</p>	<p>This period was the second wave of the Scientific Revolution. Scientists shared their work and read each others’ ideas. Germ Theory inspired a number of other important developments.</p> <p>The microscope was still the most important piece of technology as higher magnification made it possible to see microbes.</p>	<p>High-tech diagnostic machinery and equipment meant that understanding why someone might be ill became a lot easier. It has made the practice of medicine unrecognisable from earlier periods.</p> <p>A better understanding of DNA has helped scientists to recognise genetic disorders, which could in the future lead to treatment.</p>
Attitudes in society	In this period there was a fight between traditional attitudes and change. But for ordinary people tradition won out. New ideas were not yet accepted and traditional ideas were clung too, despite them seeming outdated and ineffective.	People were more determined to discover what caused illness and disease, they were horrified by the sights they saw on the street and the impact of bad health on the poor. However, people were reluctant to open their minds to new ideas which slowed the spread of germ theory.	In general, with the advent of WWI and WWI public attitudes about the rapid developments in diagnosing medicine were positive. People felt more informed and could make better choices or access more appropriate treatment. This means changes can have an immediate impact.
Extent of change	No real change in the practice of medicine but a better understanding of the human body emerged because of the practice of anatomy.	Important progress made that would effect future health.	Significant change is made in this period. However genetic medicine has not resulted in any new treatments.
Pace of change	Very gradual. It might seem that in the practice of medicine there was almost continuity with the medieval period but change was happening that would bear results in the future.	There was definitely progress from the 19th century but this did not start to have effects until the end of the century.	Rapid. Change continues today at an astounding rate, with new ideas and discoveries made all the time.

## HISTORY SP - TOPIC 21

### Key topic 2 - Treatments 1500-Present Day

**Treatment and prevention of disease:** The pattern of change and continuity in treatment followed that of ideas about the causes of illness and disease. But treatments did not always immediately change after those discoveries. There is a similar time lag with prevention methods

This enquiry begins in the **Renaissance period**, c1500. The discoveries of Vesalius and Harvey did not equate to new treatments and prevention was avoiding miasma. In the **industrial period** from 1700, surgeries improved with the use of chloroform as an anaesthetic and carbolic acid as an anti-septic. Inoculation and government involvement in public health moved prevention methods forward as germ theory led to a better understanding. By the **modern period** chemical cures such as antibiotics and penicillin were used for illness and there were great improvements in surgery allowing for more complicated surgeries. High tech methods of treatment like radiation and chemotherapy were pioneered. The government founded the NHS to provide all of the public with free access to medical care. The government also became more involved in prevention by passing legislation and with lifestyle campaigns.

1. Treatments c1500-present day	
<b>Religious</b>	Praying, pilgrimages, fasting, self-flagellation
<b>Miasma</b>	Herbs burnt and fires lit to ward-off bad smells Keeping your body clean (regimen sanitatis) and keeping the streets clean.
<b>Humoral</b>	Bloodletting - leeches, cupping & cutting the veins Purging – make the patient vomit or use a laxative to make them go to the toilet Remedies and bathing – herbal remedies, steam baths
<b>Transference</b>	The belief that you could transfer an illness from the patient to something else.
<b>Physicians, apothecaries and barber surgeons</b>	Improved training from 1500. Physicians attended university and were now learnt about anatomy through dissection. Surgeons completed basic operations and were cheap, it was now necessary to hold a licence. Apothecaries had an improved medical education and had to hold a licence.
<b>Hospitals</b>	Hospitals in 1500 were treating sick people and used less by travellers and pilgrims, they were now run by physicians. Pest Houses also appeared for those suffering with infectious diseases.  In the 19th century Florence Nightingale introduced the Pavilion Style to hospital and improved the training of nurses. She also ensured hospitals became cleaner places.
<b>Anaesthetics</b>	James Simpson discovered chloroform could be used as an effective anaesthetic in 1847.
<b>Antiseptics</b>	Joseph Lister began using carbolic acid during surgeries to kill infections from 1865. Eventually all surgical instruments were steam cleaned before surgeries leading to aseptic surgery.
<b>Magic bullets and penicillin</b>	In the 20th century chemical cures were discovered to kill germs. The first magic bullet was Salvarsan 606. This work led to Fleming's discovery of Penicillin and its development into a useable treatment by Florey and Chain.
<b>High-tech medical equipment</b>	Radiotherapy and chemotherapy became common treatment in the modern period to treat and shrink tumours. Robotics led to better prosthetic limbs and computer controlled surgeries. Machines became smaller and cheaper impacting processes like dialysis.



# HISTORY SP - TOPIC 22

## Key Topic 2 Prevention

2. Prevention of illness c1500-present day	
<b>Quarantine</b>	During the Great Plague the government tried to quarantine the infected within their home
<b>Inoculation and vaccination</b>	Initially smallpox was treated by inoculation. Edward Jenner invented a vaccine for smallpox which led to its eradication. Louis Pasteur created vaccinations for different diseases. In the modern period, the government made vaccinations for preventable diseases compulsory.
<b>Aseptic surgery</b>	Surgical instruments were sterilised with steam, operating theatres were scrubbed spotless, rubber gloves and surgical gowns were introduced and surgeons used face masks.
<b>Public Health</b>	The government became more involved in preventing disease from the 19th century once it was understood what caused it. The government stepped in to improve living conditions through legislation.
<b>Lifestyle campaigns</b>	In the 20th century, lifestyle factors were identified as causing certain diseases and the government launched campaigns to persuade people to live healthier lives in order to prevent getting these diseases.

3. Case study: The Great Plague, 1665	
<b>Treatments</b> included transference, herbal remedies and quack doctors.	<b>Prevention</b> methods included quarantining any- one who had the plague, large public meetings were banned, prayer and repentance, carrying a po- mander, cleaning streets
Most people now recognised that the plague was spread from person to person.	The local government in London took a lot more action than in previous outbreaks.

4. Case study: Cholera and Public Health	
<b>Government policy</b>	In the early 1800s believed in a 'laissez-faire' approach. Which meant they did not intervene in people's health.  This changed during the 1800s to try and solve cholera epidemics
<b>John Snow</b>	In 1854 he proved that cholera was caused by dirty water (however he could not explain the science until Germ Theory was developed)  Snow made his discovery by studying infections around the Broad Street water pump
<b>Public Health Acts</b>	1848 The first act encouraged clean water supplies  1875 The second act forced councils to provide clean water, sewage and monitor disease out- breaks

5. Case Study: Penicillin	
<b>Alexander Fleming</b>	Researched infections in wounded soldiers during WW1  In 1928 he discovered that a mould (penicillin) could kill bacteria. He did not develop this into a usable medication
<b>Florey and Chain</b>	In 1939 these 2 men used Fleming's research to produce penicillin to successfully treat blood infections but they struggled to produce enough of medication
<b>Factors that helped development</b>	US government helped fund mass production of penicillin during WW2  By end of the war 2.3 million doses had been produced.

6. Case Study: Lung Cancer	
<b>Diagnosis</b>	Lung cancer 2nd most common cancer in the UK  Scans allow for early detection
<b>Treat- ment</b>	Lung transplants  Radiotherapy and chemotherapy can limit growth of cancerous cells
<b>Preven- tions</b>	Raised awareness of symptoms Stop smoking adverts  Laws on the sale of tobacco products

## HISTORY SP - TOPIC 23

### Key Topic 2 Keywords

Enquiry 3 keywords:		
<b>Anaesthetic</b> A substance taken before surgery to prevent a patient feeling pain	<b>Hypodermic needle</b> Used to inject medicine directly into the bloodstream	<b>Pest house</b> A type of hospital for people suffering from plague or pox
<b>Aseptic surgery</b> Surgery where germs are prevented from getting into a wound in the first place	<b>Inoculation</b> Deliberately infecting yourself with a disease, in order to avoid a more severe case later	<b>Pomander</b> A large locket containing perfumed substances
<b>Antibodies</b> Proteins created by the immune system to fight a specific bacteria	<b>Laissez-faire</b> means 'leave be' and describes governments that do not get involved in the lives of the people they govern	<b>Quack Doctor</b> Somebody who did not have any medical qualifications
<b>Antibiotics</b> Any treatment that destroys or limits the growth of bacteria in the human body	<b>Legislation</b> A law that has been passed by the government	<b>Radiation</b> A type of energy that can damage the body's cells if a person is exposed to it too much.
<b>Antiseptic surgery</b> Using substances that kill germs to dress wounds after surgery or to kill them during	<b>Magic bullet</b> describe a chemical cure that would target and attack the disease causing microbes in the body, while leaving the body unharmed	<b>Smallpox</b> A disease causing fever, vomiting and blisters on the skin.
<b>Campaign</b> Organised activities for a specific purpose	<b>Medical chemistry</b> Using science to find chemical cures for diseases	<b>Transference</b> A belief that illness could be transferred from a person to an object
<b>Contaminated</b> When something is added to a clean substance making it dirty	<b>NHS</b> National Health Service	<b>Tumour</b> A lump made up of abnormal cells
<b>Fasting</b> Not taking any food or drink	<b>Pavilion style</b> A hospital designed with large windows for ventilation, easy clean surfaces, larger rooms and separate wards	<b>Vaccination</b> A weakened form of a disease put into a healthy person to give them immunity

## HISTORY SP - TOPIC 24

### Key Topic 2 change and continuity

What changed?			
	The Renaissance Period c1500-c1700	The industrial period c1700-c1900	The modern period c1900-present day
Organisations	The government pioneered quarantine during the Great Plague and fined individuals who didn't clean the street outside their home.	The government changed its laissez-faire policy on public health and passed two Public Health Acts making cities cleaner and safer.	The government established the NHS in 1948. The government continued public health duties with lifestyle campaigns and compulsory vaccinations.
Individuals	Andreas Vesalius and William Harvey would impact how scientists and doctors looked at and understood the human body in the industrial period.	<p>John Snow discovered the link between dirty water and cholera leading to change in public health.</p> <p>Edward Jenner discovered vaccinations which led to infectious disease becoming preventable.</p> <p>Joseph Lister and James Simpson overcame two of the big three problems of surgery making it safer.</p> <p>Florence Nightingale made hospitals cleaner and safer and improved nursing.</p>	Fleming discovered penicillin and Florey and Chain developed it into a useable treatment for infectious diseases.
Science and technology	<p>Barometers and thermostats began to be used as people saw that understanding the weather might help to prevent illness.</p> <p>Scientific investigation focused on how the body worked rather than treatment.</p>	Germ Theory led to scientists working to identify different microbes. It also led to improvements in surgical treatments because of anaesthetics and antiseptic surgery.	<p>Scientists worked to develop new chemical medicines and to map the human genome with the Human Genome Project.</p> <p>Technology continued to exponentially improve leading to high-tech surgical and medical treatments.</p>
Attitudes in society	There was more interest in science leading to a 'medical renaissance'. People still practiced transference and used herbal remedies.	By the end of this period people believed that germs spread disease and were open to new types of treatments and prevention.	With science and technology advancing every aspect of life, people continued to accept innovation in medicine. Although, herbal remedies are still used.
Extent of change	Physicians continued to bleed and purge. Some new herbal remedies emerged from the New World.	Public health emerged as a key tool in preventing disease. Hospital care and treatment greatly improved.	Revolutionary changes to treatment and prevention means people live longer and have better quality of life.
Pace of change	Very gradual. Physician training improved but no new treatments or ideas about prevention emerged.	Quicker. Surgery was now safer and hospitals were cleaner and more effective by the end of this period.	Rapid. Change in modern medicine happens almost continuously.

## Medicine on the Western Front

1. Medicine at the beginning of the 20th century	
<b>X-rays</b>	Invented by William Roentgen in 1895. These were large, fragile and slow and the health risks were not yet fully understood.
<b>Aseptic surgery</b>	The steam sterilisation of surgical instruments and all doctors and nurses washing hands, arms and faces as well as wearing masks and rubber gloves. The air was also sterilised in operating theatres to kill germs.
<b>Blood transfusions</b>	Blood transfusions were successful but blood could not yet be stored and blood clotted as soon as it left the body. Blood groups were discovered in 1901 which meant transfusions were less likely to fail because the donor's blood was rejected by the patient.

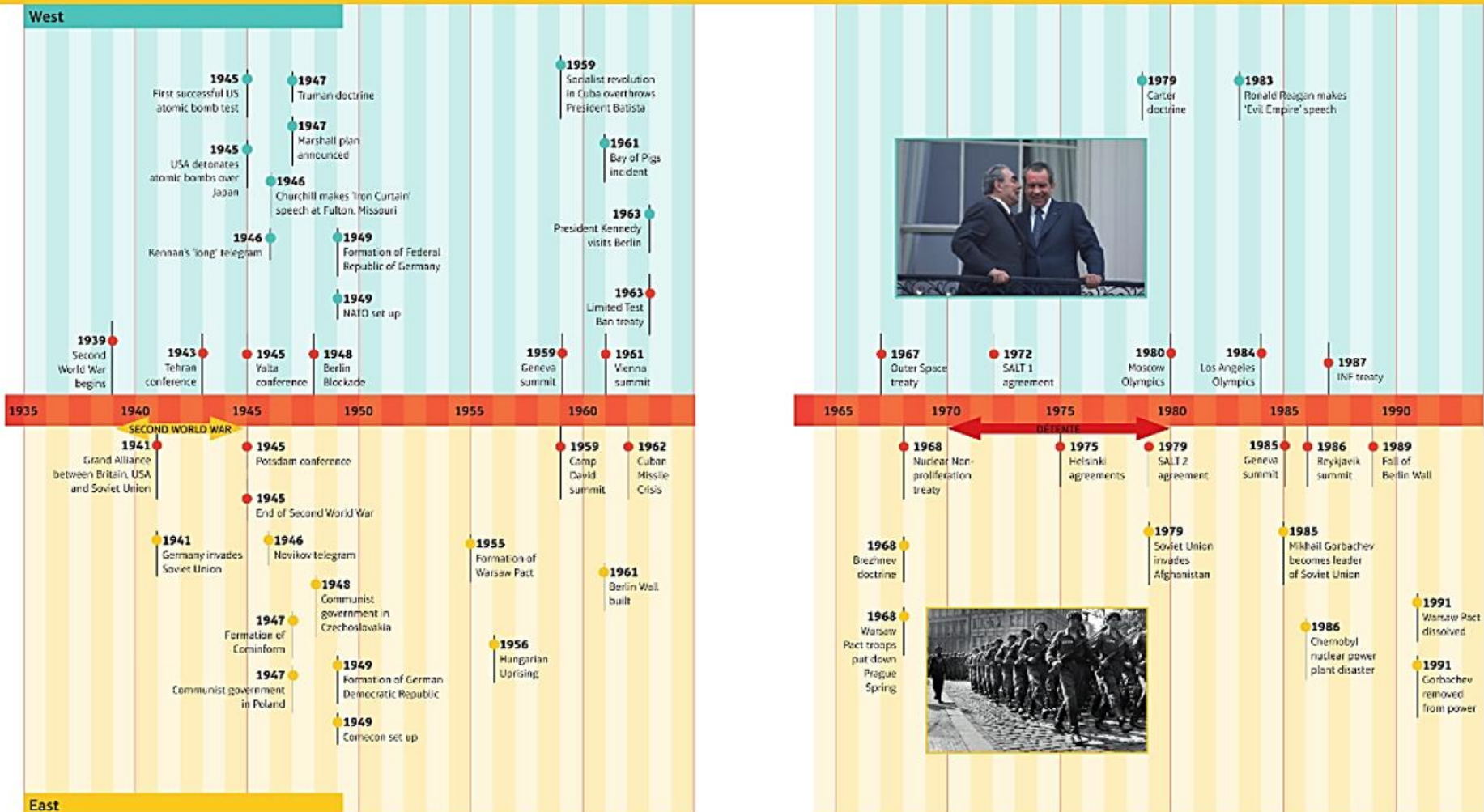
2. Trenches and key battles	
<b>Trenches</b>	Dug to a depth of about 2.5 m and were easier to defend than attack. Made up of a frontline, support trench, the reserve trench and the communications trench. Protected by machine guns and barbed wire. The soldiers stood on a duckboard to avoid the mud, behind the parapet.
<b>The First Battle of Ypres</b>	The British blew up Hill-60 by tunnelling underneath it and reclaimed the high ground from the Germans. The British held onto control of the English Channel ports, so that supplies and reinforcements could reach them.
<b>The Second Battle of Ypres</b>	The Germans used chlorine gas on the Western Front, the first use of gas in the war.
<b>Battle of the Somme</b>	The first use of tanks in warfare, however there were many technical problems and they were not very successful. Huge number of British casualties, around 400,000.
<b>Battle of Arras</b>	The British dug tunnels, linking existing caves and quarries to act as shelters against German attacks. The tunnels contained a light railway system and a fully functioning hospital.
<b>The Third Battle of Ypres</b>	Rain caused the terrain to become waterlogged. Men fell in shell holes and drowned.
<b>Battle of Cambrai</b>	The first use of stored blood to treat wounded soldiers. The first large-scale use of tanks which were now able to move easily across the terrain and barbed wire.

3. Conditions requiring medical treatment	
<b>Wounds</b>	High explosive shells and shrapnel were responsible for 58% of wounds. Bullets were responsible for 39% of wounds. Head wounds were very common on the Western Front and were mostly caused by shrapnel.
<b>Wound infection</b>	The soil on the Western Front contained all sorts of bacteria. From late 1914, tetanus injections were given but there was nothing to prevent gas gangrene.
<b>Illness</b>	Caused by lice, Trench fever produced flu like symptom which could last for months and kept reoccurring. Trench foot was caused by standing in waterlogged trenches. It could lead to gangrene and was treated with amputation
<b>Mental health</b>	Shell shock was thought to be caused by heavy exposure to constant bombardment, but it was little understood and sufferers were sometimes accused of cowardice.
<b>Gas attacks</b>	These were greatly feared but not a major cause of death.

4. New techniques in medical care	
<b>Carrel-Dakin method</b>	Washing the wound out with a sterilised salt solution and using a system of tubes to keep the solution flowing through the wound to fight infection.
<b>Thomas splint</b>	Pulled the leg lengthways and kept it rigid, stopping the bones from grinding against one another and so greatly reduced blood loss
<b>Storage of blood</b>	Before the Battle of Cambrai in 1917, 22 units of type O donor blood was stored in glass bottles. During the battle, 20 Canadian soldiers were treated with the blood which was collected 26 days earlier, these men were not expected to survive, in fact 11 of the 20 wounded men did survive.
<b>Mobile x-rays</b>	There were six mobile x-ray units operating in the British sector of the Western Front. The x-ray machine was inside a van and linked to its engine.
<b>Brain surgery</b>	<b>Harvey Cushing</b> , an American neurosurgeon, developed new techniques on the Western Front. He used magnets to remove metal fragments from the brain. He also used a local anaesthetic when operating. The survival rate was 71% up from 50%.
<b>Plastic surgery</b>	Head injuries that did not kill, could cause severe disfigurement and this led the doctor Harold Gillies to become interested in facial reconstruction. He devised new operations to deal with problems as he saw them.

# Superpower relations and the Cold War, 1941-91 - Timeline

## Timeline: Superpower relations and the Cold War, 1941-91

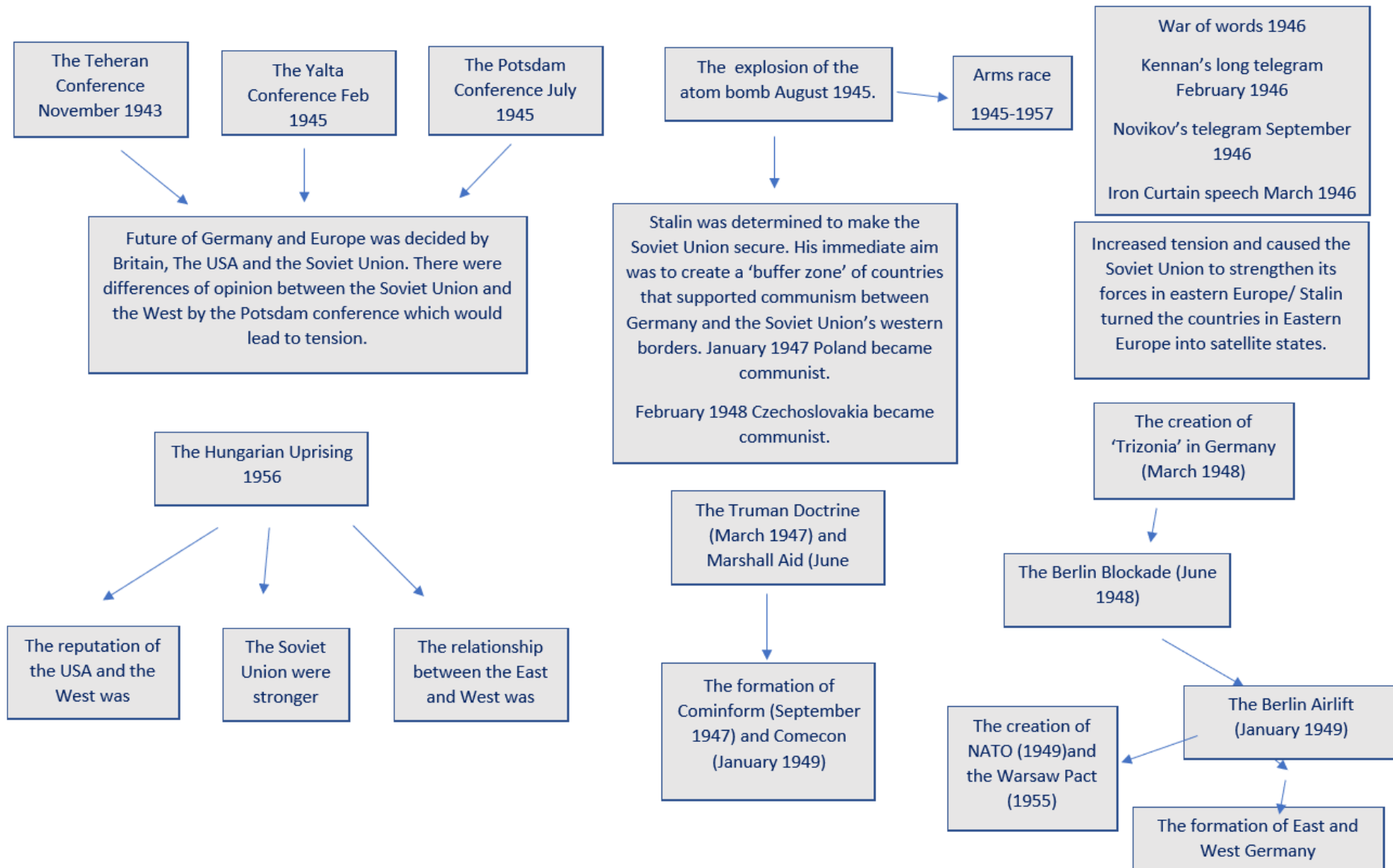




## Superpower relations and the Cold War, 1941-91 - Overview

Early tension between East and West	<ul style="list-style-type: none"> <li>● The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.</li> <li>● The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.</li> <li>● The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</li> </ul>
The development of the Cold War	<ul style="list-style-type: none"> <li>● The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.</li> <li>● The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).</li> <li>● Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</li> </ul>
The Cold War intensifies	<ul style="list-style-type: none"> <li>● The significance of the arms race and the formation of the Warsaw Pact.</li> <li>● Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.</li> <li>● The international reaction to the Soviet invasion of Hungary.</li> </ul>
Increased tension between East and West	<ul style="list-style-type: none"> <li>● The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.</li> <li>● Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.</li> <li>● Opposition in Czechoslovakia to Soviet control: the Prague Spring.</li> </ul>
Cold War crises	<ul style="list-style-type: none"> <li>● The construction of the Berlin Wall, 1961.</li> <li>● The events of the Cuban Missile Crisis.</li> <li>● The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.</li> </ul>
Reaction to crisis	<ul style="list-style-type: none"> <li>● Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963.</li> <li>● The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968.</li> <li>● International reaction to Soviet measures in Czechoslovakia.</li> </ul>
Attempts to reduce tension between East and West	<ul style="list-style-type: none"> <li>● Détente in the 1970s, SALT 1, Helsinki, and SALT 2.</li> <li>● The significance of Reagan and Gorbachev's changing attitudes.</li> <li>● Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.</li> </ul>
Flashpoints	<ul style="list-style-type: none"> <li>● The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.</li> <li>● Reagan and the 'Second Cold War', the Strategic Defence Initiative.</li> </ul>
The collapse of Soviet control of Eastern Europe	<ul style="list-style-type: none"> <li>● The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.</li> <li>● The significance of the fall of the Berlin Wall.</li> <li>● The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.</li> </ul>

# The origins of the Cold War, 1941-58



## HISTORY SP – TOPIC 29

# Cold War Crises, 1958–70

R. U. S. K.  
Refugees 1958  
Ultimatum November 1958  
Summits 1959–61  
Kennedy June 1961

Berlin Wall 12<sup>th</sup> August 1961

Families  
were  
separated

Impact on International  
relations:

Berlin wall was a powerful  
symbol of the differences  
between East and West and  
stayed there for almost 30  
years.

It reduced tension between  
the USA and the Soviet Union  
because it was less likely that  
the two superpowers would go  
to war over Berlin. The wall  
was better than war.

Impact on the Soviet Union:  
stopped refugees leaving for  
the West through East Berlin.

Sent the message that  
communism would survive in  
Berlin.

Impact on the USA: The wall  
showed that Khrushchev had  
been forced to accept Western  
control in West Berlin.

Khrushchev had learned that  
he could not bully Kennedy.

Those people who wanted to  
escape from communism could  
no longer do so.

Cuban revolution

Castro appointed communists to his

The Bay of Pigs invasion

The Soviet Union and Cuba were brought  
closer together.

Castro made Cuba communist.  
Khrushchev said he would give the Cubans  
weapons.

The Cuban Missile Crisis  
October 1962.

Relations improved

Hotline between the USA and  
the Soviet Union (1963)

The Test Ban Treaty (1963)

The Outer Space Treaty (1967)

The Nuclear Non-Proliferation  
Treaty (1968)

Students protested against the  
unpopular communist government  
in Czechoslovakia 1966.

Dubcek became head of the Czech  
government. He wanted socialism  
with a human face. January 1968

Soviet invasion of  
Czechoslovakia using Warsaw  
Pact troops August 1968

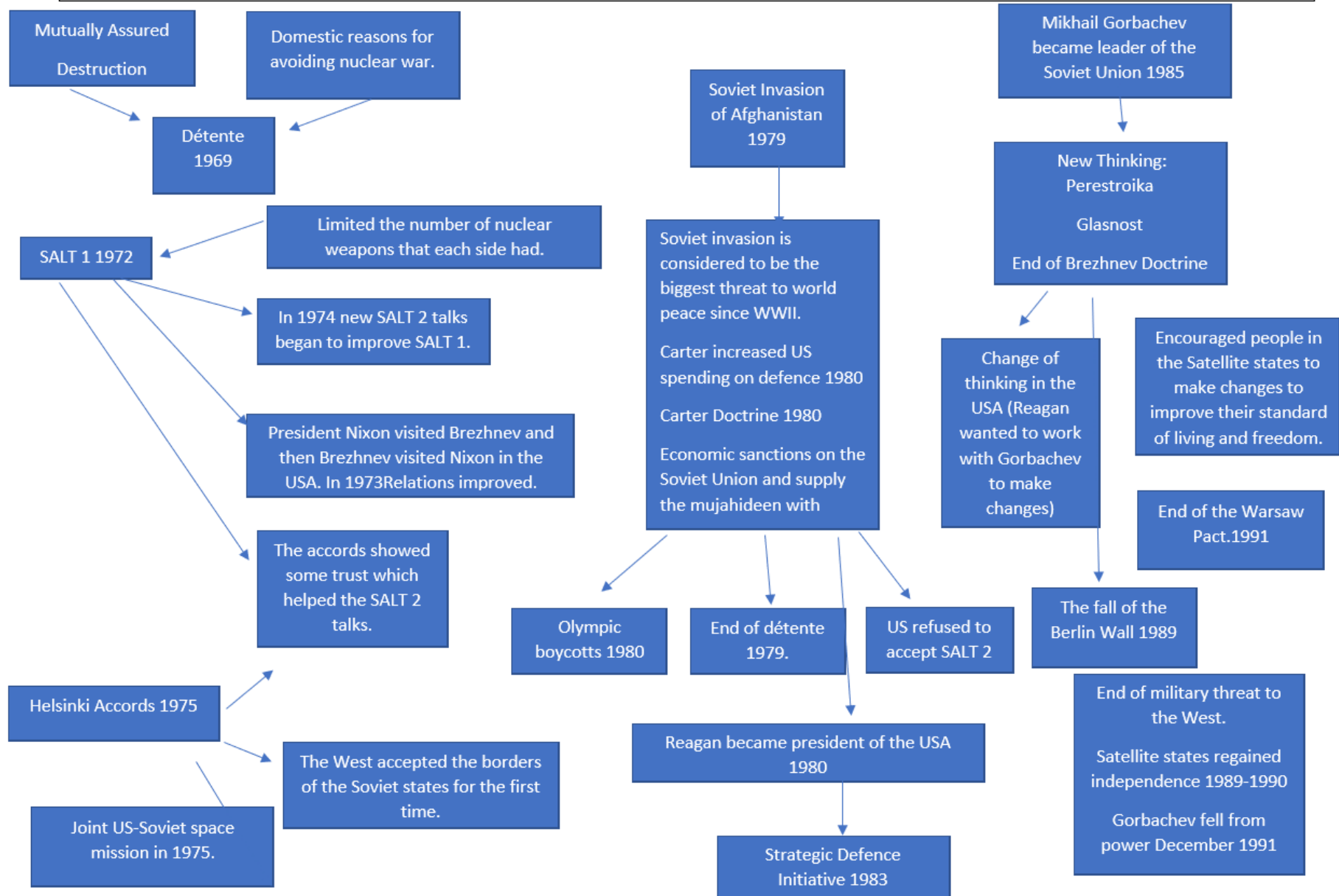
The Brezhnev Doctrine was  
introduced September 1968 Dubcek  
was replaced with a hard-line  
communist April 1969 Dubcek  
sacked.

Warsaw Pact countries were less  
likely to make reforms because they  
remembered what happened in  
Czechoslovakia.

Brezhnev looked strong because the  
west did not send troops in.

The USA looked weak because they  
did not do anything as they were  
fighting the Vietnam war.

# The End of the Cold War, 1970-91



## HISTORY SP – TOPIC 31

### Consequence

Question	Marks	Time
1. Explain two consequences of... (2x4 marks)	8	10 minutes
2. Write a narrative account analysing...	8	15 minutes
3. Explain the importance of ...(2x8)	16	25 minutes
<b>Totals</b>	<b>32 marks</b>	<b>50 minutes</b>

Possible questions (4 marks each):

1. Explain two consequences of the decisions made by The Grand Alliance at the Potsdam Conference in July-August 1945.
2. Explain two consequences of the decisions by The Grand Alliance at the Tehran Conference, November 1943.
3. Explain two consequences of the Hungarian Uprising in 1956.
4. Explain two consequence of the Cuban Missile Crisis in 1962.
5. Explain two consequences of the election of Alexander Dubcek as First Secretary of the Czech Communist Party in January 1968.
6. Explain two consequences of the Soviet invasion of Afghanistan 1979.
7. Explain two consequences of Mikhail Gorbachev's decision to abandon the Brezhnev Doctrine.
8. Explain two consequences of the end of the Warsaw Pact.

Exam tips!

- ✓ Start with 'as a result of this event...
- ✓ 'The effect of this was...
- ✓ This led to...

**Q1 – This question always asks you to 'explain 2 consequences' of an event. It is worth 8 marks – you can get up to 4 marks for each well explained consequence.**

**Example – Explain 2 consequences of the decisions made by The Grand Alliance at the Yalta Conference in February 1945. (8 marks)**

Consequence 1:

As a result of the Yalta Conference, Germany was divided into different zones. There were four of these and they would be governed by each of the allies (Britain, France, the USA and the Soviet Union). Berlin was to be in the Soviet zone which would lead to tension in 1948 as Stalin decided to shut the land routes across Soviet-controlled Germany into Berlin. (4 marks)

Consequence 2:

Another consequence of the conference was that there was disagreement about how Poland was to be governed. It was agreed that there would be a government decided by free elections in Eastern Europe but that Stalin could keep parts of Poland. This led to tension as Stalin used Poland to create a buffer zone between the Soviet Union and Germany. This was seen by Truman as an attempt to spread communism. (4 marks)

## HISTORY SP - TOPIC 32

### Narrative

Q2 – This question will ask you to write a narrative account of the key events that took place during a specific time during the Cold War. You will be given 2 prompts to help you BUT will also be expected to add other information of your own. Spend 15 minutes on your answer.

**Example: Write a narrative account analysing the events of the Berlin Crisis, 1948-1949. You may use the following in your answer:**

#### Stalin's fears

#### The Airlift

After WW2 both Germany and Berlin were divided into zones which were controlled by the USA, France, Britain and the Soviet Union. The Marshall Plan provided West Berlin, controlled by the capitalist Allies, with money to rebuild. **As a result of** the resources from the Marshall Plan West Berlin had a higher standard of living than communist East Berlin. **This prompted** many people to cross from the East into the West to improve their lives which was bad propaganda for the Soviet Union and Stalin and so **increased** tension between the two sides in the Cold War.

In addition, by 1947 the British and American zones had become known as 'Bizonia' - as they essentially operated as one – and, after the French zone began to work with them too, these zones became known as 'Trizonia'. Stalin feared that this threatened the security of the Soviet Union and would mean Germany and Berlin would be permanently divided. **Following** the introduction of a new currency in Trizonia, Stalin cut off road, rail and canal access into West Berlin in June 1948. He wanted the Allies to abandon their zones and to prove a divided Germany didn't work. Stalin's **actions increased** tension between the USA and the Soviet Union.

**As a result of** Stalin's actions US President Truman **responded** with the Berlin Airlift. For 11 months US and British planes flew in supplies to West Berlin which stopped the blockade from succeeding and made Stalin look like the aggressor.

Eventually Stalin had to back down which was a propaganda disaster for the Soviet Union. West Berlin now became seen as an important symbol of western power and influence. By September 1949, West Germany was created as an independent state by the Allies and in October East Germany was established by the Soviet Union.

#### Exam tips!

- ✓ Write about events **IN ORDER**
- ✓ Remember to **LINK** events with phrases such as 'this led to', 'as a result'.
- ✓ Add process words such as 'grew', 'worsened' and 'increased'.

#### Possible questions (8 marks each)

1. Write a narrative account analysing the key events of the Soviet takeover of the satellite states in the period 1944-48. You may use the following in your answer:

- The Warsaw Uprising
- The communist takeover of Czechoslovakia.

You **must** also use information of your own. 8 marks.

8 marks

3. Write a narrative account analysing the key events of détente in the years 1970-79

You may use the following in your answer:

- SALT 1, 1972
- The Helsinki Accords, 1975

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

8 marks

4. Write a narrative account analysing the key events of the Soviet Invasion of Afghanistan.

You may use the following in your answer:

- Muslim ideology
- Babrak Karmal

8 marks



## HISTORY SP - TOPIC 33

### Importance

Question 3 – This question asks you to explain the **importance** of 2 events/factors from a choice of three. For each answer you can get up to 8 marks. The question overall is therefore marked out of 16. Spend 12 minutes on each answer.

Example: Explain TWO of the following:

- The importance of the events in Hungary in 1956 in the development of the Cold War
- The importance of the Soviet invasion of Czechoslovakia for relations between the USA and Soviet Union.
- The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe.

Gorbachev's new thinking **was very important in terms** of how it affected Soviet control of Eastern Europe. Gorbachev wanted to make communism more popular and improve the Soviet economy with his key policies of glasnost (openness) and perestroika (restructuring the economy) but these policies ended up contributing to the break-up of the Warsaw Pact (Eastern European countries) and Soviet Union. These policies were popular with the people in the Warsaw Pact countries, especially when he said the Brezhnev Doctrine no longer stood, but they encouraged opposition to Soviet rule.

Gorbachev's new thinking **was important because it made controlling the Eastern European countries in the Warsaw Pact more difficult** as people there demanded more and more freedoms. The problem of controlling these countries was made even more difficult when Gorbachev withdrew Soviet troops from them to save money. The most symbolic example of how the Soviets lost control of Eastern Europe because of Gorbachev's new thinking was the fall of the Berlin Wall in 1989.

#### Exam tips!

- ✓ Make sure you read the second part of the question because it tells you what you need to focus on.
- ✓ Don't just describe the events in the question
- ✓ Start your answer with '...was important for...because...'.

#### Possible questions (8 marks each)

1. Explain the importance of the Truman Doctrine for international relations after the Second World War
2. Explain the importance of building the Berlin Wall for the development of the Cold War.
3. Explain the importance of the Olympic boycotts for relations between the USA and the Soviet Union.
4. Explain the importance of the Berlin Blockade for the future of Germany.
5. Explain the importance of the formation of NATO for relations between the USA and Soviet Union.
6. Explain the importance of the Bay of Pigs invasion for relations between the USA and the Soviet Union.
7. Explain the importance of Kennedy's 963 speech for the future of Germany.
8. Explain the importance of the Bay of Pigs incident for the future of Cuba.
9. Explain the importance of the Prague Spring for relations between the USA and the Soviet Union.
10. Explain the importance of the nuclear arms race for relations between the USA and the Soviet Union.
11. Explain the importance of Ronald Reagan for relations between the USA and the Soviet Union.
12. Explain the importance of Gorbachev for the Warsaw Pact.

## Elizabethan England, 1558-88 – Timeline

## Timeline: Elizabethan England

## Events at home

- 1558** Elizabeth I is crowned Queen of England after the death of her sister, Mary I
- 1563** Statute of Artificers
- 1559** Elizabeth implements her religious settlement, including the Act of Supremacy, Act of Uniformity and the Royal Injunctions
- 1568** Mary, Queen of Scots, flees to England from Scotland
- 1569** The Revolt of the Northern Earls to place Mary, Queen of Scots, on the throne
- 1570** Pope Pius V excommunicates Elizabeth from the Catholic Church
- 1571** The Ridolfi plot
- 1572** Vagrants Act
- 1576** Poor Relief Act

1555 1560 1565 1570 1575

- 1559** Treaty of Cateau-Cambresis

- 1560** Treaty of Edinburgh



- 1566** Dutch Revolt

- 1568** Genoese Loan

- 1576** The Spanish Fury

- 1576** Pacification of Ghent

- 1577-80** Francis Drake circumnavigates the world

## Events abroad

- 1583** The Throckmorton plot
- 1585** All Catholic priests are ordered to leave the country
- 1586** The Babington plot
- 1587** Mary, Queen of Scots, is executed



- 1603** Death of Elizabeth

1580 1585 1590 1595 1600

- 1580** Francis Drake is knighted on the deck of the Golden Hind

- 1584** Treaty of Joinville

- 1587** Colony is established at Roanoke

- 1587** Drake 'brings the King of Spain's beard' by leading an assault on the Spanish fleet in Cadiz harbour

- 1585** Treaty of Nonsuch

- 1585** War begins between England and Spain

- 1585** First English colony in Virginia is established

- 1590** English sailors arrive at Roanoke to find it abandoned

- 1586** Surviving colonists abandon Virginia and return to England

- 1587** Second attempt to colonise Roanoke

- 1588** Philip II of Spain launches the Armada. The Spanish are ultimately defeated at The Battle of Gravelines

## HISTORY SP – TOPIC 35

# Elizabethan England, 1558-88 - Content

The situation on Elizabeth's accession	<ul style="list-style-type: none"> <li>● Elizabethan England in 1558: society and government.</li> <li>● The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li> <li>● Challenges at home and from abroad: the French threat, financial weaknesses</li> </ul>
The 'settlement' of religion	<ul style="list-style-type: none"> <li>● Religious divisions in England in 1558.</li> <li>● Elizabeth's religious settlement (1559): its features and impact.</li> <li>● The Church of England: its role in society.</li> </ul>
Challenge to the religious settlement	<ul style="list-style-type: none"> <li>● The nature and extent of the Puritan challenge.</li> <li>● The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li> </ul>
The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> <li>● Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.</li> <li>● Relations between Elizabeth and Mary, 1568-69</li> </ul>
Plots and revolts at home	<ul style="list-style-type: none"> <li>● The reasons for, and significance of, the Revolt of the Northern Earls, 1569-70.</li> <li>● The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li> <li>● The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li> </ul>
Relations with Spain	<ul style="list-style-type: none"> <li>● Political and religious rivalry.</li> <li>● Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li> </ul>
Outbreak of war with Spain, 1585-88	<ul style="list-style-type: none"> <li>● English direct involvement in the Netherlands, 1585-88. The role of Robert Dudley.</li> <li>● Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li> </ul>
The Armada	<ul style="list-style-type: none"> <li>● Spanish invasion plans. Reasons why Philip used the Spanish Armada.</li> <li>● The reasons for, and consequences of, the English victory.</li> </ul>
Education and leisure	<ul style="list-style-type: none"> <li>● Education in the home, schools and universities.</li> <li>● Sport, pastimes and the theatre.</li> </ul>
The problem of the poor	<ul style="list-style-type: none"> <li>● The reasons for the increase in poverty and vagabondage during these years.</li> <li>● The changing attitudes and policies towards the poor.</li> </ul>
Exploration and voyages of discovery	<ul style="list-style-type: none"> <li>● Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</li> <li>● The reasons for, and significance of, Drake's circumnavigation of the globe.</li> </ul>
Raleigh and Virginia	<ul style="list-style-type: none"> <li>● The significance of Raleigh and the attempted colonisation of Virginia.</li> <li>● Reasons for the failure of Virginia.</li> </ul>



## Features of Elizabethan England

Question	Marks	Time
5 a) Describe 2 features of...	4	5
5 b) Explain why...	12	20
5 c) How far do you agree...?	16	30
	Total =32 marks	55 minutes

You get 1 mark for each valid feature up to a maximum of 2 valid features. You then get one mark for any supporting information.

**Example – Describe 2 features of the Elizabethan religious settlement (4 marks)**

One feature of the Elizabethan religious settlement was the Act of Supremacy (1 mark). This made Elizabeth supreme governor of the Church of England (1 mark).

A second feature was the Act of Uniformity (1 mark). This established how churches should look and what type of services they would hold (1 mark).

Possible questions 4 marks each...

1. Describe 2 features of Elizabeth's religious settlement.
2. Describe 2 features of Elizabethan government.
3. Describe 2 features of Elizabethan society.
4. Describe 2 features of Elizabethan theatre.
5. Describe 2 features of Elizabethan schools.
6. Describe 2 features of the attempts to colonise Virginia.
7. Describe 2 features of the Ridolfi plot.
8. Describe 2 features of the Babington plot.
9. Describe 2 features of the revolt of the Northern Earls.
10. Describe 2 features of the Spanish Armada.
11. Describe 2 features of Elizabethan pastimes.
12. Describe 2 features of Walsingham's use of spies.
13. Describe 2 features of Elizabeth's involvement in the Netherlands 1585-88.
14. Describe 2 features of the attempts to colonise Virginia.
15. Describe 2 features of education 1558-88.
16. Describe 2 features of the plots to remove Elizabeth from the throne.

## HISTORY SP - TOPIC 37

### Explain why...(5b)

Q 5b)

Explain why Philip II launched the Armada in 1588. You may use the following in your answer and MUST use information of your own:

- England's involvement in the Netherlands
- Drake's attacks on Spain's colonies in America

Although Philip II launched the Armada in 1588, he decided to attack England in 1585 after years of worsening relations with Elizabeth I. Both English involvement in the Netherlands, like the Treaty of Nonsuch, and raids on Spanish colonies were causes, however Philip's religious beliefs also explain his decision.

The English involvement in the Netherlands led to the launch of the Armada. The Treaty of Nonsuch was signed by Elizabeth in 1585. It promised to fund 7,400 soldiers to help the Dutch Protestant rebels fight the Spanish. Elizabeth sent an army to the Netherlands under the command of the Earl of Leicester. As the Netherlands belonged to Spain this was effectively the start of war between England and Spain. Philip II was even angrier with the Earl of Leicester because the Governor General of the Netherlands and believed Elizabeth was trying to depose him. This led to the launch of the Armada because Philip could not ignore this because the treaty was really a declaration of war that he had to respond to.

Elizabeth I also sent Drake to raid Spain and Spanish settlements in America in October 1585. Earlier, in 1577, Elizabeth had ordered Drake to raid Spanish settlements during his trip around the globe and he was very successful as he stole from Spanish ships. Consequently, when Drake returned she knighted him but Philip II saw him as a pirate. This led to the launch of the Armada because the raids of 1585 made Philip angry and he wanted to take revenge for the disruption that Drake had caused.

Philip II's religious beliefs didn't directly lead to the Armada but were important too. The Pope wanted Catholics to overthrow Elizabeth and replace her with Mary, Queen of Scots. In 1586, Philip II supported the Babington plot to put Mary on the English throne. The Babington plot led to the execution of Mary, Queen of Scots. This meant that Philip could not hope to get rid of Elizabeth by supporting plots to overthrow Elizabeth and replace her with Mary Queen of Scots. Philip II's religious beliefs led to the launch of the Armada because as a Catholic he wanted to overthrow Elizabeth and the Armada was the only way that he could do that after 1587.

In conclusion it was Drake's raids in 1585 that triggered Philip II's decision to launch the Armada, especially as they followed the Treaty of Nonsuch. However there had been a long term build-up of tensions and Philip II had become very angry with Elizabeth because of his strong Catholic beliefs.

Exam tips! Allow 20 minutes to answer

- ✓ Write in PEEL paragraphs (Point, evidence and explanation, link back the question)
- ✓ Use AO1 language (facts/names/dates)
- ✓ Use AO2 language (because, this led to, consequently, as a result)
- ✓ Write three PEEL paragraphs
- ✓ You DO NOT have to use the points given to you in the question.

Possible questions...12 marks each

1. Explain why the Throckmorton plot was a threat to Elizabeth.
2. Explain why the Ridolfi plot was a threat to Elizabeth.
3. Explain why the Revolt of the Northern Earls was a threat to Elizabeth.
4. Explain why the Babington Plot was a threat to Elizabeth.
5. Explain why there was an increase in Exploration 1558-88.
6. Explain why Mary, Queen of Scots was executed in 1587.
7. Explain why attitudes towards the poor changed 1558-88
8. Explain why more people became explorers between 1558 and 1588.
9. Explain why Elizabeth became involved in the Netherlands between 1585 and 1588.



## How far do you agree?

Q5c) This is a 16 mark question. In the exam you will have a choice of two 16 mark questions and you answer the one you know the most about.

Example: 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 points:

- Sheep farming
- Rising prices

You must also include information of your own (16 marks).

I agree with the statement because the numbers of vagabonds increased as the population of England was growing quickly which led to a rise in prices.

Population growth was the underlying cause of the rise in vagabondage. During Elizabeth's reign it grew by up to 35%. It led to increases in demand for food, land and jobs, which in turn led to rises in prices and rents and falling wages. Wages fell as there were lots of people available to work and so the price of labour fell. Some employers cut wages because even when they did then knew they would find people who would still take jobs. When trade was bad, unemployment made the situation worse, especially in towns. The population grew faster than the amount of food being produced. This led to really high grain prices and as much as 80% of peoples' income was spent of bread! Population growth was the main reason why vagabondage increased because the demand for land also grew with the increase in population, increasing poverty and therefore vagabondage.

In addition, sheep farming caused rural unemployment which sometimes led to vagabondage. Woollen cloth made up 80% of England's exports which made sheep farming a good business to be in consequently, landowners saw this and switched from growing crops to sheep farming. This led to an increase in vagabondage because looking after sheep required fewer men than growing crops so many men lost their jobs. This led to many more vagabonds roaming the country looking for work. Sheep farming also took over land that was once common land due to the process of enclosure which meant that small farms were often merged and tenant farmers evicted – some to become vagabonds. However, sheep farming was not the main reason for the increase in vagabondage because the impacts of sheep farming would not have led to an increase in vagabonds if it wasn't for an increasing population in the first place which had led to greater demand for land and food.

Another reason for unemployment – which led to vagabondage – was rising prices. Prices of food increased both to a rise in demand for goods and when there were poor harvests which caused prices to increase. Also, food production grew more slowly than the population which meant that there was not enough food and the price increased. Rents also went up because landowners saw there were more people than houses and so put their prices up to make a profit. In conclusion all 3 factors – population growth, sheep farming and rising prices – were important in the increase in vagabondage. However, the main reason was the rise in population as it caused lower wages at the same time as an increase in food and rents as landowners and farmers wanted to make a profit.

### Exam tips!

- ✓ 30 minutes-and PLAN your answer.
- ✓ Make a judgement!
- ✓ DIFFERENT TO AN EXPLAIN WHY BECAUSE THERE MUST BE A JUSTIFICATION.
- ✓ Point
- ✓ Evidence and explanation (Ao1 and Ao2)
- ✓ Justification (use the words of the question in the justification).

### Possible questions...16 marks each

1. Religion was the main cause of the Revolt of the Northern Earls. How far do you agree?
2. There was little change in attitudes towards the poor 1558-88. How far do you agree?
3. Religion was the main threat facing Elizabeth in 1558. How far do you agree?
4. Spain was the biggest threat facing Elizabeth in 1558. How far do you agree?
5. Religion was Elizabeth's main problem 1558-69. How far do you agree?
6. The decline in Anglo-Spanish relations 1569-85 was caused by Elizabeth I. How far do you agree?
7. The main reason that voyages of exploration were undertaken during Elizabeth's reign was to increase England's wealth. How far do you agree?