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# HISTORY

**EXAM BOARD: EDEXCEL**

**COURSE CODE: 1HIO**

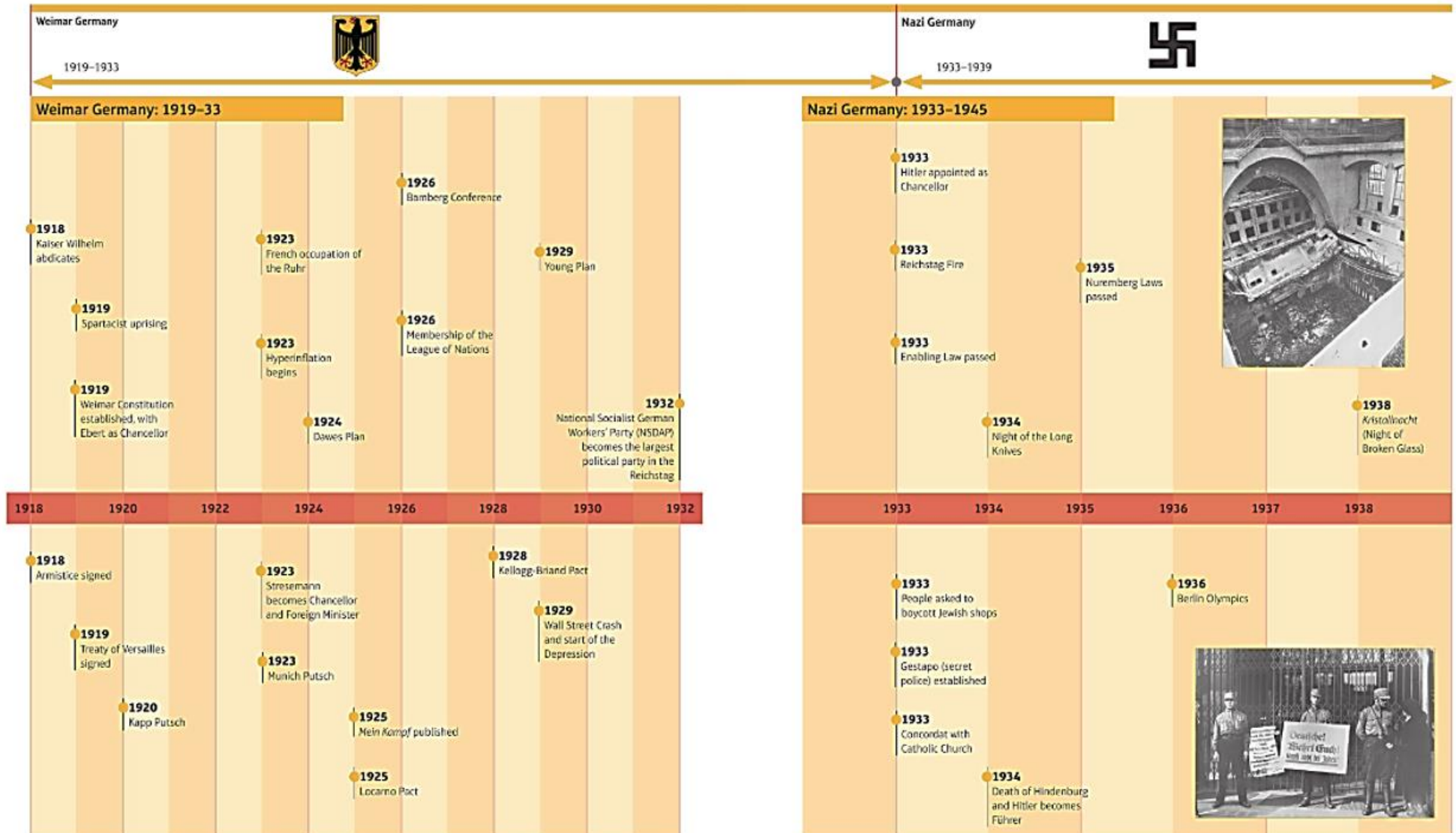
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Name: .....

Tutor Group: .....

## Timeline

## Timeline: Weimar and Nazi Germany, 1918–39



## HISTORY SP – TOPIC 2

# The Weimar Republic and Nazi Germany Overview (1918-39)

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

## Inference

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

For possible questions please go to:

> This PC > P Student SharePoint (P:) > Subjects > History > Germany questions

## 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.

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.

## 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'.



## Explanation

Explain why....

**Example: Explain why unemployment fell in Germany between 1933 and 1939.**

Unemployment fell in Germany because of the creation of the National Labour Service (RAD). From 1935 membership of the RAD was compulsory. Workers wore uniforms, lived in camps and did military drills and parades as well as working. People working for the RAD were not counted as unemployed and as a result the unemployment figures from 1935 fell.

Job creation schemes also reduced unemployment in Germany between 1933 and 1939. One scheme was a massive road-building programme to create autobahns which were German motorways across Germany. The state funded these schemes, investing 37.1 million marks by 1938. This work required a lot of men and created many new jobs in construction. This led to a fall in unemployment in Germany.

Conscription reduced unemployment in Germany. Hitler introduced conscription in Germany in 1935. This meant that more people were employed as soldiers because all men aged 18-35 had to do two years military service. The army expanded from 100,000 in 1933 to 1.4 million by 1939. The armed forces needed armaments and vehicles and uniforms which was a boost to German industries such as the arms industry, coal and iron. This meant that more people were employed in these industries which led to a fall in unemployment.

Explanation and link.

Point

Evidence

Exam Tips!

- ✓ Allow 15 minutes to write an answer.
- ✓ You will be given two prompts to help you, but you DO NOT have to use them.
- ✓ Write three PEEL paragraphs

Possible questions

1. Explain why there were economic problems in the Weimar Republic from 1919 to 1923.
2. Explain why the Weimar Republic was unpopular between 1919 and 1920.
3. Explain why the Munich Putsch failed.
4. Explain why the Weimar Republic experienced a period of recovery 1923-29.
5. Explain why the Nazi police state was successful between 1933 and 1939.
6. Explain why Hitler was able to increase his control over Germany between 1933 and 1939.
7. Explain why the position of women in Germany changed in the years 1933-9.
8. Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-9.
9. Explain why the Nazi Party tried to control the Church in Germany.
10. Explain why Hitler became chancellor in 1933.

## Source 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 suggests that Hitler came to power because the existing government was not obeyed. The author says "Bruning's voice issued commands...and was not obeyed". This shows that Bruning had no authority. Bruning was a weak chancellor because he lost 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. The source is from 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.

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. 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. The source is a political cartoon which means that it may exaggerate the event for entertainment. However, it does give an accurate view of events.

## 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.' '[Bruning] 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.C.O.P
- ✓ **JUDGEMENT:** Begin your answer with 'Source ...is useful for an enquiry into...because it suggests that...(think about what the source tells you about the enquiry/what you can infer)
- ✓ **CONTENT:** Support the judgement with the content of the source. Include quotes.
- ✓ **OWN KNOWLEDGE.** Use contextual knowledge to evaluate the accuracy of the source.
- ✓ **PROVENANCE:** Consider how the nature/origin and purpose of the source determines how useful it is.
- ✓ Repeat for the second source.

What is provenance?

A 1933 cartoon from the British political magazine *Punch*. It shows Hindenburg and von Papen lifting Hitler to power.

Nature (cartoon)

Origin (British magazine)

Purpose (to entertain/inform readers of the political situation in Germany).

# Interpretation

## Question 3 (b)

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'.

For possible questions go to:

» This PC » P Student SharePoint (P:) » Subjects » History » Germany questions

### 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.

## 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.

For possible questions go to:



## 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.

# Medicine in Britain, c1250-Present Day timeline

## Ideas about causes and prevention

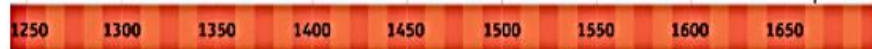


1543  
Publication of Vesalius' *The Fabric of the Human Body*

1628  
William Harvey publishes his book on the circulation of the blood

1676  
Thomas Sydenham publishes *Observationes Medicae*

1665  
Great Plague arrives in Britain



1348  
Black Death arrives in Britain

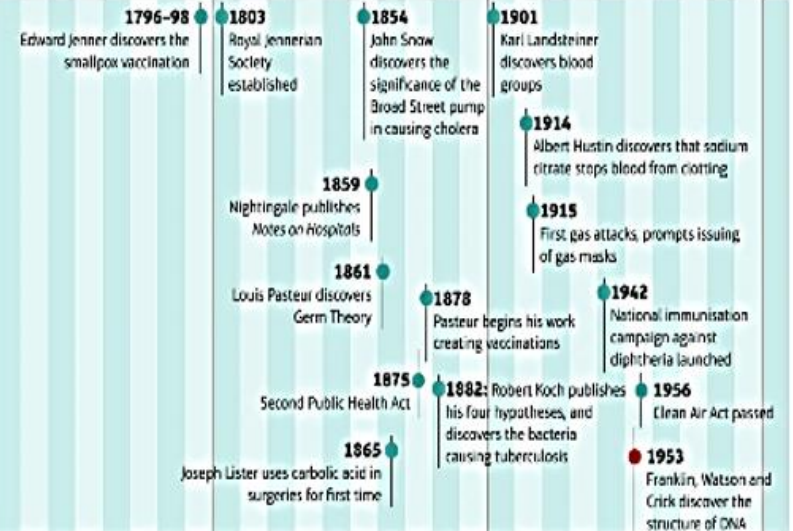
c1440  
Printing press invented

1536: Dissolution of the Monasteries in England

1660  
Royal Society meet in London for first time



## Ideas about treatments



1842  
William E. Clarke successfully uses ether to anaesthetise a patient

1847  
James Simpson discovers effects of chloroform

1854  
Florence Nightingale treats wounded soldiers in Crimean War

1895  
William Roentgen discovers x-rays

1898  
Royal Army Medical Corps (RAMC) founded

1914-1918  
First World War

1907  
First Aid Nursing Yeomanry (FANY) founded

1909-10  
Paul Ehrlich discovers the first magic bullet, Salvarsan 606

1917  
First blood depot is used, at the Battle of Cambrai

1928  
Fleming discovers penicillin

1932  
Discovery of the second magic bullet, Prontosil

1941  
Florey and Chain develop penicillin into a usable treatment

1948  
NHS is launched

1990  
Human Genome project began

## Medicine in Britain, c1250–Present Day overview

Ideas about the cause of disease and illness..	<ul style="list-style-type: none"> <li>• Supernatural and religious explanations of the cause of disease.</li> <li>• Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen</li> </ul>
Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> </ul>
Case study	<ul style="list-style-type: none"> <li>• Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul>
c1500–c1700: The Medical Renaissance in England	
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>• Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>• Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</li> </ul>
Case studies	<ul style="list-style-type: none"> <li>• Key individual: William Harvey and the discovery of the circulation of the blood.</li> <li>• Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.</li> </ul>
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Approaches to prevention and treatment	<p>Approaches to prevention and treatment</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.</li> </ul>
Case studies	<ul style="list-style-type: none"> <li>• Key individual: Jenner and the development of vaccination.</li> <li>• Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump</li> </ul>
c1900–present: Medicine in modern Britain	
Ideas about the cause of disease and illness	<ul style="list-style-type: none"> <li>• Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.</li> <li>• Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</li> </ul>

## The British Sector of the Western Front, 1914-18, injuries, treatment and the trenches

Approaches to prevention and treatment	<ul style="list-style-type: none"> <li>• 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.</li> <li>• New approaches to prevention: mass vaccinations and government lifestyle campaigns.</li> </ul>
Case studies • 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.	<ul style="list-style-type: none"> <li>• Key individuals: Fleming, Florey and Chain's development of penicillin.</li> <li>• The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.</li> </ul>
The British sector of the Western Front, 1914-18: injuries, treatment and the trenches	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>



## Features

	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

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:

1. Describe two features of the trench system.
2. Describe two features of aseptic surgery in the early 20<sup>th</sup> century.
3. Describe two features of the development of the storage of blood in the early 20<sup>th</sup> century.
4. Describe two features of the Thomas splint.
5. Describe two features of new techniques in the treatment of wounds and infection.
6. Describe two features of mobile x-ray units.
7. Describe two features of base hospitals.
8. Describe two features of the underground hospital at Arras
9. Describe two features of Plastic surgery
10. Describe two features of trench foot
11. Describe two features of gas attacks.
12. Describe two features of dressing stations.

## Source Utility Western Front

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.

### 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.C.O.P
- ✓ **JUDGEMENT:** Begin your answer with 'Source ...is useful for an enquiry into...because it suggests that...(think about what the source tells you about the enquiry/what you can infer)
- ✓ **CONTENT:** Support the judgement with the content of the source. Include quotes.
- ✓ **OWN KNOWLEDGE.** Use contextual knowledge to evaluate the accuracy of the source.
- ✓ **PROVENANCE:** Consider how the nature/origin and purpose of the source determines how useful it is.
- ✓ Repeat for the second source.

### Source B

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



For possible questions please go to:

P Student SharePoint (P:) > Subjects > History > Medicine questions

Source A is useful for an enquiry into the treatments that were available for soldiers on the western front 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. 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 important because 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. Although this account was published almost twenty years after the war it is still useful because it was based on Cushing's journal. 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.

Source b is useful for an enquiry into treatments that were available on the Western Front because 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 mobile machine would have made it possible to identify shrapnel and bullets and prevent infection for many of the wounded soldiers. Although this is one photograph and doesn't tell us that there were only six of these machines in the British sector it does 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.

## Investigation

## 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.

## 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.

## 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.

## What type of source could I use?

National newspapers

Hospital records

Surgeon journals/records

Private diary of a soldier

Army medical records 1914-1918

## 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.

# Similarity, difference and PEEL

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 Explain why ..... 12 marks

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. His method worked. This was a big change in the ability to prevent smallpox.

However, if it weren't for the government, the vaccine would not have been widely used. 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 government enabled the change to occur rapidly. From the start of the 19<sup>th</sup> century the government funded and encouraged vaccination programmes. For example, in 1807 they asked the Royal College of Physicians to organise vaccination nationwide and in 1852 they made the vaccination compulsory. The most rapid change in prevention of smallpox 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!

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

Possible questions:

1. 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.
2. 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.
3. 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.
4. Explain one way in which ideas about preventing the plague were different in the 14<sup>th</sup> and 17<sup>th</sup> centuries.
5. Explain one way in which understanding of the causes of disease and illness was different in c1750 from the present day.

Point

Evidence  
and  
explanation.

Link

## Exam tips!

- ✓ PEEL paragraphs
- ✓ Make sure you bring in own knowledge as well as what is suggested by the bullet points otherwise you are limiting yourself to a maximum of 8 marks.
- ✓ The bullet points are suggestions-you do not have to follow them.



# Judgement

This question is worth 20 marks including 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.

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. Therefore, in terms of widely-known theories, this was the main one.

The theory was popular because it linked to the seasons and the positions of planets. The theory suggested that there was an imbalance in the humours which also linked to the different seasons and position of the planets. This theory was popular because it would be twisted to explain practically any disease. People understood the theory and believed it to be true. Therefore, the theory was the main explanation for the cause of disease until the 17<sup>th</sup> century.

However, the theory 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.

Judgement  
with criteria

Point

Evidence and  
explanation

Link

Exam tips!

- ✓ Make a judgement!
- ✓ 3 PEEL paragraphs
- ✓ Set criteria for judgement at the start of the question.
- ✓ Write a conclusion that clearly agrees/disagrees with the statement.

Possible questions:

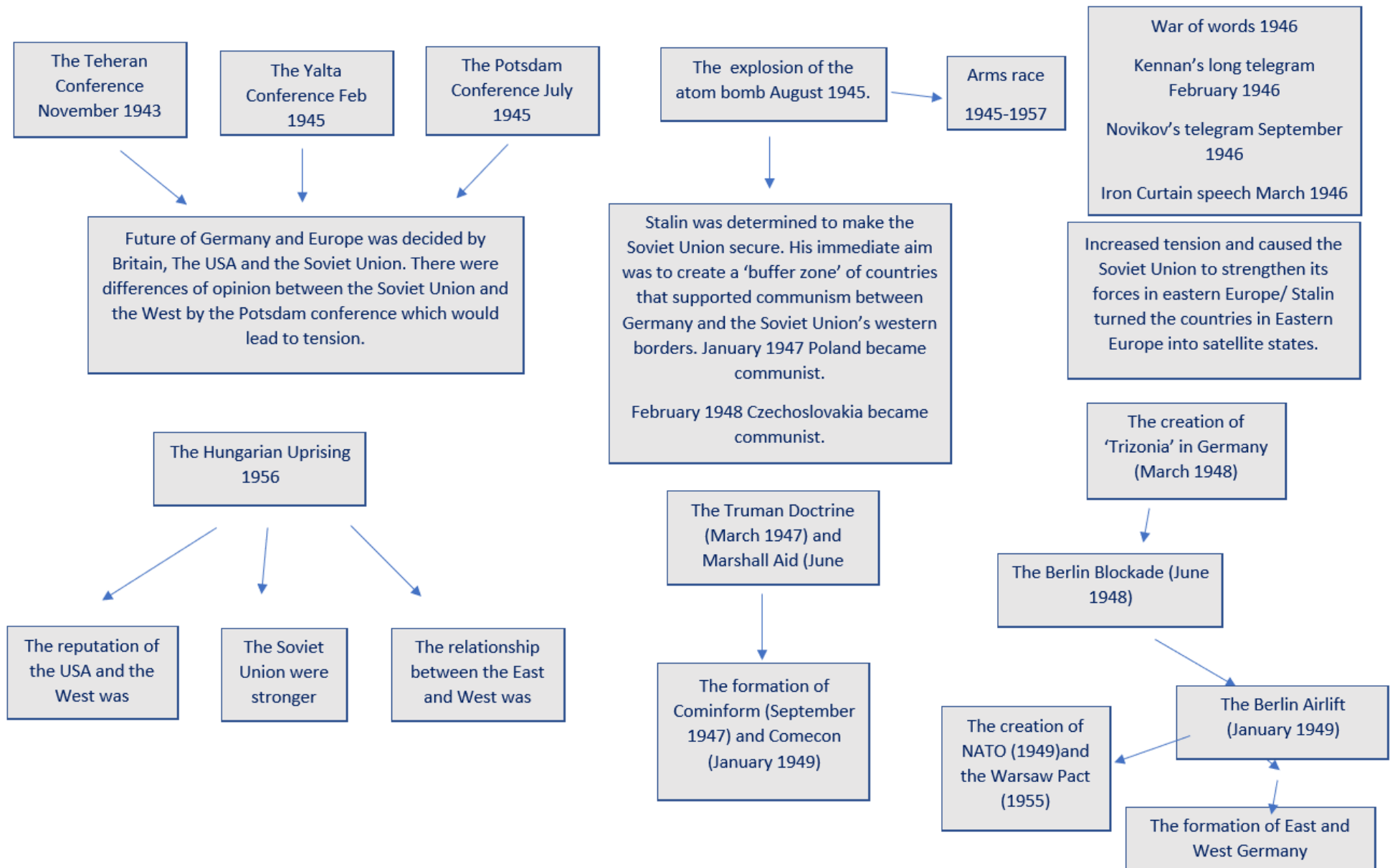
1. 'Hospital treatment in England in the period from 1200-1500 was very rare'  
How far do you agree? Explain your answer.
2. Individuals had the biggest impact on medical training in the 16<sup>th</sup> and 17<sup>th</sup> centuries.  
How far do you agree? Explain your answer.
3. There was rapid change in ideas about the causes of illness and disease in the period c1700-c1900.  
How far do you agree? Explain your answer.
4. '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.



# 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>

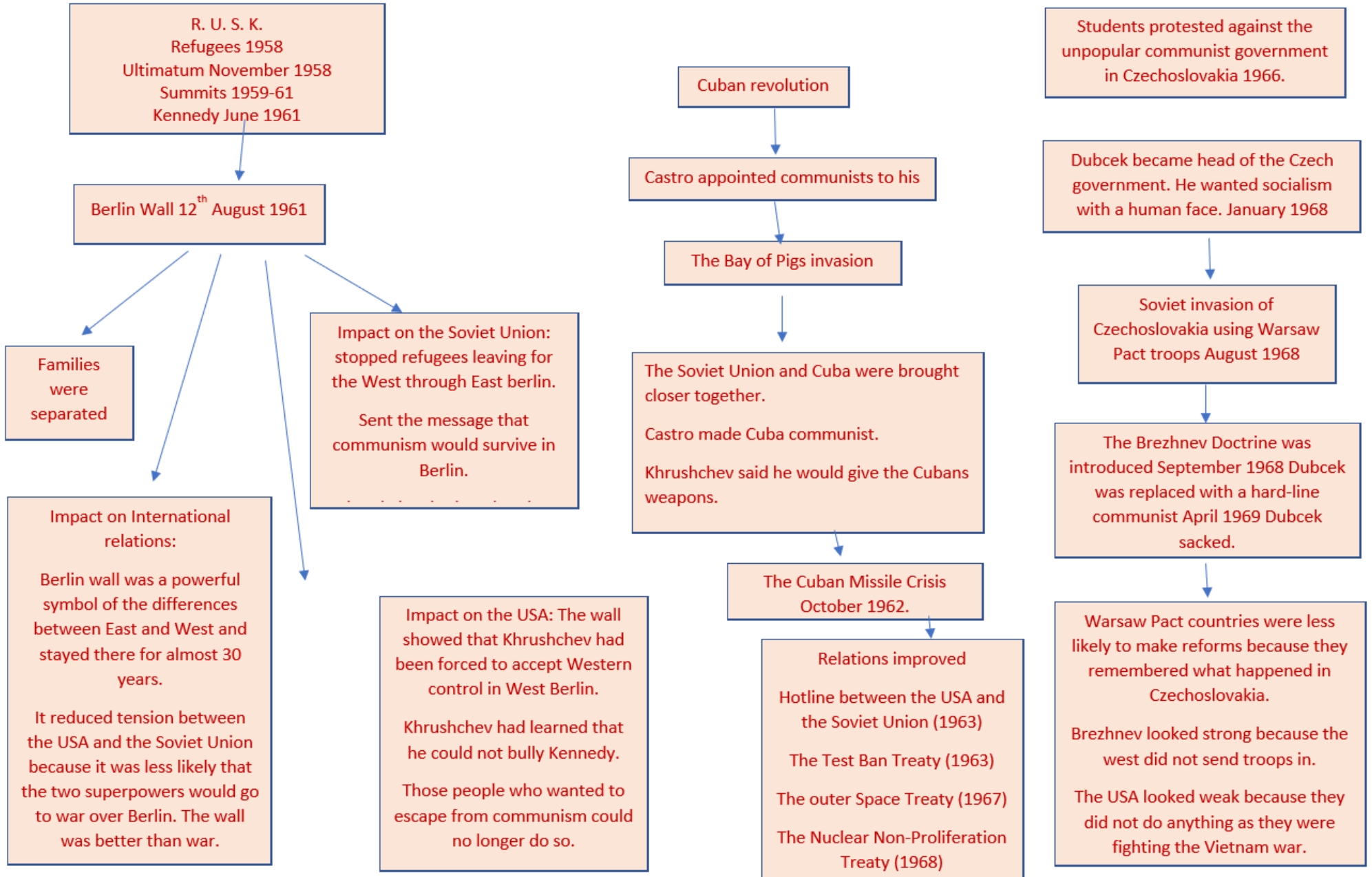
# The origins of the Cold War, 1941-58





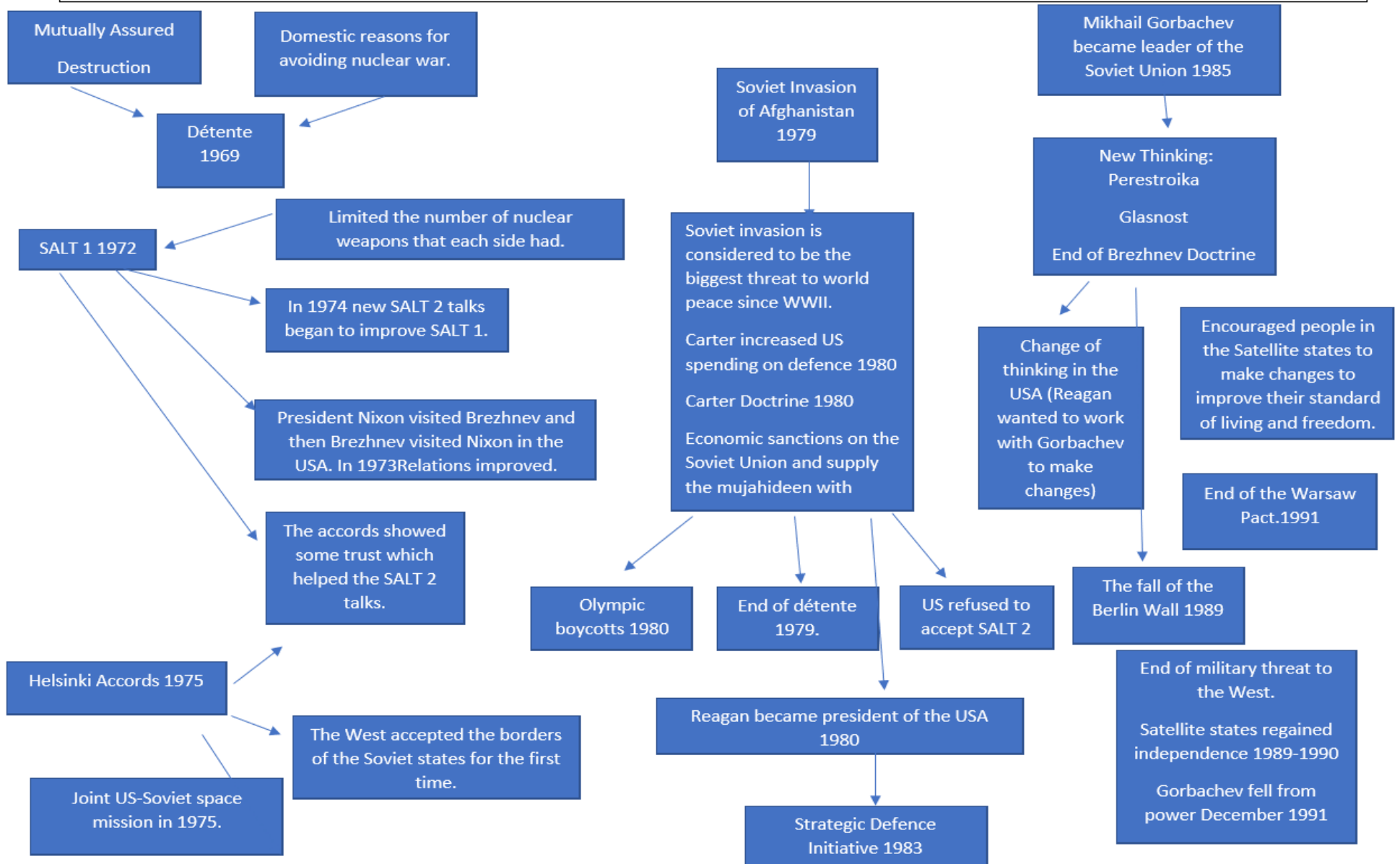
# HISTORY SP – TOPIC 20

## Cold War Crises, 1958-70



## HISTORY SP – TOPIC 21

### The End of the Cold War, 1970-91



## 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)

## 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



## 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...'.

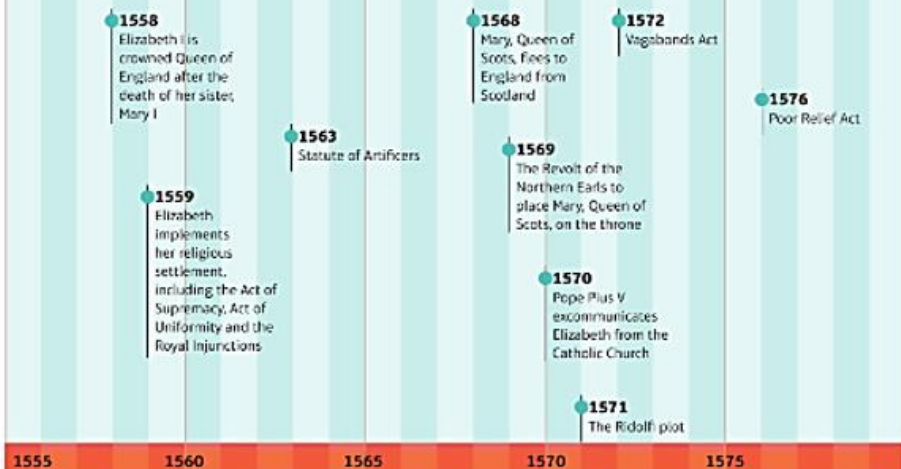
### Possible questions (8 marks each)

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.

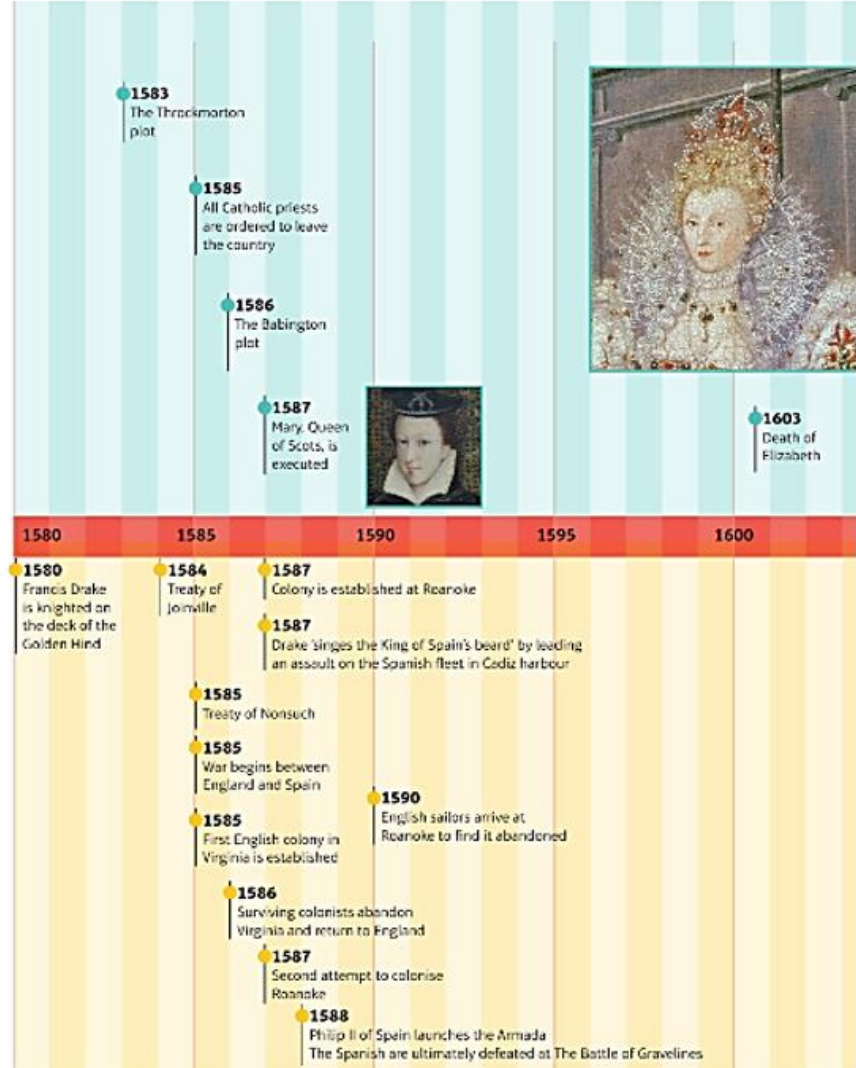
## Elizabethan England, 1558-88 – Timeline

## Timeline: Elizabethan England

## Events at home



## Events abroad



## 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.



# 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 became the Governor General of the Netherlands and believed Elizabeth was trying to depose him. He couldn't ignore this and so the Treaty is very important in explaining why he decided to invade England.

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. When Drake returned she knighted him but Philip II saw him as a pirate. After the 1585 raids Philip II decided to invade England so they were a direct cause of the Armada.

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. Once Mary was executed the Armada became vital if Elizabeth was to be overthrown. Philip II's religious beliefs also link to the Netherlands as he wanted to crush Protestantism there.

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.

Point

Evidence +  
explanation

Link

Exam tips! Allow 20 minutes to answer

- ✓ Write in PEEL paragraphs (Point, evidence and explanation, link back the question).
- ✓ Use accurate and relevant information as evidence.
- ✓ 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. However, there were other changes in society too, like new ways of sheep farming and rising prices which also led to the increase in vagabondage.

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 on bread! 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. Landowners saw this and switched from growing crops to sheep farming. Sir Thomas Smith wrote a pamphlet in the 1560s which blamed landowners for creating vagabondage. This was because looking after sheep required fewer men than growing crops so many men lost their jobs. Many became vagabonds and roamed the country looking for work. Sheep farming also took over land that was once common land due to the process of enclosure. Small farms were often merged and tenant farmers evicted – some to become vagabonds.

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. Food production grew more slowly than the population. Rents also went up as landowners saw there were more people than houses and so put their prices up.

In conclusion all 3 factors – population growth, sheep farming and rising prices – were important in the increase in vagabondage. However, the most important cause was the rise in population as it caused lower wages at the same time as an increase in food and rents.

Judgement

Point

Evidence and  
explanation

Link

Judgement  
with criteria

Exam tips! Allow 30 minutes to answer.

- ✓ Make your judgement clear in the first paragraph.
- ✓ Write three PEEL paragraphs
- ✓ Write a conclusion

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?

## This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Y11 GCSE Exam Dates

Y11 Mock(s):

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Y11 PPE(s):

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Final GCSE(s):

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Success Programme Sessions:

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Revision Guide (if applicable):

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Notes

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