



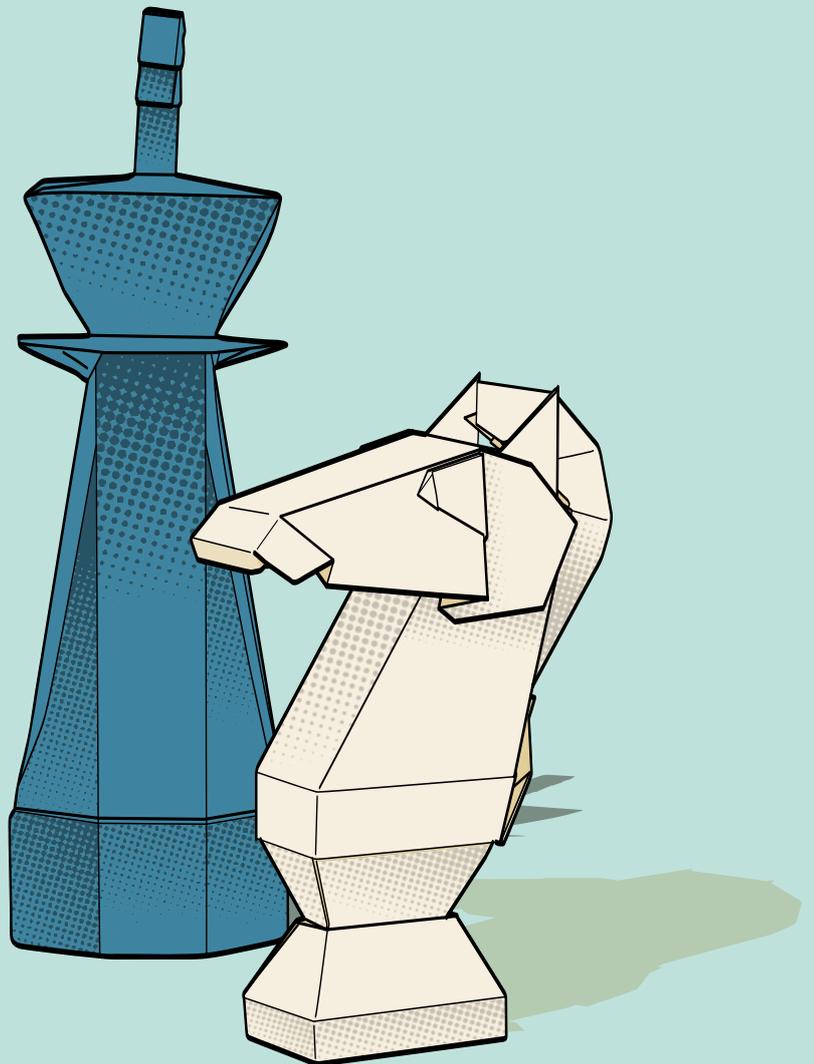
Pearson  
Revise

**Pearson Edexcel GCSE (9–1)**

# History

**2021 Special Edition**

**Knowledge Booster**



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## 77 PRACTICE PAPERS PLUS SAMPLE PAGES

## What else do you need to revise smart?

### Revision guides and workbooks

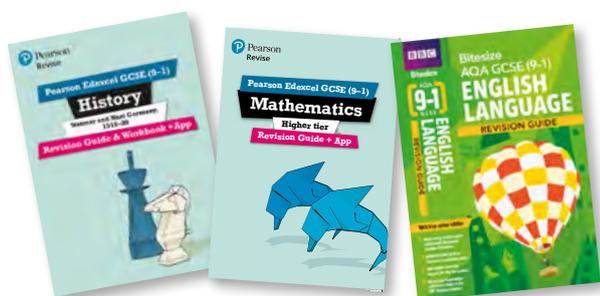
- They cover the content you need to know for the most popular Edexcel and AQA subjects
- Our one-topic-per-page format breaks everything down into manageable chunks and there's a 1-to-1 page match between the guides and the workbooks
- Prepare your essays and other coursework with worked examples in the revision guides
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\**Maths only*

\*\**Links to Pearson Revise revision guide pages and videos [for maths only] are accessed via a code on the inside front cover of the revision guides.*



# About the Knowledge booster

**The History Knowledge booster aims to help you review what you may have learnt in Year 10. We've included some of the most popular topics, so all you need to do is pick and choose the ones you'd like to work on. Whether you're looking for ways to test your skills or spot potential knowledge gaps, this Knowledge booster will be perfect for you.**

These activities have come from our Practice Papers Plus+ titles which cover seven of the most popular topics for Pearson Edexcel GCSE (9-1) History. These books were designed to help students to:

- **Check what you know** – the warm-up activities in the knowledge booster section help you recap what you already know about the topic.
- **Understand the exam questions** – the exam skills section breaks down each type of question so you can see how it works, then the 'steps to success' skills builder shows you how to construct the answer.
- **Practice with exam-style questions** – the practice paper gives you the chance to put your skills into action, writing straight into the book, supported by plenty of handy hints and tips to keep you focused.
- **Develop your skills and understanding** – the example answers to the practice paper use student-friendly mark schemes and annotations to show you what makes them successful responses.

Have a look at the sample pages from page 77 onward and feel free to browse our Practice Papers Plus+ titles on our website:

# The Weimar Republic, 1918–29

This key topic is about the Weimar Republic in the years 1918–29. It includes the origins of the Republic, the early challenges it faced, its economic recovery and how society changed.

## The legacy of the First World War and setting up the Weimar Republic

1 Which of these was the main reason for the Kaiser’s abdication in 1918? Tick (✓) the correct answer.

- A. The army refused to support him       C. Ministers did not support him   
 B. He was worried by the strikes and riots       D. He was blamed for the armistice terms

2 Complete the table below. Add **one** more example to each column.

Strengths of the Weimar constitution	Weaknesses of the Weimar constitution
<ul style="list-style-type: none"> <li>Proportional representation meant small parties were represented.</li> </ul>	<ul style="list-style-type: none"> <li>Proportional representation often led to weak coalition governments.</li> </ul>

## Early challenges to the Weimar Republic, 1919–23

3 Give **two** reasons why the Weimar Republic was unpopular.

- .....
- .....

4 Decide whether the descriptions below are about the Spartacists (S) or the Freikorps (F).

- A. Members of left-wing Independent Socialist Party       D. Backed by Soviet Union   
 B. 250 000 ex-soldiers       E. Attempted Kapp Putsch in 1920   
 C. Right wing       F. Took over news and telegraph bureau in 1919

## The challenges of 1923

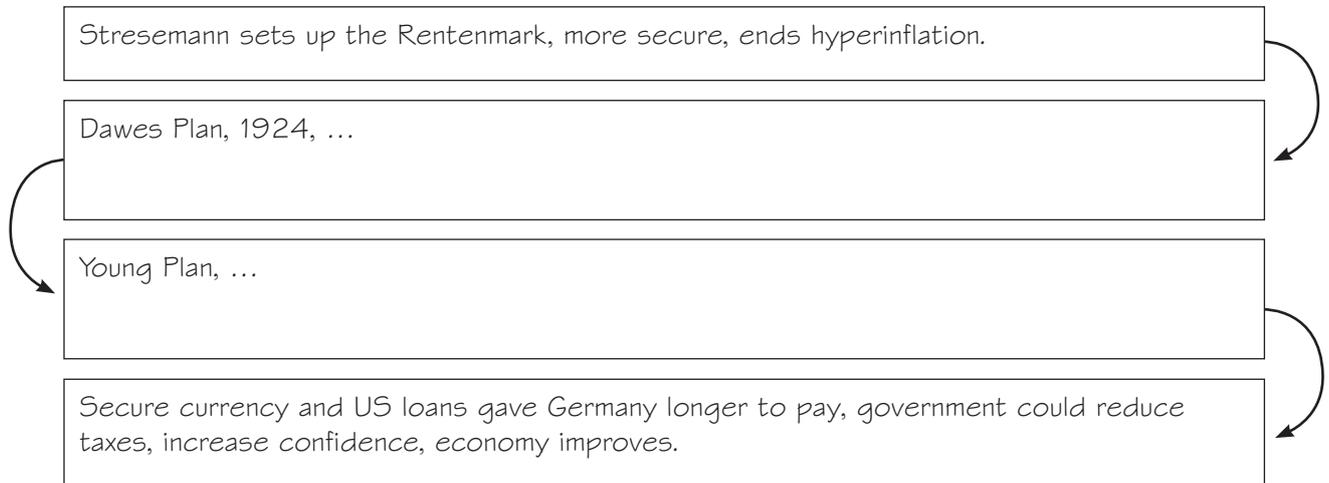
5 Fill in the gaps to complete this summary of the crisis in 1923.

Reparations payments damaged the German ..... In 1922, the Weimar government could not pay reparations and asked for more time. In ....., France invaded the ..... to take goods and raw materials instead. German workers went on ..... This was a disaster for the economy. The government ..... more money to try to solve the problem but the value of the mark kept dropping until it became worthless. This is called .....

# The Weimar Republic, 1918–29

## Reasons for economic recovery, 1924–29

6 Complete the middle boxes in this flowchart about the recovery of the German economy.



## Stresemann's achievements

7 Draw lines to match the agreement on the left with the foreign policy on the right.

A. Locarno Treaty
B. Kellogg-Briand Pact
C. League of Nations

i. Germany initially excluded, set up in 1920.
ii. Agreement between Germany, Britain, France, Italy and Belgium, including demilitarisation of Rhineland.
iii. Agreement between 62 nations to avoid war.

8 Give **one** reason why Stresemann's achievements abroad were a success for Germany.

.....

## Changes in society

9 Decide which statements are true and which are false. Circle your answers.

A. The house-building programme ended the housing shortage.	True	False
B. A new unemployment insurance protected people who lost their jobs.	True	False
C. High-status jobs became more available to women.	True	False
D. New art movements like Expressionism began to flourish.	True	False
E. Strict government controls meant that German cinema was very traditional.	True	False
F. German architecture was very modern and innovative.	True	False

## Revision Guide

How did you do? Go to pages 1–9 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Hitler's rise, 1919–33

This key topic is about Hitler's rise to power in the years 1919–33. It includes the early development of the Nazi Party, the Munich Putsch, changes in support for the Nazis and how Hitler became Chancellor.

## Hitler's early career and the growth of the Nazi Party

1 (a) Why did Hitler become a German nationalist?

.....

(b) What did Hitler help to write in 1920?

.....

(c) In what year did Hitler become the leader of the Nazi Party? .....

2 Define the term **Sturmabteilung**.

.....  
 .....

## The Munich Putsch, November 1923

3 Which **two** of these were **long-term** reasons for the Munich Putsch? Tick (✓) the correct answers.

A. Hyperinflation

C. Anger about reparations

B. 'Stab in the back'

D. Hitler thought it was the right time

4 Complete the table below about the consequences of the Munich Putsch for Hitler. Add **one** more example to each column.

Negative consequences	Positive consequences
<ul style="list-style-type: none"> <li>Hitler was sent to prison.</li> </ul>	<ul style="list-style-type: none"> <li>While he was in prison, he wrote <i>Mein Kampf</i>, which spread his ideas.</li> </ul>

## Party reorganisation

5 Give **two** factors that led to the reorganisation of the Nazi Party.

- .....
- .....

6 Name the conference at which Hitler's control of the Nazi Party became clear.

.....

# Hitler's rise, 1919–33

## Rising unemployment: causes and impact

7 Complete the middle boxes in this flowchart about unemployment in Germany, 1929–32.

After the 1929 Wall Street Crash, the USA stopped lending money to Germany and demanded all loans be repaid.

Government had no money, so ...

Businesses had to ...

Millions of job losses meant that ...

Impact of unemployment: support for the Nazis and the communists increases.

## Reasons for growth in support for Nazi Party, 1929–32

8 Give **two** reasons for growth in support for the Nazi Party.

- .....
- .....

## Political developments in 1932

9 Put these events in order. Write numbers in the boxes, from the earliest (1) to the latest (7).

- A. A coalition between the Nazis and other right-wingers takes power.
- B. Hindenburg elected as President, but Hitler increases share of the vote.
- C. Brüning resigns due to unpopularity.
- D. Von Papen persuades Hindenburg to appoint Hitler as Chancellor.
- E. Hitler demands that he is made Chancellor. Hindenburg refuses.
- F. Von Schleicher announces that he wants to lead a military dictatorship.
- G. Von Papen is forced out of office in favour of von Schleicher.

## Revision Guide

How did you do? Go to pages 10–13 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Nazi dictatorship, 1933–39

This key topic is about Nazi control and dictatorship in the years 1933–39. It includes the creation of the dictatorship, the police state, Nazi control, and support and opposition for the Nazi regime.

## The Reichstag Fire and the Enabling Act, 1933

- Who did Hitler blame for the Reichstag Fire? .....
- Which **three** of these were ways that the Enabling Act helped Hitler get rid of opposition? Tick (✓) the correct answers.
 

A. Trade unions were banned	<input type="checkbox"/>	C. The constitution was scrapped	<input type="checkbox"/>
B. Other political parties were banned	<input type="checkbox"/>	D. Hitler could pass laws without the Reichstag	<input type="checkbox"/>

## Hitler becomes Führer

- Write numbers in the boxes to order these events, from the earliest (1) to the latest (5).

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A. Hindenberg dies  |
| <input type="checkbox"/> | B. The Night of the Long Knives takes place                             |
| <input type="checkbox"/> | C. Hitler announces army should swear allegiance to him as Führer       |
| <input type="checkbox"/> | D. Hitler invites Röhm and other SA leaders to a meeting at Bad Wiessee |
| <input type="checkbox"/> | E. Röhm is murdered   |

## The Nazi police state

- Add **two** more examples of how the police state operated to each column of the table.

SS (Nazi Party protection squad)	SD (Security service)	Gestapo (Secret police)
<ul style="list-style-type: none"> <li>Led by Himmler</li> </ul>	<ul style="list-style-type: none"> <li>Led by Heydrich</li> </ul>	<ul style="list-style-type: none"> <li>Set up by Goering, led by Heydrich</li> </ul>

- Give **one** example of how the Nazi government controlled the legal system.

.....

- Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. Hitler didn't like the Catholic Church because Catholics were loyal to the Pope. | True | False |
| B. There were two main Protestant Churches in Germany.                              | True | False |
| C. The Confessing Church supported the Nazis.                                       | True | False |
| D. The Concordat was an agreement between Hitler and the Catholic Church.           | True | False |
| E. Hitler kept the terms of the Concordat.  | True | False |

# Nazi dictatorship, 1933–39

## Propaganda and censorship

- 7 (a) When was the Reich Chamber of Culture set up? .....
- (b) State its main purpose.  
.....
- (c) Who oversaw its operations? .....

## How popular was the Nazi regime?

- 8 Fill in the gaps to complete this paragraph about support for the Nazis.

Once Hitler took power in ....., most Germans .....  
Nazi leadership. One reason for this was that the Nazis reduced ..... and  
Hitler's ..... policy was successful. Another reason was that censorship and  
..... meant people only heard ..... messages  
about the Nazis. It also meant that many people who were ..... to the Nazis  
were afraid to speak out, although several groups opposed the Nazis in secret.

## Opposition to the Nazis

- 9 Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. The Confessing Church opposed Nazi interference.             | True | False |
| B. Martin Niemöller founded the Confessing Church.              | True | False |
| C. Niemöller did not vote for the Nazis in 1933.                | True | False |
| D. 400 Catholic priests were imprisoned for opposing the Nazis. | True | False |

- 10 Which **three** of these were ways that young people like the Swing Youth and the Edelweiss Pirates rebelled against Nazi rule? Tick (✓) the correct answers.

- |   |                          |
|---|--------------------------|
| A. Copying American fashions that the Nazis opposed | <input type="checkbox"/> |
| B. Writing anti-Nazi graffiti                       | <input type="checkbox"/> |
| C. Distributing anti-Nazi publications              | <input type="checkbox"/> |
| D. Attacking the Hitler Youth                       | <input type="checkbox"/> |

## Revision Guide

How did you do? Go to pages 14–20 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Nazi Germany, 1933–39

This key topic is about life in Nazi Germany in the years 1933–39. It includes Nazi policies towards women, the young and employment, changes in living standards and the persecution of minorities.

## Nazi policies towards women

1 Complete the table below. Add **two** more examples to each column.

The Nazis believed that a woman should:	They believed that a woman should not:
<ul style="list-style-type: none"> <li>Stay at home with their family</li> </ul>	<ul style="list-style-type: none"> <li>Go out to work</li> </ul>

2 Draw lines to match the belief on the left with the policy on the right. (Careful! Some beliefs match more than one policy.)

A. Women should not work
B. Women should get married
C. Women should have lots of children

i. Marriage loans
ii. Women were banned from public sector jobs
iii. German Women's Enterprise

## Nazi policies towards the young

3 Decide which statements are true and which are false. Circle your answers.

- |  |      |       |
|--|------|-------|
| A. All children had to join Nazi youth organisations from the age of 10. | True | False |
| B. The League of German Maidens was for girls aged 10–14.                | True | False |
| C. Young people were expected to report people who opposed the Nazis.    | True | False |
| D. Activities reflected Nazi ideas about the roles of men and women.     | True | False |
| E. Activities like hiking and camping were for boys only.                | True | False |

## Nazi control of education

4 Which of these were ways that the Nazis controlled teachers? Tick (✓) the correct answers.

- |   |                          |
|---|--------------------------|
| A. They had to be Nazi Party members            | <input type="checkbox"/> |
| B. They had to join the Nazi Teachers' League   | <input type="checkbox"/> |
| C. From 1935 they had to use approved textbooks | <input type="checkbox"/> |
| D. They attended courses about Nazi ideas       | <input type="checkbox"/> |

5 Give **two** examples of how school subjects promoted Nazi ideals.

- .....
- .....

6 Give **one** example of how propaganda was used in schools.

.....

# Nazi Germany, 1933–39

## Policies to reduce unemployment

7 List **two** policies that the Nazis put in place to reduce unemployment.

- .....
- .....

8 Draw lines to match the policy on the left with the aim on the right.

A. Labour Front
B. Strength through Joy
C. Beauty of Labour

i. Improve workplaces
ii. Oversee all German workers
iii. Increase productivity by making workers happy

## The treatment of minorities

9 Fill in the gaps to complete this paragraph about Nazi racial beliefs and policies.

Hitler believed that Aryans were destined to be a ..... race'. Non-Aryans (Roma and ..... people, Slavs, black people and Jews) were seen as '.....' or sub-humans. Hitler wanted to increase the number of 'pure' Germans, so Aryans were expected to ..... other Aryans. Other groups were called 'undesirable' – homosexuals were imprisoned, and mentally handicapped people were .....

## The persecution of the Jews

10 Give **two** examples of how the Nuremberg Laws (1935) made it easier for the Nazis to persecute Jewish people in Germany.

- .....
- .....

11 In **one** sentence, state what happened on Kristallnacht, 9–10 November 1938.

.....  
.....

## Revision Guide

How did you do? Go to pages 21–28 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. In most cases there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. The Weimar Republic, 1918–29

1 A

2

Strengths of the Weimar constitution	Weaknesses of the Weimar constitution
<ul style="list-style-type: none"> <li>Proportional representation meant small parties were represented.</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>Women had the vote.</li> <li>No one group or person could get too much power.</li> <li>Presidential elections held every 7 years. Local government had some control over the regions.</li> <li>Reichsrat could regulate the power of the Reichstag by delaying new laws.</li> </ul>	<ul style="list-style-type: none"> <li>Proportional representation often led to weak coalition governments.</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>Lack of strong government led to weakness during crisis.</li> <li>It was not what the people wanted so did not have public support.</li> </ul>

- 3 For example, any two from:
- People were angry that their leaders had accepted responsibility for the war.
  - The reparations agreed by the government weakened the economy.
  - Germany had lost 13% per cent of its territory in Europe, which made the country weaker and damaged the economy.
  - It also lost 11 overseas colonies, which made the country less prestigious.
  - People were angry that the government agreed to demilitarisation.
  - The army felt that the government had ‘stabbed them in the back’.

4 Spartacists A, D, F; Freikorps B, C, E

5 Reparations payments damaged the German economy. In 1922, the Weimar government could not pay reparations and asked for more time. In January 1923, France invaded the Ruhr to take goods and raw materials instead. German workers went on strike. This was a disaster for the economy. The government printed more money to try to solve the problem but the value of the mark kept dropping until it became worthless. This is called hyperinflation.

### 2. The Weimar Republic, 1918–29

- 6
- Stresemann sets up the Rentenmark, more secure, ends hyperinflation.
  - Dawes Plan, 1924, reparations payments reduced, US banks lent money to German businesses.
  - Young Plan, reduced reparations further and gave Germany longer to pay, government could reduce taxes.
  - Secure currency and US loans gave Germany longer to pay, government could reduce taxes, increase confidence, economy improves.

7 Aii; Biii; Ci

8 Any one from:

- Strengthened German people’s confidence in their government
- Increased support for moderate political parties
- Foreign loans meant lower taxes
- Businesses could borrow money needed to expand
- French withdrawal from Rhineland boosted the economy

9 A. False – the housing shortage continued, although there was some improvement; B. True; C. False – most women gave up work when they married; D. True; E. False – exciting new films challenged traditional cinema; F. True

### 3. Hitler’s Rise, 1919–33

1 (a) He was angry about the way Germany was treated in the Treaty of Versailles.

(b) The Twenty-Five Point Programme

(c) 1921

2 The Sturmabteilung, or SA, were an armed group who provided protection for Nazi rallies and disrupted the meetings of opposing parties.

3 B and C (The other two were short-term causes.)

4

Negative consequences	Positive consequences
<p>Hitler was sent to prison.</p> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>The NSDAP was banned</li> <li>The putsch failed, which was humiliating</li> </ul>	<p>While he was in prison, he wrote <i>Mein Kampf</i>, which spread his ideas.</p> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>He used his trial to publicise his views</li> <li>The putsch made Hitler realise that he needed to rethink his tactics</li> </ul>

5 Any two from:

- Hitler writes *Mein Kampf*, which makes his key ideas clear.
- Hitler is released from prison.
- The ban on the NSDAP is lifted in 1925.
- The failure of the Munich Putsch makes Hitler realise that violence and force aren’t enough to win national support.

6 The Bamberg Conference of 1926.

#### 4. Hitler's rise, 1919–33

- 7
- After 1929 Wall Street Crash, USA stopped lending money to Germany and demanded all loans repaid.
  - Government had no money, so raised taxes, cut benefits and cut jobs.
  - Businesses had to pay higher taxes and pay back loans, so had far less money.
  - Millions of job losses meant that poverty was widespread.
  - Impact of unemployment: support for Nazis and communists increases.

8 Any two from:

- Hitler was a powerful speaker and a strong leader.
- The SA disrupted the activities of opposition parties.
- Nazi propaganda targeted every section of the German population.
- People were frightened of communism and the Nazis promised to oppose it.
- The depression made people unhappy with the government and support for extreme parties grew.

9 A3; B1; C2; D7; E4; F6; G5

#### 5. Nazi dictatorship, 1933–39

1 The communists

2 A, B and D. (The constitution was not scrapped (C) but Hitler could pass laws that overruled it.)

3 A4; B2; C5; D1; E3

4

SS (Nazi Party protection squad)	SD (Security service)	Gestapo (Secret police)
<ul style="list-style-type: none"> <li>• Led by Himmler</li> </ul> Plus any two from: <ul style="list-style-type: none"> <li>• Controlled all police and security forces</li> <li>• Ran the concentration camps</li> <li>• Wore uniforms</li> </ul>	<ul style="list-style-type: none"> <li>• Led by Heydrich</li> </ul> Plus any two from: <ul style="list-style-type: none"> <li>• Spied on opponents of the Nazi Party at home and abroad</li> <li>• Wore uniforms</li> </ul>	<ul style="list-style-type: none"> <li>• Set up by Goering, led by Heydrich</li> </ul> Plus any two from: <ul style="list-style-type: none"> <li>• Sent people to concentration camps</li> <li>• Spied on people at home</li> <li>• Prosecuted people for speaking out against Nazis</li> <li>• Wore plain clothes</li> </ul>

5 Any one from:

- Hitler abolished trial by jury – verdicts were decided by Nazi-controlled judges.
- In cases of treason, trials took place in secret and Hitler chose the judges.

- Judges had to belong to the National Socialist League for the Maintenance of the Law, which brought them under Nazi control.
- Judges had to favour the Nazi Party in their decisions.

6 A. True; B. True; C. False – it was one of Hitler's main opponents; D. True; E. False – once Hitler had increased his power, he broke the agreement to allow Catholics to worship and run their own schools.

#### 6. Nazi dictatorship, 1933–39

7 a) In 1933

- b) To monitor all aspects of culture and make sure they were consistent with Nazi ideas
- c) Goebbels

8 Once Hitler took power in 1934, most Germans accepted Nazi leadership. One reason for this was that the Nazis reduced unemployment and Hitler's foreign policy was successful. Another reason was that censorship and propaganda meant people only heard positive messages about the Nazis. It also meant that many people who were opposed to the Nazis were afraid to speak out, although several groups opposed the Nazis in secret.

9 A. True; B. True; C. False – he voted for the party in 1933, but went on to become one of the Nazis' main church opponents; D. True

10 A, B and D

#### 7. Nazi Germany, 1933–39

1

The Nazis believed that a woman should:	They believed that a woman should not:
<ul style="list-style-type: none"> <li>• Stay at home with their family</li> </ul> Plus any two from: <ul style="list-style-type: none"> <li>• Look after the home</li> <li>• Wear traditional clothes</li> <li>• Have lots of children</li> </ul>	<ul style="list-style-type: none"> <li>• Go out to work</li> </ul> Plus any two from: <ul style="list-style-type: none"> <li>• Wear makeup</li> <li>• Drink alcohol</li> <li>• Go to university</li> </ul>

2 Ai and ii; Bi; Ci and iii

3 A. True (from 1939); B. False – it was for girls aged 14–18; C. True; D. True; E. False – they were for girls as well as boys.

4 All are correct

5 Any two from:

- PE was emphasised to ensure a healthy and strong population.
- Girls were taught domestic skills, while boys were taught science and military skills.
- Both sexes were taught the traditional subjects of German, History, Geography and Maths.
- Race Studies and Eugenics were taught to both sexes.

- 6 Any one from:
- Nazi posters and flags in classrooms.
  - Only approved textbooks containing Nazi ideas.
  - Racial ideas and anti-Semitism were embedded in subjects.
  - Lessons began and ended with the Nazi salute.

## 8. Nazi Germany, 1933–39

- 7 Any two from:
- National Labour Service
  - Building sports facilities, for example for the Berlin Olympics
  - Constructing 7000km of autobahns
  - Rearmament
  - New public buildings

8 Aii; Biii; Ci

- 9 Hitler believed that the Aryan race was destined to be a 'master race'. Non-Aryans (Roma and Sinti people, Slavs, black people and Jews) were seen as 'Untermenschen' or subhumans. Hitler wanted to increase the number of 'pure' Germans, so Aryans were expected to marry other Aryans. Other groups were called 'undesirable' – homosexuals were imprisoned and mentally handicapped people were sterilised.

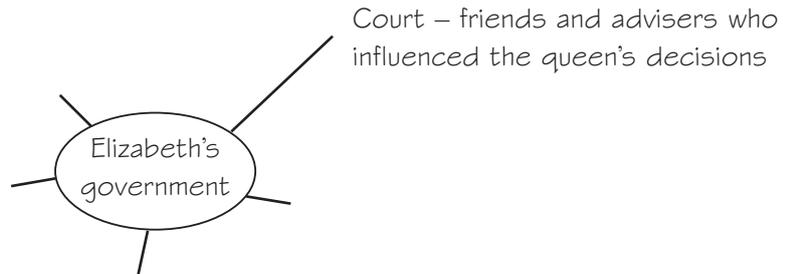
- 10 Any two from the following. Jewish people:
- could be German subjects but not citizens
  - could not vote or work for the government
  - had to wear a yellow star-shaped patch sewn on their clothes for ease of identification
  - could not marry a German citizen
  - could not have a sexual relationship with a German citizen.
- 11 Uniformed and non-uniformed gangs attacked Jewish communities, destroying homes, shops, businesses and synagogues.

# Government and religion

This key topic is about the early years of Elizabeth's reign, from 1558 to 1569. It covers what England was like, how Elizabeth 'settled' religious problems and some of the challenges she faced.

## Society and government in 1558

- 1 Complete this concept map with the main parts of Elizabeth's government. For each part, give the name and say what their role was.



## Challenges at home and abroad in 1558

- 2 Complete this table about the challenges Elizabeth faced at home in 1558.

Challenge	Give <b>one</b> reason why this was a problem for Elizabeth
She was unmarried	
Her legitimacy was challenged	
The government had financial problems	

- 3 Which **three** countries were potential threats to Elizabeth?
- .....

## Elizabeth's religious settlement of 1559

- 4 Draw lines to match the key terms on the left to the definitions on the right.

A. Act of Supremacy
B. Book of Common Prayer
C. Act of Uniformity
D. Royal injunctions

i. A set service to use in all churches
ii. Instructions to priests on the new rules
iii. Law making all churches look the same and have the same services
iv. Law making Elizabeth Head of the Church of England

# Government and religion

## Challenges to Elizabeth's religious settlement

5 Complete this table to show why and how Puritans and Catholics opposed the settlement.

	Puritans	Catholics
Two reasons why they opposed the settlement	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
One example of how they opposed the settlement		

## The Catholic challenge from abroad

6 Give three reasons why Catholic countries opposed Elizabeth.

- .....
- .....
- .....

## Why was Mary, Queen of Scots, a problem for Elizabeth?

7 State why Mary had a claim to the English throne.

.....

8 Complete the table to show Elizabeth's possible solutions for Mary, and potential new problems.

Possible solution	Potential new problem
Hand Mary to Scottish lords	They might execute her, triggering war with France and Spain.
	There would be another Catholic ruler near England.
	Catholics in England might overthrow Elizabeth.
Send Mary abroad	

## Revision Guide

How did you do? Go to pages 1–14 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Challenges to Elizabeth

This key topic is about the challenges Elizabeth faced at home and abroad later in her reign, from 1569 and 1588. It covers the plots and revolts in England, as well as the difficult relationship with Spain, which led to war and the Spanish Armada.

## Plots and revolts against Elizabeth

1 Write numbers in the boxes to order these threats to Elizabeth from most serious (1) to least serious (4). Make sure you can give reasons for your choice.

A. Revolt of the Northern Earls

C. Throckmorton Plot

B. Ridolfi Plot

D. Babington Plot

2 Give **two** methods the spymaster Walsingham used to protect Elizabeth.

- .....
- .....

## Mary's execution, 1587

3 Complete this concept map to give **four** reasons why Mary was executed.



4 Give **two** reasons why Mary's execution was significant.

- .....
- .....

## Rivalry with Spain

5 Decide which statements are true and which are false. Circle your answers.

- |   |             |              |
|---|-------------|--------------|
| A. Spain and England were happy to share trade in the New World.            | <b>True</b> | <b>False</b> |
| B. All trade in the New World had to be licensed by the Spanish government. | <b>True</b> | <b>False</b> |
| C. Drake was ordered to avoid causing problems for the Spanish.             | <b>True</b> | <b>False</b> |
| D. To the Spanish, privateers like Drake were just pirates.                 | <b>True</b> | <b>False</b> |
| E. Elizabeth supported the actions of the English privateers against Spain. | <b>True</b> | <b>False</b> |

# Challenges to Elizabeth

## Relations with Spain

6 Complete the table below. Give **one** reason for each event.

Event	Why this made England's relationship with Spain worse
Dudley's campaign in the Netherlands, 1585–88	
Francis Drake's raid on the Spanish navy at Cadiz, 1587	

7 Which **one** of these sentences best describes the outcome of the English campaign in the Netherlands for England? Tick (✓) the correct answer.

- A. A huge success       B. A limited success       C. A complete failure

## The Spanish Armada, 1588

8 Fill in the gaps to complete these sentences.

Philip II launched the Spanish Armada. The purpose was to attack .....

A main reason for this was that Philip wanted to put a ..... on the throne of England. The ..... had promised absolution to anyone who supported the Armada.

9 Which **one** of these sentences describes Philip's strategy? Tick (✓) the correct answer.

- A. The Armada would sail straight to England and invade Kent.
- B. The Armada would collect soldiers from the Netherlands then invade Kent.
- C. The Armada would patrol the sea to stop England invading Spain.

## The English victory over the Spanish Armada

10 Which of the following are reasons why the English defeated the Armada? Tick (✓) the correct answers.

- |                                       |                          |                                       |                          |
|---------------------------------------|--------------------------|---------------------------------------|--------------------------|
| A. Communication problems             | <input type="checkbox"/> | E. The weather                        | <input type="checkbox"/> |
| B. French ships helped England        | <input type="checkbox"/> | F. The Spanish gunpowder was wet      | <input type="checkbox"/> |
| C. English ships were better equipped | <input type="checkbox"/> | G. English tactics were superior      | <input type="checkbox"/> |
| D. The Spanish panicked               | <input type="checkbox"/> | H. The Spanish were short of supplies | <input type="checkbox"/> |

## Revision Guide

How did you do? Go to pages 15–25 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Society and exploration

This key topic is about Elizabethan society in the Age of Exploration, between 1558 and 1588. It covers education and leisure, the problem of the poor, and the exploration of the New World.

## Education in Elizabethan England

1 (a) How did the nobility educate their children?

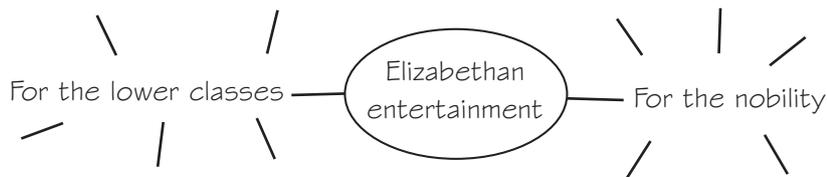
.....

(b) Who attended grammar schools?

.....

## Entertainment in Elizabethan England

2 Complete this concept map with **five** examples of types of entertainment for each group.



## The problem of the poor

3 Decide which statements are true and which are false. Circle your answers.

- |  |             |              |
|--|-------------|--------------|
| A. Poverty was not a serious problem in Elizabethan England.     | <b>True</b> | <b>False</b> |
| B. Enclosure made poverty worse by fencing off common land.      | <b>True</b> | <b>False</b> |
| C. Towns grew, which increased rents leading to greater poverty. | <b>True</b> | <b>False</b> |
| D. An increase in sheep farming meant more food for the poor.    | <b>True</b> | <b>False</b> |

4 Complete the table below with examples of policies toward the poor in Elizabethan England.

Law or action	How did it affect the poor?
Poor rate	
Charity	
	People who did not pay poor rates were punished.
1576 Poor Relief Act	
	Vagrants would be whipped and have a hole drilled through each ear. They could be executed for their third offence.

# Society and exploration

## Factors prompting exploration

5 Draw lines to match the reason for exploration on the left with the explanation on the right.

A. Expanding trade	i. The development of devices such as quadrants and astrolabes made voyages safer, more direct and faster.
B. New technology	ii. The wealthy were prepared to take risks for high profits, which made more voyages possible.
C. Adventure	iii. English traders needed to find new markets and products so travelled widely.
D. Triangular trade	iv. The method of buying and selling invented by John Hawkins encouraged other traders to work in a similar way.
E. Private investment	v. Accounts of riches found in distant lands encouraged young men to set sail on voyages of discovery.

## Drake's circumnavigation of the globe

6 Which of the following are reasons why Drake set sail in 1577? Tick (✓) the correct answers.

- |   |                          |
|---|--------------------------|
| A. He wanted to sail around the globe.                                      | <input type="checkbox"/> |
| B. He wanted to attack Spanish colonies in the Pacific.                     | <input type="checkbox"/> |
| C. He wanted revenge for a Spanish attack that had killed many of his men.  | <input type="checkbox"/> |
| D. He had a bet with a Spanish captain that he could sail around the world. | <input type="checkbox"/> |
| E. He wanted the profits of trade from beyond the Americas.                 | <input type="checkbox"/> |

7 Give **two** reasons why Drake's circumnavigation was significant.

- .....
- .....

## Raleigh and the attempted colonisation of Virginia

8 Give **one** reason why Raleigh's role in the attempted colonisation of Virginia was significant.

.....

9 Give **two** reasons why the colonies in Virginia failed.

- .....
- .....

## Revision Guide

How did you do? Go to pages 30–33 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. In most cases there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. Government and religion

1 Court – friends and advisers who influenced the queen’s decisions.

Plus:

- Justices of the Peace – kept local law and order.
- Lord Lieutenants – governed English counties and raised the local militia.
- Privy Council – helped Elizabeth to govern the country.
- Parliament – passed laws and controlled taxes.

2

Challenge	Give <b>one</b> reason why this was a problem for Elizabeth
She was unmarried	Any one from: <ul style="list-style-type: none"> <li>• Many people expected her to marry</li> <li>• A husband would limit her power</li> </ul>
Her legitimacy was challenged	Any one from: <ul style="list-style-type: none"> <li>• Her right to rule was questioned</li> <li>• Mary, Queen of Scots, could claim a right to the throne</li> </ul>
The government had financial problems	Any one from: <ul style="list-style-type: none"> <li>• New taxes would be unpopular</li> <li>• Armies and navies were expensive but necessary to defend England</li> </ul>

3 Scotland; France; Spain

4 Aiv; Bi; Ciii; Dii

### 2. Government and religion

5

	Puritans	Catholics
<b>Two reasons why they opposed the settlement</b>	Any two from: <ul style="list-style-type: none"> <li>• They wanted their own Puritan church</li> <li>• They wanted a simpler style of worship</li> <li>• They were anti-Catholic and opposed any aspects of the settlement that seemed Catholic</li> </ul>	Any two from: <ul style="list-style-type: none"> <li>• They saw Protestantism as heresy</li> <li>• The settlement reduced the power of Catholic nobility</li> <li>• They objected to attending Protestant church services</li> <li>• The Pope issued an instruction in 1566 for Catholics not to attend Church of England services</li> </ul>

	Puritans	Catholics
<b>One example of how they opposed the settlement</b>	Any one from: <ul style="list-style-type: none"> <li>• They opposed Elizabeth putting a crucifix in each church</li> <li>• They opposed Elizabeth introducing vestments for the clergy</li> </ul>	Any one from: <ul style="list-style-type: none"> <li>• Not attending Church of England services</li> <li>• Rebellion of the Northern Earls</li> <li>• Burning Protestant books</li> <li>• Practising Catholicism in secret (recusants)</li> </ul>

6 Any three reasons from:

- Elizabeth was Protestant.
- In 1562 Elizabeth supported French Protestants in a revolt.
- England supported Dutch Protestant rebels against Spain.
- Elizabeth confiscated a loan of gold from Genoa to Spain.
- France had the ‘auld alliance’ with Scotland who also opposed England.

7 Mary had a claim to the throne because she was Henry VII’s great-granddaughter.

8

Possible solution	Potential new problem
Hand Mary to Scottish lords	They might execute her, triggering war with France and Spain
Help her to retake the Scottish throne	There would be another Catholic ruler near England
Keep Mary in England	Catholics in England might overthrow Elizabeth
Send Mary abroad	It could provoke a French plot against Elizabeth

### 3. Challenges to Elizabeth

1 Answers will depend on your own judgement. The key thing is to have clear reasons for the choices you make.

2 Any two from:

- A spy network
- Ciphers and code breakers
- Torture
- Execution
- Agents provocateurs to protect Elizabeth.

3 Any four from:

- She was involved with plots like the Babington Plot.
- She was found guilty under the Act for the Preservation of the Queen’s Safety.
- Walsingham’s spies found evidence of her plotting.

- There was a threat of Spanish invasion that could make Mary monarch
  - Mary was a rallying point for English Catholics
- 4 Any two from:
- Executing an anointed monarch made future monarchs more vulnerable.
  - The execution gave Philip II of Spain more reason to attack England.
  - The succession was more uncertain, making civil war more likely.
  - An important threat to Elizabeth was removed.
- 5 A. False – Spain and England competed for trade; B. True; C. False – Elizabeth knighted Drake as a reward for his actions against the Spanish; D. True; E. True

#### 4. Challenges to Elizabeth

6

Event	Why this made England's relationship with Spain worse
Dudley's campaign in the Netherlands, 1585–88	Any one from: <ul style="list-style-type: none"> <li>• The campaign made war with Spain a reality</li> <li>• England was involved in a country Spain controlled</li> <li>• The English prevented the Spanish capturing Ostend, which they needed</li> </ul>
Francis Drake's raid on the Spanish navy at Cadiz, 1587	Any one from: <ul style="list-style-type: none"> <li>• He destroyed 30 Spanish ships and many supplies</li> <li>• Philip II was humiliated and sought revenge</li> </ul>

- 7 B
- 8 Philip II launched the Spanish Armada. The purpose was to attack England. A main reason for this was that Philip wanted to put a Catholic monarch on the throne of England. The Pope had promised absolution to anyone who supported the Armada.
- 9 B
- 10 Correct answers: A; C; D; E; G; H

#### 5. Society and exploration

- 1(a) Using private tutors
- (b) Male children of the gentry, merchants, yeoman farmers and craftsmen aged 10 to 14 years old
- 2 For the lower classes, any five from:
- football
  - wrestling
  - baiting
  - cock-fighting
  - theatre plays
  - playing music
  - public musicians
  - dancing

For the nobility, any five from:

- hunting
  - fishing
  - real tennis
  - bowls
  - fencing
  - literature
  - theatre plays
  - playing music
  - private musicians
  - dancing.
- 3 A. False – the number of people in poverty increased in Elizabethan England; B. True; C. True; D False – land for sheep meant less food was grown and fewer workers were needed.

4

Law or action	How did it affect the poor?
Poor rate	Money was spent on improving lives of the poor
Charity	Wealthy people gave money to provide foundations to help the poor
1563 Statute of Artificers	People who did not pay poor rates were punished
1576 Poor Relief Act	JPs were required to provide the poor with raw materials to work and sell
1572 Vagabonds Act	Vagrants would be whipped and have a hole drilled through each ear They could be executed for their third offence

#### 6. Society and exploration

- 5 Aiii; Bi; Cv; Div; Eii
- 6 B; C; E
- 7 Any two reasons from:
- Britain's reputation as a seafaring power increased.
  - New trade links and colonies were soon established in New England.
  - England focused on her navy for defence and trade.
  - English ships began to trade in more places.
  - Relations with Spain became worse.
- 8 One reason from:
- He raised funds for the project.
  - He persuaded people to leave England and settle in Virginia.
- 9 Any two reasons from:
- Shortage of food
  - Poor leadership
  - Lack of skills and experience
  - Native American attack
  - War with Spain in Europe

# Anglo-Saxon England, 1060–66

This key topic is about what Anglo-Saxon England was like in the years just before the Norman Conquest. It also covers the rivalry for the throne after the death of Edward the Confessor, the Norman invasion and the Battle of Hastings.

## Anglo-Saxon society

1 Describe **two** main powers the king had in Anglo-Saxon England.

- .....
- .....

2 Decide which statements are true and which are false. Circle your answers.

- A. Earls had powers to collect taxes for the king and kept a third for their earldom. **True** **False**  
B. Each earldom was divided into shires. Each shire was divided into hundreds. **True** **False**  
C. Wergild, Danelaw and trial by ordeal were all punishments for breaking the law. **True** **False**

3 Name the group of people that made up 90 per cent of Anglo-Saxon society.

.....

## The last years of Edward the Confessor

4 Which **one** of the following earldoms was not controlled by a Godwinson? Tick (✓) the correct answer.

- A. Northumbria  C. Mercia   
B. Wessex  D. East Anglia

5 Put these key events of the Northumbrian rising against Tostig in the right order. Write numbers in the boxes to show your answer.

- A. October 1065: Northumbrian thegns rise against Tostig.  
 B. Instead of obeying his king, Harold agrees that Morcar should replace Tostig.  
 C. Edward the Confessor orders his earls to put down the rising.  
 D. Tostig upsets Northumbrian nobles with his threats, murders, taxes.  
 E. The thegns ask Morcar to be their earl instead of Tostig.  
 F. By 1 November 1065, Tostig has been exiled.

# Anglo-Saxon England, 1060–66

## The rival claimants for the throne

6 Draw lines to match each claimant to the reason for his claim.

A. Harold Godwinson
B. Edgar the Aethling
C. Harald Hardrada
D. William of Normandy

i. A secret deal had been made between two Viking kings.
ii. He said he had agreed it with King Edward.
iii. King Edward appointed him his successor as he lay dying.
iv. As a descendant of King Alfred the Great, he had royal blood.

7 Tick (✓) the correct reason for English defeat at the Battle of Gate Fulford.

- A. The army was attacked by surprise by a force they had not expected.
- B. The army had fought another hard battle only a few days before.
- C. The army was hit from the side as the shield wall moved forward.

## The Norman invasion

8 (a) Why was a shield wall an advantage for English housecarls in battle?

.....

(b) What was the disadvantage of a shield wall?

.....

.....

9 Complete this table about William's victory at the Battle of Hastings in 1066.

Reason for victory	Example to back up the reason
William's leadership	
William's luck	
Norman tactics	
Harold's leadership	
English tactics	

## Revision Guide

How did you do? Go to pages 1–9 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# William I in power, 1066–87

This key topic is about how William secured control of the kingdom after his invasion of England. It also covers the causes, outcomes and consequences of Anglo-Saxon resistance, as well as the revolt of William's own earls in 1075.

## Establishing control

1 Which of the following were privileges William gave to the Marcher earls? Tick (✓) the correct answers.

A. They could create new towns.

C. They were let off knight service.

B. They could keep half the tax they collected.

D. They could build castles.

2 Draw lines to match each feature of a Norman castle on the left to its description on the right.

A. Palisade	i. A large mound of earth, usually 5–7 metres high.
B. Keep	ii. A strong wooden tower that acted as a lookout point and final point of defence.
C. Bailey	iii. A defended enclosure where stables and barracks were built.
D. Motte	iv. A strong timber fence surrounding the castle.

## Causes and outcomes of Anglo-Saxon resistance, 1068–71

3 Give **three** reasons why earls Edwin and Morcar led a revolt against William in 1068.

- .....
- .....
- .....

4 Which Norman did William put in charge of the North as a result of the revolt?

.....

5 What triggered Edgar the Aethling's revolt of January 1069?

.....

6 Who supported Edgar the Aethling in his second rebellion against William in 1069?

.....

7 Where did the final act of Anglo-Saxon resistance take place?

.....

8 Why did Hereward the Wake start this last rebellion of 1070?

.....

# William I in power, 1066–87

## The Harrying of the North, 1069–70

9 Complete this table about the Harrying of the North. Add **one** example to each box below.

<p><b>Reason for the Harrying</b></p> <ul style="list-style-type: none"> <li>Revenge for the death of Robert Cumin</li> </ul>	<p><b>Feature of the Harrying</b></p> <ul style="list-style-type: none"> <li>Livestock were killed</li> </ul>
<p><b>Immediate impact</b></p> <ul style="list-style-type: none"> <li>Thousands died of starvation</li> </ul>	<p><b>Long-term impact</b></p> <ul style="list-style-type: none"> <li>There was no more rebellion in the North</li> </ul>

## Changes in landownership

10 Decide which statements are true and which are false. Circle your answers.

- |   |             |              |
|---|-------------|--------------|
| A. By 1087, almost all tenants-in-chief were Anglo-Saxons. Only two were Norman.    | <b>True</b> | <b>False</b> |
| B. By 1087, one quarter of the land in England was held by the Church.              | <b>True</b> | <b>False</b> |
| C. By 1087, less than 5 per cent of land was still held by Anglo-Saxon aristocrats. | <b>True</b> | <b>False</b> |

## Revolt of the Earls, 1075

11 Give **two** reasons for the Revolt of the Earls in 1075.

- .....
- .....

12 Who informed Archbishop Lanfranc about the revolt?

.....

13 Where was William during the revolt?

.....

14 At what point did the Danes arrive?

.....

15 Give **one** effect of the revolt.

.....

## Revision Guide

How did you do? Go to pages 10–18 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Norman England, 1066–88

This key topic is about what Norman England was like, including the roles of the feudal system, the Church and government. It also covers the Norman aristocracy, William I's character and what happened after William died.

## The feudal system

1 Answer these questions about the feudal system.

(a) In the feudal hierarchy, who held their fiefs directly from the king?

.....

(b) Give **one** example of what a tenant-in-chief was expected to do as part of their role.

.....

(c) How much knight service did a knight have to provide directly to the king?

.....

(d) If a land-user did not provide the landholder with the service they owed, they could be punished. Name the punishment.

.....

## Reform of the Church under William

2 Decide which statements apply to Stigand and which to Lanfranc. Circle your answers.

- |  |         |          |
|--|---------|----------|
| A. He was accused of simony and of being a pluralist.  | Stigand | Lanfranc |
| B. He convinced William to give the Archbishop of Canterbury control over the Church in England. | Stigand | Lanfranc |
| C. He brought in archdeacons to control parish priests.  | Stigand | Lanfranc |
| D. He was removed from his job as Archbishop in 1070.  | Stigand | Lanfranc |

## Norman government

3 Give **two** ways in which government changed after the Conquest.

- .....
- .....

4 Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. After the conquest, sheriffs had less power.                             | True | False |
| B. Sheriffs could keep a share of the revenues they collected for the king. | True | False |
| C. Poaching was allowed in royal forests.                                   | True | False |

5 In **one** sentence, summarise what the Domesday survey was.

.....  
.....

# Norman England, 1066–88

## Bishop Odo

6 Decide which statements are true and which are false. Circle your answers.

- |   |             |              |
|---|-------------|--------------|
| A. Odo was the half-brother of William – they had the same mother.  | <b>True</b> | <b>False</b> |
| B. Odo became the second largest landholder after William as a reward for supporting William during the Conquest. | <b>True</b> | <b>False</b> |
| C. Odo led an enquiry which led to Lanfranc handing back land that he had seized.                                 | <b>True</b> | <b>False</b> |
| D. Odo served as regent while William was in Normandy.  | <b>True</b> | <b>False</b> |

## William I and his sons

7 List **two** points about William I's character and personality. For each point, give a brief example.

- .....
- .....

8 In 1077–80, Robert Curthose rebelled against his father, William I.

(a) State why Robert tried to take over Rouen castle in 1077.

.....

(b) Who gave Robert a castle on the border with Normandy?

.....

(c) Who won the battle between Robert and his father in 1079?

.....

(d) Who organised the reconciliation between William and Robert, and when?

.....

9 Where and when did William I die? Tick (✓) the correct answer.

- |                        |                          |                         |                          |
|------------------------|--------------------------|-------------------------|--------------------------|
| A. In England, in 1086 | <input type="checkbox"/> | C. In Normandy, in 1086 | <input type="checkbox"/> |
| B. In England, in 1087 | <input type="checkbox"/> | D. In Normandy, in 1087 | <input type="checkbox"/> |

10 Who rebelled against William Rufus in 1088 to support Robert Curthose's claim to the throne?

.....

11 Who did most people want to succeed William I – Robert Curthose or William Rufus?

.....

## Revision Guide

How did you do? Go to pages 19–30 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. In most cases there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. Anglo-Saxon England, 1060–66

- 1 Any two from:
- Taxation – the king decided when taxes had to be paid and how much the tax would be.
  - Money – the king controlled the minting of coins and where the coins were sent to.
  - The fyrd – the king could raise this army and navy by calling on the military obligations of his landholders.
  - Landownership – the king could give land to reward followers, or take it away.
  - Religion – people believed God chose the king to lead the people.
  - Law-making – only the king made new laws, which everyone had to obey.
  - Power to rule – the king was in command of the whole country and all its resources.
- 2 A. True; B. True; C. False – the Wergild was money paid by a murderer to the victim’s family, the Danelaw was the part of the country that had been ruled by the Danes and which had its own laws and customs, and trial by ordeal was when God was asked to decide whether someone was guilty or innocent.
- 3 Ceorls/peasants
- 4 C
- 5 A2; B5; C4; D1; E3; F6

### 2. Anglo-Saxon England, 1060–66

- 6 Aiii; Biv; Ci; Dii
- 7 C
- 8 (a) A disciplined shield wall was very hard to break.  
(b) Once it started to break, housecarls could be easily attacked by cavalry and archers.

9

Reason for victory	Example to back up the reason
William’s leadership	Any one from: <ul style="list-style-type: none"> <li>• He timed his invasion carefully (he waited for the fyrd to disband).</li> <li>• He organised the Channel crossing well.</li> <li>• He brought a pre-fabricated castle to defend his troops.</li> <li>• He organised a ‘harrying’ of the surrounding area to provoke Harold into attacking.</li> </ul>

William’s luck	Any one from: <ul style="list-style-type: none"> <li>• He and his army survived the storm in the Channel.</li> <li>• He was lucky in battle (such as Odo rallying the panicking Norman troops).</li> <li>• The timing of Hardrada’s invasion was fortunate.</li> </ul>
Norman tactics	Any one from: <ul style="list-style-type: none"> <li>• The ‘feigned retreat’ weakened the English shield wall.</li> <li>• The new tactic of using knights against a shield wall caused a lot of damage.</li> <li>• Using a mix of tactics, such as archers, foot soldiers and cavalry, was effective.</li> </ul>
Harold’s leadership	Any one from: <ul style="list-style-type: none"> <li>• Harold failed to surprise William, which meant he had to fight a defensive battle.</li> <li>• He raced down from London before the fyrd was fully complete.</li> <li>• He had the southern fyrd called out in May, meaning it had to be supplied for four months.</li> </ul>
English tactics	Any one from: <ul style="list-style-type: none"> <li>• The shield wall was strong in defence but very difficult to use for attack.</li> <li>• The shield wall was a predictable tactic, unlike the Normans’ innovations.</li> <li>• There was a lack of archers, who could have done a lot of damage to Norman horses.</li> </ul>

### 3. William I in power, 1066–87

- 1 A and D
- 2 Aiv; Bii; Ciii; Di
- 3 Any three from:
  - Edgar resented William for breaking his promise that Edgar could marry William’s daughter.
  - Odo of Bayeux and William FitzOsbern had seized land unlawfully and attacked Anglo-Saxons.
  - Morcar resented how William took away some of his land.
  - There was widespread resentment amongst nobles and thegns who had lost their lands.
  - Castle building was resented.
  - The heavy geld tax William imposed in December 1066.

- 4 Robert Cumin
- 5 An uprising in York, in which the governor was killed.
- 6 The Danes
- 7 Ely
- 8 He had lost his lands to a new Norman lord.

#### 4. William I in power, 1066–87

9

<p>Reason for the Harrying</p> <ul style="list-style-type: none"> <li>• Revenge for death of Robert Cumin</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>• To destroy spirit of rebellion in the North</li> <li>• To prevent Vikings using Yorkshire as a base</li> <li>• To warn others of the consequences of rebellion</li> <li>• To reduce local support for rebels</li> </ul>	<p>Feature of the Harrying</p> <ul style="list-style-type: none"> <li>• Livestock were killed.</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>• Homes were destroyed.</li> <li>• It took place in the winter of 1069–70.</li> <li>• It covered the area between the Humber and Tees Rivers.</li> <li>• Seed was destroyed so no crops could be planted.</li> </ul>
<p>Immediate impact</p> <ul style="list-style-type: none"> <li>• Thousands died of starvation.</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>• Refugees went to other parts of England.</li> <li>• Some people sold themselves into slavery.</li> <li>• There were reports of cannibalism by starving people.</li> </ul>	<p>Long-term impact</p> <ul style="list-style-type: none"> <li>• There was no more rebellion in the North.</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>• There was no more rebellion anywhere from 1071.</li> <li>• William’s brutality was criticised and William did penance.</li> <li>• Danish invaders in 1070 went to Ely as there was no base in Yorkshire.</li> <li>• After 1070, Anglo-Saxon nobles were replaced with Normans.</li> <li>• 20 years later, 60 per cent of Yorkshire was listed as ‘waste’ in the Domesday survey.</li> </ul>

- 10 A. False – by 1087, only two tenants-in-chief were Anglo-Saxon; B. True; C. True
- 11 Any two from:
  - The earls had lost privileges.
  - The earls had lost land.
  - William was away from England.
  - The earls had lost power.
  - Recent Anglo-Saxon rebellions made the earls certain of support.
  - The earls had powerful allies, such as Sweyn of Denmark.

12 Waltheof, Earl of Northumbria

13 In Normandy

14 After the revolt had ended

- 15 Any one of the following:
  - Challenges to the king now came from his own barons.
  - There was no Danish threat after 1075.
  - Anglo-Saxons had defended William from the revolt, suggesting he had some English support.
  - William continued to suppress Anglo-Saxon nobles.

#### 5. Norman England, 1066–88

- 1 (a) Tenant-in-chief
  - (b) Any one from:
    - Fight for the king, provide knights and lead their knights
    - Run law courts to deal with barony land disputes
    - Pay tax and reliefs to the king
    - Serve on the royal council as advisor to the king
  - (c) 40 days
  - (d) Forfeiture
- 2 A. Stigand; B. Lanfranc; C. Lanfranc; D. Stigand
- 3 Any two from:
  - William reduced the power of the earls.
  - William reduced the number of earldoms.
  - The power of the sheriff was increased.
  - Knight service meant that the king had the biggest army.
  - The feudal system meant that tenants-in-chief depended on William for their land.
  - William’s absences in Normandy meant that regents often ruled in his place.
  - William introduced the ‘forest’ and forest laws, which prevented ordinary people from using the land.
- 4 A. False – William increased the powers of the sheriff; B. True; C. False – anyone caught poaching in the forest was brutally punished.
- 5 A record of who owned what land, who lived on the land and what they owed to William.

#### 6. Norman England, 1066–88

- 6 A. True; B. True; C. False – it was the other way round, as Lanfranc led an enquiry against Odo; D. True
- 7 Any two from:
  - Stern and relentless – imprisoned his own half-brother Odo
  - Devoted – was devastated when his wife, Matilda, died
  - Very religious – founded abbeys
  - Wanted respect – to be seen as England’s legitimate king

- Brutal – Harrying of the North
  - Greedy – always wanted more gold
- 8 (a)** He was angry that his father had not punished his brothers enough for the prank they had played on him.
- (b)** King Philip of France

- (c)** Robert
- (d)** Matilda, at Easter 1080
- 9** D
- 10** Bishop Odo
- 11** William Rufus

# The Middle Ages

This key topic is about medicine in medieval England from c1250 to c1500. It covers ideas about the cause of disease and illness, and approaches to prevention and treatment, in this period.

## Supernatural and religious explanations for disease

1 Decide which statements are true and which are false. Circle your answers.

- |  |             |              |
|--|-------------|--------------|
| A. The Church dominated medieval society.                                  | <b>True</b> | <b>False</b> |
| B. People believed the placement of planets and stars caused disease.      | <b>True</b> | <b>False</b> |
| C. The Church encouraged people to search for the causes of disease.       | <b>True</b> | <b>False</b> |
| D. The Church approved of the ideas of Galen because he was a Christian.   | <b>True</b> | <b>False</b> |
| E. Most people believed God caused disease because he was angry with them. | <b>True</b> | <b>False</b> |
| F. The Church ran universities where physicians were trained.              | <b>True</b> | <b>False</b> |

## Rational explanations for disease

2 Complete the table below explaining the Theory of the Four Humours.

	Spring	Air	Hot and wet
Yellow bile	Summer		
Black bile	Autumn	Earth	
	Winter		Cold and wet

3 (a) Name the Ancient Greek doctor who created the Theory of the Four Humours.

.....

(b) Name the Greek doctor who developed the Theory of the Four Humours.

.....

4 Name Galen's theory which aimed to balance a patient's humours.

.....

5 What is the name of the rule that was written by Hippocrates, and which is still used today, where all doctors swear to respect life and prevent harm?

.....

6 Name **two** common methods Galen and Hippocrates used to prevent and treat disease.

- .....
- .....

7 Define the term **miasma**.

.....

.....

# The Middle Ages

## Approaches to prevention and treatment

8 Complete the table below. Circle the correct options in the 'Training' and 'Costs' columns. Then add **two** examples to each row in the final column.

	Training	Costs	Examples of services they provided
Physicians	None Some University	Fairly cheap Expensive	
Apothecaries	None Some University	Fairly cheap Expensive	
Barber surgeons	None Some University	Fairly cheap Expensive	

9 Draw lines to match the type of treatments on the left with the examples on the right.

A. Rational
B. Supernatural
C. Religious

i. Praying, fasting, going on pilgrimage
ii. Bleeding and purging
iii. Hanging a magpie's beak round your neck

10 Name one **main** purpose of hospitals in this period. ....

## The Black Death

11 Add **at least three** more ideas to this concept map.



## Revision Guide

How did you do? Go to pages 1–5 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# The Renaissance

This key topic is about the Medical Renaissance in England from c1500 to c1700. It covers ideas about the cause of disease and illness, and approaches to prevention and treatment, in this period.

## Ideas about the cause of disease and illness

1 In the period c1500–c1700, some ideas about what caused disease were largely the same as they had been in the Middle Ages. List **two** examples of ideas that stayed the same.

- .....
- .....

2 Fill in the gaps to complete this explanation of how ideas about the cause of disease changed during the Renaissance. Use some of these words: accepted; challenged; declined; diagnosing; increased; rational; still believed; stopped believing; treating.

During the Renaissance, people ..... old ideas. This included religious ideas. Most people ..... in God but the authority of the Church ..... Fewer people ..... that God caused disease and people started to look for new, ..... ideas instead. Gradually there was a new scientific approach to ..... illness.

3 Tick (✓) the correct answers.

(a) Thomas Sydenham was an important doctor because:

- A. he treated the symptoms of a disease after carefully observing patients.
- B. he used a scientific approach when diagnosing and treating patients.
- C. he promoted the new Germ Theory, recently published by Louis Pasteur.

(b) The printing press was important in medicine because:

- A. it meant that new ideas were written down for the first time.
- B. it meant that all doctors had access to the same books to diagnose and treat patients.
- C. the ideas of scientists and doctors were shared more quickly and across a wider area.

(c) The Royal Society helped to change medicine by:

- A. helping scientists' ideas be shared, confirmed or dismissed, and giving money to fund research.
- B. publishing a journal called *Philosophical Transactions*.
- C. making sure all doctors were trained in the same way, using the same theories and texts.

# The Renaissance

## Approaches to prevention and treatment

- 4 Which of the following is the best description of how physicians' training changed during the Renaissance? Tick (✓) the correct answer.
- A. There was no real change – physicians were still trained at universities run by the Church.
  - B. There was gradual change as universities had a wider range of books, and training began to include practical experience.
  - C. There was great change as training moved away completely from textbooks to practical experience.

## William Harvey

- 5 Use some of these words to complete the description of the work of Harvey: the Church; dissection; Galen; heart; Hippocrates; liver; medical schools; physician; surgeon; Vesalius.

William Harvey proved that ..... was right and that blood flowed towards the heart. This proved that ..... was wrong. Harvey discovered that blood was pumped around the body by the ..... He was a royal ..... so his work was widely read. By 1700 it was being taught in ..... His methods of observation and ..... were copied by others who wanted to find out more.

## The Great Plague, 1665

- 6 Some of the treatments and methods of prevention used during the Great Plague (1665) were similar to the ones used in the Black Death (1348–49). Other treatments and methods of prevention were different. Add **two** examples to each column below.

Similarities	Differences
<ul style="list-style-type: none"> <li>• Sufferers and their families were quarantined</li> </ul>	<ul style="list-style-type: none"> <li>• Great Plague: Sufferers were wrapped up and put by fires to try to sweat disease out</li> </ul>

## Revision Guide

How did you do? Go to pages 6–11 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# 18th and 19th centuries

This key topic is about medicine in England from c1700 to c1900. It covers ideas about the cause of disease and illness, and approaches to prevention and treatment, in this period.

## Germ Theory and why it was important

1 Put these events in order. Write numbers in the boxes.

- A. Robert Koch proved that microbes cause disease.
- B. Louis Pasteur proved that a weakened version of a microbe created immunity to the disease.
- C. Louis Pasteur published his Germ Theory, theorising that microbes in the air cause disease.
- D. Other scientists created vaccines for some human diseases.
- E. Robert Koch developed an easier way of growing bacteria and discovered that chemical dyes stain bacteria.
- F. Robert Koch identified the specific microbe that caused TB.
- G. Louis Pasteur discovered that microbes in the air cause decay.
- H. Louis Pasteur created a vaccine for chicken cholera.

## Approaches to prevention and treatment

2 Add at least two examples to this concept map.

She helped make nursing a more respectable job for women



3 Complete the following paragraph to describe the impact Simpson and Lister had on surgery. Use some of these words: anaesthetic; antiseptic; aseptic; carbolic spray; chloroform; infection; surgery.

James Simpson discovered that ..... was an effective ..... Joseph Lister discovered that ..... was an effective ..... He inspired others to search for methods to prevent ..... which led to ..... conditions for surgery by 1900.

# 18th and 19th centuries

## Jenner and vaccination

4 Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. Jenner discovered why cowpox gave people immunity to smallpox.     | True | False |
| B. The Royal Society helped spread Jenner's ideas.                    | True | False |
| C. Jenner published his findings himself.                             | True | False |
| D. Vaccination against smallpox quickly became popular in Britain.    | True | False |
| E. Jenner's methods were used to find vaccinations to other diseases. | True | False |
| F. Few people opposed Jenner because his ideas worked.                | True | False |

## Fighting cholera in London

5 Tick (✓) the correct answers.

(a) When were there serious outbreaks of cholera in London?

- |                                 |                          |                                 |                          |
|---------------------------------|--------------------------|---------------------------------|--------------------------|
| A. 1831–32, 1848–49 and 1853–54 | <input type="checkbox"/> | C. 1831–32, 1853–54 and 1860–61 | <input type="checkbox"/> |
| B. 1825–26, 1848–49 and 1860–61 | <input type="checkbox"/> | D. 1825–26, 1848–49 and 1853–54 | <input type="checkbox"/> |

(b) During which outbreak did John Snow begin studying cholera?

- |            |                          |            |                          |            |                          |            |                          |
|------------|--------------------------|------------|--------------------------|------------|--------------------------|------------|--------------------------|
| A. 1825–26 | <input type="checkbox"/> | B. 1831–32 | <input type="checkbox"/> | C. 1848–49 | <input type="checkbox"/> | D. 1860–61 | <input type="checkbox"/> |
|------------|--------------------------|------------|--------------------------|------------|--------------------------|------------|--------------------------|

(c) In 1854, John Snow mapped deaths from cholera in which part of London?

- |                  |                          |            |                          |         |                          |                |                          |
|------------------|--------------------------|------------|--------------------------|---------|--------------------------|----------------|--------------------------|
| A. Bethnal Green | <input type="checkbox"/> | B. Mayfair | <input type="checkbox"/> | C. Soho | <input type="checkbox"/> | D. Whitechapel | <input type="checkbox"/> |
|------------------|--------------------------|------------|--------------------------|---------|--------------------------|----------------|--------------------------|

(d) Where was the water pump that Snow linked to the cholera deaths?

- |                 |                          |                 |                          |                  |                          |                  |                          |
|-----------------|--------------------------|-----------------|--------------------------|------------------|--------------------------|------------------|--------------------------|
| A. Broad Street | <input type="checkbox"/> | B. Greek Street | <input type="checkbox"/> | C. Harley Street | <input type="checkbox"/> | D. Market Street | <input type="checkbox"/> |
|-----------------|--------------------------|-----------------|--------------------------|------------------|--------------------------|------------------|--------------------------|

(e) How did Snow show this water pump was spreading cholera?

- |  |                          |
|--|--------------------------|
| A. He found the microbe causing cholera in the water from the pump.      | <input type="checkbox"/> |
| B. He had the pump destroyed.  | <input type="checkbox"/> |
| C. He removed the handle so people couldn't collect water from the pump. | <input type="checkbox"/> |
| D. He found a leaking cess pit was next to the water pump.               | <input type="checkbox"/> |

(f) Which of the following was an **immediate** impact of John Snow's work?

- |   |                          |
|---|--------------------------|
| A. A new sewer system was built in London.                        | <input type="checkbox"/> |
| B. A Public Health Act forced authorities to provide clean water. | <input type="checkbox"/> |
| C. The cholera outbreak in Soho stopped.                          | <input type="checkbox"/> |
| D. He proved the Germ Theory.                                     | <input type="checkbox"/> |

## Revision Guide

How did you do? Go to pages 12–17 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Modern Britain

This key topic is about medicine in Britain from c1900 to the present day. It covers ideas about the cause of disease and illness, and approaches to prevention and treatment, in this period.

## Ideas about the cause of disease

1 Answer the following questions on discoveries in the field of genetics.

(a) Which scientists worked on building the first model of DNA? .....

(b) Whose x-ray photographs were used to help build a model of DNA?

.....

(c) What is the name of the structure of DNA discovered in 1953? .....

(d) What is the name of the project which began in 1990 to identify and map every gene in human DNA? .....

2 Draw lines to match the lifestyle factors on the left with the negative impacts on health on the right.

A. Smoking
B. Drinking alcohol
C. Poor diet

i. Liver disease, kidney disease, many cancers
ii. Emphysema, heart disease, many cancers
iii. Heart disease, diabetes, many cancers

## Improvements in diagnosis and treatment

3 Add **two** more examples to each column in the table.

Technology used in diagnosis since 1900	Technology used in treatment since 1900
<ul style="list-style-type: none"> <li>MRI, CT and ultrasound scans</li> </ul>	<ul style="list-style-type: none"> <li>Dialysis machines</li> </ul>

## New approaches to prevention

4 Fill in the gaps to complete the description of new approaches to prevention in the 20th and 21st centuries. Use some of these words: cures; health; lifestyle; NHS; research; vaccinations; tetanus; measles.

Since the creation of the ..... in 1946, the UK government has funded more medical ..... to find more ways to prevent disease. It also funds ..... to prevent people contracting diseases such as polio and ..... There have been laws to improve ..... and safety at work and reduce pollution. The government has also funded ..... campaigns to raise awareness of dangers to health and encourage healthy behaviour.

# Modern Britain

## Advances in medicines

5 Answer the following questions about 20th-century treatments.

- (a) What is the name given to a chemical compound that targets and kills a microbe causing a specific disease? .....
- (b) What name is given to a drug which destroys or prevents the growth of bacteria?  
.....
- (c) What disease were Paul Ehrlich and his team trying to find a cure for in the early 20th century?  
.....
- (d) What was the first antibiotic? .....
- (e) Give **one** example of an illness treated with Prontosil. ....

## The development of penicillin

6 Complete this timeline about the key events in the development of penicillin.

- 1928 Alexander Fleming discovers that mould kills bacteria.
- 1929 .....
- 1939 .....
- 1940 .....
- 1941 US drug companies agree to fund Florey and Chain's research after UK companies would not.  
Florey and Chain prove that penicillin effectively kills infection in humans.
- 1942 .....
- 1943 British drug companies begin mass production of penicillin.

## The fight against lung cancer

7 Give **two** examples of how the UK government has tried to prevent people from developing lung cancer as a result of smoking.

- .....
- .....

## Revision Guide

How did you do? Go to pages 18–23 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# The Western Front

The historic environment for this thematic study is the British sector of the Western Front, 1914–18. It covers injuries, treatment and the trenches.

## Battles on the Western Front

1 Give the correct dates (month/s and year) for the following battles.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| (a) First Battle of Ypres:.....  | (e) Arras:.....                 |
| (b) Battle on Hill 60:.....      | (f) Third Battle of Ypres:..... |
| (c) Second Battle of Ypres:..... | (g) Cambrai:.....               |
| (d) The Somme:.....              |                                 |

## The trench system

2 Name **two** parts of the trench system.

- .....
- .....

## Illness and injury at the Western Front

3 Complete the table below.

	Cause	Symptoms	Example of prevention method
Trench fever			
Trench foot			

4 (a) What caused most injuries and deaths?

.....

(b) Name **two** types of bacteria in the soil which caused wound infection.

- .....
- .....

(c) Name **two** symptoms of gas attacks.

- .....
- .....

# The Western Front

## Chain of evacuation

5 Name the **two** organisations that provided most of the medical care on the Western Front.

- .....
- .....

6 What kind of treatment was given at Regimental Aid Posts? .....

7 Where were casualty clearing stations located? .....

## Medical advances on the Western Front

8 Complete the table. Add **at least one** point to each empty cell.

	Situation pre-1914	Situation during war	Impact of war: advances made
Preventing and dealing with infection	Antiseptic, then aseptic, surgery was established to prevent infection during surgery and other procedures		
X-rays		Huge numbers of bullet and shrapnel injuries meant x-ray machines were essential for effective surgery	
Blood loss	<ul style="list-style-type: none"> <li>• Human-to-human blood transfusions tried but often unsuccessful</li> <li>• Blood groups discovered in 1901</li> </ul>		

## Revision Guide

How did you do? Go to pages 24–28 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. In most cases there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. The Middle Ages

- 1 A. True  
B. True  
C. False – the Church discouraged people from challenging its ideas.  
D. False – Galen was not a Christian.  
E. True  
F. True

2

Blood	Spring	Air	Hot and wet
Yellow bile	Summer	Fire	Hot and dry
Black bile	Autumn	Earth	Cold and dry
Phlegm	Winter	Water	Cold and wet

- 3 (a) Hippocrates  
(b) Galen
- 4 Theory of Opposites
- 5 The Hippocratic Oath
- 6 Bleeding; purging
- 7 Miasma was 'bad air' that came from rotting organic matter. People thought that the bad air caused disease.

### 2. The Middle Ages

8

	Training	Costs	Examples of services they provided
Physicians	University	Expensive	Any two from: <ul style="list-style-type: none"> <li>• Diagnosing illnesses and treatments</li> <li>• Sending patients to apothecaries or barber surgeons</li> <li>• Carrying out some treatments</li> </ul>

Apothecaries	Some	Fairly cheap	Any two from: <ul style="list-style-type: none"> <li>• Diagnosing illnesses and treatments</li> <li>• Mixing medicines to treat illness</li> <li>• Carrying out physicians' instructions</li> </ul>
Barber surgeons	None	Fairly cheap	Any two from: <ul style="list-style-type: none"> <li>• Bleeding</li> <li>• Pulling teeth out</li> <li>• Lancing boils</li> <li>• Cutting hair</li> <li>• Amputating limbs</li> </ul>

9 Aii; Biii; Ci

10 One from:

- A place for travellers to stay
- Recuperation

(In addition, some hospitals for infectious diseases appeared towards the end of the Middle Ages.)

11 Praying and fasting

Plus at least three from:

- Clearing the streets
- Flagellation
- Not letting unknown people enter the town/village
- Lighting fires
- Trying to keep the sick away from the well

### 3. The Renaissance

1 Any two from:

- That God was displeased or testing people
- Supernatural ideas
- Astrology
- Miasma
- Theory of the Four Humours

2 During the Renaissance, people challenged old ideas. This included religious ideas. Most people still believed in God but the authority of the Church declined. Fewer people accepted that God caused disease and people started to look for new, rational ideas instead. Gradually there was a new scientific approach to diagnosing illness.

3 (a) B

(b) C

(c) A

## 4. The Renaissance

4 B

5 William Harvey proved that Vesalius was right and that blood flowed towards the heart. This proved that Galen was wrong. Harvey discovered that blood was pumped around the body by the heart. He was a royal physician so his work was widely read. By 1700 it was being taught in medical schools. His methods of observation and dissection were copied by others who wanted to find out more.

6

Similarities	Differences
<ul style="list-style-type: none"> <li>Sufferers and their families were quarantined</li> </ul> <p>Plus any two from:</p> <ul style="list-style-type: none"> <li>Praying and fasting</li> <li>Clearing up the streets</li> <li>Carrying herbs and spices to avoid 'bad air'</li> <li>Herbal remedies</li> </ul>	<ul style="list-style-type: none"> <li>Great Plague: Sufferers were wrapped up and put by fires to try to sweat disease out</li> </ul> <p>Plus any two from:</p> <ul style="list-style-type: none"> <li>Great Plague: Theory of transference – people tried to 'transfer' disease to something else (especially birds)</li> <li>Black Death: Unknown people were not allowed into town</li> <li>Great Plague: Large gatherings were banned</li> <li>Great Plague: Local councils were heavily involved in trying to stop the spread</li> </ul>

## 5. 18th and 19th centuries

1 1G; 2C; 3A; 4F; 5E; 6B; 7H; 8D

2 She helped make nursing a more respectable job for women.

Plus at least two from:

- She helped improve hospital cleanliness, which reduced infection and lowered death rates
- She helped improve training for nurses
- She set up her own training school for nurses and midwives
- She helped improve hospital organisation
- She influenced the design of hospitals as she emphasised fresh air and hygiene
- Nurses were given a more important role in patient care
- Her work was widely publicised

3 James Simpson discovered that chloroform was an effective anaesthetic. Joseph Lister discovered that carbolic spray was an effective antiseptic. He inspired others to search for methods to prevent infection which led to aseptic conditions for surgery by 1900.

## 6. 18th and 19th centuries

4 A. False – Jenner never worked out why the vaccination was effective.

B. False – the Royal Society refused to publish Jenner's ideas.

C. True

D. False – vaccination was popular around the world but took time to be accepted in Britain.

E. False – the link between cowpox and smallpox was unique so it didn't lead to other vaccinations.

F. False – there was widespread opposition to Jenner's ideas.

5 (a) A

(b) C

(c) C

(d) A

(e) C

(f) C

## 7. Modern Britain

1 (a) Watson and Crick

(b) Rosalind Franklin (working with Maurice Wilkins)

(c) Double helix

(d) Human Genome Project

2 Aii; Bi; Ciii

3

Technology used in diagnosis since 1900	Technology used in treatment since 1900
<ul style="list-style-type: none"> <li>MRI, CT and ultrasound scans</li> </ul> <p>Plus any two from:</p> <ul style="list-style-type: none"> <li>X-rays</li> <li>Microscopes</li> <li>Endoscopes</li> <li>Blood pressure monitors</li> <li>Blood sugar monitors</li> <li>Robots and cameras used in surgery</li> <li>Hypodermic needles</li> </ul>	<ul style="list-style-type: none"> <li>Dialysis machines</li> </ul> <p>Plus any two from:</p> <ul style="list-style-type: none"> <li>Incubators</li> <li>Prosthetic limbs</li> <li>Pacemakers</li> <li>Insulin pumps</li> <li>Robots and cameras used in surgery</li> <li>Hypodermic needles</li> </ul>

4 Since the creation of the NHS in 1948, the UK government has funded more medical research to find more ways to prevent disease. It also funds vaccinations to prevent people contracting diseases such as polio and tetanus/measles. There have been laws to improve health and safety at work and reduce pollution. The government has also funded lifestyle campaigns to raise awareness of dangers to health and encourage healthy behaviour.

## 8. Modern Britain

- 5 (a) Magic bullet  
 (b) Antibiotic  
 (c) Syphilis  
 (d) Penicillin  
 (e) Blood poisoning/pneumonia/scarlet fever/ meningitis
- 6 **1928** Alexander Fleming discovers that mould kills bacteria.  
**1929** Fleming published his research but had no funding to continue his research.  
**1939** Howard Florey and Ernst Chain continue Fleming's research into penicillin.  
**1940** Florey and Chain prove that penicillin effectively kills infection in mice.  
**1941** US drug companies agree to fund Florey and Chain's research after UK companies would not. Florey and Chain prove that penicillin effectively kills infection in humans.  
**1942** American government finances mass production of penicillin in the USA.  
**1943** British drug companies begin mass production of penicillin.
- 7 Any two from:
- Banning advertising for cigarettes
  - High tax on tobacco products to make smoking expensive
  - Raising the legal age for buying tobacco products
  - Educating people about risks of smoking
  - Shops not allowed to publicly display cigarettes or tobacco
  - Smoking banned in public places from 2007 in England
  - Cigarette packaging has to display warnings of the dangers of smoking

## 9. The Western Front

- 1 (a) First Battle of Ypres: Oct–Nov 1914  
 (b) Battle on Hill 60: April 1915  
 (c) Second Battle of Ypres: April–May 1915  
 (d) The Somme: July–Nov 1916  
 (e) Arras: April–May 1917  
 (f) Third Battle of Ypres: July–Nov 1917  
 (g) Cambrai: Nov–Dec 1917

- 2 Any two from:
- Reserve trench
  - Artillery emplacements
  - Dugouts
  - Support trench
  - Frontline trench

3

	Cause	Symptoms	Example of prevention method
Trench fever	Lice – flourished in overcrowded and dirty trenches	Flu-like fever, which could keep recurring once contracted	In 1918 troops were deloused
Trench foot	Muddy, waterlogged trenches	Infected feet, which could lead to gangrene	For example: <ul style="list-style-type: none"> <li>• Whale oil and spare socks to protect feet</li> <li>• Pumps used to drain water from trenches</li> <li>• Duckboards added to trenches so troops could get their feet out of water</li> </ul>

- 4 (a) High-explosive shells and shrapnel  
 (b) Tetanus; gas gangrene  
 (c) Any two from:
  - Blindness
  - Coughing
  - Burns

## 10. The Western Front

- 5 Royal Army Medical Corps (RAMC) and First Aid Nursing Yeomanry (FANY)  
 6 Immediate first aid  
 7 Several miles from the front line

	Situation pre-1914	Situation during war	Impact of war: advances made
Preventing and dealing with infection	Antiseptic, then aseptic surgery was established to prevent infection during surgery and other procedures	<ul style="list-style-type: none"> <li>• Wounds infected before surgery</li> <li>• Antiseptic/aseptic surgery impossible in dressing stations and casualty clearing stations</li> </ul>	<ul style="list-style-type: none"> <li>• Surgeons used chemical sprays on wounds (didn't work on gas gangrene)</li> <li>• Carrel-Dakin method developed by 1917 – cleansed wound by moving sterilised salt solution through the wound using tubes</li> <li>• Surgery advanced and use of x-rays meant infected tissue as well as all traces of the bullet and shrapnel were removed</li> </ul>
X-rays	X-ray machines were developed in the late 19th century but were large and very heavy	Huge numbers of bullet and shrapnel injuries meant x-ray machines were essential for effective surgery	<ul style="list-style-type: none"> <li>• X-ray machines common in base hospitals from 1914</li> <li>• Mobile machines developed and numbers increased so they could be used in casualty clearing stations and even dressing stations – saved many lives</li> </ul>
Blood loss	<ul style="list-style-type: none"> <li>• Human-to-human blood transfusions tried but often unsuccessful</li> <li>• Blood groups discovered in 1901</li> </ul>	Blood loss a huge problem and caused many deaths	<ul style="list-style-type: none"> <li>• Blood transfusions used from 1915 but limited as blood couldn't be stored</li> <li>• Methods found which preserved blood for longer – first 'blood depot' used at Cambrai, 1917</li> </ul>

# Early settlement

This key topic focuses on the period c1835–c1862. It covers the beliefs and way of life of the Plains Indians, migration, early settlement, and conflict and tension in the West.

## Plains Indians: beliefs and way of life

1 Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. Plains Indians tribes were made up of several bands.                   | True | False |
| B. The position of chief was usually held for life.                       | True | False |
| C. Each member of a band had an important role.                           | True | False |
| D. Chiefs were able to make decisions that their whole tribe had to obey. | True | False |

2 Give **two** ways in which the buffalo was essential to the survival of the Plains Indians.

- .....
- .....

3 The Plains Indians had different beliefs to those of the white settlers. Give **one** example of an Indian belief in each category below.

Nature: .....

Land: .....

War: .....

## US government policy

4 (a) What divided Indian Territory from the eastern states?

.....

(b) Give the name and date of the act that funded the movement of Plains Indians in Indian Territory onto reservations.

.....

## Factors encouraging migration

5 Decide which statements were 'push' factors and which were 'pull' factors. Circle your answers.

- |                               |      |      |
|-------------------------------|------|------|
| A. Falling wheat prices       | Push | Pull |
| B. Oregon Trail, from 1836    | Push | Pull |
| C. Overpopulation in the East | Push | Pull |
| D. Manifest Destiny           | Push | Pull |
| E. The Gold Rush, 1849        | Push | Pull |
| F. Religious persecution      | Push | Pull |

# Early settlement

## Problems of migration and white settlement

6 Which of the following were problems faced by migrants to the West, such as the Donner Party? Tick (✓) the correct answers.

- A. Bad weather like storms and extreme heat
- B. Indian guides were unreliable
- C. Diseases like cholera
- D. Running out of supplies

7 Which group of migrants migrated west in 1846–47 to escape religious persecution?

.....

8 Give **two** problems faced by settlers trying to farm on the Plains.

- .....
- .....

## Conflict and tension, c1835–c1862

9 Give **two** reasons for tension between white settlers and Plains Indians.

- .....
- .....

10 (a) Name **one** significance of the Fort Laramie Treaty of 1851 for the Plains Indians.

.....

(b) Name **one** significance of the Fort Laramie Treaty of 1851 for white settlers.

.....

11 Decide which statements about lawlessness and law enforcement in early towns and settlements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. Mining towns were isolated so had little law enforcement.                  | True | False |
| B. Violence was a big problem in mining towns.                                | True | False |
| C. Vigilance committees were set up by miners to settle disputes over claims. | True | False |
| D. The government appointed marshals to manage large areas such as states.    | True | False |
| E. Sheriffs were appointed for a five-year period of office.                  | True | False |

## Revision Guide

How did you do? Go to pages 1–12 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Development of the Plains

This key topic focuses on the period c1862–c1876. It covers the development of settlement in the West, ranching and the cattle industry, and changes in the way of life of the Plains Indians.

## Reconstruction after the Civil War

1 Give **two** impacts of the Homestead Act of 1862.

- .....
- .....

2 Which act enabled the completion of the first transcontinental railroad?

.....

## Homesteaders: finding solutions

3 Draw lines to match the problems on the left with the solutions on the right.

A. Hard ground that was difficult to plough
B. Lack of timber for fencing to contain cattle
C. Lack of water
D. Land holdings were too small
E. Isolation

i. Barbed wire
ii. The Timber Culture Act of 1873
iii. Railroads improved travel and supplies
iv. Stronger farm machinery
v. Drills and wind pumps

## Law and order in settlements

4 Give **two** examples of how problems of law and order in the West were tackled.

- .....
- .....

## The cattle industry

5 Decide which statements about the growth of the cattle industry are true and which are false. Circle your answers.

A. After the Civil War, demand for beef was low in northern cities.	<b>True</b>	<b>False</b>
B. Joseph McCoy set up the first cow town in Abilene in 1865.	<b>True</b>	<b>False</b>
C. Investment in the cattle industry in the 1870s led to the rise of the cattle barons.	<b>True</b>	<b>False</b>
D. Abilene was outside the quarantine zones, so could be a transit point for Texan cattle.	<b>True</b>	<b>False</b>
E. The first Goodnight-Loving Trail in 1866 stretched all the way to Wyoming.	<b>True</b>	<b>False</b>
F. John Iliff was the first to start ranching on the Plains.	<b>True</b>	<b>False</b>

# Development of the Plains

## Cowboys, ranchers and homesteaders

6 Decide which statements about how ranching changed the role of the cowboy are true and which are false. Circle your answers.

- |   |             |              |
|---|-------------|--------------|
| A. Work became seasonal instead of year-round and full-time.                        | <b>True</b> | <b>False</b> |
| B. Cowboys on ranches still had to round up and drive cattle for hundreds of miles. | <b>True</b> | <b>False</b> |
| C. Work on ranches was less dangerous than work on the trails.                      | <b>True</b> | <b>False</b> |
| D. The development of ranches increased the demand for cowboys.                     | <b>True</b> | <b>False</b> |

7 Give **one** reason for rivalry between ranchers and homesteaders.

.....

.....

## Changes for Plains Indians

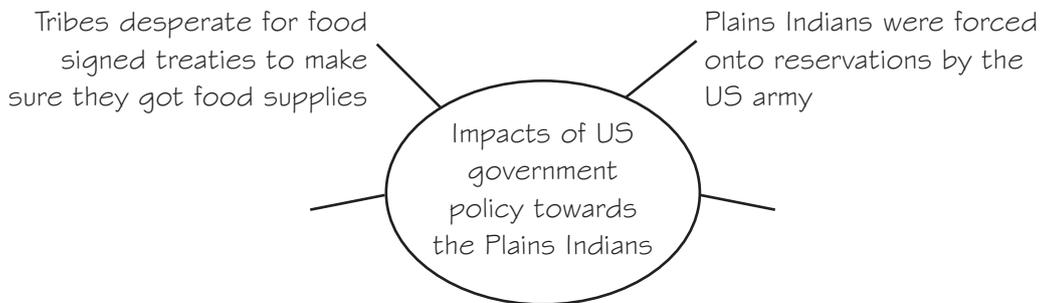
8 Give **one** impact on the Plains Indians of each development below.

Railroads: .....

The cattle industry: .....

Gold prospecting: .....

9 Add **two** more ideas to this concept map.



10 There were a number of key conflicts between Plains Indians and white Americans in this period. Draw lines to match the conflicts to their dates.

A. Red Cloud's War
B. The Sand Creek Massacre
C. The second Fort Laramie Treaty
D. Little Crow's War

i. 1864
ii. 1868
iii. 1862
iv. 1866–68

## Revision Guide

How did you do? Go to pages 13–22 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Conflicts and conquest

This key topic focuses on the period c1876–c1895. It covers changes in farming, the cattle industry and settlement, conflict and tension, and the destruction of the Plains Indians' way of life.

## Changes in farming and the cattle industry

1 Give **one** impact of each of these new technologies and farming methods.

Dry farming: .....

Wind pumps: .....

Barbed wire: .....

2 Give **one** way in which the cattle industry changed in the period c1876–c1895.

.....

## Continued growth of settlement

3 Who migrated to Kansas in 1879? .....

4 In what year did the largest Oklahoma Land Rush take place? .....

## Conflict and tension, c1876–c1895

5 Give **one** reason why Billy the Kid was significant in the problem of lawlessness.

.....  
.....

6 (a) When was the gunfight at the OK Corral? .....

(b) Give **one** reason why many people thought Wyatt Earp increased lawlessness rather than reducing it.

.....

7 Put these events of the Johnson County War of 1892 and its background in order. Write numbers in the boxes to show your answers.

A. Small ranchers decided to hold their spring round-up early.

B. The WSGA hired 22 gunmen from Texas to 'invade' Johnson County.

C. Big ranchers accused smaller ranchers of stealing their cattle.

D. The winter of 1886–87 led to heavy losses in Wyoming cattle herds.

E. Johnson County ran out of money for the trial and the 'invaders' were set free.

F. The cattle industry and number of homesteaders in Wyoming grew.

G. Cattleman Bothwell killed homesteaders Watson and Averill.

H. After a gun fight with Nate Champion, the 'invaders' were arrested.

# Conflicts and conquest

## Conflict with the Plains Indians

8 Give **two** consequences of the Battle of the Little Big Horn of 1876.

- .....
- .....

9 Give **two** impacts of the Wounded Knee Massacre of 1890 for Plains Indians.

- .....
- .....

## The destruction of the way of life of the Plains Indians

10 Decide which statements are true and which are false. Circle your answers.

- |  |      |       |
|--|------|-------|
| A. Settlers protected the grassland the buffalo needed to survive.   | True | False |
| B. The extermination of the buffalo helped the US government with its policy of moving Plains Indians onto reservations. | True | False |
| C. On the reservations, Plains Indians were allowed to keep practising their beliefs.                                    | True | False |
| D. On the reservations, Plains Indians were not allowed to hunt.   | True | False |

11 Which of the following describe the terms of the Dawes Act of 1887? Tick (✓) the correct answers.

- |  |                          |
|--|--------------------------|
| A. Each Indian family was allotted a 160-acre share of reservation land.                 | <input type="checkbox"/> |
| B. Plains Indians who took an allotment could not become American citizens.              | <input type="checkbox"/> |
| C. Plains Indians could not sell their land allotments for 10 years.                     | <input type="checkbox"/> |
| D. Any reservation land left over after the allotments could be sold to white Americans. | <input type="checkbox"/> |

12 Give **two** aims of the Dawes Act.

- .....
- .....

13 'The Dawes Act of 1887 made life even harder for Plains Indians.' Give **one** example to support this statement.

.....

.....

14 In what year did the US census office declare that the Indian Frontier was closed?

.....

## Revision Guide

How did you do? Go to pages 23–32 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. For most exemplar answers there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. Early settlement

- 1 A. True; B. False – it was rare for someone to be chief for life; C. True; D. False – the tribe did not have to obey all the chief's decisions (or follow the terms of treaties he signed)
- 2 Any two from:
- Their meat provided food.
  - Their fur and hides were used to make clothing and blankets.
  - Their hides were used to make shelters.
  - Their dung was used for fuel.
- 3 Nature – any one from:
- Humans were part of nature and should not try to control it.
  - Everything in nature had a spirit which could help or harm humans.
  - Visions and ritual dances could connect them to the spirit world.
- Land – any one from:
- Some areas were sacred to particular tribes.
  - The land belonged to everyone, and couldn't be owned by one person.
- War – any one from:
- It was not shameful to run away from a battle you were losing.
  - Conflicts were solved with minimal killing because young men were vital for the tribe's survival.
  - Landing a blow on an enemy without being injured (a coup) was highly respected.
- 4 (a) The Permanent Indian Frontier  
(b) The Indian Appropriations Act, 1851
- 5 A. Push; B. Pull; C. Push; D. Pull; E. Pull; F. Push

### 2. Early settlement

- 6 A, C and D (The Indian guides were helpful. However, in rare cases Plains Indians attacked settlers.)
- 7 The Mormons
- 8 Any two from:
- Lack of trees meant there was no timber for fences or buildings.
  - The soil was thick and difficult to work.
  - Insects such as grasshoppers ate crops.
  - Prairie fires destroyed crops.
  - Lightning during thunderstorms set crops on fire.
  - The harsh climate made life difficult all year round.
  - Lack of water meant that crops dried up and animals went thirsty.

- 9 Any two from:
- The white settlers disturbed the buffalo, making them harder for the Plains Indians to hunt.
  - The Plains Indians were worried about the impact of the white settlers on grazing.
  - The Plains Indians believed that gold mining dishonoured their sacred land.
  - When the white settlers were caught up in fighting between tribes, they thought they were being attacked.
  - The white settlers believed the Indians would kill the men and kidnap the women and children.
  - The white settlers were angry when Indians stole horses and cows from them.
- 10 (a) Any one from:
- It set out territories for the tribes, which later led to reservations.
  - It meant that tribes received resources from the government, which meant they lost independence.
- (b) Any one from:
- It allowed white settlers to cross Indian territories, which meant they were able to settle the Great Plains.
  - It led to railroad surveyors and military posts in Indian territories, which helped to settle the Great Plains.
- 11 A. True; B. True; C. False – miners' courts settled claim disputes; D. True; E. False – sheriffs were appointed for two-year periods of office

### 3. Development of the Plains

- 1 Any two from:
- Over 6 million acres were homesteaded by 1876.
  - Ex-slaves could own land, leading to migration north.
  - The promise of free land encouraged immigration into the USA.
  - The promise of free land encouraged white settlement on the Plains.
  - Half of all settled land in Nebraska was homesteaded.
  - Rich landowners found ways to use the act to buy up land cheaply.
- 2 The Pacific Railroad Act of 1862
- 3 Aiv; Bi; Cv; Dii; Eiii
- 4 Any two from:
- Communication between law officers was improved, with the help of the railroads and the electric telegraph.
  - Federal government influence was increased.
  - New settlements elected sheriffs and town marshals.
  - Cow towns passed laws banning firearms.
  - Sheriffs and town marshals enforced the law.
  - Companies hired Pinkerton detectives to track down criminals.

- 5 A. False – After the Civil War, demand for beef was high in the north; B. False – McCoy set up Abilene in 1867; C. True; D. True; E. False – the first Goodnight-Loving Trail of 1866 was to Fort Sumner but in 1868 it was extended up to Colorado and Wyoming; F. True

#### 4. Development of the Plains

- 6 A. False – ranch work was year-round and full-time, whereas trail work was seasonal; B. False – ranch work still included rounding up and driving cattle, but over much shorter distances; C. True; D. False – although the work was year-round, the kind of work done on ranches meant that fewer cowboys were needed
- 7 Any one from:
- Ranchers put their cattle on the open range, which caused problems when homesteaders wanted to buy plots there.
  - Homesteaders wanted ranchers to fence their land to prevent cattle roaming onto their crops but ranchers felt that fencing was the farmers' responsibility.
  - Ranchers bought railroad sections and fenced them to block access to public lands.
  - Ranchers took homesteaders to court over rights to the land, knowing that the homesteaders could not afford to pay court fees.
  - Cattlemen used wire to fence off pasture, but sheep farmers cut the wire, so cattlemen led raids and killed hundreds of sheep.
- 8 Railroads – any one from:
- Settlement increased, which meant there was less space for Plains Indians.
  - The noise and fencing disrupted buffalo migrations.
  - Plains Indians were persuaded to move off railroad land and onto reservations.

The cattle industry – any one from:

- Cattle and buffalo competed for food, so there was less for the buffalo.
- Cattle trails crossed Indian land, increasing tension.
- The US army attacked Comanche Indians who did not allow cattle trails to cross their land.

Gold prospecting – any one from:

- White Americans trespassed on Indian lands, increasing tension.
- Sand Creek Massacre, 1864
- Red Cloud's War, 1866–68
- Fort Laramie Treaty, 1868

- 9 • Tribes desperate for food signed treaties to make sure they got food supplies.  
• Plains Indians were forced onto reservations by the US army.

Plus any two from:

- Plains Indians on reservations were unable to continue their traditional ways of life.
- Many Plains Indians became dependent on the government for food.
- The reservations were made smaller, so Plains Indians could not hunt to survive.

- Tribes were often cheated out of their annuities by corrupt reservation agents.
- The government used conflicts as an excuse to take more land from the tribes.
- President Grant's 'Peace Policy' of 1868 introduced agents who treated the Plains Indians more fairly.
- The 'Peace Policy' included a \$2 million budget to improve reservations.
- Plains Indians who refused to move to reservations under the 'Peace Policy' were forced to do so.

10 Aiv; Bi; Cii; Diii

#### 5. Conflicts and conquest

1 Dry farming – any one from:

- The amount of water trapped in the soil was conserved, which led to better crops.
- Homesteaders were able to grow wheat successfully, especially using the Turkey Red variety.
- The Plains became America's main wheat-producing region.

Wind pumps – any one from:

- It became possible to access water hundreds of metres underground.
- They turned automatically, so could catch the wind as it changed direction.
- They did not need constant repairing and oiling so were less expensive and time-consuming to run.
- Larger blades meant that pumping power increased.

Barbed wire – any one from:

- It meant that fencing was possible even though there was little wood available.
- It meant that farmers and cattle ranchers could fence off land.
- It meant that railroad companies could fence off tracks.
- By the 1880s, new techniques made it a strong and cheap method of fencing, so it was widely used.
- Some types had long barbs which wounded cattle.

2 Any one from:

- The open range became overstocked with cattle.
- Overstocking led to problems such as too little grass for the cattle and a fall in beef prices.
- Overstocking meant cattlemen made less profit and some went bankrupt.
- As a result of the winter of 1886–87, at least 15% of cattle died and more cattlemen went bankrupt.
- Cattle ranchers moved to smaller ranches with fenced-in pastures, which led to the end of the open range.
- There was less demand for cowboys following the end of the open range, so cowboy numbers fell.
- Cowboys now lived in uncomfortable bunkhouses instead of herding cattle on the open range.
- Cowboys mainly performed tasks such as branding cattle, mending barbed wire fences, and harvesting hay.

3 The Exodusters

4 In 1893

- 5 Any one from:
- Billy the Kid repeatedly escaped from jail. This meant that people could see how weak the justice system was.
  - Many people liked Billy the Kid because he stood up against the rich and powerful. This shows that many powerless people felt that the law was on the side of the rich.

6 (a) 26 October 1881

(b) Any one from:

- He was accused of being involved in stagecoach robberies.
- He and his brothers killed two McLaurys and a Clanton at the OK Corral.
- He shot the two men he said killed Morgan Earp.

7 A5; B6; C3; D2; E8; F1; G4; H7

## 6. Conflicts and conquest

8 Any two from:

- Cheyenne and Sioux tribes were pursued back to their reservations.
- The Cheyenne and Sioux became completely dependent on the US government.
- The Sioux were forced to sell the Black Hills and other land.
- The Sioux had to give up their weapons and horses and live under military rule.
- Public opinion turned against the Plains Indians.
- The US government was put under pressure to destroy the Plains Indians.

9 Any two from:

- It ended Sioux resistance to US army control.
- It ended the Indian frontier.
- It ended the Ghost Dance.
- It confirmed white views that Plains Indians were hostile and should be killed.
- It became a symbol of oppression in the fight for

Indian civil rights.

- 10 A. False – when houses, towns, trails and railroads were built, the grassland was destroyed or eaten by other animals; B. True; C. False – all feasts, dances and ceremonies were banned in order to reduce the power of the Indian medicine men, and Christian missionaries were sent in to ‘civilise’ the Indians; D. True

11 A and D (Plains Indians who took an allotment and left the reservation could become American citizens. Allotments could not be sold for 25 years.)

12 Any two from:

- It aimed to encourage individualism instead of tribal identity.
- It aimed to encourage individual Plains Indians to assimilate and become US citizens.
- It aimed to reduce the influence of chiefs and the tribal council.
- It aimed to reduce the cost for the US government of running the reservation system.
- It aimed to free up more land for white settlers.
- It aimed to encourage Indian families to farm for themselves, rather than rely on the tribe.

13 Any one from:

- Within three years, Plains Indians lost half their land to white settlers.
- Indians who accepted allotments were unable to farm successfully as the plots were not big enough and the land was poor quality.
- Most Plains Indians gave up and sold their land, which made them landless.
- White Americans cheated many Plains Indians into selling their land, leaving them with nothing.

14 1890

# Cold War origins, 1941–58

This key topic is about how the alliances of the Second World War broke down and how the tensions that led to the Cold War developed.

## Early tension between East and West

1 Complete this table about these conferences between the leaders of the Grand Alliance.

Conference	What was agreed about Germany?	What was agreed about the Soviet Union?
<b>Tehran</b> Year: 1943	USA and Britain to ...	Soviet Union to fight Japan, Poland to lose territory to Soviet Union.
<b>Yalta</b> Year:	Germany to be divided up, demilitarised and to pay reparations to the Allies.	Soviet sphere of influence to include ...
<b>Potsdam</b> Year:	Nazi Party ...  Germany (and Berlin) to be divided into four zones of occupation.	Soviet Union would be one of four powers occupying Germany, and receive ...

2 Which of the following were important causes of tension between East and West in the period 1941–58? Tick (✓) the correct answers.

- |  |                          |                                   |                          |
|--|--------------------------|-----------------------------------|--------------------------|
| A. Capitalism versus communism                   | <input type="checkbox"/> | C. Soviet invasion of Afghanistan | <input type="checkbox"/> |
| B. The USA dropping atomic bombs on Japan (1945) | <input type="checkbox"/> | D. The Novikov Telegram (1946)    | <input type="checkbox"/> |

## The development of the Cold War

3 Add these events to the timeline: Truman Doctrine, Marshall Plan announced, Cominform formed, Comecon formed, NATO formed, Warsaw Pact agreed, The Berlin Crisis begins, Formation of two Germanies.

○ 1947 .....

○ 1948 .....

○ 1949 .....

○ 1955 .....

# Cold War origins, 1941–58

## The Berlin Crisis, 1948–49

4 Complete this paragraph about the Berlin Crisis.

..... was unhappy about the creation of Bizonia because he suspected that the USA wanted to create a ..... Western Germany. Stalin responded by ..... Berlin. He hoped to force the Western powers to ..... of Berlin, which would make them look weak. Instead, between 26 June 1948 and 30 September 1949, the Western powers ..... nearly 2000 tonnes of supplies a day into their sectors of Berlin.

## The creation of Soviet satellite states in Eastern Europe

5 Decide which statements are true and which are false. Circle your answers.

- |  |             |              |
|--|-------------|--------------|
| A. Bulgaria and Poland were taken over by the Soviet Union.  | <b>True</b> | <b>False</b> |
| B. At Yalta and Potsdam, the Soviet Union agreed to allow free elections in the countries in its sphere of influence.  | <b>True</b> | <b>False</b> |
| C. In Hungary, free elections did not result in a communist government.  | <b>True</b> | <b>False</b> |
| D. The Soviet Union had assumed that people would vote for communist governments. When they did not, the elections were fixed and opposition politicians were removed. | <b>True</b> | <b>False</b> |

## The Soviet invasion of Hungary, 1956

6 Write numbers in the boxes to order these events leading up to the invasion of Hungary, from the earliest (1) to the latest (6).

- A. Members of the state security police were killed by anti-communists.
- B. Nagy promised reforms that went far beyond what Khrushchev expected.
- C. Khrushchev sent 200 000 Soviet troops into Hungary.
- D. Khrushchev brought in a new, more liberal communist leader for Hungary: Imre Nagy. He hoped this would help stop the anti-communist protests.
- E. Khrushchev's 'secret speech' hinted that Soviet control would relax.
- F. Food shortages in Hungary led to demonstrations against communist control.

## Revision Guide

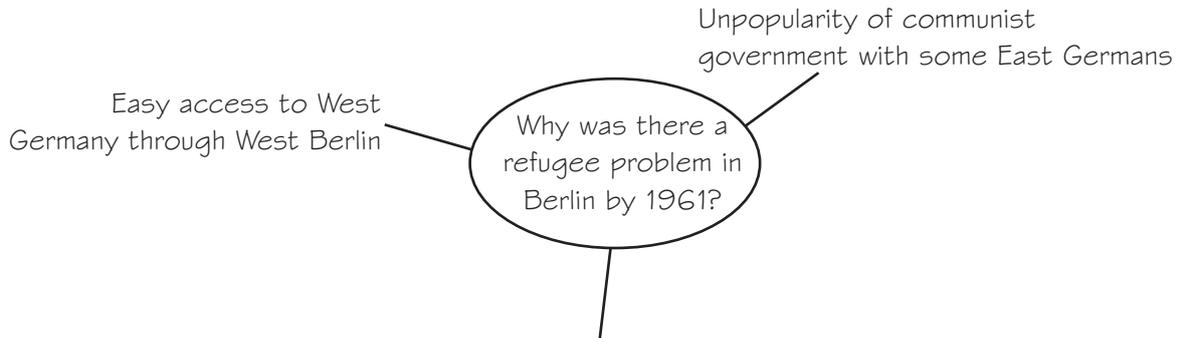
How did you do? Go to pages 1–10 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Cold War crises, 1958–70

This key topic focuses on three Cold War crises: the refugee problem in Berlin and the construction of the Berlin Wall, the Cuban Missile Crisis and the Soviet invasion of Czechoslovakia.

## The refugee problem in Berlin and the Berlin Wall

1 Add **one** more reason to the concept map below.



2 When did the construction of the Berlin Wall start and when did it finish? Write 'S' (start) and 'F' (finish) in the correct boxes.

May 1959

October 1961

August 1961

January 1968

3 Complete this table. Add **two** more impacts of the Berlin Wall for the West and **two** for the East.

Impacts for the West	Impacts for the East
<ul style="list-style-type: none"> <li>Western troops remained in Berlin, despite Khrushchev's ultimatum.</li> </ul>	<ul style="list-style-type: none"> <li>When Kennedy did not oppose the Wall, it encouraged Khrushchev to consider putting Soviet missiles in Cuba.</li> </ul>

## The Cuban Missile Crisis: origins

4 Decide which statements are true and which are false. Circle your answers.

- |   |             |              |
|---|-------------|--------------|
| A. Before Cuba's socialist revolution in 1959, the USA and Cuba had very close links. | <b>True</b> | <b>False</b> |
| B. The Bay of Pigs incident (1961) was an attempt by the CIA to assassinate Castro.   | <b>True</b> | <b>False</b> |
| C. After Cuba's revolution in 1959, Cuba increased its economic links with the USSR.  | <b>True</b> | <b>False</b> |
| D. Fidel Castro was very unpopular in Cuba in 1961, unlike the old leader, Batista.   | <b>True</b> | <b>False</b> |

# Cold War crises, 1958–70

## Events of the Cuban Missile Crisis, 1962

5 Complete this timeline of the Cuban Missile Crisis.

- 16 October President Kennedy is told US spy planes have identified missile sites on Cuba.
- 22 October .....
- 24 October Soviet Union declares the blockade an act of war, which its ships will ignore.
- 25 October .....
- 27 October Khrushchev offers to remove missiles from Cuba only if the USA does the same in Italy and Turkey. Robert Kennedy sets up a deal in which the USA would remove them secretly.
- 28 October .....

## Consequences of the Cuban Missile Crisis

6 Complete this table. Add **one** more consequence to each column.

Short-term consequences	Long-term consequences
<ul style="list-style-type: none"> <li>• Communist Cuba survived: the USA promised never to attack it.</li> </ul>	<ul style="list-style-type: none"> <li>• Détente: a reduction of tension between the USA and the Soviet Union.</li> </ul>

## The Prague Spring, 1968

7 Draw lines to match the words on the left with the explanations on the right.

A. Alexander Dubček	i. Relaxation of censorship and other political freedoms
B. 'Socialism with a human face'	ii. The leader of Czechoslovakia from 1968
C. The Prague Spring	iii. Communism that worked better, was easier to live under

8 Give **two** consequences of the Soviet invasion of Czechoslovakia in 1968.

- .....
- .....

## Revision Guide

How did you do? Go to pages 11–19 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Cold War ends, 1970–91

This key topic is about the final stages of the Cold War: *détente* and the ‘Second Cold War’ after the Soviet Union’s invasion of Afghanistan, Gorbachev’s reforms and the collapse of the Soviet Union.

## Attempts to reduce tension between East and West

1 (a) Define the term *détente*.

.....

(b) Define the term **strategic ballistic missile**.

.....

## SALT 1, Helsinki and SALT 2

2 Complete this table. Add **one** positive point and **one** negative point for each treaty or conference.

Treaty/Conference	Positive	Negative
SALT 1, 1972		
Helsinki Conference, 1975		
SALT 2, 1979		

## Gorbachev’s ‘new thinking’

3 Which **two** of the following describe Gorbachev’s reforms of the Soviet Union? Tick (✓) the correct answers.

- A. Perestroika (restructuring): new ways of doing things (especially for the economy).
- B. Glasnost (openness): more freedom for people to say what they really thought.
- C. Democratic elections to a new *duma*, the state parliament.
- D. Allowing former republics of the Soviet Union to become independent.

4 What does INF stand for in the INF Treaty of December 1987?

.....

# Cold War ends, 1970–91

## Significance of the Soviet invasion of Afghanistan, 1980

5 Give **two** consequences of the invasion.

- .....
- .....

## Reagan and the 'Second Cold War'

6 What does SDI stand for?

.....

## The collapse of Soviet control of Eastern Europe

7 Complete this timeline of key events leading up to the collapse of the Soviet Union.

- December 1988** Gorbachev announces the end of the Brezhnev Doctrine.
- August 1989** Hungary opens its borders to East Germans.
- October 1989** .....
- November 1989** .....
- December 1989** Communist governments fall in Czechoslovakia, Bulgaria and Romania.
- July 1991** .....
- August 1991** Failed army coup to remove Gorbachev from power.
- December 1991** .....

8 Complete this paragraph about the collapse of the Soviet Union in 1991.

Gorbachev's ..... policies allowed people to say what they wanted, but this backfired because people used their freedom to ..... the regime. Gorbachev's ..... policies aimed to restructure the Soviet economy, but in fact they only made it ..... Living ..... worsened. Many Soviet republics began to demand ..... in 1990–91.

## Revision Guide

How did you do? Go to pages 20–30 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. For most exemplar answers there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. Cold War origins, 1941–58

1

Conference	What was agreed about Germany?	What was agreed about the Soviet Union?
Tehran Year: 1943	USA and Britain to <u>invade Nazi-occupied Europe to open a second front against Germany.</u>	Soviet Union to fight Japan, Poland to lose territory to Soviet Union.
Yalta Year: <u>1945</u>	Germany to be divided up, demilitarised, and to pay reparations to the Allies.	Soviet sphere of influence to include <u>Poland, but with a democratically elected government.</u>
Potsdam Year: <u>1945</u>	Nazi Party <u>banned and there would be trials of war criminals.</u> Germany (and Berlin) to be divided into four zones of occupation.	Soviet Union would be one of four powers occupying Germany, and receive <u>25% of the economic output of the other three occupied zones, as well as from its own occupied zone of Germany.</u>

2 A, B and D are correct.

3 **1947** Truman Doctrine, Marshall Plan announced, Cominform formed

**1948** The Berlin Crisis begins

**1949** Comecon formed, NATO formed, formation of two Germanies

**1955** Warsaw Pact agreed

### 2. Cold War origins, 1941–58

4 Stalin was unhappy about the creation of Bizonia because he suspected that the USA wanted to create a capitalist Western Germany. Stalin responded by blockading Berlin. He hoped to force the Western powers to pull out of Berlin, which would make them look weak. Instead, between 26 June 1948 and 30 September 1949 the Western powers airlifted nearly 2000 tonnes of supplies a day into their sectors of Berlin.

5 A False – Poland and Hungary became satellite states under the control of the Soviet Union; B True; C True; D True

6 A5; B4; C6; D3; E1; F2

### 3. Cold War crises, 1958–70

1 Any one from:

- Lack of prosperity in East Germany
- Better jobs with higher wages in West Germany

2 Start, August 1961; Finish, October 1961

3

Impacts for the West	Impacts for the East
<ul style="list-style-type: none"> <li>• Western troops remained in Berlin, despite Khrushchev's ultimatum.</li> </ul> <p>Plus any two from:</p> <ul style="list-style-type: none"> <li>• The number of military alerts in Berlin declined.</li> <li>• President Kennedy commented that a wall was better than a war.</li> <li>• The Wall was a propaganda victory for the West – there was no need for a wall to stop West Germans trying to get to the East.</li> </ul>	<ul style="list-style-type: none"> <li>• When Kennedy did not oppose the Wall, it encouraged Khrushchev to consider putting Soviet missiles in Cuba.</li> </ul> <p>Plus any two from:</p> <ul style="list-style-type: none"> <li>• The Wall was a propaganda defeat for the East as it had to build a wall to stop its people trying to escape to the West.</li> <li>• The construction of the Wall suggested that the Soviets no longer planned to unite Berlin under communist control.</li> <li>• The Wall became a symbol of harsh communist control as over 200 people were shot dead trying to cross it.</li> </ul>

4 A True; B False – it was not; C True; D False – Castro was very popular with the Cuban people in 1961, Batista had been very unpopular.

### 4. Cold War crises, 1958–70

5 **16 October** President Kennedy is told US spy planes have identified missile sites on Cuba.

**22 October** Kennedy orders a blockade of Cuba rather than an attack on the missile sites.

**24 October** Soviet Union declares the blockade an act of war, which its ships will ignore.

**25 October** Both the USA and Soviet Union prepare for immediate nuclear attack.

**27 October** Khrushchev offers to remove missiles from Cuba only if the USA does the same in Italy

and Turkey. Robert Kennedy sets up a deal in which the USA would remove them secretly.

**28 October** Khrushchev agrees to the Kennedy deal and withdraws missiles from Cuba in return for the USA agreeing never to attack Cuba and taking US missiles out of Italy and Turkey.

6

Short-term consequences	Long-term consequences
<ul style="list-style-type: none"> <li>Communist Cuba survived: the USA promised never to attack it</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>The Soviet Union looked weak as the deal to remove US nuclear missiles threatening the Soviet Union in Italy and Turkey remained secret</li> <li>The Crisis undermined confidence in Khrushchev's leadership even more – as a result he was replaced by Brezhnev in 1964</li> <li>US 'doves' won over US 'hawks' because the 'doves' strategy of avoiding war still resulted in the Cuban missiles being taken back to the Soviet Union</li> </ul>	<ul style="list-style-type: none"> <li>Détente: a reduction of tension between the USA and the Soviet Union</li> </ul> <p>Plus any one from:</p> <ul style="list-style-type: none"> <li>The Hotline Agreement – direct communication link between the US leadership and the Soviet leadership</li> <li>The Limited Test Ban Treaty in August 1963 – a ban on all above-ground nuclear testing</li> <li>The Outer Space Treaty in 1967 limiting the deployment of nuclear weapons in space</li> <li>The Nuclear Non-Proliferation Treaty in 1968 preventing either side helping other countries to develop nuclear weapons</li> <li>Soviet determination to catch up with USA in long-range nuclear missile arms race, leading to MAD (mutually assured destruction) by 1965</li> </ul>

7 Aii; Biii; Ci

8 Any two from:

- Western communist parties declared themselves independent of the Soviet Communist Party
- Yugoslavia and Romania backed off from the Soviet Union, weakening the Soviet sphere of influence
- The Brezhnev Doctrine – any Eastern bloc country threatening security could expect invasion
- USA condemned the invasion but did nothing to stop it.

## 5. Cold War ends, 1970–91

1(a) The relaxing of tension between rivals

(b) Short-range, lightweight missiles

2

Treaty/Conference	Positive	Negative
SALT 1, 1972	<p>One from:</p> <ul style="list-style-type: none"> <li>Slowed down the arms race by limiting the number of bombers or missiles each side could have</li> <li>Led to more negotiations, which led to SALT 2</li> </ul>	<p>One from:</p> <ul style="list-style-type: none"> <li>Did not cover intermediate nuclear weapons</li> <li>Counted missiles and bombers, not the number of warheads that each carried</li> </ul>
Helsinki Conference, 1975	<p>One from:</p> <ul style="list-style-type: none"> <li>East and West Germany's borders were agreed</li> <li>Included trade agreements and other US–Soviet cooperation like the Apollo–Soyuz Test Project, 1975</li> </ul>	<p>One from:</p> <ul style="list-style-type: none"> <li>The Soviet Union did not follow the human rights agreements</li> <li>The USA and Soviet Union continued to interfere in the internal affairs of other countries</li> </ul>
SALT 2, 1979	<p>One from:</p> <ul style="list-style-type: none"> <li>Imposed limits on new launch systems, including multi-warhead missiles</li> <li>Limited each superpower to the same number of warheads: 2250</li> </ul>	<p>One from:</p> <ul style="list-style-type: none"> <li>Never became US policy because the US Senate refused to agree the Treaty after the Soviet Union invaded Afghanistan in 1979</li> <li>Some US politicians thought it gave too much to the Soviet Union and weakened US defences</li> </ul>

3 A Perestroika; B Glasnost

4 Intermediate-Range Nuclear Forces (nuclear weapons with a range of 500–5500 km)

## 6. Cold War ends, 1970–91

5 Any two from:

- The USA broke off all diplomatic relations with the Soviet Union.
- The US Senate refused to sign SALT 2.
- The US 'Carter Doctrine' threatened sanctions and force against Soviet Union.

- USA and Soviet Union began developing nuclear missiles – the arms race began again.
  - The election of Ronald Reagan, who promised to be tough on the Soviet Union.
  - US boycott of 1980 Moscow Olympics and Soviet boycott of 1984 Los Angeles Olympics.
  - Pressure from Soviet people on Soviet leadership to end the war.
- 6** SDI – Strategic Defense Initiative (‘Star Wars’)
- 7** **December 1988** Gorbachev announces the end of the Brezhnev Doctrine.
- August 1989** Hungary opens its borders to East Germans.
- October 1989** Gorbachev announces that Eastern bloc countries can go their own way.
- November 1989** Fall of the Berlin Wall.
- December 1989** Communist governments fall in Czechoslovakia, Bulgaria and Romania.
- July 1991** End of the Warsaw Pact.
- August 1991** Failed army coup to remove Gorbachev from power.
- December 1991** Gorbachev announces the dissolution of the Soviet Union and his resignation as president.
- 8** Gorbachev’s glasnost policies allowed people to say what they wanted, but this backfired because people used their freedom to criticise the regime. Gorbachev’s perestroika policies aimed to restructure the Soviet economy, but in fact they only made it worse. Living conditions worsened. Many Soviet republics began to demand independence in 1990–91.

# Medieval England

This key topic is about crime and punishment in medieval England from c1000 to c1500. It covers the nature and definitions of criminal activity and the nature of law enforcement and punishment in this period.

## The nature of crime in medieval England

1 Give **one** example of a crime against the person.

.....

2 Give **two** examples of crimes against property.

- .....
- .....

3 The most serious crimes were crimes against authority. Name **one** crime against authority.

.....

4 Tick (✓) the correct definition of a social crime.

- |   |                          |                                    |                          |
|---|--------------------------|------------------------------------|--------------------------|
| A. An unpopular crime.                            | <input type="checkbox"/> | C. A crime shared on social media. | <input type="checkbox"/> |
| B. A crime that most people do not disapprove of. | <input type="checkbox"/> | D. A crime by rich people.         | <input type="checkbox"/> |

5 Give **two** examples of ways that William I's Forest Laws affected Anglo-Saxons.

- .....
- .....

6 Define the term **murdrum fine**.

.....  
 .....

## Law enforcement in Anglo-Saxon England

7 Draw lines to match the key terms on the left to the definitions on the right.

A. Tithing
B. Hue and cry
C. Oath
D. Court
E. Shire reeve

i. A person could swear before God that they were innocent.
ii. A witness to a crime had to shout to alert others.
iii. A group of men. Each one was responsible for any crimes committed by the others.
iv. A local man appointed to take criminals to court and make sure punishments were carried out.
v. The guilt or innocence of a person was decided here.

# Medieval England

## Law enforcement in Norman and later medieval England

8 Complete this table with **at least one** example of continuity (what stayed the same from the period before) and **at least one** example of change for each time period.

	Norman England	Later medieval England
Continuity		
Change		

## Punishments in medieval England

9 Define the term **capital punishment**.

.....

10 Define the term **corporal punishment**.

.....

11 Give **one** example that shows that punishments were often different depending on social status.

.....

## The influence of the Church

12 Draw lines to match the key terms on the left to the definitions on the right.

A. Benefit of clergy
B. Trial by ordeal
C. Sanctuary

i. If a person could prove they were a member of the clergy, they would be tried in a Church court.
ii. Someone accused of a crime could claim protection from the law in some churches for 40 days.
iii. When someone accused of a crime was tested with something painful or dangerous to decide if they were guilty.

## Revision Guide

How did you do? Go to pages 1–6 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Early modern England

This key topic is about crime and punishment in early modern England from c1500 to c1700. It covers the nature and definitions of criminal activity and the nature of law enforcement and punishment in this period.

## The nature of crime in early modern England

1 Tick (✓) the statement that best describes changes to crime in early modern England.

A. All types of crime decreased.

C. Only crimes against property increased.

B. All types of crime increased.

D. Crime stayed the same.

2 What was **heresy**?

.....  
.....

## 'New' crimes in the sixteenth century

3 Decide which statements are true and which are false. Circle your answers.

A. A vagrant or vagabond was an unemployed, homeless person.

True False

B. Vagabonds were well-liked in England at this time.

True False

C. People believed there were two types of poor, 'deserving' and 'undeserving'.

True False

D. People in early modern England were no longer afraid of witches.

True False

E. In early modern England, witchcraft could be punished by death.

True False

## Law enforcement in early modern England

4 Give **two** examples of how the role of the Church in law enforcement became less important.

- .....
- .....

5 Which of the following statements best describes the role of local communities in law enforcement? Tick (✓) the correct answer.

A. Local communities were responsible for most law enforcement and provided town watchmen and constables.

B. Local communities had some responsibility for law enforcement, but were supported by a national police force.

C. All law enforcement was handled by a national police force.

# Early modern England

## Punishment in early modern England

6 Give **two** examples of punishments that continued to be used in early modern England.

- .....
- .....

7 Give **one** reason why transportation was introduced as a new punishment.

.....

.....

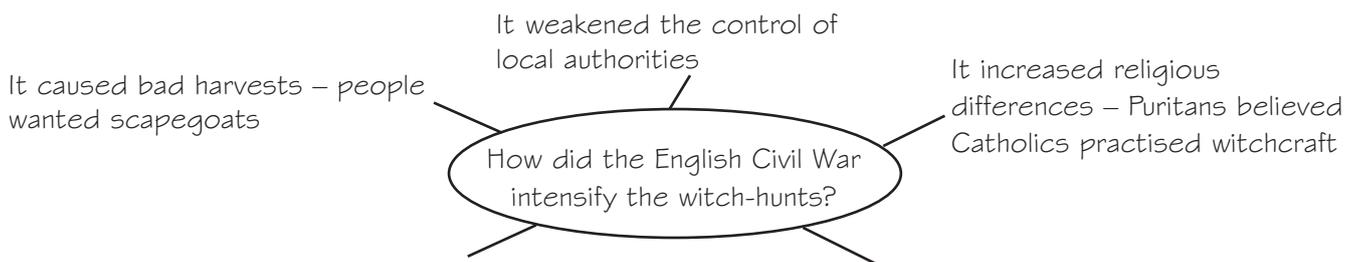
## The Gunpowder Plotters, 1605

8 Put these events in order. Write numbers in the boxes to show your answer.

- |  |  |
|--|--|
| <input type="checkbox"/> A. The plotters rented a house near the Houses of Parliament. | <input type="checkbox"/> E. Lord Monteagle received a letter.                                      |
| <input type="checkbox"/> B. James I came to the throne.                                | <input type="checkbox"/> F. James I continued with anti-Catholic laws.                             |
| <input type="checkbox"/> C. A group of Catholics plotted to kill James I.              | <input type="checkbox"/> G. A cellar, underneath Parliament, was rented and filled with gunpowder. |
| <input type="checkbox"/> D. Guy Fawkes was arrested and tortured.                      | <input type="checkbox"/> H. The plotters were sentenced to be hanged, drawn and quartered.         |

## The witch-hunts of 1645–47

9 Add **two** more examples to this concept map.



10 Give **two** features of Matthew Hopkins' role in the 1645–47 witch-hunts.

- .....
- .....

## Revision Guide

How did you do? Go to pages 7–12 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# 18th- and 19th-century Britain

This key topic is about crime and punishment in Britain from c1700 to c1900. It covers the nature and definitions of criminal activity and the nature of law enforcement and punishment in this period.

## Changes in the nature of crime against the person and property

1 Give **one** example of how crimes against property changed in this period.

.....

2 Why did highway robbery increase in the eighteenth century? Give **one** reason.

.....

.....

## Crimes against authority: the Tolpuddle Martyrs

3 Decide which statements are true and which are false. Circle your answers.

- |   |      |       |
|---|------|-------|
| A. The Tolpuddle Martyrs were a group of farm workers.                  | True | False |
| B. They complained that the government would not allow poaching.        | True | False |
| C. They were sentenced to death.  | True | False |
| D. A petition with 200 000 signatures protested their harsh punishment. | True | False |
| E. The government pardoned them in 1836.                                | True | False |

## Law enforcement in the 18th and 19th centuries

4 Complete the flowchart below to show how law enforcement changed in the 1700s and 1800s.

Before 1700, there was no police force. Towns appointed watchmen.

In the early 1700s, there was continuity in who dealt with crime...

In 1749, Henry Fielding...

In 1829...

In 1856...

# 18th- and 19th-century Britain

## Changing views on the purpose of punishment

5 Complete the sentences below using some of these words: capital; corporal; decreased; equal; increased; rehabilitate.

During the 1800s, more people began to feel that punishments should .....  
the crime. The use of the death penalty ..... as more people believed  
..... punishment was inhumane except for very serious crimes. The use of  
transportation and imprisonment therefore .....

6 Name the **two** reformers who worked to improve health and education in prisons.

- .....
- .....

## Pentonville Prison

7 Define the term **separate system**.

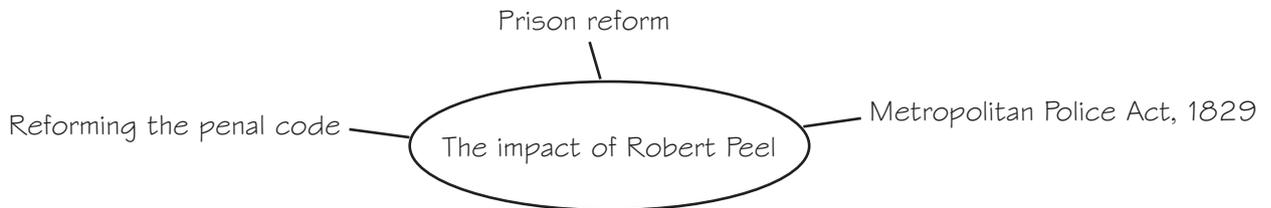
.....  
.....

8 Give **two** reasons why people in the 1800s supported the design of Pentonville Prison and the idea of the separate system.

- .....
- .....

## Robert Peel

9 This concept map gives three main contributions that Robert Peel made to law and order in Britain. For each contribution, add **at least one** example of what Peel changed.



## Revision Guide

How did you do? Go to pages 13–18 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Modern Britain

This key topic is about crime and punishment in modern Britain from c1900 to the present day. It covers the nature and definitions of criminal activity, and the nature of law enforcement and punishment in this period.

## The nature of crime in modern Britain

1 Tick (✓) the statement which best describes the nature of crime in the twentieth century.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| A. Many twentieth-century crimes were completely new.                        | <input type="checkbox"/> | C. Terrorism was a completely new crime in the twentieth century. | <input type="checkbox"/> |
| B. Twentieth-century crimes were mainly new ways of committing older crimes. | <input type="checkbox"/> | D. Smuggling was a completely new crime in the twentieth century. | <input type="checkbox"/> |

2 Give **one** example of how an older type of crime changed in the twentieth century.

.....

## Changing definitions of crime in modern Britain

3 Add **two** examples of new crimes to the table. Then add **at least one** detail for each new type of crime.

New crimes	Details
Race crime	New race crimes were defined by the 1968 Race Relations Act and 2006 Racial and Religious Hatred Act.

## Law enforcement in modern Britain

4 Decide which statements are true and which are false. Circle your answers.

- |   |             |              |
|---|-------------|--------------|
| A. Police in modern Britain have faster transport than in previous centuries.   | <b>True</b> | <b>False</b> |
| B. The police in modern Britain have a unit that tackles online crime.          | <b>True</b> | <b>False</b> |
| C. The police in modern Britain do not have armed officers.                     | <b>True</b> | <b>False</b> |
| D. Neighbourhood Watch groups are teams of professional, local police officers. | <b>True</b> | <b>False</b> |

5 Give **two** examples of technology used by the police in modern Britain.

- .....
- .....

# Modern Britain

## Changes to punishment in modern Britain

6 Give **two** examples of how prisons have changed since 1900.

- .....
- .....

7 Give **two** examples of punishments that have been used instead of prison since the end of the twentieth century.

- .....
- .....

## Treatment of conscientious objectors

8 Define the term **conscientious objector**.

.....

9 Draw lines to make three complete statements about the treatment of conscientious objectors (COs) in the First and Second World Wars.

- |   |
|---|
| A. In the two World Wars, the treatment of COs by the government...     |
| B. In the two World Wars, the treatment of COs by the general public... |
| C. Many members of the public thought that COs...                       |

- |                                   |
|-----------------------------------|
| i. ...was very similar.           |
| ii. ...were cowards and traitors. |
| iii. ...was very different.       |

## The Derek Bentley case, 1953

10 Give **one** reason why some people felt that Bentley did not deserve the death penalty.

.....

11 Give **two** ways in which the Derek Bentley case was significant for the abolition of the death penalty.

- .....
- .....

## Revision Guide

How did you do? Go to pages 19–24 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Whitechapel, c1870–c1900

The historic environment for this thematic study is Whitechapel, c1870–c1900. It covers crime, policing and the inner city.

## The Metropolitan Police

1 Decide which statements are true and which are false. Circle your answers.

- |  |      |       |
|--|------|-------|
| A. There were problems with police constables drinking on the job. | True | False |
| B. Beat constables were policemen who detected crimes.             | True | False |
| C. Sir Charles Warren was appointed Met Commissioner in 1886.      | True | False |
| D. The police answered to the Prime Minister.                      | True | False |
| E. The police were popular with the working-classes in London.     | True | False |

## The local context of Whitechapel

2 Complete the concept map by adding **at least five** examples of why Whitechapel had a high crime rate.



## Tensions in Whitechapel

3 Fill in the gaps to complete this description of tensions in Whitechapel. Use some of these words: permanent; lodging; temporary; community.

In Whitechapel, a large part of the population lived in ..... accommodation.  
 A common place to stay was in ..... houses. Because people moved a lot,  
 there was no sense of .....

4 Give **two** examples of why immigration caused tensions in Whitechapel to rise.

- .....
- .....

# Whitechapel, c1870–c1900

## The organisation of policing in Whitechapel

5 These are problems that H Division faced in policing Whitechapel. Rank them from most challenging (1) to least challenging (7). Write numbers in the boxes to show your answer. Make sure you can give reasons for your choice.

A. The environment

B. Gangs

C. Violent demonstrations

D. Prostitution

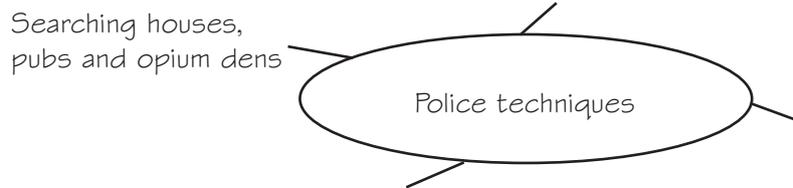
E. Alcohol

F. Protection rackets

G. Attacks on Jews

## Investigative policing in Whitechapel

6 Complete the concept map with **at least three** examples of techniques of detective investigation used by the police in the 1880s.



7 Give **two** reasons why investigative policing improved after 1888.

- .....
- .....

## Dealing with the crimes of Jack the Ripper

8 Give **two** examples of how the media made investigating the Ripper murders more challenging.

- .....
- .....

9 The media was not the only reason the police failed to solve the Ripper murders. Give **one** other reason.

.....  
.....

## Revision Guide

How did you do? Go to pages 25–29 of the Revision Guide to remind yourself of any points you aren't sure about, and for more about this key topic.

# Answers

Where an exemplar answer is given, this is not necessarily the only correct response. In most cases there is a range of responses that can gain full marks.

## KNOWLEDGE BOOSTER

### 1. Medieval England

- 1 Any one from:
  - Murder
  - Assault
  - Public disorder
  - Rape
- 2 Any two from:
  - Arson
  - Theft (like poaching or stealing)
  - Counterfeiting
- 3 Any one from:
  - Treason
  - Rebellion
  - Heresy
- 4 B
- 5 Any two from:
  - Village communities were evicted.
  - Only those who paid for hunting rights could hunt – poorer people could not afford this and some went hungry or had to break the law.
  - Hunting without a license became illegal so many Saxons were punished.
  - Grazing animals without a license became illegal so those who could not afford a license could not afford to keep animals.
  - Collecting wood without a license became illegal meaning poorer people struggled to keep warm and cook food.
- 6 If an Anglo-Saxon murdered a Norman and was not caught, a fine was paid by the Anglo-Saxons in the hundred where the murder occurred.
- 7 Aiii; Bii; Ci; Dv; Eiv

### 2. Medieval England

8

	Norman England	Later medieval England
Continuity	At least one from: <ul style="list-style-type: none"> <li>• Hue and cry</li> <li>• Tithings</li> <li>• Court system</li> <li>• Trial by ordeal</li> </ul>	At least one from: <ul style="list-style-type: none"> <li>• Hue and cry</li> <li>• Tithings</li> <li>• Trial by combat</li> </ul>
Change	At least one from: <ul style="list-style-type: none"> <li>• Trial by combat</li> <li>• Foresters</li> <li>• Castles</li> </ul>	At least one from: <ul style="list-style-type: none"> <li>• Role of parish constable</li> <li>• Role of night watch</li> <li>• End of trial by ordeal or combat</li> <li>• Role of Justice of the Peace, knights and sheriffs</li> </ul>

- 9 Punishment by execution
- 10 Punishment by physical pain
- 11 Any one from:
  - Anglo-Saxon Wergild fines cost more if the victim was wealthier.
  - Medieval execution methods were different for rich and poor.
  - Priests were tried in Church courts and punished less harshly.

12 Ai; Biii; Cii

### 3. Early modern England

- 1 B
- 2 Having religious beliefs different to the official beliefs of the religion.
- 3 A. True; B. False – people feared and disliked vagabonds; C. True; D. False – people feared witches and witchcraft; E. True
- 4 Any two from:
  - Benefit of clergy could be used only once.
  - Serious crimes were no longer tried by Church courts.
  - From 1576 only moral crimes could be tried by Church courts.
  - By 1623 sanctuary had been abolished.
- 5 A

### 4. Early modern England

- 6 Any two from:
  - Pillory/stocks
  - Flogging
  - Maiming
  - Hanging
  - Fines
- 7 Any one from:
  - It was meant to act as a deterrent.
  - The public wanted serious punishments that still allowed rehabilitation rather than execution.
  - Many people thought execution was too harsh for petty criminals.
  - It provided workers for the American colonies.
- 8 A4; B1; C3; D7; E6; F2; G5; H8
- 9
  - It caused bad harvests – people wanted scapegoats.
  - It weakened the control of local authorities.
  - It increased religious differences – Puritans believed Catholics practised witchcraft.

Plus any two from:

- Many women were alone as husbands had left to fight.
- More strangers appeared as they moved around due to the war.
- Individuals like Matthew Hopkins instigated witch-hunts.

- 10 Any two from:
- He hunted witches.
  - His work led to about 300 investigations and 112 hangings.
  - He caused panic through trials and pamphlets.

## 5. 18th- and 19th-century Britain

- 1 Any one from:
- Street theft and burglary increased.
  - Poaching increased as large-scale poaching gangs formed.
  - Highway robbery increased.
  - Smuggling increased and large smuggling gangs moved huge quantities of goods.
- 2 Any one from:
- More people were travelling, which increased opportunities for highway robbery.
  - Increased trade meant more goods and money were on the roads, which increased the temptation to rob people on the road.
  - Many roads were isolated so it was fairly easy to get away with highway robbery.
  - There was more poverty so more people were driven to crime.
  - Highway robbery was a social crime and seen as acceptable by many, so people were more willing to take the risk.
- 3 A. True; B. False – they were protesting low wages; C. False – they were sentenced to transportation; D. True; E. True.
- 4
- Before 1700, there was no police force. Towns appointed watchmen.
  - In the early 1700s, there was continuity in who dealt with crime. Watchmen and parish constables dealt with local crime. Soldiers dealt with riots.
  - In 1749, Henry Fielding created the Bow Street Runners, a London-based force which patrolled major roads and investigated crimes.
  - In 1829 the Metropolitan Police were formed in London, the first professional force.
  - In 1856 the Police Act forced all towns and counties to have professional police forces.

## 6. 18th- and 19th-century Britain

- 5 During the 1800s, more people began to feel that punishments should equal the crime. The use of the death penalty decreased as more people believed capital punishment was inhumane except for very serious crimes. The use of transportation and imprisonment therefore increased.
- 6 John Howard, Elizabeth Fry
- 7 The idea of keeping prisoners separate inside prison so that they did not communicate or mix.
- 8 Any two from:
- It was thought to allow prisoners time to reflect on their crimes and reform.
  - Prisoners would not be influenced by other criminals.
  - The isolation was seen as an appropriate punishment.
  - It was believed to be a deterrent.

- 9 Reforming the penal code – at least one from:
- Reduced number of capital crimes by over 100
  - Less harsh punishments for petty crimes
  - Focus on reform, not just punishment

Prison reform – at least one from:

- 1823 Gaols Act passed
- Chaplains regularly visited prisoners
- Gaolers paid
- No chains in prison

Metropolitan Police Act, 1829 – at least one from:

- Centralised police force created
- Uniforms identified professional law enforcement officers
- Reduced street crime and disorder
- Officers trained to avoid use of force

## 7. Modern Britain

1 B

2 Any one from:

- Violent crimes use new weapons.
- Modern vehicles are now used instead of horses (for example, driving a car while drunk is now illegal as was driving a horse-drawn coach while drunk).
- Fraud and theft can be internet-based.
- Terrorism uses modern vehicles and weapons and is more of a risk to ordinary people.
- Smuggling includes people-trafficking.

3

New crimes	Details
Race crime	<ul style="list-style-type: none"> <li>• New race crimes were defined by the 1968 Race Relations Act and 2006 Racial and Religious Hatred Act.</li> </ul> <p>At least one from:</p> <ul style="list-style-type: none"> <li>• Crimes classed as ‘hate’ crimes can be given more severe sentences.</li> </ul>
Drug crime	<p>At least one from:</p> <ul style="list-style-type: none"> <li>• The 1971 Misuse of Drugs Act made taking or supplying some substances illegal.</li> <li>• The criminalisation of drugs is controversial.</li> </ul>
Driving offences	<p>At least one from:</p> <ul style="list-style-type: none"> <li>• It is illegal to drive while under the influence of drugs.</li> <li>• It is illegal to drive without insurance, an MOT certificate or a valid driving licence.</li> <li>• It is illegal to drive while using a mobile phone.</li> <li>• It is illegal to break the speed limit.</li> <li>• It is illegal to ignore traffic lights and road signs.</li> </ul>

- 4 A. True; B. True; C. False – some police units are now armed; D. False – Neighbourhood Watches are made up of local volunteers.
- 5 Any two from:
- Radios
  - CCTV
  - Computers
  - Vehicles
  - Finger printing
  - DNA evidence

## 8. Modern Britain

- 6 Any two from:
- Different types of prisons for different types of criminals, for example open prisons, high-security prisons.
  - Hard labour and corporal punishment have been abolished in prisons.
  - Prisons for young offenders have been set up.
  - There is more education and training in prisons.
  - Women's prisons are different to men's prisons.
- 7 Any two from:
- Community sentences
  - ASBOs
  - Electronic tagging
- 8 Someone who has religious, moral or political objections to war.
- 9 Aiii; Bi; Cii
- 10 Any one from:
- Craig, not Bentley, fired the gun.
  - Bentley did not hold the gun.
  - Bentley was detained by the wounded police officer at the time that Craig killed the second police officer.
  - Bentley had a learning disability and a mental age of 10.
- 11 Any two from:
- It showed the big differences in sentences given for murder, as Bentley was hanged but Craig was sentenced to prison.
  - It showed that the Home Secretary's authority to reprieve murderers was not used consistently.
  - The case received a lot of sympathetic media coverage and triggered a huge public outcry about the sentence.
  - It increased the number of people who were opposed to capital punishment.
  - It helped lead to changes in the law regarding sentences for murder.

## 9. Whitechapel, c1870–c1900

- 1 A. True; B. False – beat constables patrolled a set route of streets to prevent crime; C. True; D. False – they answered to the Home Secretary E. False – many working-class people feared and disliked the police.
- 2 • Overcrowding
- Plus at least five from:
- Extreme poverty
  - High unemployment

- People would do anything to avoid the workhouse (which was seen as a last resort due to the conditions there)
  - Tensions between ethnic groups
  - High levels of prostitution
  - High rates of alcoholism
- 3 In Whitechapel, a large part of the population lived in temporary accommodation. A common place to stay was in lodging houses. Because people moved a lot, there was no sense of community.
- 4 Any two from:
- Immigrants were forced to accept low paid work in sweatshops which annoyed other workers.
  - Many immigrants were Jewish and anti-Semitism was common.
  - People often associated immigrants with dangerous, revolutionary ideas.
  - People tended to associate all Irish immigrants with the Fenians, a movement that used violence.
  - 'Foreigners' were blamed for the Ripper murders.
  - People blamed immigrants for overcrowding in Whitechapel.

## 10. Whitechapel, c1870–1900

- 5 Answers will depend on your own judgement. The key thing is to have clear reasons for the choices you make.
- 6 • Searching houses, pubs and opium dens
- Plus any three from:
- Distributing leaflets
  - Advertising in newspapers
  - Following up clues/evidence
  - Following up post-mortems and coroners' reports
  - Producing annotated sketches of crime scenes
  - Taking photographs
  - Setting up soup kitchens to encourage the poor to help the police
  - Interviewing suspects
- 7 Any two from:
- The Bertillon system of measuring and photographing suspects improved record-keeping.
  - Central records for the Met Police meant information could be shared more easily.
  - Telephones made communication faster.
- 8 Any three from:
- Media coverage attracted hoax letters.
  - Coverage led to thousands of wild theories.
  - Coverage stirred up racial tensions and increased violent crimes.
  - The media criticised the police.
- 9 Any one from:
- The Whitechapel Vigilance Committee disrupted the police investigation by organising its own patrols and rewards.
  - The rivalry between the Met and the City of London police forces meant that they competed with each other, rather than cooperating to solve the case.

**REVISE PEARSON EDEXCEL GCSE (9–1)**

# **History**

**WEIMAR AND NAZI  
GERMANY, 1918–39**

# **PRACTICE PAPER Plus<sup>+</sup>**

Series Consultant: Harry Smith

Author: Sally Clifford

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This Practice Paper is designed to complement your revision and to help you prepare for the exam. It does not include all the content and skills you need for the complete course and has been written to help you practise what you have learned. It may not be representative of a real exam paper. Remember that the official Pearson specification and associated assessment guidance materials are the only authoritative source of information and you should always refer to them for definitive guidance.

For further information, go to: [quals.pearson.com/GCSEHistory](https://quals.pearson.com/GCSEHistory)

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### About this book

This book is designed to help you prepare for your Pearson Edexcel GCSE (9–1) History Weimar and Nazi Germany, 1918–39 exam. It focuses on the skills you will need to answer the exam questions successfully.

You could work through the book in order. Alternatively, you could go straight to the section you want to focus on.

#### 1 Knowledge booster

- ✓ Get started with these quick, warm-up activities
- ✓ Recap what you already know about the topic
- ✓ Find out what you need to revise in more detail
- ✓ Use the links to the Revise Pearson Edexcel GCSE (9–1) History Revision Guide and Workbook to find more revision support

#### 2 Exam skills

- ✓ Get useful tips and guidance on how the exam works and what you need to do
- ✓ Understand how each question type works
- ✓ See how to write a successful answer with the 'steps to success' skills builders
- ✓ Learn how to avoid common mistakes

### This Practice Paper Plus book

#### 3 Practice paper

- ✓ Write straight into this book
- ✓ Have a go at a full practice paper on this topic
- ✓ Use the hints and reminders in the margins to stay focused on what you need to do to answer each question successfully
- ✓ Tackle the paper under exam conditions by covering up the guidance in the margins

#### 4 Practice paper answers

- ✓ Read the mark schemes and notes to find out what a successful answer would include
- ✓ See full example answers to each question
- ✓ Look at the annotations and comments to understand what makes each answer successful
- ✓ Get ideas about how to improve your own responses in the exam

# In the exam

After all your revision and preparation, you want to do well. There are some key things you should remember in the exam.

## What should I take with me?

- You must write in **black**, so it is a good idea to have more than one black pen with you.
- You might want a highlighter to mark the key words in the questions.
- Don't fill your desk with loads of other things – you know you won't need a calculator, for example, so leave it in your bag.
- Don't bother with correction fluid – just cross out any mistakes.

## Where should I start?

- Start with the front cover of your exam paper.
- The most important bit is the space for your name – don't forget to write it!
  - It tells you how much time you have for the exam.
  - For Paper 3, it will remind you about the separate Sources/Interpretations Booklet. Make sure you have been given this.
  - It will tell you which questions you must answer, and which ones you can choose.

## How can I stay focused?

- 1 Take deep, slow breaths at the start of the exam and to help you to focus as you work through the paper.
- 2 Highlight the key words in the questions, like dates, to make sure you focus on the right thing.
- 3 Plan your answers, especially for the longer essay questions. Work out what you want to say before you start writing.
- 4 If you get stuck, try a new question and come back to the other one later. Or make a list of what you do know about the topic in the question to help you get started.

## How can I manage my time?

- It is a good idea to divide your time. Spend more time on questions that are worth more marks. You could even write on the paper (on the front cover or next to each question) the time you will start each question before you begin answering.
- Check the time regularly to make sure that you still have enough time for the longer answers.
- If you haven't finished answering a low-mark question but you are running out of time, move on to a higher-mark question. You can come back to it if you need to.

## How much should I write?

- Your exam paper will give you space to write in for each question.
- Use the number of marks as a guide to how much you should write – a 12-mark question will need more than a 4-mark one.
- You don't always need to fill the space – this does not necessarily mean more marks.

## How should I check my work?

- Leave about five minutes at the end for checking.
- Check that you didn't miss any questions.
- Check your spelling and punctuation.
- Check that you have not made any obvious mistakes, like using the wrong date.

**Top tip**

If you run out of space to finish an answer, **ask for more paper**. Don't use the answer space for the next question – this will make your answer hard to read. If you use extra paper, write 'answer on extra paper' at the bottom of the answer space. Then write the question number on the extra paper and complete your answer. At the end, check any extra paper has your name on it and that it is clear which answers you have finished there.

Had a look

Nearly there

Nailed it!

# Working with interpretations

## Analysing the content of an interpretation

Annotate or highlight key points in the interpretations as you read them. This will help you to find ideas to include in your answer.

The Nazis targeted a range of racial groups they thought were inferior.

The Nazis wanted to remove anyone who threatened their ideas of racial purity.

The Nazis removed opposition to their ideology by targeting people with different political and religious beliefs.

In 1938, the Nazi persecution of the Jews got worse as they started to resettle them by force.

The persecution even targeted the most vulnerable.

Kristallnacht, 9–10 November 1938 – a deliberate and violent attack on Jewish communities.

The Jews were punished for the trouble on Kristallnacht even though they were the victims.

**Interpretation 1:** From the website of the Holocaust Memorial Day Trust, an organisation which supports Holocaust Memorial Day to remember those, including six million Jews, murdered by the Nazis. This text is from 2019.

The Nazis believed Aryan people were superior to all others. [This] partly explains their hatred towards Jews, Roma and Sinti people (sometimes referred to as 'Gypsies') and black people. Slavic people, such as those from Poland and Russia, were considered inferior and were targeted because they lived in areas needed for German expansion.

The Nazis wanted to 'improve' the genetic make-up of the population and so persecuted people they deemed to be disabled, either mentally or physically, as well as gay people. Political opponents, primarily communists, trade unionists and social democrats, as well as those whose religious beliefs conflicted with Nazi ideology, such as Jehovah's Witnesses, were also targeted for persecution.

**Interpretation 2:** From the website of Yad Vashem, the World Holocaust Remembrance Center. Yad Vashem is a leading centre of education and research. This text describes the events of 1938 and is from 2019.

The crackdown on Jews took on an increased ferocity... On October 27, 1938, Nazi Germany carried out the brutal eviction of Jews with Polish citizenship – the first mass deportation of Jews. SS men drove children, elderly, and the sick across the Polish border. [This deportation] was directly connected with the pogrom<sup>1</sup> of Kristallnacht. During the pogrom 91 Jews were murdered, more than 1400 synagogues across Germany and Austria were torched, and Jewish-owned shops and businesses were plundered and destroyed. In addition, the Jews were forced to pay "compensation" for the damage that had been caused and approximately 30 000 Jews were arrested and sent to concentration camps.

<sup>1</sup>pogrom: a violent attack on an ethnic or religious group.

When you read the interpretations, try to pick out the tone that the author has used – that is, the way that they have used words to show their opinion. For example, Interpretation 2 uses words like 'brutal eviction'.

Top tip

Had a look

Nearly there

Nailed it!

# Understanding your exam

## What type of questions will be on the exam paper for Paper 3?

The questions for your modern depth study will always follow the same pattern:

### SECTION A

1 Give **two** things you can infer from Source A about...

(4 marks)

Question 1 is the **making inferences** question:

- 4** Worth 4 marks
-  Tests AO3
-  Spend about 5 minutes
-  Give details about **two** things you can infer.

2 Explain why...

(12 marks)

Question 2 is the **explaining why** question:

- 12** Worth 12 marks
-  Tests AO1 and AO2
-  Spend about 18 minutes
-  You must use some of your own information.

### SECTION B

3a Study Sources B and C.

How useful are Sources B and C for an enquiry into...?

(8 marks)

Question 3a is the **assessing usefulness** question:

- 8** Worth 8 marks
-  Tests AO3
-  Spend about 12 minutes
-  Use both sources and your own knowledge.

3b Study Interpretations 1 and 2...

What is the main difference between these views?

(4 marks)

Question 3b is the **identifying and explaining differences** question:

- 4** Worth 4 marks
-  Tests AO4
-  Spend about 5 minutes
-  Use details from both interpretations.

3c Suggest **one** reason why Interpretations 1 and 2 give different views about...

(4 marks)

Question 3c is the **suggesting reasons** question:

- 4** Worth 4 marks
-  Tests AO4
-  Spend about 5 minutes
-  Suggest one reason for the different views.

3d How far do you agree with Interpretation 2 about...

(16 marks plus 4 marks for SPaG and use of specialist terminology)

Question 3d is the **evaluating interpretations** question:

- 16 + 4** Worth 16 marks, plus 4 for SPaG
-  Tests AO4
-  Spend about 30 minutes
-  Use both interpretations and your knowledge.

Had a look

Nearly there

Nailed it!

# Understanding Question 3b

Question 3b will always be structured in the same way. Make sure you know how this question works and what it is asking you to do.

## How does Question 3b work?

In the exam, Interpretations 1 and 2 will be in the separate Sources and Interpretations Booklet. For this example question, you will find Interpretations 1 and 2 on page 14.

This is the topic for the question. The topic could be anything from your modern depth study and will be the same as the topic in Question 3a.

Identify the command word – this question will always ask you to 'explain'.

3b Study Interpretations 1 and 2. They give different views about the persecution of minorities in Germany after 1933.

What is the main difference between these views?

• Explain your answer, using details from both interpretations.

(4 marks)

This question will always ask you to identify a difference between the two interpretations.

You need to use details from **both** of the interpretations you are given.

Check how many marks the question is worth – this will help you to manage your time.

### What does Question 3b assess?

- ✓ Question 3b tests Assessment Objective 4.
- ✓ You need to show your ability to analyse interpretations.
- ✓ You will need to identify a key difference between the views in the interpretations and support your explanation with details from the interpretations.

### How long should I spend?



Spend about 5 minutes on Question 3b.

Try not to spend longer than this as Question 3d will need plenty of time.

Take a look at page 17 for more about the assessment objectives.

## Analysing the interpretations

You should:

- focus on the **views** in each interpretation
- look only at the **content** of the interpretations, not at the information about provenance that comes with each one
- in each interpretation, look at the **information** (what is it saying?), **language** and **tone** (how is it saying it?) and **emphasis** (what does it draw attention to?).

## Identifying the main difference

You should:

- focus on the difference in the **views**
- focus on the **overall** message.

For example, the difference could be a difference in attitudes (look for strong words that indicate an opinion, such as triumph or horror), aims, effects, or views about causes or changes.

For example, you could look at whether views are positive or negative, whether change or continuity is emphasised, or whether different causes are emphasised.

**Pearson Edexcel GCSE (9–1)**

**History**

**Paper 3: Modern depth study**

**Option 31: Weimar and Nazi Germany, 1918–39**

**Time:** 1 hour 20 minutes

**You must have:** Sources/Interpretations Booklet

**Instructions**

- Use **black ink** or ball-point pen.
- **Fill in** your name, centre number and candidate number.
- **Answer all** questions in Sections A and B.
- **Answer the questions in the spaces provided** – there may be more space than you need.

**Information**

- The total mark for this booklet is 52.
- The marks for **each** question are shown in brackets.
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

In Paper 3, it is Question 3d that has additional marks available for SPaG and use of specialist terminology.

This is how long you have to answer all the questions for your Paper 3 modern depth study in the exam.

In the exam, Source A is at the beginning of your exam paper booklet and the other sources and interpretations you need are in a separate booklet. Here, you can find Source A on page 44 and the other sources and interpretations on pages 57–58.

Get used to writing with a **black pen**.

In the exam, there will be spaces for you to do this.

For your modern depth study, you need to answer all the questions in both sections of the exam paper.

Focus on answering each question fully, rather than trying to fill all the writing lines.

Use the marks to help you work out how long to spend on each question.

**Top tip**

Make sure you:

- read each question carefully before you start writing your answer
- try to answer every question
- save about five minutes to check your answers at the end.

## Sources for use with Section B.

**Source B:** From *Germany and the Germans* by Eugen Diesel, published in 1931. Diesel was a German writer and is describing life in Germany after the Great Depression.

One million seven hundred thousand families are without homes of their own... Thus millions of people exist in conditions of bitter horror, in half-lit dungeons, where six to eight or even fourteen or more human beings are crowded together amid rats and filth. ... It sometimes happens that children are born in unheated attics only to die of cold there, and in many slum dwellings the walls drip with damp, and everything gets covered with mould and rot. In thousands of cases one small room and bedroom has to serve as workshop, kitchen, living-room and bedroom for the whole family.

**Source C:** A KPD – Communist Party – propaganda poster from 1932. The figures at the table include Hitler, social democrats and industrialists. The text tells people to vote for the Communist Party (by choosing 'List 3' at the polling station) and calls for 'an end to this system'.



2 Explain why the Nazis were able to establish a dictatorship in Germany in the years 1933–39.

(12 marks)

You may use the following in your answer:

- the role of the Gestapo
- censorship and propaganda

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

**Hint**

Read the notes below, then look at the sample answer that follows.

**Writing a good answer**

Good answers will:

- give an analytical explanation which is tightly focused on the question throughout
- keep the explanation clear and well-organised throughout
- include information that is accurate, relevant and closely linked to the question
- show a wide range of knowledge and understanding of the topic.

Relevant points may include:

- The Gestapo used informants to spy on the German people and identify opponents, so many people lived in fear.
- The Gestapo punished political opponents severely, so people were afraid to speak against the Nazis.
- The Ministry of Enlightenment and Propaganda controlled the press and radio broadcasts so that Germans only heard pro-Nazi ideas.
- The Ministry of Enlightenment and Propaganda organised rallies to promote the Nazi Party, so Germans saw the Nazis as a strong force.
- Hitler introduced projects to reduce unemployment – such as the National Labour Service, the construction of the autobahns and rearmament – so the standard of living improved.

**Q2: sample answer**

Plan:

1. **Censorship and propaganda**
  - Ministry of Enlightenment & Prop. – control of press & radio, rallies
  - Only ideas = Nazi ideas, so Nazis seen as strong
2. **Gestapo**
  - Spying on citizens, punishing opponents
  - Germans afraid to oppose Nazis
3. **Better living standards**
  - Before Hitler = unemployment & poverty
  - Nat. Lab. Service, autobahns, rearmament = drop in unemployment by 1939

**Hint**

Look at this sample answer to Question 2. Refer back to the notes above, then look to see how some of the points are used here.

Quick plan helps to keep answer clear and focused.

**Hint**

Turn to pages 57 and 58 to remind yourself of Sources B and C and Interpretations 1 and 2.

**Hint**

Read the notes below, then look at the sample answer that follows.

**Writing a good answer**

Good answers will:

- analyse the interpretations to explain a reason why the views in the interpretations are different
- support the explanation with evidence from the interpretations and/or the sources.

Relevant points may include:

- The interpretations may differ because they have given weight to different sources. For example, Source C provides some support for Interpretation 1, which focuses on the fear of communism. Source B provides some support for Interpretation 2, which emphasises the impact of the Great Depression.
- They may differ because the authors have a different emphasis. Interpretation 1 is dealing with how a fear of communism led Germans to support the Nazis. Interpretation 2 is dealing with how people looked to the Nazis to solve the economic problems after the Great Depression.
- They may differ because they are written from different perspectives. Interpretation 1 looks at the political situation and the threat of communism. Interpretation 2 focuses on the economic situation after the Great Depression.

**3c** Suggest **one** reason why Interpretations 1 and 2 give different views about why support for the Nazis grew in the years 1929–32.

You may use Sources B and C to help explain your answer.

(4 marks)

**Hint**

Look at this sample answer to Q3c. Refer back to the notes above, then look to see how some of the points are used here.

One reason for the different views is clearly stated at the beginning of the answer.

Gives evidence from content of interpretations, keeping focus on why they differ.

Sources used to support explanation.

Gives evidence from both interpretations.

**Q3c: sample answer**

The interpretations give different views about why support for the Nazis grew in the years 1929–32 because the authors have given weight to different sources. Interpretation 1 focuses on the fear most Germans had of the Communist Party and its revolutionary ideas. The author might have been influenced by Source C, which depicts a communist who is about to destroy the other parties and the system. Interpretation 2 focuses on the disastrous effects of the Great Depression in Germany. This reflects the description of the terrible poverty affecting millions of Germans in Source B, so the author of Interpretation 2 may have given weight to Source B.

**A very strong answer because...**

This concise answer gives one reason why the views are different, supported with clear evidence from the content of both interpretations. The answer stays focused on why the views differ and the sources are used to support the explanation. The student does not just repeat their answer to Question 3b.