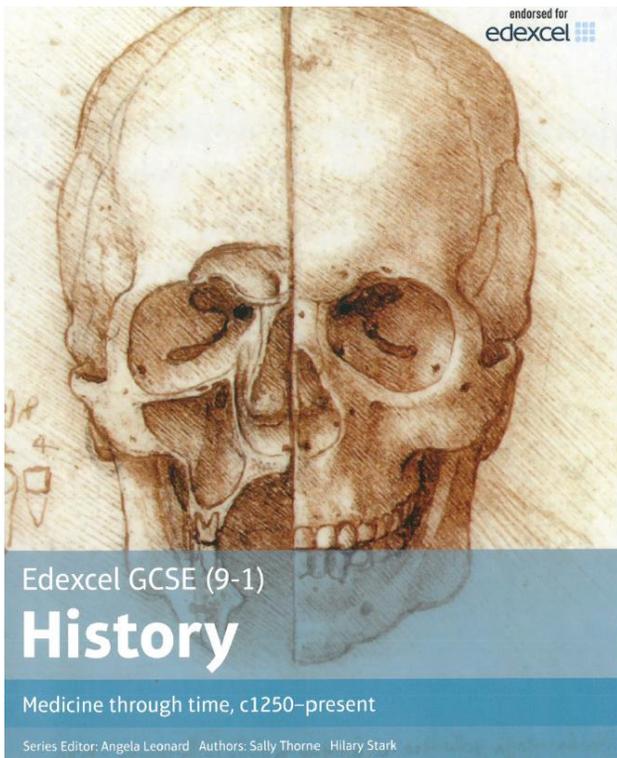
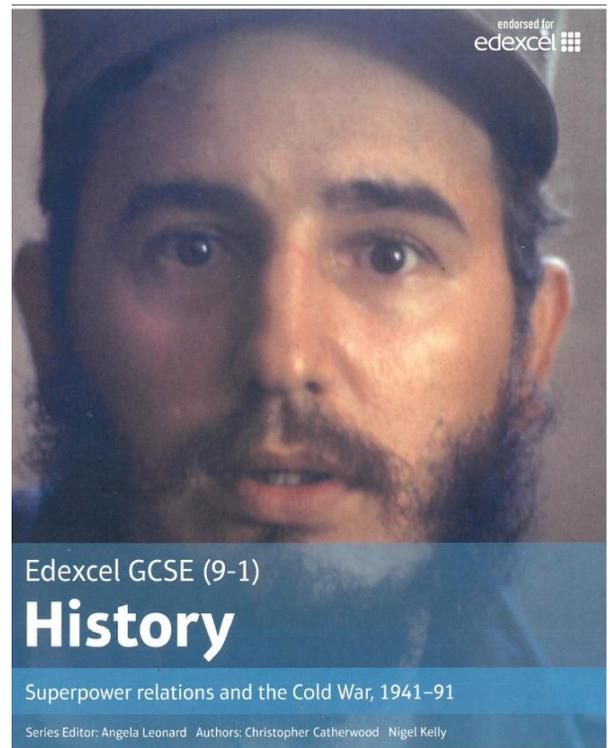


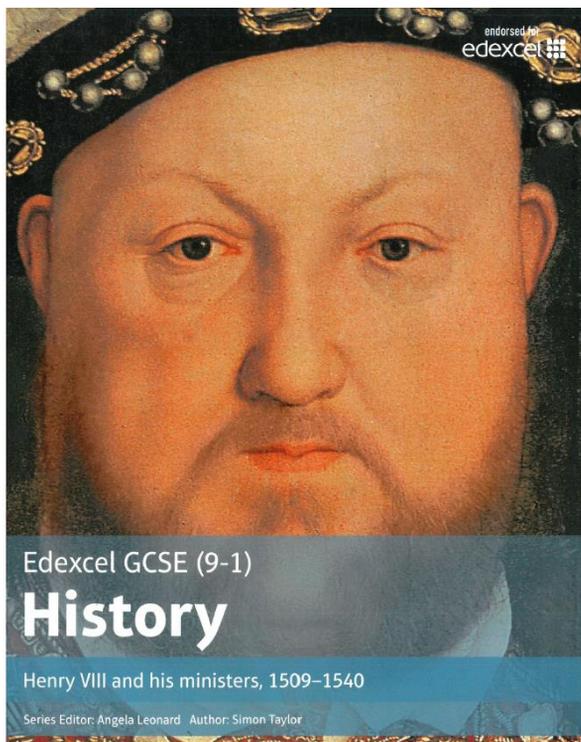
GCSE History: Knowledge and skills revision



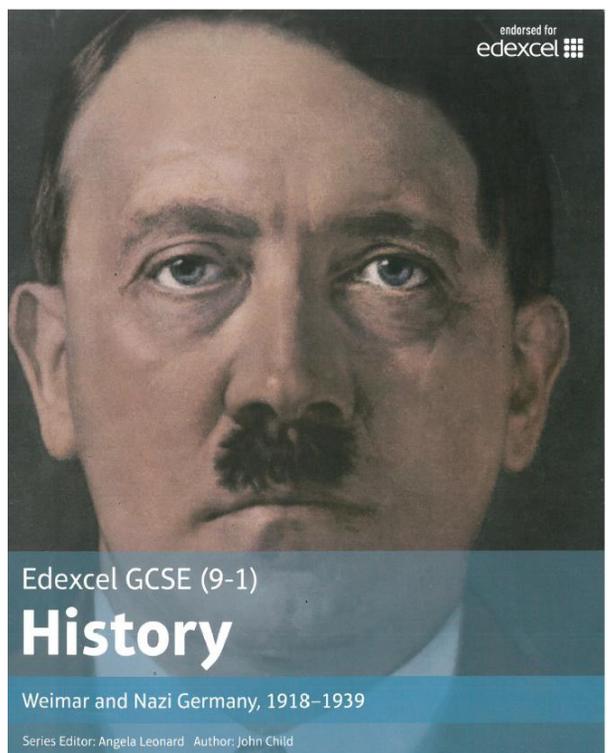
Paper 1: Medicine through time, c1250-present



Paper 2: Superpower relations and the Cold War, 1941-91



Paper 2: Henry VIII and his ministers, 1509-1540



Paper 3: Weimar and Nazi Germany, 1918-39

GCSE lunch time revision sessions

Please note that these sessions will be delivered in the following rooms from 1.15 – 1.45 pm.

JMW, OH, JSC – Room 70

CT – Room 71

CRM – Room 72

Each session will be delivered twice to enable as many students to attend as possible. Please indicate which sessions you would like to attend.

Mon 22nd Jan - Paper 1 / 3: Utility - JMW

Tues 23rd Jan - Paper 2: The origins of the Cold War, 1941-58 - OH

Wed 24th Jan - Paper 1 / 2 / 3: Explain why CT

Thur 25th Jan - Paper 3: Hitler's rise to power, 1919-33 - JSC

Fri 26th Jan - Paper 1 / 2: Describe - CRM

Mon 29th Jan - Paper 3: The Weimar Republic, 1918-29 - JMW

Tues 30th Jan - Paper 3: Inference - OH

Wed 31st Jan - Paper 2: Henry VIII and Wolsey, 1509-29 - CT

Thur 1st Feb - Paper 3: Interpretations differences and reasons for this - JSC

Fri 2nd Feb - Paper 1: Medicine in medieval England - CRM

Mon 5th Feb - Paper 1: Medicine in modern Britain - JMW

Tues 6th Feb - Paper 2: Cold War crises, 1958-70 - OH

Wed 7th Feb - Paper 2: Henry VIII and Cromwell, 1529-40 - CT

Thur 8th Feb - Paper 3: Nazi control and dictatorship, 1933-39 - JSC

Fri 9th Feb - Paper 1: The Medical Renaissance in England - CRM

Mon 19th Feb - Paper 3: How far do you agree with interpretation... - JMW

Tues 20th Feb - Paper 2: Explain two consequences & Paper 2: Explain the importance of... - OH

Wed 21st Feb - Paper 2: Narrative account - CT

Thur 22nd Feb - Paper 1 / 2: Essay - How far do you agree? JSC

Fri 23rd Feb - Paper 1: Medicine in 18th and 19th century Britain - CRM

Mon 26th Feb - Paper 1: Medicine – The British sector of the Western Front - JMW

Tues 27th Feb - Paper 2: The end of the Cold War, 1970-91 - OH

Wed 28th Feb - Paper 2: The Reformation and its impact, 1529-40 - CT

Thur 1st March - Paper 3: Life in Nazi Germany, 1933-39 - JSC

Fri 2nd March - Paper 1: Following up a source & Paper 1: Explain one way - CRM

Mon 5th March - Paper 1 / 3: Utility - JMW

Tues 6th March - Paper 2: The origins of the Cold War, 1941-58 - OH

Wed 7th March - Paper 1 / 2 / 3: Explain why CT

Thur 8th March - Paper 3: Hitler's rise to power, 1919-33 - JSC

Fri 9th March - Paper 1 / 2: Describe - CRM

Mon 12th March - Paper 3: The Weimar Republic, 1918-29 - JMW

Tues 13th March - Inference - OH

Wed 14th March - Henry VIII and Wolsey, 1509-29 - CT

Thur 15th March – Paper 3: Interpretations differences and reasons for this - JSC

Fri 16th March – Paper 1: Medicine in medieval England - CRM

Mon 19th March – Paper 1: Medicine in modern Britain - JMW

Tues 20th March - Paper 2: Cold War crises, 1958-70 - OH

Wed 21st March - Paper 2: Henry VIII and Cromwell, 1529-40 - CT

Thur 22nd March - Paper 3: Nazi control and dictatorship, 1933-39 - JSC

Fri 23rd March - Paper 1: The Medical Renaissance in England - CRM

Mon 26th March - Paper 3: How far do you agree with interpretation... - JMW

Tues 27th March - Paper 2: Explain two consequences & Paper 2: Explain the importance of... - OH

Wed 28th March - Paper 2: Narrative account - CT

Thur 29th March - Paper 1 / 2: Essay - How far do you agree? JSC

Tues 17th April - Paper 2: The end of the Cold War, 1970-91 - OH

Wed 18th April - Paper 2: The Reformation and its impact, 1529-40 - CT

Thur 19th April - Paper 3: Life in Nazi Germany, 1933-39 - JSC

Fri 20th April - Paper 1: Medicine in 18th and 19th century Britain - CRM

Mon 23rd April - Paper 1: Medicine – The British sector of the Western Front - JMW

Friday 27th April - Paper 1: Following up a source & Paper 1: Explain one way - CRM

Students should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society.

c1250–c1500: Medicine in medieval England

1 Ideas about the cause of disease and illness:

- Supernatural and religious explanations of the cause of disease.
- Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.

2 Approaches to prevention and treatment:

- Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.
- New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500.

3 Case study ● Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.

c1500–c1700: The Medical Renaissance in England

1 Ideas about the cause of disease and illness

- Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.

2 Approaches to prevention and treatment

- Continuity in approaches to prevention, treatment and care in the community and in hospitals.
- Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.

3 Case studies ● Key individual: William Harvey and the discovery of the circulation of the blood.

- Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.

c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain

1 Ideas about the cause of disease and illness

- Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.

2 Approaches to prevention and treatment

- The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery.

- New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875.

3 Case studies ● Key individual: Jenner and the development of vaccination.

- Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of Snow and the Broad Street pump.

c1900–present: Medicine in modern Britain

1 Ideas about the cause of disease and illness

- Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
- Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.

2 Approaches to prevention and treatment

- The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.

- New approaches to prevention: mass vaccinations and government lifestyle campaigns.

3 Case studies ● Key individuals: Fleming, Florey and Chain's development of

- penicillin. ● The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

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

- The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.

- Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.

- The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.

- The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.

- The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x rays; blood transfusions and developments in the storage of blood.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles.
- Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.

- Framing of questions relevant to the pursuit of a specific enquiry. Selection of appropriate sources for specific investigations.

Key Factor	Ideas about the cause of disease and illness	Approaches to prevention and Treatment
Individuals	<p>Hippocrates (5th Century BC) – Theory of the Four Humours linked to seasons: Blood (spring), phlegm (winter), black bile (autumn), choler (summer). Had to maintain a balance but age, family traits, circumstances could make some humours stronger. Also linked with personality traits – e.g. depression blamed on excess of black bile through the Theory of the Opposites.</p> <p>Galen (2nd Century BC). Developed Hippocrates’ idea with the Theory of Opposites (e.g. fever could be treated with a cucumber).</p>	<p>Humours linked to certain characteristics – e.g. fever led to temperature causing skin to go hot and red because they had too much blood.</p> <p>Regimen Sanitatis first appeared in Hippocrates work. Loose set of instructions to maintain good health.</p>
Institutions – the Church	<p>People very religious and followed the teachings of the Catholic Church. The Church taught that those who committed a sin could be punished by God (e.g. leprosy). They also taught that the devil could send disease to test someone’s faith.</p> <p>Translations of Hippocrates and Galen copied and recopied by monks.</p> <p>Church promoted Galen’s work as theories fitted in with ideas that God created man in his image.</p>	<p>Religious treatments – prayers, special mass, fasting, pilgrimages.</p> <p>Ran 30% of hospitals</p>
Institutions – Government		<p>Lepers banished from their communities to lazar houses.</p> <p>Measures to keep towns clean – no rotting animals left lying around, smelly toilets cleaned or pulled down.</p> <p>Black Death – new quarantine laws meant people new to an area had to stay away from everyone else for 40 days. Local authorities also stopped cleaning the streets – thought stench would drive off the miasma causing the plague.</p>
Science and Technology	<p>Lack of scientific evidence. Dissections illegal but carried out on executed criminals by barber surgeons. Galen’s ideas preserved – differences explained away as due to being a criminal and dissection not carried out by physician. Printing press not invented until 1440 by Johannes Gutenberg.</p>	
Attitudes in society	<p>Alignment of planets and stars important when diagnosing illness and as a cause (Black Death).</p> <p>Miasma – bad air that transmitted disease.</p> <p>Urine charts – used to make diagnosis.</p>	<p>Believed leprosy was contagious.</p> <p>Chanting, charms, astrology.</p> <p>Phlebotomy (cutting a vein, leeches, cupping)</p> <p>Purging and bathing.</p> <p>Remedies – herbal, theriaca, food</p> <p>Diet – eating too much discouraged.</p> <p>Purifying the air – posy and pomander.</p> <p>Medieval ‘medics’ – female family member.</p> <p>Apothecaries.</p>

Key Words

Astrology – Alignment of stars and planets used to diagnose illness.

Barber surgeon – Worked with sharp knives. Cut hair and carried out medical procedures like blood-letting.

Cupping - Using glass cups to draw blood to the surface

Diagnosing – Deciding what is wrong with a patient.

Dissection – Examination through cutting open a body.

Endowment – Money left by a wealthy person in a will to fund something like a hospital.

Famine – Food shortage.

Lazar houses – leper colonies

Leeching - The use of leeches for bloodletting

Malnutrition – Illness caused by a lack of food.

Mass - Public worship in the Roman Catholic Church

Materia Medica – Books that gathered together knowledge of the healing power of herbs and plants

Miasma – Bad air with harmful fumes.

Phlebotomy – Blood-letting.

Physician – Someone who practices medicine.

Pilgrimage – Visiting a holy place.

Pomander – A decorative piece of jewellery that carried sweet herbs.

Posy – A bunch of flowers

Purging – Removing leftover food from the digestive system.

Regimen sanitatis – A loose set of instructions to maintain good health.

Supernatural – Something caused by a force beyond scientific understanding.

Symptoms – Indicators of disease or illness

Theriaca – A spiced-based mixture

Tithe – Tax paid to the Church.

Vivisection – Criminals sentenced to death had their bodies dissected.

Key Events

1215 – Operations involving cutting the patient were forbidden for clergymen. Many clergymen were also physicians.

1307 – Barber surgeons started advertising their services by displaying a bandaged, bloodied arm. Before this it was a bowl of blood.

1272 – 1307: Reign of Edward I. Aimed to touch 2000 people a year due to belief in king’s healing power. He died of dysentery which promoted idea that eating too much caused illness.

1278 – William le Paumer died due to blood letting procedure.

1348 – Black Death. 1/3 of the population of England dies.

1440 – Johannes Gutenberg invents printing press.

1500 – Estimated 1,100 hospitals.

Knowledge Organiser – Topic Two: The Medical Renaissance in England, 1500-1700

Key Factor	Ideas about the cause of disease and illness	Approaches to prevention and Treatment
Individuals	<p>Thomas Sydenham – observed symptoms and treated the disease causing them rather than relying on medical textbooks. He believed that diseases could be organised into different groups. This went against the 4 humours theory which theorised that a patient’s disease was personal to them.</p> <p>William Harvey – Proved that arteries and veins were linked together in one system and that the heart acted as a pump. Disproved Galen’s idea that blood was made in the liver.</p>	<p>Sydenham – changed the medieval method of treating each of the symptoms separately, instead seeing them as all side effects of one cause.</p> <p>Andreas Vesalius – Anatomist who found 300 mistakes in Galen’s work. Encouraged others to base work on dissection, not old books.</p> <p>Harvey’s findings did not have a practical application during this period.</p>
Institutions – the Church	<p>Most now recognised that God didn’t send disease. In times of epidemics though, religious reasons were still considered.</p> <p>Humanists rejected the belief that God was responsible for everything.</p> <p>As Church had less authority in everyday life, more experimentation began.</p> <p>Printing press reduced the influence of the Church on what works could be published.</p>	<p>Dissection could now be carried out due to decline of Church’s power. However, as still difficult to get supply of fresh corpses.</p> <p>Due to dissolution of the monasteries the number of hospitals declined.</p>
Institutions – Government		<p>Steps taken to remove miasmata. Homeowners fined for not cleaning the street outside the house. Projects to drain swamps and bogs. Minor criminals picked up litter and removed sewage as a punishment.</p> <p>Surgeons and apothecaries had to possess licenses.</p> <p>Most sick people cared for at home – women important.</p> <p>Charles I employed Harvey as his personal physician. Gave Harvey credibility.</p> <p>Tried to prevent spread of plague – Charles II decreed people should fast and made a list of actions. Public events banned. Fires were set to burn on street corners in barrels with sweet smelling herbs. Cats, dogs and pigeons killed if see on the street. 40,000 dogs and 200,000 cats slaughtered. Searchers and wardens monitored spread of plague. Quarantine for 28 days if household infected and red cross painted on door.</p>
Science and Technology	<p>Science: The Royal Society aimed to promote and carry out experiments to further scientific understanding. They promoted the sharing of scientific knowledge, particularly through their English (not Latin) journal, <i>Philosophical Transactions</i>. Published Leeuwenhoek’s work which allowed it to spread quickly and widely. Royal Charter gave credibility.</p> <p>Technology: New microscopes were being developed which allowed for clearer magnification. A new book, <i>Micrographia</i>, published in 1665, showed detailed images.</p> <p>1440 – Johannes Gutenberg invents printing press. Information could now be spread accurately and quickly. Scientists could share their work.</p>	<p>Medical chemistry became popular with metals used as cures (e.g. red wine in antimony cup to promote sweating and vomiting – a purging of the body).</p>
Attitudes in society	<p>In Europe beliefs were changing in art, religion and science. Medical knowledge grew with these changing attitudes. People wanted better answers to what caused diseases such as plague, smallpox, sweating sickness which could not be easily explained by the 4 humours.</p> <p>Still widespread belief in miasma. 4 humours theory discredited by 1700 but public still followed it in Britain.</p> <p>Great Plague – still believed it was caused by alignment of planets, God, miasma. However, did believe it was passed from person to person. Victims quarantined.</p>	<p>New popular theory was idea of transference where a disease or illness could be transferred to something else (e.g. warts and an onion!).</p> <p>Herbal remedies continued to be popular but now chosen because of colour or shape (e.g. red wine for smallpox). Plants from new world also used – e.g. Sydenham’s use of cinchona bark from Peru to treat malaria.</p> <p>Belief in moderation as well as avoiding draughts and exhaustion. Condition at birth also important. Cleanliness important BUT bathing less fashionable – many linked it to spread of Syphilis (many bathhouses also brothels). Regimen sanitatis also practised.</p> <p>Hospitals now seen as place for treatment - not hospitality. However, pest houses did appear. Prayer, quarantine, pomander, diets, plague doctors special costumes, plague water, catching syphilis.</p>

Key Events

1536 – Dissolution of the Monasteries reduces hospital care.

1543 – Vesalius publishes *On the Fabric of the Human Body*, noting Galen's errors.

1628 William Harvey publishes *An Anatomical Account of the Motion of the Heart and Blood in Animals*. Considered to be the beginning of modern physiology.

1657 – Antimony said to have cured Louis XIV of typhoid fever. Becomes widely popular as a result.

1660 – Royal Society meet for the first time.

1662 – Royal Society receives its royal charter from Charles II.

1665 – The Great Plague sweeps across England.

Royal Society begins publishing their scientific journal, *Philosophical Transactions*.

1673 – William Harvey's ideas begin to appear in universities.

1676 – Thomas Sydenham publishes his theories about disease in a book called *Observationes Medicae*.

Key Words

Dysentery – A stomach bug that causes severe diarrhoea.

Fugitive sheets – Individual copies of drawings for medical textbooks.

Iatrochemistry – Medical chemistry.

New World – North and South America.

Pest Houses – Also called plague houses or poxhouses. Hospitals that specialised in one disease.

Quack doctor – Somebody who did not have any medical qualifications but who sold their services as a doctor or apothecary.

Syphilis – Sexually transmitted disease brought from the New World.

Transference – Popular idea where an illness or disease could be transferred to something else.

Key Factor	Ideas about the cause of disease and illness	Approaches to prevention and Treatment
Individuals	<p>Louis Pasteur proved that spontaneous generation was wrong because decay did not happen to sterilised matter, instead something in the air caused decay. Pasteur theorised that as germs were causing decay, they might also be responsible for disease. His germ theory of infection was published in 1878. Rejected by Dr Henry Bastian.</p> <p>John Tyndall – Discovered small organic particles in the air which he linked to Pasteur’s discovery.</p> <p>Robert Koch – Identified that different germs cause many common diseases. He made it easier for scientists by developing a new method of growing and staining bacteria.</p> <p>John Snow – Based on epidemic of 1848-9, he concluded that cholera was transmitted by dirty drinking water. During the 1854 epidemic Snow worked out that of the 93 deaths in his local area centred around the water pump on Broad Street. Snow removed the handle and the outbreak went away. Snow presented his findings to a House of Commons committee and recommended improvements to sewer systems in London. Although Snow had practical evidence about the spread of cholera, he couldn’t scientifically prove it.</p>	<p>Edward Jenner – Noticed those who had had cowpox did not get smallpox. Jenner infects a local boy, James Phipps, with cowpox. 6 weeks later he attempts to infect James with smallpox - he doesn’t catch it. He Names the technique vaccination. However, Jenner couldn’t explain how or why it worked – made people suspicious.</p> <p>Pasteur admired Jenner’s work and started to look for vaccines to tackle lots of diseases. He created vaccines for diseases in animals – chicken cholera, anthrax and rabies. This was done by creating a weakened version of the culture to bring about an immune response in patients. His work inspired other scientists.</p> <p>Robert Koch’s findings led doctors to study the disease rather than the symptoms and the need to remove the microbe responsible (e.g. discovery of diphtheria microbe). Koch’s work led to the development of new vaccines from other scientists – e.g. tetanus and diphtheria.</p> <p>Florence Nightingale’s treatment of soldiers during the Crimean War led her to having a big impact on the way in which hospitals were designed and the training of nurses. Hospitals were now designed around a pavilion plan with separate wards to split up the infectious and those in need of surgery. Cleanliness stressed and antiseptics used.</p> <p>James Simpson’s discovery of chloroform helped solve problem of pain with surgery. More complex and deeper surgery now possible.</p> <p>Joseph Lister – theorised that microbes could cause flesh to rot. Developed use of carbolic acid whilst operating on patients. Although this did not catch on as new method wasn’t fully understood. HOWEVER, attitudes towards antiseptic surgery now changed. Surgeons saw performing safe surgery as their duty.</p>
Institutions – Government	<p>1800’s: More interested in helping once people had the vote but did not promote Germ Theory as it offered no practical solution to disease.</p>	<p>By 1900 the government was willing to take steps to prevent disease spreading. By mid-19th C there were more hospitals but conditions were poor.</p> <p>The British government favoured the new method of vaccination from 1840 when it agreed to provide children with them at the taxpayers expense. Inoculation is also made a crime as vaccination is safer, reliable and cheaper as it does not require quarantine for patients. After the enforcement of compulsory vaccination in 1872, cases of smallpox fell dramatically.</p> <p>Cholera epidemic: Government encouraged cities to set up boards of health and provide clean water due to miasma belief.</p> <p>From the 1860s more action was taken to improve living conditions in cities. (e.g. Leeds – prevent sewage being drained into river)</p> <p>The General Board of Health dismissed Snow’s findings and clung to the theory of miasma. Clean water would be very costly and there wasn’t enough proof that it would work.</p> <p>1875 – Second Public Health Act. City authorities had to – provide clean water, dispose of sewage, build public toilets, employ public health officer to monitor disease, ensure new houses were better quality, public parks for exercise, inspect lodging houses, create street lights, check food quality in shops.</p>
Science and Technology	<p>Science: In the early 18th century theory of spontaneous generation developed.</p> <p>Technology: New microscopes meant scientists could see microbes on decaying matter. Most people believed that these microbes were the product of decay, not the cause.</p>	<p>Development of anaesthetics and antiseptics helped solve problems of pain and infection with surgery.</p>
Attitudes in society	<p>Intellectual movements such as the Enlightenment made it fashionable to seek answers to questions about the world.</p>	<p>By 1900 most accepted that germs caused disease. However, with no successful treatments developed until after 1900, herbal remedies remained popular. Lack of trust in anaesthetics – death rate had increased due to more complex surgeries. Long time until doctors accepted germs caused infection. Common belief that miasma caused cholera.</p>

Key Events

1796 – Edward Jenner infects James Phipps with cowpox and then 6 weeks later, smallpox. The boy doesn't contract the disease.

1840 – The Government makes inoculation a crime and agrees to provide vaccination at taxpayers expense.

1847 – James Simpson discovers chloroform.

1848 – First Public Health Act. Encouraged cities to improve sanitation but not compulsory.

1852 – The Government makes smallpox vaccination compulsory.

1854 – Crimean War starts / John Snow discovers dirty water responsible for cholera.

1856 – Florence Nightingale returns a hero.

1860 – Nightingale establishes a nursing school at St Thomas' Hospital in London called the Nightingale School for Nurses.

1861 – Louis Pasteur publishes his work on Germ Theory.

1865 – Joseph Lister uses carbolic acid for the first time during an operation.

1866-67: The last cholera epidemic in Britain.

1872 – Compulsory smallpox vaccination enforced by government.

1875 – The second Public Health Act / Joseph Bazalgette completes his work on London's sewers.

1878 – Pasteur publishes his work on germ theory of infection.

1879 – Pasteur develops vaccination for chicken cholera.

1882 – Robert Koch discovers the bacteria that caused tuberculosis.

1883 – Koch discovers bacteria for cholera.

1884 – Koch proves Snow's theory about the cause of cholera whilst in India.

1890 – Emil von Behring develops a vaccine for tetanus and diphtheria.

1905 – Koch receives the Nobel Prize for Medicine.

Key Words

Anaesthetic - a substance that stops pain.

Antibodies – Particles inside the body that identify and help to remove germs.

Antiseptics - A chemical used for preventing infection in an injury.

Aseptic surgery – Where microbes are prevented from getting into a wound in the first place, as opposed to being killed off with an antiseptic.

Bacteriology – The study of bacteria.

Cesspit – A pit for storing sewage or waste.

Culture – Bacteria grown under controlled conditions.

Decaying matter – Material, such as vegetables or animals, that has died and is rotting.

Immune response – Body fights off weakened disease given in a vaccination and creates antibodies.

Inoculate – Deliberately infecting oneself with a disease, in order to avoid a more severe case of it later on.

Microbes – A microbe is a living organism that is too small to see without a microscope. Microbes include bacteria.

Organic – Something that is living or that has once been alive.

Spontaneous generation – Scientists believed it was the disease that caused the bacteria rather than the other way round.

Vaccination – Developed for smallpox by Jenner by giving patients a dose of cowpox. For other diseases patients would be given a weakened strain of the disease.

Key Factor	Ideas about the cause of disease and illness	Approaches to prevention and Treatment
Individuals	<p>Mendel – theorised in 1900 that genes come in pairs and one is inherited from each parent. These were known as the fundamental laws of inheritance.</p> <p>James Watson and Francis Crick – Solved the puzzle of the structure of DNA which they discovered was a double helix. X-rays of DNA by Franklin and Wilkins helped the discovery.</p>	<p>Alexander Fleming – Discovered penicillin. However, did not believe that it could kill bacteria in living people.</p> <p>Howard Florey and Ernst Chain – tested penicillin on mice and thought it could kill bacteria in living people. Used to treat septicaemia in a policeman and was working before penicillin ran out.</p>
Institutions – Government	<p>See 'attitudes in society'.</p>	<p>Government campaigns against smoking, drinking alcohol, intravenous drug taking, unprotected sex and fake tanning .</p> <p>Oct 2017 - Public Health England launched a £2m campaign to "Keep antibiotics working" by discouraging people from using them when not necessary.</p> <p>NHS provides medical care for whole population. – the largest government intervention in medical care. Paid for by National Insurance. Aim was to provide same level of care for everybody. However, in the short term the NHS did not improve provision. Hospitals were outdated, there were proportionally more in London and the South East, GPs were behind the times and waiting lists increased.</p> <p>The government has taken significant action to improve public health. This is due to -1. Increased understanding of cause 2. Increased understanding of methods of prevention (compulsory vaccinations; laws to provide healthy environment; communicating health risks – e.g. diphtheria, polio, German measles, HPV)</p> <p>Mass production of penicillin – First by American pharmaceutical companies and then US government in WW2. British pharmaceutical companies from 1943.</p> <p>Smoking: Government slow to respond to evidence due to tax raised from tobacco. However, recently has acted due to high numbers of deaths. Smoking in all workplaces (including pubs) and cars banned. Legal age raised from 16 to 1; cigarette advertising banned and products removed from display in shops. Campaigns also launched.</p>
Science and Technology	<p>Discovering shape of DNA : The electron microscope, developed by Ruska and Knoll enabled scientists to magnify an image 10,000,000 times as opposed to 2,000 times.</p> <p>Recognition of genetic disorders (e.g. Huntington's). Disorders are caused by missing information in the genome: if that information can be put back in by scientists, this could theoretically lead to treatment. However, not a current treatment.</p> <p>Move towards laboratory medicine with examination of samples by microscopes.</p> <p>X-rays, endoscopes, ultrasound, MRI, and CT scans allow doctors to see what is going on in the body, helping with diagnosis.</p> <p>Blood: Tests, pressure monitors and sugar monitoring help diagnose disease and illness.</p> <p>Doctors now understand that the body produced antibodies to fight diseases that had previously infected it – this is how vaccines work. Hunt now for chemical antibodies.</p> <p>1950: British Medical Research Council conclusively linked rise in lung cancer to smoking.</p> <p>Problems: Difficult to develop a vaccine against some viruses; new diseases; drug-resistant bacteria – e.g. MRSA</p>	<p>The Human Genome project launched in 1990. - mapped the human genome. First draft was completed in 2000. Scientists could now use this blueprint to look for mismatches in DNA of people suffering from hereditary diseases. This provides opportunity to prevent breast cancer through a mastectomy.</p> <p>'Magic bullets' – First was 'Salvarsan 606' which cured syphilis. Prontosil worked by preventing the bacteria from multiplying in the body and was effective against blood poisoning. Streptomycin very powerful and even worked against tuberculosis. British scientists developed M&B 693 that successfully treated Winston Churchill for pneumonia.</p> <p>Drugs are now tested and trialled before they are given to patients. (not always case before mid-1960s - thalidomide).</p> <p>New technology: Mass production of pills, the development of capsules, hypodermic needles, insulin pumps.</p> <p>surgery: radiotherapy, kidney dialysis, heart bypasses, prosthetic limbs, microsurgery allows for organ transplant, laparoscopic surgery, robotic surgery.</p> <p>Diagnosing lung cancer: CT scans; PET-CT scan; bronchoscopy. Treatment: Transplants, radiotherapy; chemotherapy.</p> <p>Once chemical structure of penicillin was mapped, synthetic versions produced modified to treat a specific disease.</p>
Attitudes in society	<p>Recognition of the dangers of alcohol, fat, drugs, unprotected sex. Growing awareness of the dangers of sugar and fake tanning.</p>	<p>Prevention: Diet seen as having a big impact on health, especially too much sugar and fat. Drinking too much alcohol, intravenous drug taking, unprotected sex or fake tanning can also lead to disease. Recognition that smoking can lead to cancer.</p> <p>Lifestyle factors have caused an increase in illness.</p> <p>Alternative remedies(e.g. herbal, acupuncture, homeopathy) still popular.</p> <p>Penicillin – Acceptance of less human trials due to importance of the treatment for injuries during WW2.</p>

Key Events

1900 – 25% of deaths caused by infectious diseases

1907 – Paul Ehrlich tested 600 arsenic compounds to find syphilis cure.

1909 – Hata finds syphilis cure.

1928 – Fleming discovers penicillin.

1938 – British develop M&B 693 to treat pneumonia.

1940s – Ultrasound scans

1941 – US pharmaceutical companies begin penicillin production. US government then fund 21 companies to do the same. British involvement from 1943.

1942 – Diphtheria vaccination.

1948 – NHS launched

1950 – Whooping cough vaccination; smoking conclusively linked to lung cancer.

1951 – Franklin and Wilkins create images of DNA using x-rays.

1953 - Watson and Crick discover shape of DNA.

1956 – First kidney transplant.

Late 1950's / early '60's – Thalidomide used to treat morning sickness leading to birth defects.

1960s – Blood sugar monitoring. Plans to ensure spread of hospitals throughout the country.

1961 – Tetanus vaccination.

1963 – First lung transplant.

1966 – GP's charter introduced encouraging group practices.

1967 – First liver and heart transplants.

1968 – Measles vaccination.

1970 – Rubella vaccination.

1970s – MRI and CT scans

1990 – Human Genome project launched; only 1% of deaths caused by infectious diseases.

2000 – First draft of the map of human genome

2007 – Ban on smoking in workplaces

Key Words

Biopsy – samples of flesh gathered from a patient and then analysed in a laboratory.

Genome – The complete set of DNA containing all the information needed to build a particular organism.

Hemophilia – Genetic disease that stops blood clotting.

Hereditary diseases – Disease caused by genetic factors.

Mastectomy – Removal of breast (s) via surgery.

MRSA – A strain of drug-resistant bacteria that is particularly hardy and resistant to antibiotics.

Historic environment	Key facts: The Historic environment – The British sector of the Western Front, 1914-18: Injuries, treatments and the trenches.
20thC Medicine	Aseptic surgery established.; use of x-rays in a number of British hospitals but it was time consuming, difficult due to size of machines and health risks not fully understood; human blood transfusions since 1818 but blood could not be stored. 1901 - blood groups A,B and O discovered. By 1907 'O' was identified as a universal blood group.
Context	<p>Aug 1 1914 – Britain declares war. BEF 70,000 professional soldiers.</p> <p>Trench warfare began as Allies halted German advance and neither side could make a breakthrough. Led to the development of the trench system and a static defensive war. Trenches went from English channel to Swiss Alps. Trenches were 2.5m deep and built in a zig-zag. They were defended by machine guns and barbed wire in non-man's-land. New tactics like gas attacks developed.</p> <p>Ypres: First Battle of Ypres (1914) meant British retained control of this area. At cost of 50,000 men. Supplies and reinforcements could continue to be provided by English ports. British controlled Hill 60 after offensive mining in April 1915. Second battle – Germans used chlorine gas for first time. Germans were 2 miles closer to Ypres town by end of the battle . 59,000 British soldiers killed. The Third Battle of Ypres (1917) – British attempt to break out of Ypres salient. By the end the salient had been moved back by 7 miles but at a cost of 245,000 British casualties.</p> <p>Battle of the Somme: First day (1 July 1916) highest casualty rate in British military history. 57,000 casualties and 20,000 deaths. Use of creeping barrages and tanks for first time by British. Ended Nov 1916 at cost of over 400,000 British casualties.</p> <p>Arras: 1916 – British link existing tunnels, caves and quarries to create underground network against German attacks. 2.5 miles of tunnels dug in 5 months; up to 25,000 men could be stationed. Tunnels contained electric lights, running water, a light railway and a hospital with 700 spaces for stretchers to act as beds, an operating theatre and a mortuary. Battle of Arras in 1917 led to an 8 mile advance in first few days. However, limited progress after that and 160,000 casualties (mainly British and Canadian).</p> <p>Battle of Cambrai (1917): First large-scale use of tanks – nearly 500 used.</p> <p>Transport problems: Transporting injured men difficult due to craters and roads destroyed. Bacteria in soil on western front as area was farmland where fertilizer use had been extensive. This led to infection. Stretcher bearers operated on frontline with more advanced medical procedures further away. Horse-drawn ambulances could not cope with casualty rate and were slow and uncomfortable. Appeal in Times newspaper in Oct 1914 led to 512 ambulance wagons being purchased. Horse-drawn ambulances continued to be used though because of terrain. Trains or canal used for final stage of evacuation to Base Hospitals on French coast. Some trains contained operating theatres later on. Canal used so as to not block up railway network.</p>
Conditions	<p>Trench foot; trench fever; shellshock.</p> <p>200,000 men admitted to Casualty Clearing Stations (CCS). 58% due to shells and shrapnel. Bullets responsible for 39% of wounds. Machine gun fire – 450 rounds per minute and accurate up to 500m.</p> <p>Infection: Wounds would often become infected due to bacteria, e.g. gangrene. Anti-tetanus injections from end of 1914. No cure for gas gangrene.</p> <p>Use of metal Brodie helmet from 1915 – estimated to have reduced fatal head wounds by 80%.</p> <p>Gas – Caused panic and fear but only 6,000 deaths due to this. Gas masks from 1915.</p>
RAMC / FANY	<p>Chain of evacuation: 1. Regimental Aid Posts (RAP) 2. Dressing Stations (ADS & MDS) 3. Casualty Clearing Stations / Base Hospitals. Soldiers were returned to their units if they were fit enough to fight after each stage or moved to the next phase of evacuation.</p> <p>RAP – Within 200m of frontline. Immediate first aid but couldn't deal with serious injuries.</p> <p>ADS / MDS – ADS about 400m from RAP; MDS further ½ mile back. Staffed by 10 medical officers, orderlies and stretcher bearers. Nurses from 1915. Located in abandoned buildings or tents. Those working here belonged to the Field Ambulance and could deal with 150 men in theory but more during battle. Treatment here lasted no more than a week.</p> <p>CCS – Specialised in critical injuries (e.g. chest) closer they were to the front-line. Often in factories or schools and near a railway line for evacuation. Wounded soldiers divided into three (triage). 1. Walking wounded. 2. Those in need of hospital treatment. 3. No chance of recovery. 24 CCS in Ypres Salient; 200,000 casualties treated; 30% operated on; 3.7% death rate. More operations took place in CCS than originally planned due to gangrene in contaminated wounds.</p> <p>Base Hospitals – On coast for evacuation to Britain. Originally intended to carry out operations though CCS did this. Only towards end of the war when it became more mobile did Base Hospitals undertake this work again. Instead they experimented with new techniques such as dividing patients into different wards according to their wounds. CCS adopted this practice.</p> <p>FANY – Never more than 450 in France. Operated in Calais region, they transported wounded troops by ambulance. Opened way for other women to participate on front-line (e.g. VAD).</p>
Experiments	<p>Infection – 1. Wound excision or debridement (cutting away of damaged tissue and then stitched up) 2. The Carrel-Dakin method (sterilised salt solution in wound through a tube though had to be made on demand as only lasted 6 hrs) 3. Amputation. 240,000 lost limbs by 1918 – many because of infection.</p> <p>The Thomas splint – in 1914/15 men with a gunshot or shrapnel wound to the leg had 20% chance of survival. Improved by the use of the Thomas splint from 1916. Designed by Hugh Thomas in the late 19th C, his nephew Robert Jones was sent to France to instruct on how to use the Thomas splint. Survival rate went up to 82%.</p> <p>X-ray – Problems: 1. Couldn't detect clothing in wound 2. Length of time injured man had to stay still 3. tubes fragile and could only be used for 1hr at a time. Three machines used in rotation. Use: 2 x-rays taken from different angles to locate shrapnel and bullets. 6 mobile units in British sector. Quality not as good but did enable earlier surgery and stop infection.</p> <p>Blood transfusions – Pioneered by Canadian Lawrence Bruce Robertson. Syringe and tube used to transfer blood to stop patient going into shock before surgery. Geoffrey Keynes, British doctor in RAMC designed portable kit with device to regulate flow of blood and help prevent clotting. Used in CCS.</p> <p>Blood bank: Reichard Lewishon added sodium citrate to blood to stop need for donor-to-donor transfusion. Richard Weil discovered this blood could be stored for 2 weeks. Francis Rous and James Turner later added citrate glucose solution to blood allowing storage for 4 weeks. Oswald Hope Robertson used stored blood to treat soldiers at Battle of Cambrai. 11 of 20 wounded men survived.</p> <p>Head injuries: Accounted for 20% of all wounds. Problems of brain surgery – 1. Infection 2. Difficulty moving men 3. Few neurosurgery doctors. Harvey Cushing – Developed new techniques such as magnets, local anaesthetic, speed of operating, specialised CCS for neurosurgery. Had survival rate of 71% compared to general rate of 50%. Plastic surgery – Harold Gillies carried out surgery at Queen's hospital in Sidcup, Kent. 12,000 operations by end of war.</p>

Key Events

4 Aug 1914 – Britain declares war on Germany

12 Oct – 11 Nov 1914: First Battle of Ypres

1915: Brodie Helmet used for first time. Lawrence Bruce Robertson pioneered blood transfusions in British sector of the Western Front. Geoffrey Keynes used portable blood transfusion kit. Richard Lewishon adds sodium citrate to blood. Reichard Weil discovers it lasts for 2 weeks. Harold Gillies sent to Western Front.

April 1915 – British take back Hill 60

April – May 1915 – Second Battle of Ypres. First use of gas.

July 1915 – Gas masks given to all British soldiers.

25 September – 8 October 1915: Battle of Loos. First use of gas by British – wind blows it back.

December 1915 – Robert Jones sent to France to instruct on use of Thomas splint.

January 1916: FANY allowed to drive ambulances.

July – Nov 1916 – Battle of the Somme.

1917: 3 new Base Hospitals with total of 2,500 beds. Blood transfusions being administered by CCS.

April 1917 – Battle of Arras

31 July – Nov 1917 – Third Battle of Ypres (Passchendaele).

10-11 August 1917: Field Ambulance at Hooge in the Ypres Salient dealt with 1000 casualties.

August 1917 – Queen's Hospital in Sidcup, Kent opens to provide plastic surgery. Harold Gillies helped design it.

20 Oct 1917 – The Battle of Cambrai. Oswald Hope Robertson uses stored blood for treatment.

March - April 1918 – German offensive (operation Michael)

8 Aug – 11 Nov 1918 – Allied 100 days offensive.

11 Nov 1918 – End of the war (armistice).

Key Words

Chlorine gas – First used in 1915 by Germans. Led to death by suffocation.

FANY – First Aid Nursing Yeomanry. Founded in 1907, this was the first women's organisation to send volunteers to the Western Front.

Gangrene – Decomposition of body tissue due to the loss of blood supply.

Gas gangrene – An infection that produces gas in gangrenous wounds.

General anesthetic – Putting a patient to sleep during an operation.

Local anesthetic – Keeping a patient awake during an operation, with the area operated on numbed.

Mustard gas – First used in 1917. An odourless gas that worked within 12 hours, causing both internal and external blisters and could pass through clothing to burn skin.

Neurosurgery – Surgery carried out on the nervous system, especially the brain and spine.

No-mans-land – The area between two opposing lines of trenches.

Phosgene gas – Similar to chlorine gas but faster acting. Killed an exposed person within two days.

RAMC – Royal Army Medical Corps. This branch of the army was responsible for medical care and was formally founded in 1898.

Salient – An area of a battlefield that extends into enemy territory so that it is surrounded on three sides by the enemy and is therefore in a vulnerable position.

Shellshock – Symptoms include tiredness, headaches, nightmares, loss of speech, shaking and mental breakdown. Estimated 80,000 troops experienced it.

Shrapnel – Fragments of metal following the explosion of a shell which travelled at fast speeds over a wide area.

Thompson's Cave – The name sometimes used for the underground hospital at Arras after the RAMC officer responsible for equipping it.

Trench fever – Flu-like symptoms with high temperature, headache and aching muscles.

Trench foot – Painful swelling of the feet, caused by standing in cold water and mud. Can lead to gangrene.

Triage – The system for dividing wounded soldiers into three groups.

Paper 2: Period study and British depth study: Superpower relations and the Cold War, 1941–91 & Henry VIII and his ministers, 1509–40 (40% of the qualification)

Superpower relations and the Cold War, 1941–91

Key topic 1: The origins of the Cold War, 1941–58

1 Early tension between East and West

- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

2 The development of the Cold War

- The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.
- The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949).
- Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.

3 The Cold War intensifies

- The significance of the arms race and the formation of the Warsaw Pact.
- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
- The international reaction to the Soviet invasion of Hungary.

Key topic 2: Cold War crises, 1958–70

1 Increased tension between East and West

- The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61.
- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- Opposition in Czechoslovakia to Soviet control: the Prague Spring.

2 Cold War crises

- The construction of the Berlin Wall, 1961.
- The events of the Cuban Missile Crisis.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.

3 Reaction to crisis

- Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963.
- The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968.
- International reaction to Soviet measures in Czechoslovakia.

Key topic 3: The end of the Cold War, 1970–91

1 Attempts to reduce tension between East and West

- Détente in the 1970s, SALT 1, Helsinki, and SALT 2.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987.

2 Flashpoints

- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War', the Strategic Defence Initiative.

3 The collapse of Soviet control of Eastern Europe

- The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

Key Facts

Early tension between East and West

The Grand Alliance – USA (Roosevelt), Soviet Union (Stalin), GB (Churchill) during WW2. Formed June 1941.

Leaders met 3 times:

Tehran, Nov 1943: Aim – To plan winning strategy to WW2.

Agreements: 1. USA & GB open 2nd Front in Western Europe to ease pressure on Eastern Front. 2. Stalin to declare war on Japan once European war over. 3. Germany to remain weak after war and give land to Poland. Soviet Union to keep land seized from Poland. 4. International body should be set up in future to settle disputes.

Disagreements: 1. Churchill wanted to open 2nd Front in Balkans not the West. Meant they could contain Communism. FDR sided with Stalin.

Yalta, February 1945: Aim – To discuss winning war and planning for post-war Europe. Agreements: 1. Post-war Germany to be split into 4 zones, pay \$20 billion reparations, Nazi party banned and war criminals prosecuted. 2. UN to be set up. 3. Stalin to join war against Japan. 4.. Eastern European governments to be decided by free elections. 4. Polish borders returned to 1921.

Problem: Stalin expected elections in Poland to result in Communist government.

Potsdam, July-August 1945: Context - Truman replaced FDR; Atlee replaced Churchill.. Germany had surrendered and atomic bomb had been developed by USA.

Agreements: Germany and Berlin to be divided into 4 zones. Each country would take reparations from its own zone. Soviets could take ¼ of industrial equipment from other zones as its zone was poor.

Disagreements: Truman objected to Soviet control over Eastern Europe but didn't want to start a war. Also objected to Polish agreements reached at Yalta.

Differences

Ideological: USA & GB: Capitalist. Soviet Union: Communist.

Attitudes: FDR – Believed in democracy but also need for Soviet Union to be a partner in peace.

Churchill – Suspicious of Stalin. March 1946 – Gave 'iron curtain' speech making it clear Soviets were a threat to freedom and peace. Stalin – Believed West was trying to destroy communism. After use of A-bomb on Hiroshima, Stalin more determined to make Soviet Union secure through a buffer zone.

Truman – Tough on Communism. As a result of A-bomb, more confident at Potsdam. Hoped it would be easier to persuade Stalin to allow Eastern Europe more freedom. W. Europe more confident about being under U.S protection rather than Soviet agreement.

George Kennan's Long Telegram: Moscow ambassador warned that Stalin wanted to destroy Capitalism and felt West wanted to destroy Communism. However, Stalin would back down if faced with strong resistance.

Novikov Telegram: Soviet diplomat in Washington. Warned that USA wanted to dominate the world and did not want to cooperate. American public would support government in war.

Soviet satellite states: Stalin wanted a buffer zone against Germany. Truman saw this as evidence of spreading communism. Czechoslovakia, Poland, Hungary, Romania, Romania and Bulgaria all had communist governments installed.

The development of the Cold War

The Truman doctrine: 12 March 1947 in a speech to US Congress Truman announced \$400 million to aid Greece and Turkey in fight against communism. He also said communism should not be allowed to grow and that the USA was prepared to send troops and economic aid to stop it. Policy of isolationism was not replaced with containment.

The Marshall Plan (1947): Provided economic aid to help war-torn countries to contain communism. Gave \$12.7 billion in aid between 1948-52. Gave \$13 billion prior to Marshall Plan. Soviets called this 'dollar imperialism' and Stalin said it was an attempt to spread American influence and undermined UN.

Cominform (September 22nd 1947): Members – Communist parties of the Soviet Union, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, France & Italy. Yugoslavia expelled in June 1948. Enabled Stalin to direct & control satellite states, encouraged trade between members and contact with non-communist countries discouraged. Rejected Marshall Plan at first meeting and spread anti-American propaganda.

Comecon, 1949: Provided aid in line with communist principles. Membership - Soviet Union, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, East Germany. Albania joined 1950. Organised trade & credit agreements and from 1953 industrial planning across all satellite states with 5 year plans on industry and collectivised agriculture.

Berlin Blockade: Causes - 4 zones of occupation. Soviets wanted to take as much out of its zone – others wanted Germany to recover. Talks broke down in December 1947. 'Bizonia' had already been created (GB & US zones), French now joined to make 'Trizonia'. Single currency, the Deutschmark, was created for Trizonia. Stalin believed this was a way of forcing the Soviet zone into poverty. **Events:** Stalin shut off the land routes across soviet zone into Berlin to show divided Germany wouldn't work. Western Allies launched the Berlin Airlift (Operation Vittles). Food, coal, necessities flew in to Allied zones. 1,000 tonnes of supplies a day. Jan 1949 – 170,000 tonnes. Stalin gave in after nearly a year. **Consequences:** Federal Republic of Germany (West Germany) formed with capital in Bonn. Stalin responded by creating the German Democratic Republic (East Germany). GDR refused to recognise split until 1970s.

NATO: April 1949, USA, Britain, France and 9 other Western countries joined together to protect themselves from the Soviet Union. If any member was attacked, all members would come to their assistance. Resulted in an on-going American military presence in Europe.

The Cold War intensifies

The Warsaw Pact: Following West German's joining of NATO in May 1955, Stalin's fears of a powerful Germany on Soviet-controlled Eastern Europe borders were increased. Within a week the Soviet-led Warsaw Pact was formed. A Soviet equivalent of NATO. Members were Soviet Union, Poland, Czechoslovakia, Hungary, Romania, Bulgaria and East Germany. Members became known as the 'Eastern bloc'

The arms race: Both sides developed more deadly weapons. Soviets developed Atomic bomb in 1949. Hydrogen bombs and ICBM's developed by both sides. Weapons were being developed to act as a deterrent.

The Hungarian Uprising, 1956: Causes: Protests due to fuel shortages and poor harvest led to riots. Order restored by Soviets but Khrushchev replaced Rakosi as leader with Nagy. Nagy announced reforms ending one-party state in Hungary, release of political prisoners and end to Soviet troops in Hungary. **Events:** Nagy announced Hungary's withdrawal from Warsaw Pact. Khrushchev couldn't allow this as threatened Soviet security. 4 Nov – 1,000 tanks sent into Budapest and up to 20,000 Hungarians killed in fighting. A new pro-Communist government set up under Kadar. Nagy promised safe passage but kidnapped after leaving Yugoslav embassy, tried and executed.

International impact: USA sympathetic but would not militarily interfere in existing communist country as feared nuclear war. Khrushchev's position made more secure but West had not backed up words of encouragement with action. Superpower relations became strained again.

Cold War – The origins of the Cold War 1941-58

Key dates

June 1941 – Formation of the Grand Alliance

November 1943 – Tehran Conference

February 1945 – Yalta Conference

July 1945 – Potsdam Conference

August 1945 – Atomic bomb dropped on Japan

February 1946 – Kennan's Long Telegram

March 1946 – Churchill's 'iron curtain' speech

September 1946 – Novikov telegram

March 1947 Truman Doctrine announced

June 1947 – Marshall Aid announced

September 1947 – First Cominform meeting

June 1948 – Berlin blockade is set up

January 1949 – Comecon established

April 1949 – NATO formed

May 1949 – Berlin blockade ended

August 1949 – Soviet Union successfully test atomic bomb

September 1949 – Federal Republic of Germany officially founded (West Germany)

October 1949 – German Democratic Republic founded (East Germany)

November 1952 – USA successfully tests hydrogen bomb

August 1953 – Soviet Union successfully test hydrogen bomb

May 1955 – Warsaw Pact formed

November 1956 – Hungarian uprising is crushed

June 1957 – USA launches first ICBM

August 1957 – Soviet Union tests ICBM

Key terms

Capitalism – Capitalists believe everyone should be free to own property and businesses and make money.

Communism – Communists believe that all property, including homes and businesses should belong to the state, to ensure that every member of society has a fair share. The political system is one-party rule.

Containment – Limiting the spread of something.

Democracy – A political system in which a nation's leaders are chosen in free elections.

Ideology – A set of shared beliefs.

Isolationism – Not getting involved in the affairs of others.

Reparations – Payment in money or goods after losing a war.

Satellite state – A nation that was once independent but is now under the control of another.

Soviet Union – The Union of Soviet Socialist Republics (also USSR).

Topic 2 – The Cold War Crises

The Berlin Crisis 1958-61

The Soviet Union's desire to remove the Western Allies from Berlin created a crisis in 1961.

Problems in East Germany – between 1949 and 1961 about 4 million East Germans fled to the West through Berlin.

The Berlin Ultimatum – 1958 Khrushchev accused allies of breaking the Potsdam Agreement.

Summit Meetings – 1959-61

- May 1959 – failed to reach an agreement.
 - September 1959 – Camp David summit meeting.
 - May 1960 – Paris summit conference – 9 days before USSR shoot down an American spy plane.
 - Vienna June 1961 – Khrushchev demand Western forces leave West Berlin. Kennedy refuses.
- Peace talks between the USA and the Soviet Union broke down.

The Berlin Wall 1961.

13th August 1961 Khrushchev closed the borders between East and West Berlin. A makeshift wall was built and would be replaced by a permanent one. The USA and its Allies did nothing to stop the wall being built.

Consequences

- Peace was maintained.
- Permanent separation of East and West – the wall now acted as a symbol of division in Europe.
- The flow of refugees was stopped.
- Kennedy visited West Germany in 1963 – 'I am a Berliner'.

The Cuban Missile Crisis

The USA had strong economic interests in Cuba.

1959 Fidel Castro led a successful revolution to remove the pro-American government (Batista).

USA banned Cuban imports and refused to recognise the government due to its communist links .

The Bay of Pigs 1961

- USA attempt to overthrow Castro.
- Total failure for President Kennedy.
- This forced Cuba to grow closer to Khrushchev. – agreed to station Soviet nuclear weapons on Cuba.

The Cuban Missile Crisis.

16th – Kennedy learns about the proposed missiles.

20th – Kennedy imposes naval blockade around Cuba.

23rd – Khrushchev sent letter to Kennedy.

24th – Khrushchev states their intention to use nuclear weapons in the event of war.

25th – Kennedy writes to Khrushchev asking for the withdrawal of weapons.

26th – Khrushchev responds – he will withdraw missiles in USA agrees to not to invade and removes missiles in Turkey.

27th – US spy plane shot down over Cuba. USA will withdraw missiles if kept secret.

28th – Khrushchev accepts the deal. These events become known as the 'Thirteen Days'.

Consequences

- Hotline
- The Limited Test Ban Treaty 1963
- The Outer Space Treaty 1967
- The Nuclear Non-proliferation 1968
- Relations between the superpowers improved.

Czechoslovakia 1968

Communist Czech leader Antonin Novotny became unpopular.

The Czech economy was in decline.

Many wanted greater democracy – promoted by Alexander Dubcek.

The Prague Spring

Key reforms introduced by Dubcek included –

- Greater political freedom
- Trade restrictions with the west removed
- Capitalism introduced to the economy
- Rights for Trade Unions
- 10 year program for political reform

These reforms encouraged demands for further radical reform.

Soviet invasion

Brezhnev was worried Czechoslovakia would leave the Warsaw Pact – he was worried the reforms were going too far. 20-1st August Warsaw Pact troops invaded under Soviet orders. Czechs tried to resist the invasion. Dubcek was arrested and forced to accept the end of the movement towards democracy.

Consequences

- Demonstrations against the Soviet invasion continued till April 1969.
- January 1969 Jan Palach set himself on fire in protest at the Soviet invasion.
- Soviet issued the **Brezhnev Doctrine**.
- Some countries began to move away from the Warsaw Pact – Romania.
- The West condemned the invasion but sent no military force.

Key terms

Brinkmanship - practice of pursuing a dangerous policy to the limits of safety before stopping
CIA – Central Intelligence Agency. Foreign intelligence service for the USA.

Doctrine – A belief or set of beliefs

Free City – A city that is also an independent state.

Non-proliferation - The prevention of an increase or spread of something

Socialism – economic theory of social organisation that believes that the means of making, moving, and trading wealth should be owned or controlled by the community as a whole. In Marxist theory, it is a temporary state between capitalism and communism.

Summit conference – A meeting of the heads of government.

Ultimatum – A final demand

Key events

1972 Salt 1

1975 Helsinki Accords

1979 Soviet invasion of Afghanistan

1980 Moscow Olympics boycott by the USA

1980 Reagan elected President of the USA

1983 Strategic Defence Initiative announced

1985 Gorbachev becomes Soviet leader

1985 Geneva Summit

1986 Reykjavik Summit

1987 Washington Summit

1988 Moscow Summit

1989 Malta Summit

1989 Fall of the Berlin Wall

1991 Gorbachev resigns and the Soviet Union dissolves

Key Terms

Detente	A period of peace between the USA and USSR
The Carter Doctrine	US President Carter's reaction to the USSR invading Afghanistan
Strategic Defence Initiative (SDI)	Otherwise known as 'Star Wars' – Reagan's proposal for a laser and satellite based anti missile system to protect the USA
Perestroika	Gorbachev's policy of making the Soviet economy slightly more capitalist
Glasnost	Gorbachev's policy of making Soviet society more open such as reducing censorship
The Second Cold War	Increased tension between the superpowers as a result of Reagan's policies
Reunification	The joining of East and West Germany after the fall of the Berlin Wall
Boycott	Withdrawing from a sporting or economic relationship with a country as a protest
Mujahideen	An Islamic fundamentalist group which fought the Soviet army in Afghanistan
Brezhnev Doctrine	The policy of the USSR since the 1960s which said they would keep control of Eastern Europe by force.

Cold War topic 3 – The end of the Cold War 1970-91

Key Facts

Attempts to reduce tension between East and West

Détente in the 1970s

- In the 1970s both the USA and USSR were unable to continue huge spending on nuclear weapons – The USA was trying to end the Vietnam war and deal with problems of inequality and the USSR was trying to deal with poor living standards and their economy failing to develop.

SALT1, Helsinki, SALT2

- SALT 1 (Strategic Arms Limitation Treaty) was signed by the USA and USSR May 1972. It limited each side to having just two sites with max. 100 Anti Ballistic Missiles at each; the number of Intercontinental Ballistic Missiles (ICBMs) each side could have was limited; both sides agreed to 'make every effort' to avoid a nuclear war. This was a major symbol of Détente and shortly after the US President Nixon and Soviet leader Brezhnev each made visits to their former enemies capital city.
- However, SALT 1 was only an agreement on paper and each superpower still had enough nuclear weapons to destroy the other many times. It did not include an agreement on the latest nuclear weapons (MIRVs).
- The Helsinki Accords were signed by the USA, USSR and 31 other nations in August 1975. All 33 countries signed up to respect the borders of Europe, increase cooperation between east and west, and respect human rights. The agreement on human rights was controversial in the USSR.
- The superpowers worked towards SALT 2 (banning new ICBMs and restricting the use of missile launchers) until 1979 however by then relations were starting to get significantly worse and it was never signed.

Reagan and Gorbachev

- Reagan had an aggressive policy towards the USSR when he was first elected in 1980 but when Gorbachev became Soviet leader in 1985 Reagan saw a chance to end the Cold War so became more cooperative.
- Gorbachev wanted to end Cold War tension so he could improve life in the USSR and save communism; to do this he adopted perestroika and glasnost, reduced spending on weapons and ended the war in Afghanistan. He also dropped the Brezhnev Doctrine.
- The Intermediate Range Nuclear Force (INF) Treaty was signed at the Washington Summit in 1987 by Reagan and Gorbachev – this said that both superpowers would abolish all missiles with a range of 500 to 5500 kilometres.

Flashpoints

The Soviet invasion of Afghanistan

- In December 1979 the USSR invaded Afghanistan because the new Afghan leader, Hafizullah Amin, was talking to the USA in order to get American support.
- The USA saw the invasion as an attempt to spread communism so President Carter withdrew from SALT 2 talks and announced the Carter Doctrine which promised to protect people in the region of Afghanistan by force and introduced economic punishments on the USSR. Carter also began supplying the mujahideen with weapons and money to help them fight the Soviets.
- The war in Afghanistan marked the end of detente as US – USSR relations became more confrontational. This only got worse with the election of Reagan in the USA who saw communism as 'evil'.
- As a protest against the invasion the USA boycotted the Moscow Olympics in 1980 which angered the Soviets as it was a major blow to the prestige of the event. In 1984 the Soviets boycotted the Olympic games in Los Angeles.

The Second Cold War

- In 1983 Reagan gave a speech to a Christian group in which he called the USSR an 'evil empire'.
- Reagan increased military spending by 13% in 1982 and by another 8% in both 1983 and 1984, this led to new weapons such as the Trident submarine and Stealth bombers being put into service.
- Reagan also announced the 'Reagan Doctrine' which said the USA would not only support anti communists governments but also anti communist insurgent groups such as those in the South American countries of Nicaragua and El Salvador.
- In 1983 Reagan also introduced SDI (Star Wars) which was a satellite based laser system to protect the USA from Soviet nuclear missiles - this was a major moment in the end of the Colds War as the USSR knew they could not possibly afford a similar system so tried to improve relations with the USA.

The collapse of Soviet control in Eastern Europe

Gorbachev's 'new thinking' and Eastern Europe

- Once Gorbachev announced the end of the Brezhnev Doctrine countries in Eastern Europe started to question communism and make changes to their governments. For example in June 1989 a non communist party 'Solidarity' won elections in Poland; in November 1989 the 'Velvet Revolution' in Czechoslovakia overthrew the communist government and elected the anti communist Havel as president; in December 1989 demonstrators in Romania overthrew the communist government of Ceausescu and executed him.
- Gorbachev didn't want this but by the end of 1989 the USSR had no control over Eastern Europe.

The fall of the Berlin Wall

- In November 1989 the Berlin wall was taken down. This was a symbolic event as people could already travel from East Germany to the west through Austria. It was seen by many as the end of the Cold War as the USSR showed that it had no intention of stepping in to stop this from happening.

The collapse of the USSR and the end of the Warsaw Pact

- The Warsaw Pact had been a symbol of Soviet dominance in Eastern Europe since the 1950s but the number of Eastern European countries leaving the communist bloc in 1989 meant it was impossible for the Warsaw Pact to survive - military cooperation between members ended in 1990; in 1991 it ceased to exist.
- The end of the Warsaw Pact ended the division of Europe into east and west so the Cold War was over. Former Soviet satellite states regained independence and in 1991 the Soviet Union itself broke up and no longer existed.

Paper 2: Period study and British depth study: Superpower relations and the Cold War, 1941–91 & Henry VIII and his ministers, 1509–40 (40% of the qualification)

Henry VIII and his ministers, 1509–40

Key topic 1: Henry VIII and Wolsey, 1509–29

1 Henry VIII, Renaissance Prince

- England in 1509: society and government. The young Henry and his accession to the throne.
- Henry's character and views on sovereignty and monarchy. His personal style of government.
- Strengths, weaknesses and aims as monarch.

2 The rise of Wolsey and his policies

- Reasons for Wolsey's rise to power. His personality, roles and wealth.
- Wolsey's reforms: enclosures, finance and justice. The Eltham Ordinances.
- Reasons for and reactions to the Amicable Grant.

3 Wolsey's

foreign policy

- Aims of Wolsey's foreign policy.
- Successes and failures, including relations with France and the Holy Roman Empire, the Treaty of London (1518), the 'Field of the Cloth of Gold' (1520) and increasing difficulties in the 1520s.

4 Wolsey,

Catherine, the succession and annulment

- Catherine of Aragon and the succession.
- Henry's reasons for and attempts to gain an annulment. Opposition to the annulment, including the role of Pope Clement VII.
- Reasons for Wolsey's fall from power, including the failure of the divorce proceedings in London, 1529. The influence of the Boleyns.

Key topic 2: Henry VIII and Cromwell, 1529–40

1 Cromwell's rise to power, 1529–34

- Personality and early career, including service to Wolsey, election as MP and eventual membership of the Royal Council.
- Handling of the king's annulment and influence over Henry. Role as the king's Chief Minister.

2 Cromwell, and the king's marriages

- Reasons for the fall of Anne Boleyn, including the role of Cromwell.
- Jane Seymour: marriage, heir and death. The influence of the Seymours.

3 Cromwell and government, 1534–40

- Reform of government and royal finance.
- The management and use of parliament.

The fall of Cromwell

- The significance of Henry's marriage to Anne of Cleves.
- Reasons for Cromwell's fall from power in 1540, including the influence of the Duke of Norfolk.

Key topic 3: The Reformation and its impact, 1529–40

1 The break with Rome

- Henry as 'Defender of the Faith'. Reasons for Henry's campaign against the Pope and the Catholic Church, 1529–33.
- The significance of the Act of Succession and the Act of Supremacy 1534. Cromwell's role in their enforcement, including the use of oaths and treason laws.

2 Opposition to, and impact of, Reformation, 1534–40

- Elizabeth Barton (the Nun of Kent) and John Fisher.
- The significance of opposition from Thomas More.
- Impact of the Reformation on the English Church, including the work of Thomas Cranmer and the influence of Thomas Cromwell.

3 The dissolution of the monasteries

- The role of religious houses in local communities.
- Reasons for the dissolutions, including the findings of Cromwell's commissions of 1535.
- The impact of the dissolutions. Beneficiaries and losers.

The Pilgrimage of Grace, 1536

- Reasons for the uprising.
- Key events of the uprising, including rebellions in Lincolnshire and Yorkshire and the roles of Robert Aske and the Duke of Norfolk.
- Reasons for the failure of the Pilgrimage of Grace and the significance of the uprising.

1509 – Henry VIII becomes King
1513 – Battle of Spurs
1515 – Thomas Wolsey becomes Lord Chancellor
1517 – Wolsey sets up enquiry into Enclosure
1518 - Treaty of London
1520 – Field of Cloth of Gold
1522-25 – War with France
1525 – Amicable Grant
1526 – Eltham Ordinances
1527 – Henry decides he wants to divorce Catherine of Aragon
1528 – Henry declares war on Charles V
1530 – Wolsey's downfall & death

Key Events

1. Henry VIII Renaissance prince

- Henry became King aged 18 - elder brother Arthur died of TB in 1503. Henry marries Arthur's wife, Catherine of Aragon.
- Character – Prioritised pleasure. Deeply religious, big ego & stubborn. Believed in divine right. Didn't like administration. Wanted to be a great Renaissance monarch. Inspiration was King Arthur.
- Relied on Royal Council and Privy Chamber for advice. Relied on chief minister – Wolsey.
- Strengths – Popular, England rich, connections with Spain, experienced advisers, ambition.
- Weaknesses – Little experience, more interested in pleasure, wanted to go to war, ego.
- Aims – Wanted to dictate policies, victories in battle, magnificent royal court, perform duties of a monarch – law and order, Church and have an heir.

2. The rise of Wolsey & his policies

- Thomas Wolsey was the son of a butcher from Ipswich who graduated from Oxford University aged 15. He became one of England's most important churchmen (archbishop of York, Cardinal & Papal Legate) & Lord Chancellor.
- Sticking up for the poor - Wolsey held 260 court cases against enclosure (In 1523 they were stopped by angry landowners).
- Amicable Grant - charged priests 1/3 of their income & ordinary people 1/6. Not approved by parliament. They had 10 weeks to find the money. 10,000 men in Suffolk rebelled.
- Cutting expenses - Eltham Ordinances got rid of sick or unnecessary servants, cut expenses for food/drink, meals were served at set times, privy chamber was cut from 12 to 6 men. Wolsey did this to remove opponents.

3. Wolsey's foreign policy

- The Battle of Spurs was won by the British against the French, Henry captured Tournai & Therouanne.
- Francis I was King of France from 1515. Charles I was King of Spain from 1516.
- Field of cloth of Gold (Calais) – Meeting between Francis I and Henry VIII. Purpose was to try to prevent war but form alliance in case of war. No expense spared - feasting and jousting. Wrestling match between two kings hurt Henry's pride. Failure - No decisions, relations with France didn't improve, Spain suspicious. Success – Brought Henry honour & prestige.
- France declared war on Spain in 1521. England sided with Spain. An attack on Paris was agreed with 11,000 troops & support of Duke of Bourbon. Charles did not send reinforcements leading to retreat.
- Battle of Pavia - Charles took Francis hostage. Charles had used Henry's troops to distract Francis. Henry not treated as equal and spent £430,000.
- 1528 – Henry changes sides & declares war on Spain. No English troops were sent. Wolsey's trade embargo on the Netherlands called off after English cloth workers protest.
- Charles defeated the French at the Battle of Landriano in northern Italy, Charles had power over the pope.
- Treaty of Cambrai was a peace treaty between Francis and Charles in 1529. Wolsey was not invited to peace negotiations.

4. Wolsey, Catherine, the succession and the annulment

- Anne Boleyn - Henry in love. Catherine of Aragon - Henry's wife. Had been married to Arthur, she claimed marriage hadn't been consummated. Catherine had lost 5 babies. Mary survived. Henry wanted a male heir and an annulment. Believed God was punishing him for marrying his brother's wife. – proof was in Leviticus. Thought fault wasn't with him as had an illegitimate son, Henry Fitzroy.
- Wolsey tried to pressure the pope for a divorce but he was under the control of Charles v so this was not allowed, Wolsey tried to use Leviticus but Catherine used Deuteronomy in retaliation. Wolsey tried to claim the pair were not technically married but Catherine founded a Spanish worded version of the marriage certificate. Henry tried to persuade Catherine to become a nun. He then threatened to take Mary away or accuse her of treason. finally Wolsey tried to persuade the pope to allow the divorce case to happen in England, the pope sent Cardinal Campeggio to Black friars court in June 1529. Cardinal Campeggio did everything by the book and was under orders from the pope not to reach a final verdict. A decision was not made.
- Wolsey is stripped of his position & possessions and exiled to York. He is charged with praemunire in 1530 but dies on the journey to trial.

Divine Right	Belief Kings such as Henry VIII were given job by God.
Royal Progress	Royal tour of kingdom to be seen & admired by people.
Royal Household	Nobles & servants that provided king with food. Clothing & guidance. Played important role in government.
Privy Chamber	Part of Royal Household, made up of king's closest noble friends. Looked after his personal needs and provided entertainment. Headed by Groom of Stool (wiped Kings bottom).
Royal Almoner	In charge of giving charity to poor
Papal Legate	Pope's representative in foreign country
Alter Rex	Nickname given to Wolsey meaning second king
Cardinal	Senior leader in Catholic church
Lord Chancellor	Most important job in government after King. Main adviser to King. Job given to Wolsey.
Star Chamber	Special court used by Wolsey, originally set up by Henry VII.
Enclosure	The rich fencing off farm land, this disadvantages the poor.
Amicable Grant	Tax introduced by Wolsey to raise money to fund war with France.
Habsburg	Dynasty of Charles I of Spain
Holy Roman Empire	Collection of 400 states each ruled over by a prince or duke. Today's Germany. Holy Roman Emperor ruled over all.
Treaty	An agreement/pact
Trade embargo	To stop trade with
Consummated	To validate a relationship/marriage through sex.
Regent	Person who governs kingdom in King's absence.
Annulment	Legal term declaring that a marriage never existed
Praemunire	treason by member of clergy as a result of working in interests of pope not King
Leviticus	Passage in the bible that made Henry think he was being punished by God for marrying his brother's wife
Deuteronomy	Passage used by Catherine of Aragon from Bible that said that if a woman lost her husband she should ONLY marry her husband's brother.

Key topic 2: Henry VIII & Cromwell

Key Facts

1. Cromwell's rise to power 1529-34

- Cromwell - born in Putney, the son of a blacksmith.
- Cromwell serves in French army, works for Italian banker and becomes cloth merchant in Belgium. Sets up legal practice in London when he returns.
- Started working for Wolsey in 1519 & is his most trusted advisor by 1529. Both self made men.
- Took on high profile legal cases in the Star Chamber and delivered news to Henry. Became MP in 1523.
- Loyal - Used his position to speak in Wolsey's defence.
- Cromwell works on annulment & provides solution: remove power to grant annulment from pope to parliament.
- In March 1533 the Act in Restraint of Appeals was passed. All of the Pope's powers now belonged to Henry, giving himself power to grant the annulment. As a result, marriage to Catherine invalid & secret marriage to Anne Boleyn legal.

2. Cromwell & the Kings marriages

Reasons for downfall of Anne Boleyn include:

- **Henry's desire for a son** – Only a daughter Elizabeth. Henry desperate for an heir – nearly died after jousting accident and now 45.
- **Anne's personality**: Assertive personality becoming irritating.
- **Jane Seymour**: Her motto is 'bound to obey and serve'. Henry in love.
- **Anne's suspected adultery**: Mark Smeaton a court musician is arrested probably tortured at Cromwell's house. He confessed to having an affair with Anne. Anne was charged with 5 cases of adultery & treason. The other men included: Sir Francis Weston (Privy Chamber), Sir Henry Norris (Groom of the Stool), Sir William Bereton (Privy Chamber) and George Boleyn (Anne's brother – also a member of Privy Chamber).
- **Cromwell's role**: Cromwell built up the adultery case, used Anne's ladies in waiting as spies & got them to report back. Anne and Cromwell had disagreed on foreign policy but both Protestant. Orders came from Henry.

Marriage to Jane Seymour:

The swiftness of the marriage to Jane shows Henry's desperation for an heir, especially after death of Henry Fitzroy.

Jane gives birth to a son, Edward in Oct 1537 but dies. Henry mourns her death and does not remarry for 2 years.

Jane was obedient, she did not challenge the King often. All the Seymours remained in important positions even after Jane died.

Edward Seymour, Jane's brother was made Earl of Hertford 3 days after Edward was born and became a leading advisor to Henry.

Key Words

Royal Council	A group of advisors chosen by the King and selected mainly from the nobility & Church. They provided guidance on policy as well as handling routine matters of the state (country).
Star Chamber	Special court (of law) originally set up by Henry VII
Chief Minister	Henry's main advisor – he was given this position in 1536 whilst dealing with the annulment case. Unlike Wolsey however Cromwell was never given the title Lord Chancellor.
Act in Restraint of Appeals	Act that would give Henry the divorce from Catherine of Aragon. It said England was an Empire and so could not be ruled by a foreign power which included the pope. This meant Henry (the King/Queen) ruled every aspect of his kingdom. He could therefore grant himself the annulment
Adultery	Cheating on your husband/wife – having a relationship outside of marriage.
Treason	Betraying the King.
Succession Act	Law allowing Henry to appoint any successor at any time
Bureaucracy	Splitting/delegating government work into different departments
Personal monarchy	Where the King rules – makes laws with advisors
heresy	Having religious beliefs different to that of the King.

Key Events

1519 – Cromwell becomes a member of Wolsey’s council
1523 – Cromwell becomes MP
1531 – Cromwell is appointed to Henry’s Royal Council, he starts working on the annulment case.
25 th Jan 1533 – Archbishop Thomas Cranmer secretly marries Henry VIII & Anne Boleyn as Anne is pregnant. Henry is still married to Catherine of Aragon at this point. Thomas Cromwell becomes chief minister after Thomas More steps down as Lord Chancellor claiming that he is too ill (in actual fact he disagrees with the divorce).
March 1533 Act of Restraint of Appeals passed.
May 1533 – annulment to Catherine of Aragon
Sept 1533 – Anne Boleyn has a daughter Elizabeth
1536 – Act of Union Wales now part of England. Court of Augmentations introduced by Cromwell.
Jan 1536 – Catherine of Aragon dies (7 th) later that month Henry has jousting accident – 29 th Jan Anne Boleyn suffers another miscarriage.
24 th April 1536 – Cromwell begins investigating Anne’s suspected adultery
30 th April 1536 – Mark Smeaton arrested
2 nd May 1536 – Anne Boleyn arrested and sent to Tower of London
17 th May 1536 – Marriage to Anne Boleyn is annulled + Princess Elizabeth is made illegitimate losing her claim to the throne.
19 th May 1536 – Anne Boleyn is executed.
30 th May 1536 – Henry VIII marries Jane Seymour
12 th Oct 1537 – Jane gives birth to Edward, she dies 2 weeks later.
December 1539 – Henry first meets Anne of Cleves
1540 – Cromwell made Earl of Essex – he is now a noble
6 th Jan 1540 - Henry VIII marries Anne of Cleves
Spring 1540 – Henry falls in love with Catherine Howard
9 th July 1540 – Marriage to Anne of Cleves is annulled
10 th July 1540 – Thomas Cromwell is arrested for treason & heresy
28 th July 1540 – Thomas Cromwell is executed and Henry marries Catherine Howard.

Reasons for downfall & execution of Cromwell:

- Cromwell is blamed for the failure of the marriage to Anne of Cleves
- Religious reasons: Cromwell was protestant & Henry was still Catholic at heart despite the break from Rome.
- Duke of Norfolk (Thomas Howard): hated Cromwell due to his low status, was jealous of his position. Uses his niece Catherine Howard to spread rumours that Cromwell is delaying the annulment to Anne of Cleves. He also spreads rumours that Cromwell is trying to make the country protestant. Both untrue. Cromwell was arrested and charged with treason & heresy.
- .Act of Attainder was passed which condemned Cromwell to death without giving him a chance to prove his innocence in court.

3. Cromwell & the government 1534-40

- Royal Council – group that advised the king – had 100 members although few turned up to meetings, decisions were not recorded, it was dominated by one man (Wolsey/Cromwell), there were no rules about how it should be run. Cromwell simplified this & made it the Privy Council. Reduced it to 20 members, lawyers and professional advisers so no one person would dominate and all were trained + a clerk to record decisions.
- The Act of Union (1536) brought Wales under the control of England. North of England also brought under stricter control.
- King's chamber – dealt with money, were based in the Royal Household, weren't keeping a close enough eye on money, this task bored Henry, accounts were not properly checked and more money was coming in due to the dissolution of the monasteries. Cromwell created: Court of Augmentations: dealt with money from monasteries. Court of First fruits and Tenths – collected tax from clergy that had previously been sent to pope.
- Parliament –Only 203 acts were passed by parliament between 1509-1531 mainly to approve taxes. Between 1532 – 1540 333 Acts were passed & parliament met more frequently. Cromwell makes parliament a partner in government.

4. The fall of Cromwell

Henry’s marriage to Anne of Cleves: Reasons for marriage:

- Wants another son
- Alliance with Cleves - Pope encouraging countries to invade England .France & Spain created an alliance against England – fears that they would launch Catholic crusade. Spies report fleets of ships gathering.
- Cromwell’s encouragement - as a foreigner she lacks connections to English noble families. Cromwell fears attack on himself. Also thinks he can make religious changes without the interference of a Catholic queen.

Reasons for annulment:

- Anne’s looks - When Henry first meets Anne he states ‘I like her not! I like her not!’. The wedding was postponed for 2 days as Henry tried to get out of it. Henry unable to consummate marriage.
- Anne did not fit into court life.
- Henry had now fallen in love with Catherine Howard, lady in waiting to Anne of Cleves.
- Alliance with Cleves was no longer needed as Spain & France had fallen out .
- Henry finds evidence to prove that Anne of Cleves was previously engaged to the Duke of Lorraine.
- The marriage is annulled and Anne becomes ‘the King’s sister’.

1. The Break with Rome

Henry was given the title Defender of the Faith by the Pope due to a book that he wrote defending the Catholic faith against Protestantism.

Reasons for Break with Rome:

- Son: Wanted annulment from marriage to Catherine of Aragon.
- Money: Catholic monasteries were rich; they owned 1/6 of the land in England.
- Anti-Clericalism: Immorality of clergy, e.g. Richard Hunne case..
- New Protestant ideas: Anne Boleyn & Thomas Cromwell were Protestant. Henry read the book written by an English Protestant William Tyndale called 'the Obedience of the Christian Man' which said that God always wanted the church to be ruled by kings not the Pope – appealed to Henry.
- **Act of Supremacy 1534:** Made Henry in charge of the Church in England not the pope.
- **Act of Succession 1534:** Made Anne Boleyn queen and her children next in line to throne.
- **Oath of Succession:** Forced people to promise to agree with Acts and not oppose – created by Cromwell
- **Treason Act:** Punishments for those who betray/go against the King over issues relating to the divorce.

2 Opposition to and impact of the Reformation 1534-40

Thomas More (leading scholar): In 1532 he resigned as Lord Chancellor, he did this because he did not agree with Henry's wish to divorce Catherine & break from Rome. Didn't want to oppose the King so he said that he was ill. More wanted to retire and remain silent.

Henry believed if a person did not support him, they were against him. More was asked to take the Oath of Succession in April 1534. More refused & was sent to the tower of London. Stayed silent for a whole year, but was put on trial in July 1535 and was charged & executed under the Treason Act.

Elizabeth Barton (the Nun of Kent): claimed the Virgin Mary had appeared in a vision & cured her. She attacked Henry's plans to divorce Catherine of Aragon and Protestant ideas. Encouraged burning English Bibles and remaining loyal to the Pope. Warned that if he married Anne Boleyn he would die a villain's death within a month. As she had the potential to inspire people to oppose his religious changes. She was arrested, sent to the Tower of London & interrogated. All 700 copies of the Nun's Book are seized & destroyed and she was forced to confess that her visions were all lies. April 1534 - executed for treason.

John Fisher Henry's tutor when he was young and Bishop of Rochester. Against annulment and Break from Rome. Believes Pope's powers are God-given and spoke out about this. Arrested and fined but does not give in. Secretly asked Charles V of Spain to invade England (no reply) -refused to take Oath of Succession in April 1534. Sent to the Tower of London and executed for treason in June 1535 after being made a Cardinal by the Pope.

Impact of the Reformation on the English Church:

October 1533: Henry makes Thomas Cranmer the Archbishop of Canterbury. Cranmer believed that what the church preached should be based purely on the teachings of the Bible. Cranmer was flexible in his views to please the King, he allowed Protestants to be burned to death even though he had similar beliefs to them.

1534-1535: Despite breaking from Rome, Henry was still a Catholic and opposed many aspects of Protestantism. He only liked the Protestant aspects that suited him.

July 1536: Henry allows Cromwell and Cranmer to pass the *Act of Ten Articles*. This said that people should only believe in three of the seven sacraments (baptism, Eucharist and penance – confession) this was a move towards Protestantism; Protestants believed in 3 sacraments, Catholics believed in 7.

August 1536: Henry allowed Cromwell to force the clergy to speak in favour of the Royal Supremacy & Ten Articles.

July 1537: The Bishop Book is published in England. This book said that the 4 Catholic sacraments (confirmation, helping the sick, holy orders and marriage) were **still valid but less important** than the other 3 Protestant sacraments (Eucharist, baptism, reconciliation). It said the main duty of a priest was preaching.

1538: Henry decided that religious reform (change) had gone too far. He decided to return to traditional Catholic values. Protestant priest John Lambert burnt to death for denying transubstantiation.

September 1538: Cromwell and Cranmer persuaded Henry to ensure that an English Bible would be placed in all churches within 2 years. Priests had to actively discourage pilgrimages and religious images, statues and relics were to be removed from churches. St Thomas Becket's shrine destroyed.

1539: Henry published the *Six Articles*, which were a clear statement of Catholic doctrine.

3. The dissolution of the monasteries

1509 - 800 monasteries & 8000 monks & 2000 nuns . They provided: Education, shelter for travellers, advice to the King, food and help for the poor.

Treatment for the sick. Copied important manuscripts & prayed for the souls of the dead.

They were closed due to:

Money: Monasteries v. wealthy – owned 1/3 of land

Some had incomes of £1000 per yr – richer than some nobles

Henry did survey into their wealth called Valor Ecclesiasticus

- Survey showed – total income of £160,000 per yr

3x that of Royal Estates

Henry needed money for: 1) wars 2) defence 3) Avoiding unpopular taxes 4) Land as gifts to nobles to get their support.

Loyalty: Resistance over break with Rome. Not that important as most monks & nuns swore the Oath of Succession. 18 monks did not swear Oath of Succession & were executed as a warning.

Cromwell's commissions: Henry's main reason for closing the monasteries was for the money. Publically his reason was that the monks/nuns were immoral & unholy. Visitation ran by Cromwell. Legh & Layton – 2 main inspectors. Findings written up in *Compendium Compertorum*. Report said hundreds of monks had admitted to taking part in homosexual practices . Others had mistresses Nuns reported to have had children. Report did not give reliable accurate evidence.

Process of dissolution:

Monasteries were destroyed in 2 stages. 300 smaller monasteries were destroyed first. Royal commissioners were then given the job of overseeing the closures. Larger monasteries closed from 1537 this time they were 'invited' to surrender their houses to the King as a gift.

Winners – protestants, Henry VIII, Noblemen, gentry less wealthy merchants and lawyers who bought up land for cheap.

Losers – monks & nuns. Poor & sick who depended on monasteries. Farmers who saw rents rise after dissolution.

July 1533 - Henry had John Frith burned at the stake for denying transubstantiation (the Catholic belief that the bread and wine is the body and blood of Christ).
October 1533 - Henry makes Thomas Cranmer the Archbishop of Canterbury.
23 rd Nov 1533 - Elizabeth Barton executed for treason along with Bocking.
1534 – Act of Succession & Act of Supremacy passed. Oath of Succession & Treason Act passed due to work of Cromwell.
1535 - Valor Ecclesiasticus carried out + Cromwell's commissions start looking into the morality of the priests/monks/nuns in monasteries
June 1535 - John Fisher executed for treason
July 1535 - Thomas More was charged & executed under the Treason Act.
March 1536 – Parliament passes the first Act of Dissolution of the Monasteries – begins their destruction
July 1536 - Act of Ten Articles passed This said that people should only believe in three of the seven sacraments (baptism, Eucharist and penance – confession).
2 nd October 1536 - Lincolnshire & Yorkshire rebellions start
11 th October 1536 – Lincolnshire rebellion ends
27 th October 1536 - Yorkshire pilgrims meet Norfolk at Doncaster bridge
6 th December 1536 - Aske accepts Henry's promise of a pardon and a visit from parliament
January 1537 - Yorkshire rebels try to reignite rebellion after Henry fails to give them what they wanted
July 1537 - The Bishop Book is published in England
1539 - Six Articles published

4. The Pilgrimage of Grace 1536

Reasons for uprising

Religious reasons: North of England traditionally Catholic & saw closing monasteries as attack on religion.

Economic factors: subsidy tax collected in 1536 despite there been a war. Poor harvests in 1535 & 36. Rising rents on land.

Social factors: closure of monasteries meant no more healing for sick, help for poor, refuge for travellers.

Political factors: northern nobles felt Cromwell had too much influence.

Lincolnshire rebellion: Captain Cobbler started the uprising, 3000 people joined him. Chancellor of the Bishop of Lincoln was murdered by mob. 10,000 rebels march on Lincoln. Henry does not negotiate & threatens rebels with extreme punishment. Gentry back down as they do not want to be punished as traitors. Rebellion ends.

Yorkshire rebellion

40,000 men had formed nine armies. Each was led by member of nobility. The main leader was Robert Aske. Took over most of country above the River Don (South Yorkshire). York & Hull & Pontefract Castle fell. Thomas Howard the Duke of Norfolk in command of Henry's forces and chose to negotiate with them. the two sides met on Doncaster Bridge on 27th October. 30,000 pilgrims along the river bank. Norfolk only had 8,000 troops. Aske and the other captains put together the Pontefract Articles (24 demands). On 6th December 40 pilgrims led by Aske met Howard in Doncaster. They accepted Henry's offer of a pardon and a visit from parliament. They also got Howard to promise that no more monasteries would be closed until the new parliament had met. Aske felt like he had won and disbanded the Pilgrim Army. Henry was the true winner. He had no intention to keep his promises. When minor revolt starts again in January 1537 178 leaders of Pilgrimage of Grace executed. Aske hung in York.

Reasons for failure: Aske trusted king. Aske was naïve in thinking that Henry would give in to rebels – this would make Henry look weak.

Reasons for significance: Largest uprising of Tudor period. Showed a significant no. of people disagreed with policy. Pilgrims did put Henry into an insecure position. Pilgrims were well armed and led. If they'd fought they could have won.

Break with Rome	When Henry VIII decides to break away/leave the Catholic church.
Reformation	The change (reform) in religion in England from Catholic to Protestant.
clergy	Men/women that work for the church – monks, nuns etc.
Protestant	Christian religion started by Martin Luther in 1517, alternative to Catholicism. It was a 'protest' against it.
Sacraments	Special church ceremonies/services – such as Eucharist (last supper), reconciliation (forgiveness for sin).
Celibate/chaste	Cannot marry or have sex
Transubstantiation	Idea believed by Catholics (not protestants) that the wine & bread are LITERALLY the body and blood of Christ. Protestants believe the wine & bread are just a REPRESENTATION of Jesus' body & blood.
pilgrimages	Holy journeys
Holy relics	Holy objects thought to have special powers – a fragment of the holy cross. These can be touched & prayed next to. Only Catholics believe in them.
Indulgences	Were bought from the priest by Catholics to gain forgiveness for sins .
Martyr	someone who is prepared to die for their beliefs
Royal Supremacy	Henry been head of the church
Valor Ecclesiasticus	Survey of monasteries to determine their wealth
monastery	Religious house (abbey Tudor term)
dissolution	To dissolve/ bring down/destroy
Morality	behaviour
visitations	Name given to inspections of monasteries by Cromwell
Compendium Compertorum	Name given to report that gave Cromwell's findings following his visitations/commissions into monasteries
Subsidy tax	Tax collected for war
Statute of Uses	Inheritance tax
pilgrims	Name for rebels who called themselves pilgrims or Christ's soldiers.
Pontefract Articles	24 demands of Yorkshire rebels

Paper 3: Weimar and Nazi Germany, 1918–39 (30% of qualification)

Key topic 1: The Weimar Republic 1918–29

1 The origins of the Republic, 1918–19

- The legacy of the First World War. The abdication of the Kaiser, the armistice and revolution, 1918–19.
- The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.

2 The early challenges to the Weimar Republic, 1919–23

- Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles.
- Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.
- The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.

3 The recovery of the Republic, 1924–29

- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.
- The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

4 Changes in society, 1924–29

- Changes in the standard of living, including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
- Cultural changes: developments in architecture, art and the cinema.

Key topic 2: Hitler’s rise to power, 1919–33

1 Early development of the Nazi Party, 1920–22

- Hitler’s early career: joining the German Workers’ Party and setting up the Nazi Party, 1919–20.
- The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.

2 The Munich Putsch and the lean years, 1923–29

- The reasons for, events and consequences of the Munich Putsch.
- Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation and Mein Kampf. The Bamberg Conference of 1926.

3 The growth in support for the Nazis, 1929–32

- The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.

- Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.

4 How Hitler became Chancellor, 1932–33

- Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.
- The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.

Key topic 3: Nazi control and dictatorship, 1933–39

1 The creation of a dictatorship, 1933–34

- The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.
- The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.

2 The police state

- The role of the Gestapo, the SS, the SD and concentration camps.
- Nazi control of the legal system, judges and law courts.
- Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.

3 Controlling and influencing attitudes

- Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936.
- Nazi control of culture and the arts, including art, architecture, literature and film.

4 Opposition, resistance and conformity

- The extent of support for the Nazi regime.
- Opposition from the Churches, including the role of Pastor Niemöller.
- Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

Key topic 4: Life in Nazi Germany, 1933–39

1 Nazi policies towards women

- Nazi views on women and the family.
- Nazi policies towards women, including marriage and family, employment and appearance.

2 Nazi policies towards the young

- Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.
- Nazi control of the young through education, including the curriculum and teachers.

3 Employment and living standards

- Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
- Changes in the standard of living, especially of German workers.

The Labour Front, Strength Through Joy, Beauty of Labour.

4 The persecution of minorities

- Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities.
- The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

Key Topic 1: The Weimar Republic, 1918-29

The Weimar Republic	
1	This was the name given to Germany after the Kaiser had abdicated in November 1918. At first, the country faced lots of chaos and many right wing nationalists believed Germany had been stabbed-in-the-back by Weimar politicians when the war ended. They were also referred to as the 'November criminals' . When Gustav Stresemann became a leading politician there was some stability.
Key events	
2	1918 World War One ended. The Kaiser abdicated and Germany became a country without a monarch (a Republic).
3	1919 January Spartacist Uprising
4	1919 June Signing of the Treaty of Versailles
5	1919 August Weimar Constitution finalised
6	1920 Kapp Putsch
7	1923 French occupation of the Ruhr and hyperinflation
8	1924 Dawes Plan
9	1925 Locarno Pact
10	1926 Germany joins League of Nations
11	1928 Kellogg Briand Pact
12	1929 Young Plan
Key Concepts	
13	The Weimar Republic faced much opposition, it was disliked by the left wing who wanted Germany to be like Communist Russia and it was disliked by the right wing who wanted the monarchy back.
14	The Treaty of Versailles caused many problems for Germany. The German people disliked the politicians for signing it and it caused political and economic problems.
15	Gustav Stresemann helped to bring about recovery in Germany after 1924. He solved economic problems by making friends with other countries. However, historians have very different views about the extent of this recovery.
16	The Golden Age was the period from 1924-29 and it saw significant changes in culture, the standard of living and the position of women.

Key Words		
17	Abdication	When a monarch leaves the throne
18	Republic	A country without a King or a Queen
19	Ebert	The first President of the Republic
20	Stresemann	The Chancellor of Germany from the Summer of 1923
21	Article 48	The President could use this to ignore the Reichstag and rule as he saw fit
22	Kaiser	King
23	Armistice	An agreement to end war
24	Weimar	The new government could not meet in Berlin as it was so dangerous, so they met here instead
25	Constitution	This is an agreement about how the country would be ruled
26	Reichstag	German parliament
27	Gewaltfrieden	An enforced peace
28	Freikorps	Ex military soldiers who wanted to overthrow the Republic
29	Rentenmark	The currency of Germany after November 1923
30	Hyperinflation	When money loses its value
31	Dawes Plan	An agreement where the USA would lend Germany money
32	Young Plan	This lowered the reparations payment and gave Germany longer to pay
33	Treaty of Versailles	This decided how Germany was going to be treated after WW1
34	Locarno Pact	An agreement on borders signed by Britain, France, Italy and Belgium
35	Kellogg Briand Pact	65 counties including Germany agreed to resolve conflict peacefully
36	Coalition	A government of two or more political parties

Key Facts	
37	Proportional representation meant that many small parties won seats in the Reichstag- there were 29 parties in total during the 1920s.
38	Coalitions often fell apart, there were 9 coalition governments between 1919-23
39	The politicians that ran the Weimar Republic same ones who surrendered at the end of WWI and therefore they were already disliked and were referred to as the November Criminals
40	German had to pay £6.6 billion in reparations to other countries
41	The German army was limited to 100,000, the navy to 6 battleships and no air force was allowed
42	Right wing groups wanted a return to strong government with a strong army . The Kapp Putsch was a right wing uprising- 5000 armed men marched on Berlin and they declared a new government of Germany and invited the Kaiser to return. The real government fled the city. The workers were told not to cooperate so Wolfgang Kapp realised he couldn't govern and fled.
43	Left Wing groups wanted Germany to be controlled by the people. The Spartacists challenged the government, they were led by Rosa Luxemburg and Karl Liebknecht. They led an uprising and a general strike and over 100,000 workers took to the streets. They took control of the government's newspaper offices. The army didn't have the strength to put down the uprising so the Chancellor Ebert relied on the Freikorps to put down the rebellion.
44	Germany failed to send coal to France as part of their reparation payments so the French sent troops into the Ruhr which was an industrial area. The German encouraged the workers to passively resist. This led to an increase in Germany's debts, increased unemployment and shortages of goods.
45	The shortage of goods meant that the price of things went up- this is known as inflation. During 1919-23, government income was only a quarter of what was required so the government started to print more money. By 1923 they had 300 paper mills, 2000 printing shops.
46	Printing more money made inflation worse which became hyperinflation. In 1919 a loaf of bread cost 1 mark, by 1923 200,000 billion marks.
47	President Ebert appointed Gustav Stresemann as his new chancellor. In 1923 he set up a new state owned bank known as the Rentenbank and a new currency Rentenmark. In 1924 a new national bank, the Reichsbank was set up.
48	April 1924 Stresemann agreed the Dawes Plan. Reparations were reduced to £50 million per year and US banks agreed to give \$25 billion between 1924-30. Industrial output doubled between 1923-28 and employment, trade and income from taxation increased and there were fewer strikes by workers. However, some argue that standards of living did not improve dramatically. Wages of industrial workers increased but not much above cost of living. Agricultural production still 74% of pre-war level and middle class did not fully recover from hyperinflation.
49	1929 the Young Plan was agreed- this reduced reparations to £2 billion and they were given 59 more years to pay
50	December 1925 Stresemann signed the Locarno Pact- a treaty between Germany, Britain, France, Italy and Belgium. Germany accepted its border with France, agreed the Rhineland would be demilitarised and opened talks about joining the League of Nations
51	September 1926, Stresemann persuaded the other powers to accept Germany as a member of the League of Nations.
52	August 1928, Germany signed the Kellogg Briand Pact which promised that countries wouldn't use war.
53	As a result of Stresemann's policies 58% of people supported moderate parties in the May 1928 election compared to 50% in May 1924.
54	New art movements developed in Weimar Germany. New painters like Otto Dix, architects like Erich Mendelsohn
55	Germany's first sound film was made in 1930 and by 1932 there were 3,800 German cinemas showing films with sound.
56	In November 1918 women were given the right to vote, by 1932 112 women had been elected to the Reichstag and by 1932 almost 10% of members were female.

Key topic 2: Hitler's Rise to Power, 1919-33

Hitler's Rise to Power

1 Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happens for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.

Key events

2	1919 Hitler joins the German Worker's Party
3	1920 Hitler sets up the Nazi Party
4	1921 Hitler introduces the SA
5	1923 The Munich Putsch
6	1925 Mein Kampf published
7	1926 Bamberg Conference
8	1928 Nazis win 12 seats in Reichstag
9	1929 Death of Stresemann and Wall Street Crash
10	1930 Nazis win 107 seats in Reichstag
11	1932 July Nazis win 230 seats in Reichstag
12	1932 November Nazis win 196 seats in Reichstag
13	1933 January Hitler becomes Chancellor

Key Concepts

14	The Munich Putsch is a significant event. Although a failure, Hitler gained publicity, he wrote Mein Kampf and he realised that if he was to win power, he needed to do this by votes and not by force.
15	Stable Stresemann caused problems for the popularity of the Nazi Party. When times were good, voters were not attracted to the Nazi policies.
16	The Wall Street Crash was a major turning point in the fortunes of the Nazi Party. The Nazi message did not change but people were now prepared to hear it.
17	The Backstairs Intrigue - At a time when Nazi popularity at the polls was decreasing, Hitler was handed power by political elites who feared a Communist take over and Civil War.

Key Words

18	NSDAP	The Nazis
19	Iron Cross Award	Given for bravery in war
20	Volk	The notion of pure German people
21	25 Point Programme	The political manifesto of the Nazi Party
22	Volkischer Beobachter	People's Observer, a Nazi newspaper
23	Fuhrerprinzip	Belief that one person should run a Party
24	Swastika	Emblem of the Nazi Party
25	SA or Sturmabteilung	Private army of the Nazi Party headed by Himmler
26	Aryan	Pure German people
27	Anti-Semitism	Hatred of the Jewish people
28	Mein Kampf	Hitler's autobiography
29	Putsch	An attempt to get power illegally
30	Blood Martyrs	16 Nazis who died at the Munich Putsch
31	Gaue	Local party branches
32	SS or Schutzstaffel	Hitler's bodyguards
33	KPD	German Communist Party
34	Propaganda	Goebbels attempted to make people think in a certain way
35	Hindenburg	The President of the Republic from 1925 to 1934
36	Roter Frontkämpferbund	The Communists' own private army

Key Facts

37	12 th September 1919 attended his first meeting of the German Worker's Party (DAP), there were only 23 people
38	The DAP opposed: the Weimar politicians, democracy and the Jews and this was outlined within the 25 point programme.
39	As people heard about Hitler membership of the Party increased, there were 3,000 people by 1920
40	Hitler introduced a number of changes to the party: set up a permanent office in Munich, changed the name to NSDAP (Nazis), took the swastika logo, bought a newspaper with 17,000 copies per year from 1921.
41	The SA were formed in 1921, by August 1911 there were around 800 soldiers
42	November 1923 Hitler launched the Munich Putsch. This failed and Hitler was sent to prison for 4 months but he used his time in prison to write Mein Kampf, he had used his trial to increase publicity and he only served 9 months
43	Main views in Mein Kampf: Nationalism, Socialism, Totalitarianism, traditional German values, anti Semitism
44	20 th December 1924 Hitler was released from prison, ban on NSDAP was lifted on 16 th Feb 1925
45	By 1930 Hitler expanded the SA to 400,000, he replaced Ernst Rohm as leader and set up the SS with specially selected members which was later led by Heinrich Himmler with 3000 members by 1930
46	At the Bamberg Conference 1926 Hitler united the Nazi party under his control after the north vs south divisions and debate over socialist vs nationalist priorities- he spoke for 5 hours.
47	In 1928 election the Nazi party won 1% of the votes in Berlin and the Ruhr
48	Wall Street Crash 1929 meant unemployment went from 1.3 million to 6.1 million by January 1933. 50% of Germans 16-30 years old were unemployed
49	The Weimar government struggled to deal with the issues and they struggled to make decisions. They met 94 times in 1930, 13 times in 1932
50	Number of presidential decrees increased from 5 in 1930 and 66 in 1932. Chancellor Brüning resigns 30 May 1932 having lost support of right-wing.
51	Support for the Nazis increased: 12 seats in May 1928 increased to 230 seats in July 1932
52	People supported the Nazis because: appeal of Hitler and SA, fears about communism from farmers and big business, young people thought the Nazis were exciting, they offered something for everyone
53	March 1932 presidential elections: Hindenburg 18 million votes, Hitler 11 million votes
54	April 1932 re-election for President as nobody had won 50% of the votes. Hitler rented an aeroplane and flew from town to town. Hindenburg 19 million votes, Hitler increase his votes to 13 million
55	30 th January 1933 Hitler became chancellor. This is a result of conservative elites . Schliecher persuades Hindenburg to make him Chancellor at expense of Papen. Determined to regain power, Papen convinces Hindenburg to make Hitler Chancellor., As Vice-Chancellor, Papen claims he would control Hitler.

Key topic 3: Nazi Control and Dictatorship

Nazi Control and Dictatorship	
1	This was a time when Hitler formed a legal dictatorship and put in place methods of propaganda and censorship to persuade and encourage all Germany people to support Nazi ideals.
Key events	
2	1933 January Hitler becomes Chancellor
3	1933 February Reichstag Fire
4	1933 March Nazis win 288 seats
5	1933 March Enabling Act passed
6	1933 July Nazis become the only legal party in Germany
7	1934 June Night of the Long Knives
8	1934 August President Hindenburg dies
9	1934 August Hitler combines the post of Chancellor and President and becomes Fuhrer
10	1934 August German army swears allegiance to Hitler
11	1938 Over the course of the year, Hitler removes 16 army generals from their positions
Key Concepts	
12	Removal – From 1933 to 1934, Hitler removed all opposition and established himself as Fuhrer.
13	Control – There was an attempt to control and influence attitudes. This was done by propaganda and terror.
14	Opposition – The youth and the churches opposed the regime.

Key Words		
15	Marinus van der Lubbe	The Reichstag Fire was blamed on this Communist
16	Enabling Act	Gave the Nazis full power for the next 4 years
17	Gleichschaltung	Hitler's attempt to bring German society into line with Nazi philosophy
18	German Labour Front (DAF)	Set up to replace Trade Unions
19	Dachau	First concentration camp
20	Centralisation	Germany had been divided into districts called Lander. Now Germany was run from Berlin alone
21	Purge	To get rid of opposition
22	Gestapo	Secret police headed by Goering.
23	Night of the Long Knives	Removal on internal and external opposition
24	Sicherheitsdienst (SD)	The intelligence body of the Nazi Party
25	Concordat	In July 1933 the Pope agreed to stay out of political matters if the Nazis did not interfere with Catholic affairs
26	Eidelweiss Pirates and Swing Youth	Groups who opposed the Hitler Youth
27	Confessing Church	Followed traditional German Protestantism and refused to allow the Nazification of religion. Led by Pastor Martin Niemoller
28	Mit Brennender Sorge (With Burning Concern)	The Pope wrote to priests in Germany about his concerns over the Nazi attempts to control religion

Key Facts	
29	Van der Lubbe was found guilty of starting the Reichstag fire on 27 th February 1933, it was claimed he part of a communist conspiracy against the government and 4000 communists were arrested.
30	Hitler persuaded Hindenburg to call an election on 5 th March 1933. Hitler had issued the Decree for the Protection of the People and the State which meant he could imprison political opponents and as he controlled the police they didn't do anything about SA activities
31	Hitler increased number of seats in the Reichstag to 288 and used his powers to ban the communists from taking up their 81 seats.
32	Hitler proposed the Enabling Act which said that the Reich Cabinet could pass new laws, these laws could overrule the constitution and laws would be proposed by the chancellor. It was passed on 24 th March 1933 with 444 votes to 94
33	May 1933 Nazis arrested trade union officials and trade unions were banned and their strikes were made illegal.
34	July 1933 issued a decree to make all political parties illegal
35	1934 Hitler abolished the Lander parliaments which controlled each region of Germany, he said that governors appointed by him would run every region of Germany
36	30 th June 1934 Rohm and other senior officers of the SA were arrested, imprisoned and shot in the Night of the Long Knives, This pleased the army who thought Rohm wanted the SA to replace the army and Himmler and Heydrich wanted to increase the power of the SS. On 2 nd August Hindenburg dies & Hitler becomes Fuhrer. Army swears an oath of allegiance.
37	Public vote on 19 th August confirmed Hitler as the Fuhrer of Germany, 90% voted in favour. He now had power of the chancellor and president and the army were loyal.
38	Police state: SD-Richard Heydrich- spied, SS- Heinrich Himmler- controlled all police and security, Gestapo- Richard Heydrich- n-o uniforms and prosecuted anyone who was critical
39	By 1939 150,000 people were under protective arrest in prison, to cope with the growing number of prisoners the Nazis set up concentration camps. Dachau was setup in 1933
40	National Socialist League for the Maintenance of the Law- all judges had to be members- it made sure that all judges supported policies
41	People's Court- heard all cases of treason and there was no right to appeal. Between 1934-39, 534 people were sentenced to death for political offences
42	July 1933 Hitler reached an agreement with the Catholic church known as the Concordat- agreed freedom of worship and priests wouldn't interfere BUT Hitler broke this and priests were arrested, Catholic youth activities were banned
43	Protestant churches were merged in 1936 into the Reich Church with Ludwig Muller as Reich Bishop- pastors that supported the Nazis could continue BUT some spoke out e.g. Martin Niemoller who was sent to a concentration camp in 1937
44	Goebbels became Minister of People's Enlightenment and Propaganda: used newspapers, rallies e.g. 1934 Nuremberg rally with a crowd of 200,000 supporters, radio- 70% of homes had a radio, Berlin Olympics- largest stadium in the world
45	September 1933 Reich Chamber of Culture set up to oversee art, architecture, literature, film, theatre, music. Art was controlled. Albert Speer designed the parade ground for Nazi rallies, huge buildings built to give the impression of power, Beethoven, Bach and folk music favoured, 2500 writers were banned, May 1933 students in Berlin burned 20,000 books written by Jews, communists, films had a 45 minute newsreel publicising German achievements
46	Pastors Emergency League opposed the treatment of the churches and set up the Confessing Church to with 6,000 members to oppose Nazi interference
47	Edelweiss Pirates from the late 1930s- they didn't like military discipline of the Hitler Youth- had long hair, wore American style clothing . By 1939 2000 members but Hitler Youth had 8 million.
48	Swing Youth- teenagers from wealthy families. They liked American culture and had record players. Got together and drank alcohol, smoked , danced. Some also liked jazz. Himmler said young people listening to jazz should 'be beaten, given severest exercise and then put to hard labour'.

Key topic 4: Life in Nazi Germany, 1933-39

Life in Nazi Germany	
1	The lives of German citizens were changed after Hitler's appointment as Chancellor. For some, life was better under the Nazis but for others, it was much worse.
Key events	
2	1933 Boycott of Jewish shops and businesses. Law for the Encouragement of Marriage. Sterilisation Law passed.
3	1935 The Nuremberg Laws were passed.
4	1935 Conscription introduced.
5	1936 Membership of the Hitler Youth made compulsory.
6	1938 Jewish children were not allowed to attend German schools. Lebensborn programme introduced. Kristallnacht.
7	1939 The euthanasia campaign began. Designated Jewish ghettos established.
Key Concepts	
9	Anti-Semitism – Persecution of the Jews grew continuously after 1933.
10	Young – The Nazis placed much emphasis on controlling the young as only then could they secure a 'thousand year Reich'. Youth organisations and education indoctrinated the German youth.
11	Women – The Nazis had traditional family values but even these were tested by the needs of war and the desire to ensure a growing Aryan population.
12	Living Standards – The Nazis did reduce unemployment but they did this by banning Jews and women from the workplace and by putting Germany on a war footing. Workers had limited rights.

Key Words		
13	Kinder, Kuche, Kirche	Children, Kitchen, Church. This summed up the Nazi ideal of womanhood
14	The Motherhood Cross Award	Given to women for large families
15	Lebensborn	Where unmarried women were impregnated by SS men.
16	Napola	Schools intended to train the future leaders of Germany
17	Nazi Teachers League	All teachers had to swear an oath of loyalty to the Nazis
18	Reich Labour Service	A scheme to provide young men with manual labour jobs
19	Invisible unemployment	The Nazi unemployment figures did not include women, Jews, opponent and unmarried men under 25
20	Autobahn	Motorway
21	Rearmament	Building up the armed forces in readiness for war
22	Volksgemeinschaft	The Nazi community
23	Strength Through Joy	An attempt to improve the leisure time of German workers
24	Beauty of Labour	Tried to improve working conditions of German workers.
25	Volkswagen	People's car
26	Eintopf	A one pot dish
27	Herrenvolk	The master race or the Aryans
28	Nuremberg Laws	Jews were stripped of their citizenship rights and marriage between Jews and no Jews was forbidden
29	Kristallnacht (Night of the Broken Glass)	A Nazi sponsored event against the Jewish community

Key Facts	
30	Nazi views: women should stay at home, should have a natural 'look', birth rates should increase
31	Reich Women's Leader was Gertrud Scholtz Klink to oversee all policies for women and all women's organisations merged into German Women's Enterprise. By 1939 1.7 million women had attended Nazi courses.
32	Law for Encouragement of Marriage 1933 given loans up to 1000 marks for couples to marry.
33	Mothers Cross- bronze for four children, gold for eight. Hitler Youth had to salute wearers.
34	Lebensborn- Himmler started this- encouraged women to breed with SS men. Between 1938-41 one Lebensborn home helped over 540 mothers give birth.
35	Women were banned from professional posts. By the end of 1934 about 360,000 women had given up work. Number of female students starting higher education went from 17,000 in 1932 to 6,000 in 1939.
36	6-10 year olds- Pimpfe, 10-14 year olds- German Young People, 14-18- Hitler Youth
37	Hitler Youth- swore an oath of loyalty, taught Nazi ideas, camping, hiking. By 1938 1.2 million boys were being trained in small arms shooting
38	League of German Maidens- trained to cook, iron, racial hygiene.
39	Nazis could sack teachers they didn't approve of. Bernhard Rust was Education Minister and sacked over 180 secondary head teachers. By 1939 over 200,000 teachers attended courses about Nazi ideas
40	By 1939 one sixth of lesson time was spent on PE and sport. From 1935 all textbooks had to be approved by the Nazis.
41	Unemployment: 1933- 4.8 million, 1939- 0.3 million
42	National Labour Service (RAD) had 422,000 people in 1935. It provided workers for public works.
43	Autobahns used workers to build 7000 miles of dual carriageway. By 1935 125,000 men were employed building 3500km by 1938
44	Hitler started rearmament. By 1939 there were 1,360,000 men in the armed forces, spending on arms in 1933 was 3.5 billion marks and by 1939 this was 26 billion marks. In 1933 there were 4000 people in aircraft construction but by 1935 this increased to 72,000.
45	Rise in wages: 1934- 6%, 1939- 20%. Rise in sale of goods- 1934- 14%, 1939- 45% BUT food prices rose by 20% between 1933-39
46	Labour Front (DAF)- replaced trade unions and set out rights of workers, length of working week, minimum pay levels
47	Strength through Joy- by 1936 there were 35 million members that provided leisure activities. Nazi statistics 1933-39- theatre- 21,000 events with 11,000,000 people involved
48	Beauty of Labour- campaigned to get employers to provide better facilities. By 1938 Nazi party said 34,000 companies had improved their facilities.
49	After 1933 gypsies were arrested and some were forced to live in special camps. One camp in Berlin contained 600 gypsies. In 1938 they were banned from travelling in groups, in 1939 orders were given to prepare them for deportation
50	In 1934, 766 males were imprisoned for homosexuality and by 1938 it was 8,000.
51	1933 Law for the Prevention of Hereditarily Diseased Offspring- compulsory to sterilise mentally ill, alcoholics, deformed, deaf or blind. 400,000 were sterilised by 1939. T4 programme said that babies with severe mental or physical disabilities should be killed. Over 5000 children with disabilities were killed.
52	April 1933- Jews banned from government, Sept 1933- banned from inheriting land, May 1935- banned from army, March 1933- boycott of Jewish businesses 1935 Nuremberg Laws- lost rights as citizens, couldn't marry German citizens
53	Kristallnacht (Night of Broken Glass)- 814 shops, 171 homes and 191 synagogues destroyed. Jews fined 1 billion marks and by 12 th Nov 1938 20,000 Jews rounded up and sent to concentration camps.

Exam Questions

Paper 1: Medicine in Britain

1 hr 15 mins (52 marks)

1. *'Describe two features of...'* (4) **6 minutes**
- 2 (a) *'How useful are Sources A and B for an enquiry into...'* (8) **12 minutes**
- 2 (b) How could you follow up Source B to find out more about... (4) **6 minutes**
- 3 Explain one way... (4) **6 minutes**
- 4 *Explain why...* (12) **19 minutes**
- 5 or 6 *Statement followed by 'How far do you agree? Explain your answer.'* (16 + 4 SPaG) **26 minutes**

Paper 2: Cold War & Henry VIII (Q1-3: Cold War; Q4a-c: Henry VIII)

1 hr 45 mins (64 marks)

- 1 *'Explain two consequences of...'* (8) **13 minutes**
- 2 Write a narrative account analysing the key events of ...
You may use the following in your answer:
(two bullet points)
You must also use information of your own. (8) **13 minutes**
- 3 Explain two of the following:
 - The importance of...
 - The importance of...
 - The importance of...(8 x 2)
13 minutes for both answers.

- 4 (a) *'Describe two features of...'* (4) **6 minutes**
- 4 (b) *'Explain why...'* (12) **19 minutes**
- 4 (C) i or ii *Statement followed by 'How far do you agree? Explain your answer.'*
You may use the following in your answer:
(2 bullet points provided)
You must also use information of your own. (16) **26 minutes**

Paper 3: Germany 1918-39

1 hr 20 mins (52 marks)

1. Give two things you can infer from Source A about... (4) **6 minutes**
2. *Explain why...* (12) **19 minutes**
- 3 (a). *"How useful are Sources B and C for an enquiry into..." Explain your answer, using Sources B and C and your knowledge of the historical context* (8) **12 minutes**
- 3 (b) Study interpretations 1 and 2. They give different views about...
What is the main difference between these views?
Explain your answer using details from both interpretations. (4)
6 minutes
- 3 (c) Suggest one reason why interpretations 1 and 2 give different views about...
You may use Sources B and C to help explain your answer. (4)
6 minutes
- 3 (d) How far do you agree with interpretation ___ about ...?
Explain your answer using both interpretations and your knowledge of the historical context. (20) **30 minutes**

**Questions in italics indicates that these appear in more than one exam.*

Questions that appear in more than one exam

***'How useful are Sources A and B for an enquiry into...'* (8) 12 minutes**

Follow this brief writing frame for **each** source...

1. Content – how useful?
2. Provenance – how useful?
3. Overall judgement – how useful?

Things to consider... C – Content A – Audience T – Tone or typicality P – Purpose O – Origin N – Nature D - Date

Tip: Although you can help assess usefulness by considering what the sources do NOT include, you will gain a higher mark by analysing the usefulness of the information the sources DO provide.

IMPORTANT: YOU MUST LOOK AT BOTH SOURCES SO GIVE YOURSELF TIME TO DO THIS. IF YOU ONLY ANALYSE ONE SOURCE THE MAXIMUM MARK YOU CAN GET IS 3/8.

Explain why... (12) 19 minutes

You will be asked to explain why something happened. The question paper will give you two reasons for you to write about. You **MUST** come up with a third reason from your own knowledge.

If you like, you can come up with more than one reason from your own knowledge and ignore the points given to you. However, only do this if you are very very confident!

Short writing frame:

Point
Evidence
Explanation x3

Long writing frame:

Step One: Signpost the first reason by paraphrasing the question - One reason why '...' was ...

Step Two: Now complete the sentence by making a point (normally about one of the points given to you in the exam).

Step Three: Now write one/two sentence/s which develop that first reason by providing evidence.

Step Four: Now write one/two sentence/s which explain that first reason. To do this refer back to the question; how does that particular example help you to answer the question. The following sentence starter could help you – “this meant that...”

Step Five: Provide further evidence and explanation to support the point that you have made. The more evidence and explanation you have, the more convincing your answer will be.

Step Six: Repeat steps one, two, three and four for a second reason (normally about one of the points given to you in the exam).

Step Seven: Repeat steps one, two, three and four for a third reason (you **MUST** come up with your own point here from your own knowledge.)

Questions that appear in more than one exam

'Describe two features of...' (4) 6 minutes

Point	One feature...
Evidence x2	A second feature...

Statement followed by 'How far do you agree? Explain your answer.

You may use the following in your answer:

(2 bullet points provided)

You must also use information of your own. (16) 26 minutes

Statement provided followed by "... How far do you agree? Explain your answer. (16). JUST PICK ONE QUESTION TO ANSWER!!

You will be asked to explain the extent to which you agree with a statement. The question paper will give you two reasons for you to write about. You MUST come up with a third reason from your own knowledge.

If you like, you can come up with more than one reason from your own knowledge and ignore the points given to you. However, only do this if you are very very confident!

Short writing frame:

Structure your paragraphs into factors that agree and disagree with the statement

Intro - Very brief intro giving a judgement and explaining factors you will consider.

Agree

Disagree

Conclusion by comparison and justified with a criteria

Long writing frame:

Step One: Signpost the first reason by paraphrasing the question - One reason why '...' was ...

Step Two: Now complete the sentence by making a point (normally about one of the points given to you in the exam).

Step Three: Now write one/two sentence/s which develop that first reason by providing evidence.

Step Four: Now write one/two sentence/s which explain that first reason. To do this refer back to the question; how does that particular example help you to answer the question. The following sentence starter could help you – "this meant that..."

Step Five: Provide further evidence and explanation to support the point that you have made. The more evidence and explanation you have, the more convincing your answer will be.

Step Six: Repeat steps one, two, three and four for a second reason (normally about one of the points given to you in the exam).

Step Seven: Repeat steps one, two, three and four for a third reason (you MUST come up with your own point here from your own knowledge.)

Step eight: Reach a judgement on the extent to which you agree with the statement by comparing together the different factors that you have analysed. Word list: "certain extent", "on the one hand", "to a degree", "in comparison", "whereas".

In the Medicine exam:

In questions where there is a long time frame (e.g. c1250 – 1900) you should try to look at events at the start, middle and end of the time period.

SPaG available - Try to include specialist terms (topic words) to get a good mark for this

Questions that just appear in one exam

Paper 1: Medicine

2 (b) How could you follow up Source B to find out more about... (4)

6 minutes

You need to be aware of the different historical sources available (e.g. personal accounts, photographs, hospital records, army statistics)

Detail in Source B that I would follow up:

You need to pick out detail from the source that is not fully explained and relevant to the question asked.

Question I would ask:

Your response should be structured to help you get a better explanation to help you answer the question asked.

What type of source I could use:

You should think of a source that could help you answer the question. "I would use..." The source should be contemporary.

How this might help answer my question:

You should be explain why this source would help you answer the question. "This would help me because..." Be specific (e.g. Regimental diaries, not just 'read a diary')

Contemporary sources that could be used to help answer question 2b:

Resource	Details
Andrew Davidson, <i>Fred's War: A Doctor in the Trenches</i> (short books, 2013)	Biography of Fred Davidson, one of the first doctors to receive the Military Cross. A rich resource of contemporary photographs.
Lyn MacDonald, <i>The Roses of No Man's Land</i> (Penguin, 2013)	Combines first-hand accounts of the war from a wide range of individuals, including nurses, surgeons and ambulance drivers.
WW1: The Medical Front www.vlib.us/medical/	A collection of relevant articles and published works. Includes a variety of contemporary sources and links to other helpful websites.
A War Nurse's Diary: Sketches From a Belgian Field Hospital www.ourstory.info/library/2-ww1/warnurse/wnTC.html	Contemporary account of a nurse's experiences in field hospitals.
Imperial War Museum First World War: Firsts of the First World War www.iwm.org.uk/history/first-world-war	Useful articles and sources on the Western Front, trenches etc.

3 Explain one way... (4) 6 minutes

'One way... '(use the wording of the question and then support this with specific factual information)

Questions that just appear in one exam

Paper 2: Cold War & Henry VIII (all from Cold War section)

1 'Explain two consequences of...' (8) **13 minutes**

One consequence of _____ was... (Make a point)

This was/for examples/evidence to support this includes... (Support with precise evidence)

This meant that/This led to/This was important because... (Explain consequence in your own words).

A second consequence of _____ was... (Make a point)

This was/for examples/evidence to support this includes... (Support with precise evidence)

This meant that/This led to/This was important because... (Explain consequence in your own words).

2 Write a narrative account analysing the key events of ...

You may use the following in your answer:

(two bullet points)

You must also use information of your own. (8) **13 minutes**

Question 2 asks you to write a narrative. You **MUST NOT** write a story of the events. Instead the examiners will reward those students who have the ability to find connections and provide logical chains of reasoning'.

You will be given two bullet points in the question. **You need to think of at least a beginning, middle and end to your narrative.** Aim for 3-5 features depending on the question.

Use phrases about:

1. Sequencing: "Initially"; "Finally"; "Firstly"; "Secondly"; "Thirdly"

2. Linking: "Consequently"; "As a result of..."; "Therefore"; "Because of this..."; "so"; "This led to..."; "As a consequence..."; "As a result..."; "which meant that..."

3. Impact / implication: "Worsened"; "Improved"; "intensified"; "Increased"; "decreased"

3 Explain two of the following:

- The importance of...
- The importance of...
- The importance of... (16)

(13 minutes x2 = 26 minutes)

One reason why X was important to...(topic) was... (make a point/reason for importance of the first event)

This was/for example/evidence to support this includes (give evidence/precise detail about this)

This was important to...(topic) because... (Explain your evidence - why was it important to the topic? What did it do/lead to?)

A second reason why X was important to...(topic) was (make a **different** point)

This was/for example/evidence to support this includes (give evidence/precise detail about this)

This was important to...(topic) because... (Explain your evidence - why was it important to the topic? What did it do/lead to?)

DO THE SAME ABOVE FOR YOUR SECOND BULLET POINT

Questions that just appear in one exam

Paper 3: Germany 1918-39

1. Give two things you can infer from Source A about... (4) **6 minute**

Make two inferences by completing the writing frame provided by the exam board. Remember, an inference is something that you get by reading between the lines of the source. Do not just re-write information from the source.

3 (b) Study interpretations 1 and 2. They give different views about...

What is the main difference between these views?

Explain your answer using details from both interpretations. (4)

6 minutes

A main difference is that interpretation 1 suggests / emphasises ... (outline the viewpoint shown). This is supported by... (provide some evidence from the interpretation).

On the other hand, interpretation 2 suggests / emphasises ... (outline the viewpoint shown). This is supported by... (provide some evidence from the interpretation).

3 (c) Suggest one reason why interpretations 1 and 2 give different views about...

You may use Sources B and C to help explain your answer. (4)

6 minutes

To answer this question think about **LIES**.

L – Language (How is their language and tone different?)

I – Information (How is the information they use different?)

E – Emphasis (Do they emphasise different aspects? Have the authors asked different questions?)

S – Sources (Did they use different sources of information?)

The interpretations may differ because...

For example interpretation 1...

On the other hand interpretation 2...

3 (d) How far do you agree with interpretation __ about ...?

Explain your answer using both interpretations and your knowledge of the historical context. (20) **30 minutes**

Introduction

1. Write a ONE sentence judgement that answers the question.

Main section

2. Analyse the given interpretation. Pick out at least two points from the interpretation and support with own knowledge.

3. Analyse the other interpretation given in the sources to help you reach a judgement on the given interpretation. Pick out at least two points from the interpretation and support with own knowledge. Explain the extent to which this undermines the given interpretation.

Conclusion

4. Reach a judgement on 'how far' you agree with the interpretation in the question. Compare both interpretations together to justify your opinion.

Tip 1: To get a good mark in this question, own knowledge is extremely important. Develop points from the interpretations with detailed and precise own knowledge.

Tip 2: Your answer must stay focused on the given interpretation and the extent to which you agree with this throughout your answer.

Tip 3: To get a top level answer you will need to explain the differences between the two interpretations. You can also use words and phrases like - "in comparison", "whereas", "alternatively".