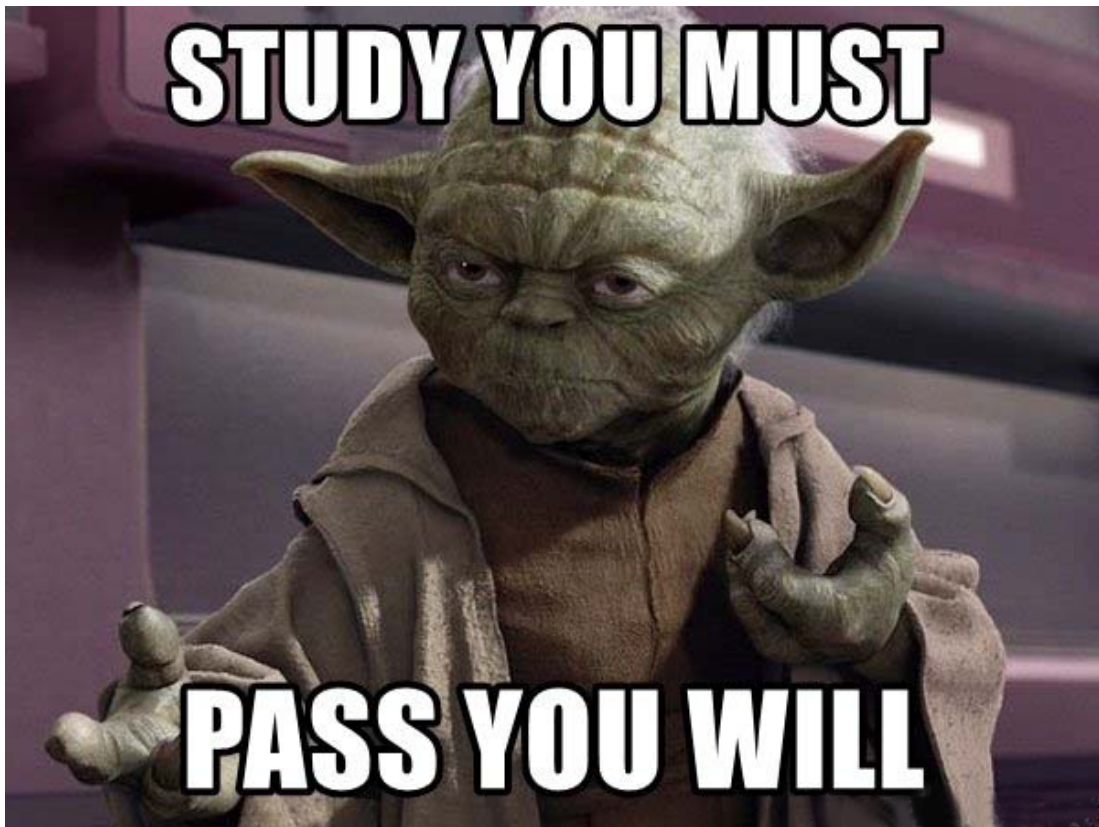


**GCSE (9-1) REVISION GUIDE**

# **HISTORY**

Helston Community College



**OCR HISTORY B (SHP)**



Schools  
History Project

Google Classroom Code: **pgqhbd**

## 2 The specification overview

### 2a. OCR's GCSE (9–1) History B (Schools History Project) (J411)

Learners take one component from each of the three component groups to be awarded the OCR GCSE (9–1) in History B (Schools History Project).

Content Overview	Assessment Overview	
<p><b>Thematic Study</b></p> <p>One from:  <u>The People's Health, c.1250 to present</u>  <u>Crime and Punishment, c.1250 to present</u>  <u>Migrants to Britain, c.1250 to present</u></p> <p><b>British Depth Study</b></p> <p>One from:            The Norman Conquest, 1065–1087            The Elizabethans, 1580–1603            Britain in Peace and War, 1900–1918</p>	<p>Component Group 1</p> <p><b>British History</b></p> <p>Thematic study and Depth study (11–19)</p> <p>40 marks each (80 marks total)</p> <p>1 hour 45 minute paper</p>	<p><b>20%</b> of total GCSE</p> <p><b>20%</b> of total GCSE</p>
<p><b>History Around Us</b>     <u>Pendennis Castle</u></p>	<p>Component Group 2</p> <p><b>History Around Us</b> (21)</p> <p>40 marks + 10 marks SPaG*</p> <p>1 hour paper</p>	<p><b>20%</b> of total GCSE</p>
<p><b>Period Study</b></p> <p>One from:            Viking Expansion, c.750–c.1050            The Mughal Empire, 1526–1707  <u>The Making of America, 1789–1900</u></p> <p><b>World Depth Study</b></p> <p>One from:            The First Crusade, c.1070–1100            Aztecs and the Spanish Conquest,            1519–1535  <u>Living under Nazi Rule, 1933–1945</u></p>	<p>Component Group 3</p> <p><b>World History</b></p> <p>Period study and Depth study (31–39)</p> <p>40 marks each (80 marks total)</p> <p>1 hour 45 minute paper</p>	<p><b>20%</b> of total GCSE</p> <p><b>20%</b> of total GCSE</p>

British and wider world depth studies must be taken from different eras. The three eras are defined as: Medieval (500–1500), Early Modern (1450–1750), Modern (1700–present day).

\*These 10 marks for SPaG are in addition to the total 200 marks for the assessment of GCSE (9–1) History B, and are not included in the percentage weightings shown. See Section 3f for more details

# GCSE 'REVISION PLANNER' TASK GUIDE: Easter to June 2018

Due date	Component	TOPIC / KEY QUESTION	Outcome	Parent/carer signature	Teacher signature
Week Ending Friday 20 <sup>th</sup> April	People's Health	Medieval Health Overview	Mind-Map or Revision Cards (living conditions, water & waste, epidemics, public health)		
	The Elizabethans	Power of Elizabeth	Revision Cards (Parliament, Privy Council, etc)		
	Pendennis Castle	Big Picture Development of PDC	Annotated Plan of Pendennis Castle		
	Making of America	American Expansion	Mind-Map or Revision Cards summarising early 'growing pains' of American Expansion (expansion, exploitation, expulsion)		
	Living Under Nazi Rule	Democracy and Dictatorship	Annotated Timeline of developments in Nazi consolidation of power 1933/34)		
	People's Health	Early Modern Health Overview	Mind-Map or Revision Cards (living conditions, water & waste, epidemics, public health)		
	The Elizabethans	Catholic Threats	Revision Cards (new laws & personalities)		
	Pendennis Castle	Timelines of Pendennis Castle	Annotated Timeline of Pendennis Castle / cross-reference with your Annotated Plan (use a 'key')		
	Making of America	The West, 1839-60	Revision Cards (NAI & various settler groups)		
	Living Under Nazi Rule	Control and Opposition	Mind-Map or Revision Cards showing terror and propaganda machinery + opposition groups		
Week Ending Friday 4 <sup>th</sup> May	People's Health	Industrial Revolution Health Overview	Mind-Map or Revision Cards (living conditions, water & waste, epidemics, public health)		
	The Elizabethans	Daily Lives	Table Work (comparing rich, poor, middling sort, plus family life and poverty)		
	Pendennis Castle	Evidence at Pendennis Castle	Flashcards of key features, e.g. bastions (descriptions & illustrations)		
	Making of America	Civil War & Reconstruction,	Annotated Timeline of ACW& Reconstruction		
	Living Under Nazi Rule	Changing Lives, 1933-39	Table Work (workers, women, youth & Jews)		

GCSE 'REVISION PLANNER' TASK GUIDE: Easter to June 2018 (continued)

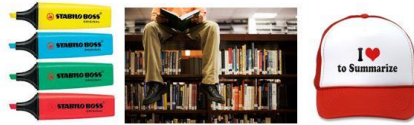
Week Ending Friday 11 <sup>th</sup> May	People's Health	Modern Health Overview	Mind-Map or Revision Cards (living conditions, water & waste, epidemics, public health)	
	The Elizabethans	Merry England	Mind-Map of popular culture (pastimes, attitudes, beliefs) in Elizabethan England	
	Pendennis Castle	Life at Pendennis Castle	Revision Cards for garrison at different periods showing daily life & routines	
	Making of America	Settlement and Conflict	Mind-Map showing tensions & conflict on the Great Plains (railroads, cowboys and NAIs)	
	Living Under Nazi Rule	Germany in War	Annotated Timeline of WW2 (Turning Points)	
	People's Health	Continuity and Change	Annotated Timeline/s showing key developments & 'turning points'	
	The Elizabethans	Wider World	Revision Cards - achievements traders & explorers (Gilbert, Raleigh, Fitch, etc)	
	Pendennis Castle	Device Fort Comparisons	Table Work comparing features of Device Forts, e.g. St.Mawes, Deal, Gravesend	
	Making of America	American Cultures	Mind-Map - late C19 changing cultures (Native Americans, African Americans, business, cities, mass migration)	
	Living Under Nazi Rule	Occupation	Revision Cards showing experiences of Nazi occupation, collaboration and resistance	
Week Ending Friday 25 <sup>th</sup> May	People's Health	Factors of Change	Table Work showing factors (beliefs/values, government, science/tech, wealth/poverty, living conditions) during 4 periods	
	The Elizabethans	Different Historical Interpretations of QE1	Make revision Cards of different interpretations (portraits, films, books, etc) and consider context: author, purpose, audience, date/time, reliability & usefulness)	
	Pendennis Castle	Artistic Interpretations	Google search images of Pendennis Castle. What do they tell us about contemporary concerns and attitudes, in different periods	
	Making of America	Making of America Timeline/s	Annotated Timeline/s showing different experiences of Native Americans, Black Americans and White Americans	
	Living Under Nazi Rule	Timeline of Holocaust	Annotated Timeline of anti-semitism and the Holocaust (1933-45) showing turning points	

# How do we revise for history?



Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text



Whilst these methods may feel like you are revising, there are many better methods to help you revise.



## Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.



Post its can be also useful for key words and timelines

## Using Flashcards

Using the Leitner Method, using the video below <https://youtu.be/C20EvKtdJwQ>

You can also create excellent flashcards online or on your phone using Quizlet which also had an app.

## How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

### Key Terms

Create for key words and terms



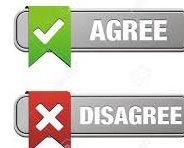
### Causation

Create for the causes of events or progress



### Judgments

Create an agree or disagree argument against a quote



### Narrative

Create to show a narrative of events in order



## Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

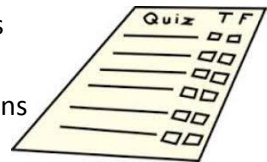
Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

## Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question



## How to use in history

### Spaced

Test on old and new topics mixed up

### Knowledge Organisers

Use to create 'must know' quizzes for a topic

### Factors/Causes/Consequences

To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

### Examples

'Give two examples of.....'

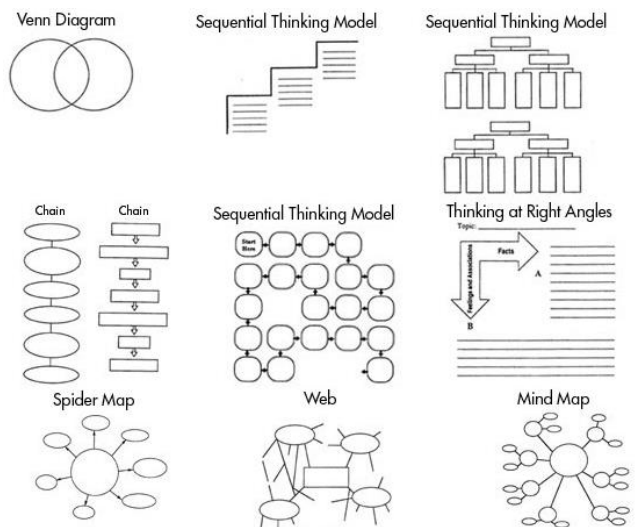
## Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

## How to use in history

1. **Causation** – Create a visual flow diagram of the chronological events in a time period e.g. American West
2. **Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
3. **Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes

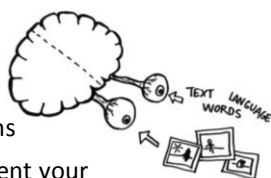


## How to:

1. Use simple drawings with matching simple descriptions

2. The drawing should represent your understanding of the topic

3. Try to draw links between images



## Dual Coding

'Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.



An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings

# How do we revise for history?

## Deliberate Practice

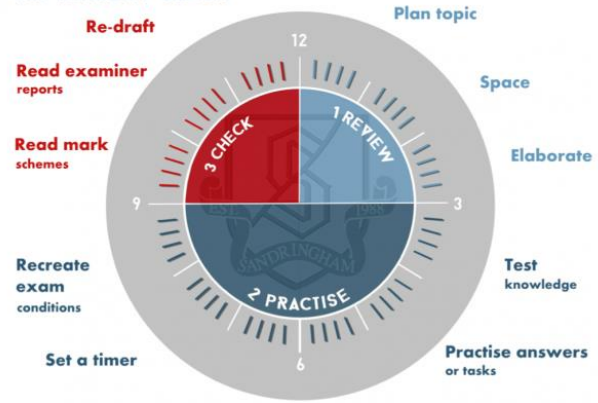
Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet!*

### How to use in history

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer. A week later, redo a similar question. Repeat as necessary.

### THE MEMORY CLOCK



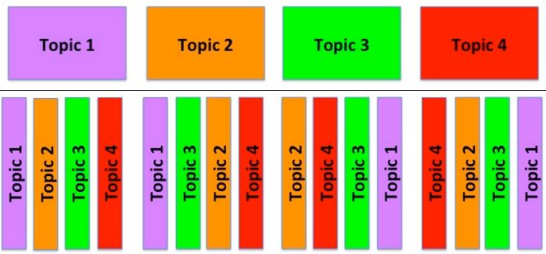
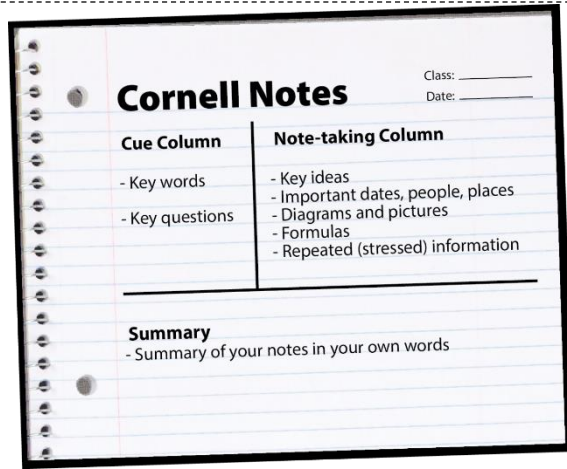
## The Cornell Method

This method can be used in your revision books as a great method to get you to 'think' about your revision. Simply split your page into 3 sections as shown on the diagram on the left:

- Note Taking
- Cues
- Summary

### How to use in history

- Use it to summarise a whole topic or theme, for example
- How did medical treatment change or continue over time?
  - Methods used by William to control England
  - How Hitler became Dictator by 1934



## Interleaving and Spacing

Don't revise your all topics in one go (cramming), you should revise 'chunks' of a topic for small amounts of time (15 minutes) and then move onto another 'chunk' from a different topic. This will improve your memory!

e.g. 15 minutes on Medicine, then Germany then American West

### How to use in history

1. Create a revision plan to cover topics you need to cover (least confident first!) and then go back over them again later. Spread out your learning in small sections, 5 hours to 5 x 1 hour
2. Use your flashcards to self test yourself on old and new topics, self testing across these



## The Big Picture

The best way to aid your understanding of history is to make sure you are confident with the big 'overview' story before you begin revising individual topics.



### How to use in history

1. Create a timeline to identify the key events in a topic and colour code the themes. E.g. Westward Settlement and Indian Conflict in the American West
2. Mapping out what you can remember about a topic before you start, e.g. The treatment of disease through time or the Weimar Republic 1919-1929

## The basics

Simply, make sure you eat, sleep and take time out!



Limit distractions



Find a nice space to revise in



The more you put in the more you get out!



Create and use a revision planner



Set an alarm and start early!



Revise, Repeat, Remember

## THE PEOPLE'S HEALTH c.1250 to present:

Rationale: In this first component, students must compare the people's health in a linear study that spans four periods of history: medieval, early modern, industrial and modern. They must learn the key events, e.g. epidemics, people and turning points in the developing health of the British people, and continuity & change between these four periods. Did the people's health improve?

### TIMELINE:

#### Medieval Period: 1200 to 1500

1315-16 The Great Famine kills thousands of people in England

1348-49 The Black Death arrives in England and kills 50% of the population

1423 Whittington's Long House built in London – first public toilet

#### Early Modern Period: 1500 to 1750

1578 Elizabeth I's Council prints the Plague Orders for the first time

1665 Great Plague kills thousands across London

1729-51 Gin Acts passed by Parliament

#### Industrial Revolution: 1750 to 1900

1831-32 1st Cholera epidemic sweeps across Britain

1848 2<sup>nd</sup> Cholera outbreak & 1st Public Health Act passed in Parliament

1854 3rd Cholera epidemic hits Soho in London (John Snow's work)

1858 The "Great Stink" in London gets up the politicians noses

1864 The French scientist Louis Pasteur publishes his "Germ Theory" paper

1875 2<sup>nd</sup> Public Health Act & Artisan's Dwellings Act (+ Food Adulteration)

#### Modern Times: 1900 to present

1906 Old Age Pension Act passed by the Liberal Government

1907 School Medical Inspections begin

1911 National Insurance Act passed by the Liberal Government

1918-19 Spanish Flu epidemic kills 50 million people worldwide

1921 First Council House Estate opened in Beacontree in Dagenham, Kent

1940 Major immunisation programme against Diphtheria & Tuberculosis

1948 National Health Service (NHS) launched by Labour Government

1956 Clean Air Act to tackle industrial pollution and London smog

1974 Health and Safety at Work Act passed by Parliament

1980s AIDS epidemic (scientists discover the HIV virus in 1984)

2008 Government announces a smoking ban in all public places

### KEY PEOPLE:

Joseph Bazalgette Engineer who developed London sewage scheme 1865

Aneurin Bevan Post-war Labour Minister of Health – NHS 1948

Charles Booth "Life and Labour of People in London" published 1889

Edwin Chadwick "Report on Sanitary Condition of Labouring Population" - 1842

David Lloyd-George Old Age Pensions & National Insurance (1906/11)

### The Medieval Period, 1200 to 1500:

Most people lived and worked on the land as peasants, in the feudal system

### The Early Modern Period, 1500 to 1750:

Towns begin to grow and ideas become more scientific – the enlightenment

### The Industrial Revolution, 1750 to 1900:

The age of progress, industry, urbanisation and the rise of the British Empire

### Modern Times, 1900 to present:

Increasingly scientific, rapid progress & state intervention in people's health

### KEY WORDS:

Buboe Symptom of the Black Death - painful swelling in armpit, groin or neck

Black Death Terrifying medieval disease caused spread by flea bites (Yersinia pestis)

Cholera Violent de-hydrating disease that killed thousands in Victorian times

Conduits Pipes that carried clean water into towns (over and underground)

Diphtheria Painful choking disease, common in the C18/C19, swelling of throat

Epidemic Disease spreading rapidly killing millions in a short space of time

Ergotism Painful medieval disease caused by fungus growing on stored grain

Famine Chronic food shortage causing widespread starvation (Medieval times)

Gongfermer Somebody who was employed to empty cess pits in a medieval town

Great Plague 1665 epidemic of what used to be called Black Death which hit London

Immunise To give an injection to prevent somebody catching a disease, e.g. MMR

Infirmary Basic hospital - most monasteries had an infirmary in medieval times

Latrine Posh word for toilet often used in medieval times – quite rare then

Miasma Bad air - believed to cause disease to spread - medieval times onward

Midden A medieval rubbish pit, usually found at the end of the garden

Monastery Where monks lived a Godly life - praying, studying & caring for the sick

Privy Basic outside toilet built over a hole in the ground - a cess pit

Sanitation Supply of clean water to homes and removal of foul water and sewage

Sewage Human waste – wee and poo! (amongst other things)

Theory of 4 Humours Ancient Greek theory about cause of disease - used in medieval times

Tuberculosis (TB) Killer disease of the lungs, causing victims to gasp and cough up blood

Typhoid Disease with red rash, common Victorian times, spread by dirty water

Urbanisation Growth of towns and cities in the Industrial Revolution (1750-1900)

Victorian court Slum housing for workers (U-shaped) common in many Victorian cities

Welfare State Tax-payers funding state benefits, e.g. Universal Credit, for those in need

Workhouse Where the poor, sick & unemployed were put to work in Victorian times

### WHAT THEY DID?

Louis Pasteur French scientist published "Germ Theory" paper 1864

Seeböhm Rowntree "Poverty, a Study of Town Life" about York 1901

Dr John Snow Proves cholera was spread through infected water

Margaret Thatcher Conservative PM, launches "right to buy" in 1980

Van Leeuwenhoek (Dutch) Scientist, tiny organisms (germs) microscope 1683

## The People's health Revision summary

<p><b>1250-1500</b></p> <p><b>Living Conditions: in the countryside</b> [where over 90% lived]</p> <ol style="list-style-type: none"> <li>1/Peasants had little to eat. Lived off pottage [soup] and bread. Suffered from natural disasters such as the Great Famine 1315 [killed 10%]. Rich ate mostly meat and few vegetables.</li> <li>2/ a fungus called ergot grew on rye causing a disease. People went mad.</li> <li>3/ drinking water from springs and wells, or streams shared by livestock</li> <li>4/ peasants lived in one roomed hovels with no chimney [smoke]</li> <li>5/ people dug cesspits to bury their waste</li> </ol>	<p><b>1500-1750</b></p> <p><b>Living conditions: in the countryside-similar to Middle Ages</b></p> <ol style="list-style-type: none"> <li>1/ food for the poor similar to Middle Ages- low wages and sometimes famine, but farming methods became better at producing food.</li> <li>2/ the rich still ate too much meat but also new products brought from America and Asia e.g. potatoes, peppers, coffee, sugar-tooth decay.</li> <li>3/ new industries e.g. coal [Newcastle] grew; more coal fires in 1600s as price of coal dropped, so more respiratory illnesses</li> <li>4/ a new educated middle class started but no new science on illness.</li> <li>5/ number of towns doubled 1500-1650 as people migrated to towns.</li> </ol>
<p><b>Living conditions in towns</b></p> <ol style="list-style-type: none"> <li>1/ towns were smaller but could be crowded; some had conduits bringing water into the centre, sometimes supplied by lead pipes from springs</li> <li>2/ market town streets became polluted with waste and animal dung; a huge amount of waste was created by businesses e.g. butchers, fishmongers, tanners, brewers, dyers etc</li> <li>3/ by 1500 most towns employed rakers to clear waste and empty on fields</li> <li>4/ town children suffered from sinus problems due to breathing bad air</li> <li>5/ houses usually shared a latrine, emptied onto fields by gongfarmers.</li> </ol>	<p><b>Life in towns/London</b></p> <ol style="list-style-type: none"> <li>1/ Early Modern towns - same problems as medieval ones but a bit bigger.</li> <li>2/ More stone houses, but the poor lived in overcrowded hovels that were damp and draughty.</li> <li>3/ animals still roamed the streets leaving waste. Mice and rats common.</li> <li>4/ piped water to houses of the rich; water sellers sold water in leather sacks, the poor got polluted water from free conduits.</li> <li>5/ waste ended up in dunghills, leaky cesspits [gongfarmers emptied] or the streets</li> </ol>
<p><b>Responses to the Black Death 1348</b> [killed around 40%]</p> <ol style="list-style-type: none"> <li>1/ carried by fleas/rats [bubonic]; pneumonic [sneezing]. No scientific knowledge</li> <li>2/Beliefs: God's punishment-prayer, church services, flagellants</li> <li>3/Beliefs: Miasma-poses of flowers, burn scented wood, avoid baths.</li> </ol> <p>King ordered streets of London to be cleaned in 1349, but did nothing else</p> <ol style="list-style-type: none"> <li>4/Beliefs: spread by touch or a look-rich and doctors ran away</li> <li>5/ over 20 new outbreaks before 1500, mainly in towns.</li> </ol>	<p><b>Responses to Plague</b> [1665 Great Plague the last visit of the Black Death]</p> <ol style="list-style-type: none"> <li>1/ terror due to its frequency, symptoms and impact.</li> <li>2/ No better understanding of what caused it. Similar beliefs to medieval.</li> <li>3/ Government passed laws e.g. 17 Plague Orders of 1578 including infected shut up for 6 weeks and burning tar barrels.</li> <li>4/ Great Plague in London 1665 killed 100,000.</li> <li>5/ London council issued plague orders e.g. closing theatres, cats and dogs killed, bodies collected at night and mass graves [plague pits].</li> </ol>
<p><b>Attempts to improve public health by the church and towns</b></p> <ol style="list-style-type: none"> <li>1/ monasteries built in clean places, piped fresh water supplies, latrines</li> <li>2/ town councils ordered improvements to reduce miasma e.g. Bristol removal of dungheaps, lepers and prostitutes.</li> <li>3/ guilds or juries in some places checked quality of meat/fish</li> <li>4/ tradesmen fined for dumping waste in the Thames</li> <li>5/ town councils and kings did not care enough to ensure clean water supplies and sewers</li> </ol>	<p><b>National government and town council health reforms</b></p> <ol style="list-style-type: none"> <li>1/the centre of London was rebuilt more spaciouly after the Great Fire of 1666. But the poor still lived in squalor and there were no sewers.</li> <li>2/ towns passed more laws e.g. in York streets cleaned by householders twice per week and the centres of many towns were paved.</li> <li>3/ From 1660 there was a big problem of cheap gin drunk by the poor.</li> <li>4/the Gin Act 1729 taxed gin but too many small gin shops sold it cheaply</li> <li>5/ 1751 a tough new Gin Act-prison, whipping and transportation for sellers helped kill off the Gin Craze, as well as higher prices.</li> </ol>



<p><b>1750-1900 Industrial Revolution!</b></p> <p><b>The public health crisis in industrial towns: housing and food</b></p> <ol style="list-style-type: none"> <li>1/ Towns grew rapidly e.g. Leeds grew by 35 times as people flooded in due to huge population increase and factory jobs.</li> <li>2/ Terrible overcrowding; slum houses such as back-to-backs were built rapidly. Liverpool 1840 40,000 lived in cellars.</li> <li>3/ diseases spread easily among people- typhus [lice] and TB [Coughing]</li> <li>4/ limited supplies of fresh food for the poor in towns-poor nutrition made people weaker to disease.</li> <li>5/ poisoning from food adulteration e.g. copper in butter, acid in beer.</li> </ol>	<p><b>1900-2000 important progress but new problems were created</b></p> <p><b>Living conditions: housing and food</b></p> <ol style="list-style-type: none"> <li>1/ Reports by Booth and Rowntree showed the problems of poverty for 1/3 and despite Acts like Artisans Dwellings Act 1875 many still lived in slums in 1900.</li> <li>2/ The Housing Act 1919 ordered councils to build council houses. By 1979 42% lived in council houses-then Thatcher sold many of them leading to a shortage.</li> <li>3/ bombing in WW2 destroyed 475,000 houses. Many new high rise tower blocks in place of slums as heavy coal was no longer needed for heating. New problems.</li> <li>4/ Food became more readily available from supermarkets and in tins</li> <li>5/ Rationing in WW2 actually improved the diet of the poor for a few years.</li> </ol>
<p><b>The public health crisis: water and waste</b></p> <ol style="list-style-type: none"> <li>1/ water companies set up pumps in the streets, often the water came from a polluted source such as a river or stream.</li> <li>2/ The biggest problem in the early 19<sup>th</sup> century was caused by human waste.</li> <li>3/ Cholera and typhoid spread when sewage leaked from cesspools and shared privies into drinking water. Especially bad in summer when less rain.</li> <li>4/ Middle class flush toilets washed waste into rivers, polluting drinking H2O</li> <li>5/ property owners did not want to pay higher rates for new sewers and the government believed in <i>laissez-faire</i>.</li> </ol>	<p><b>Living conditions: air and inactivity</b></p> <ol style="list-style-type: none"> <li>1/ too much burning of coal caused air pollution and smog e.g. December 1952 it killed 12,000 in London.</li> <li>2/ 1956 coal use was limited by the Clean Air Act.</li> <li>3/ pollution from car engines led to the use of unleaded fuel. Diesel fumes can cause cancer.</li> <li>4/ modern lifestyles are less active and a lack of exercise can lead to heart problems.</li> <li>5/ people's diets link with a lack of exercise to cause widespread obesity.</li> </ol>
<p><b>Responses to cholera [1831-2, 1848, 1853-4, 1864-5]</b></p> <ol style="list-style-type: none"> <li>1/ terrified by symptoms [vomiting, diarrhoea] and sudden death [1-2 days].</li> <li>2/ people attacked a cholera hospital in Leeds; many turned to God.</li> <li>3/ the govt set up a Central Board of Health and called a day of prayer.</li> <li>4/ town councils burned tar barrels to get rid of miasma</li> <li>5/ scientific understanding slow-spread by water [1854]; germs [1861]</li> </ol>	<p><b>Responses to Spanish Flu and AIDS</b></p> <ol style="list-style-type: none"> <li>1/ Spanish flu at the end of WW1 caused pneumonia and killed over 200,000 in UK. Government was slow to respond and local councils did little.</li> <li>2/ Dr Niven in Manchester did more than most- urged the council to act e.g. closing schools/ theatres but they were slow. His slogan was 'spit kills' and he made a film.</li> <li>3/ In the early 1980s there was a panic about AIDS and the HIV virus.</li> <li>4/ The govt organised a campaign and sent out a leaflet 'Don't die of ignorance.'</li> <li>5/ A new anti-viral drug slowed the progression of HIV to AIDS, some people became careless again leading to a rise in sexually transmitted diseases.</li> </ol>
<p><b>The fight against filth 1830-1900-</b> at last the government acted</p> <ol style="list-style-type: none"> <li>1/ Chadwick's report [1842] shocked- 1848 'voluntary' Public Health Act.</li> <li>2/ Rate-payers opposed Chadwick's plans for councils to build egg-shaped sewers due to cost, and because the rich were less affected.</li> <li>3/ the Great Stink [1858] shocked Parliament with fears of miasma, and led to London Sewer system built by Bazalgette. Other cities copied eventually.</li> <li>4/ 1867 working class men got the vote so Parliament had to listen.</li> <li>5/ 1875 Public Health Act forced councils to build sewers and clean water supplies. Big changes were made to cities, which showed civil pride e.g. Manchester took water by aqueduct 96 miles from the Lake District.</li> </ol>	<p><b>Growing government involvement</b> [especially after 1945]</p> <ol style="list-style-type: none"> <li>1/ at the start of the 20<sup>th</sup> century Liberal governments began the Welfare State to tackle poverty, e.g. 1908 Old Age pensions, 1911 National Insurance.</li> <li>2/ Following WW2, in a bid to create a better society, in 1948 a Labour government set up the National Health Service giving free hospital treatment.</li> <li>3/ By 1950 about 80% of men smoked and the govt even gave away smoking tokens.</li> <li>4/ Following scientific reports, govt health warnings first printed on cigarette packets to try to stop smoking, and smoking banned in public places 2007</li> <li>5/ the cost to the govt of health, welfare and pensions goes up as people now live longer.</li> </ol>

## THE ELIZABETHANS, 1580-1603

In this British 'Depth Study' students will study the complexity of late Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it. It will enable learners to understand how and why different **interpretations** of late Elizabethan England (e.g. the 'golden age') have been constructed, and the reasons why such **interpretations** have been challenged.

### TIMELINE:

1558	Princess Elizabeth becomes Queen following the death of Mary Tudor	'Bloody Question'	Asked of priests on trial to test their loyalty and discredit them
1559	Act of Supremacy – Elizabeth becomes Supreme Governor of the Church	Censorship	Preventing people from saying or publishing what they like
1559	Act of Uniformity – all acts of worship had to follow the Anglican pattern	Colony / colonies	Land taken and ruled by a foreign power, e.g. Roanoke
1568	Mary Queen of Scots arrives in England after the murder of her husband	Gentry	Land-owning class in Tudor society, usually without a title
1570	Elizabeth is ex-communicated from the Catholic church by Pope Pius V	Husbandman	Name for an ordinary jobbing farmer in Tudor England
1580	Sir Francis Drake arrives back in England following his circumnavigation	Jesuit priest	Catholic priests sent by the Pope to work undercover in England
1580	Arrival of undercover Jesuit priests in England to help restore catholicism	Justice of the Peace (JP)	Person responsible for aspects of local government and the law
1581	Act of Persuasions increases recusancy fines by a whopping 10,000%	Kinship	Family ties – between people or families who were related
1583	Francis Throckmorton plots against Elizabeth with King Phillip II of Spain	Martyr	Someone who is prepared to die for his or her religious beliefs
1585	Sir Walter Raleigh sponsors expedition to found the colony of Roanoke	Mass	The most important part of the Roman Catholic Church service
1585	Act against Priests allows death penalty for sheltering Catholic priests	Middling sort	People in the middle of Tudor society – neither rich nor poor
1586	Babington Plot – casket letters de-coded by Sir Francis Walsingham	Papist	Name used by Protestants for Catholics, i.e. followers of the Pope
1586-87	Trial and execution of Mary Queen of Scots at Fotheringay Castle	Patronage	Granting a job or favour because you know somebody personally
1587	Recusancy Act allows government to take two-thirds of Catholic lands	Privy Chamber	The Queen's personal suite of rooms at court – very private!
1588	Spanish Armada sails in July but is defeated by Drake and the weather	Privy Council	A small group of trusted advisors, those closest to the Queen
1590s	Peak of late Elizabethan witchcraft trials in England, e.g. Ursula Kemp	Propaganda	One-sided, often false, message – spread as widely as possible,
1593	Act Restraining Recusants ordered Catholics stay within 5 miles of home	Puritan	Particularly committed Protestant Christian (from the word pure)
1596	Offensive portraits of QE1 burnt, followed by younger pattern for artists	Recusant	Catholics who refused to attend Anglican (C of E) church services
1597	Theatres shut down in London after plays criticised the Government	Roman Catholic	A member of the Roman Catholic church, headed by the Pope
1597-99	Large areas of England suffer from famine after years of harvest failure	Royal progress	Queen's tour of the kingdom, held throughout summer months
1599	Globe Theatre is built in Southwark, London, for Shakespeare's plays	Secretary of State	Queen's leading, most trusted advisor: Burghley or Walsingham
1600	East India Company is set up to encourage trade with India and the east	Seminary priest	Young English Catholics who had to train abroad as priests
1601	Earl of Essex's rebellion fails and he is beheaded at the Tower of London	Settled poor	Those living in poverty in towns: often women, children, elderly
1601	Queen Elizabeth makes 'Golden Speech' where she flatters Parliament	Vagabond	Those poor people who deliberately chose to avoid work
1601	Poor Law provides for impotent & unemployed and punishes vagabonds	Vagrant poor	Poor people who wandered the countryside looking for work
1603	Queen Elizabeth 1 – the 'Virgin Queen' – dies at Richmond Palace, London	Yeoman	A fairly wealthy farmer, owned some land, but not quite gentry

### KEY PEOPLE:

Anthony Babington	Conspired with MQS to overthrow Elizabeth – casket letters	Humphrey Gilbert	Claimed Newfoundland for QE1, drowned on way home (1583)
Edmund Campion	Jesuit priest - finally captured, racked and executed in 1581	Ursula Kemp	'Cunning woman' and healer – hanged for witchcraft in 1582
Sir William Cecil	Secretary of State 1558-72 & 1590-98 – AKA Lord Burghley	James Lancaster	Commander of East India Company's first fleet to India in 1601
Margaret Clitheroe	Accused of sheltering priests – executed by "pressing" 1586	Mary Queen of Scots	Elizabeth's Catholic cousin who had a claim to the English throne
Dr John Dee	Adviser to QE1 on all matters: astrology, maths & navigation	King Phillip II	Catholic King of Spanish Empire & former husband of Mary Tudor
Sir Francis Drake	'Sea Dog' and first Englishman to circumnavigate the globe	Sir Walter Raleigh	Explorer & royal favourite who founded a colony at Roanoke
Early of Essex	Royal favourite who rebelled against QE1 - executed in 1601	Sir Thomas Tresham	Catholic gentleman, persecuted and fined for recusancy by QE1
Ralph Fitch	Tried to establish trade between England & Mughals in 1583	Sir Francis Walsingham	Secretary of State 1572-90 - cold and cunning - royal spymaster!

### KEY PEOPLE:

Christopher Haigh: Queen Elizabeth 1 was both "a bully" and "a show-off" at court  
 Stephen Alford: the threat from the Catholics created "dangerous and uncertain times"  
 Keith Wrightson: late Elizabethan England was a "period of crisis" for many people  
 Was the late Elizabethan period a "golden age" of culture, or was "Merry England" a myth?  
 A.N. Wilson: explorers laid "the foundation of power and prosperity for future generations."  
 R.J. Unstead: the Elizabethans "successfully increased trade in all parts of the world"

<b>topic</b>	<b>The Elizabethans 1580-1603</b>	
<b>Elizabeth and government:</b> how much power did the Queen have?  <i>Was she a 'bully' and a 'show-off'?</i>	<b>Effective use of power by Elizabeth</b> 1/kept telling people in speeches that she was God's chosen ruler, the church supported this with prayers, sermons + service on Accession Day. 2/used patronage to gain loyalty of nobles at court and took away positions if they upset her. Privy Council controlled business in Parl, and she usually gained taxes and laws she wanted. Golden speech 1601 flattered Parliament, ' <i>no prince loves his subjects better</i> .' 3/ clever in balancing her use of patronage until the 1590s e.g. some noble Catholic families invited to court. 4/ displayed her wealth through feasts, dances, pageants and musical events at court. Propaganda e.g. royal portraits+ plays e.g. <i>The Faerie Queen</i> – virgin queen myth; royal progresses in SE and Midlands. 5/ Privy Council-chose very able ministers including Walsingham+ Cecil.	<b>Limits to power and criticisms as a ruler</b> 1/control of information- Privy Council censored the 60 printing presses. Puritan John Stubbs had his hand chopped off for publishing pamphlet. Puritans wanted to make the country more Protestant. 2/some policies criticised in Parliament; opposition by Puritan MPs+ to money schemes e.g. monopolies-some had to be cancelled 3/less patronage later in reign, and court split into rival groups [factions]. 1590s gave too much power to the Cecils rather than keeping a balance 4/ grew weaker and less popular as older - burned portraits she didn't like, 1596 new template issued to artists to make her look young. Bad teeth. 5/bully-she once broke a finger of a lady in waiting who got married without her permission. Punched Essex on the ear for turning his back. Banished from court+ Essex led a rebellion in 1601 for which executed.
<b>Catholics:</b> how much of a threat were the Catholics, and how effectively did Elizabeth deal with it?  <i>Catholics posed a really serious threat to Elizabeth's throne</i>	<b>Effective action by Elizabeth's government</b> 1/Act of Uniformity and Act of Supremacy said how people should worship and that the Queen was head of the Church. She tried to include most people's beliefs in how the Church was run-a 'middle way.' Catholic gentry like Tresham allowed to attend court if loyal. 2/Tighter controls on Catholics in 1580s-ruined financially: 1581 Act of Persuasions £20 fine per month for recusancy; 1585 Act against Priests-death for aiding priests;1593 Act restraining Recusants. 3/spy network-Walsingham. More torture used by Eliz than any other monarch. The <i>Bloody Question</i> asked at trials-loyal to Queen or Pope? 4/ Executions of Catholics e.g. Jesuit Thomas Campion 1581, butcher's wife Margaret Clitherow 1586, MQS imprisoned 19 years, executed 1587 5/by 1603 only a small core of Catholics [1%]; most had given up faith.	<b>Threat to Elizabeth</b> 1/From 1580 increasing numbers of Catholics became Recusants [refused to attend church] 2/seminary priests and Jesuits sent from abroad, usually to get converts [Campion <i>we travelled only for souls</i> ], a few involved in plots. 3/ Mary Queen of Scots the focus for Throckmorton Plot 1583 and Babington Plot 1586 to murder Elizabeth. 4/Armada launched as a crusade from Spain. 130 ships; English fleet trapped at Plymouth but missed chance; failed to pick up 20,000 troops in Flanders, fire-ships, guns poor; storms and shipwrecks-80 returned 5/number of priests in England rose 1596-1603 as Eliz close to death; still Catholics plotters e.g. 1605 Gunpowder Plot against James 1+ prejudice against Catholics for at least 200 years.
<b>Daily lives:</b> different experiences according to status; family life; how poverty was dealt with  <i>Was this a period of crisis</i>	<b>Positive experiences and developments</b> 1/gentry became richer in this period- lived in big houses with large windows, gardens, orchards, servants. Feasts-roast swan, pike; venison. Wealth from land. Enforced laws in the role of JPs in local areas. 2/ Growth of towns and trade made some merchants rich. The 'Middle sort'-yeomen [big farms], tradesmen, craftsmen lived with some comfort-stone houses, chimneys, glass windows, a servant. 3/ idea of hierarchy important-gave order to running the state, church+ families and helped to make the country stable. 4/ historians used to think parents did not bond with kids or treat well as so many would die young- but now think parents showed concern when	<b>Negative experiences</b> 1/Majority were the 'lower sort' e.g. labouring poor worked dawn to dusk, 2 room cottage. Bread ,pottage, vegetables and ale a limited diet . 2/ Arranged marriages for gentry; wives meant to obey husband. Divorce needed private Act of Parliament. 3/ lives often short, ¼ died before age 10. Death in childbirth frequent. 4/poverty a crisis 1580s/1590s. Population rise pushed up food prices+ famines 1597-1599. 30% of town population lived in poverty. The settled poor e.g. abandoned wives [stayed put] + vagrant poor [travelled for seasonal work or begging]. Many died of cold under hedges. 5/harsh laws: 1572 vagabonds age 14 whipped +bored through ear.

<p><i>for many people?</i></p>	<p>kids ill, took pride in achievements and showed grief when they died. 5/wider kinship was important and helped financially. In rich families households educated children of kin.</p>	<p>1601 Poor Law - vagrants to be whipped from parishes and idlers given hard labour .Positive steps-poor rate in parishes used to support impotent + unemployed poor; each parish to have overseers of the poor after 1601.</p>
<p><b>Popular culture:</b> was there really such a thing as 'Merry England?' Theatres, Puritans and witches</p>	<p><b>Evidence for 'Merry England'</b> 1/A Golden Age of culture for the court-Hilliard [portraits]; Tallis +Byrd [church music]; Sidney and Spenser [poetry]; Shakespeare [plays] enjoyed by all classes, including London labourers. 2/towns and villages had parish feasts, religious festivals e.g. 12 days of Christmas; May day festivals e.g. Flora Day! Harvest festivals. 3/'cunning folk', 'wise women' and midwives helped heal people using their knowledge of herbs. Ursula Kemp was good at curing arthritis. 4/ new theatres were built outside London city walls e.g. the Globe 1599. All classes could afford-cheapest entry 1 penny. Noisy audiences- fights, chatting, eating, drinking. Nearby alehouses and licensed brothels. 5/Queen and Privy Council enjoyed plays and protected the new theatres against their critics. Only closed in times of plague. Governments started to control content of plays to boost their own power.</p>	<p><b>The backlash against 'Merry England'</b> 1/violent sports e.g. football, bare-knuckle fighting, shin-kicking. Cruelty to animals e.g. bears, bulls, badgers and cockerels. Drunkenness. 2/Puritans- pamphlets and sermons against Sunday sports, dancing, drinking and plays. Some of the local gentry were Puritan and banned fun. Keen to protect the Sabbath +stop old Catholic or pagan customs. 3/1580s/1590s times of poverty /bad harvests + a huge increase in trials for witchcraft. Village tensions-people refused to give charity to poor people and were cursed. Bad luck led to accusations of witchcraft. 4/ Essex had the most trials [172] including Ursula Kemp. A strongly Puritan county-many ministers were trying to set up 'godly communities' and feared the work of the Devil, acting through the oldest and weakest. 5/ City of London authorities opposed theatres because of crowds+ bad behaviour; Puritans because led to sinful behaviour and plays were old Catholic traditions; a 'sin' for males to dress up as female characters.</p>
<p><b>The wider world:</b> How important were colonies and trade in the west and east? <i>Was this really 'the foundation of power and prosperity for future generations?'</i></p>	<p><b>Successful on a global scale -</b> 1/John Dee had the idea of a 'British Empire' ruling over the North Atlantic. Inspired Elizabeth + explorers. The Spanish, Dutch, French and Portuguese were rivals and competition spurred on English. 2/ great voyages: 1577-1580 Drake did the 2nd circumnavigation of the World. 1583 Ralph Fitch journeyed 3000 miles to India. 1595 Raleigh expedition to 'El Dorado' [Guiana] failed to find gold mines but led to a book that provoked further exploration. 3/ 3 attempts by Gilbert and Raleigh to found new colony at Roanoke in Virginia led to a book that settlers used when founding Jamestown 1607. 4/demand grew for luxuries from the East e.g. silk, cotton, jewels, perfume and spices to preserve food. Eliz gave London merchants a trade monopoly with the East and they funded voyage of Fitch to India. His book interested London merchants in new trading opportunities. 5/1600 charter given by Eliza to the East India Company. James Lancaster travelled 1601-3, set up warehouse on Island of Java. Ships laden with spices returned. EIC would eventually become biggest trading company in the World</p>	<p><b>Failure on a global scale</b> 1/Many expeditions were a failure- Raleigh returned empty-handed from journey to find gold in South America; Lancaster's first voyage to the East. 2/John Davis sent to find a North-West Passage between the coast of Greenland and Canada but failed [doesn't exist!] 3/ Colony at Roanoke failed due to a lack of planning and funding- running out of corn+ wars with Indians; one colony rescued by Drake, a later one, the 'Lost Colony' disappeared- supplies were delayed by the attack of the Spanish Armada. 4/ attacks by 'privateers' on Spanish treasure ships helped provoke conflict e.g. Spanish Armada 1588. Richard Hawkins captured by Spaniards after raiding their colonies and his stolen goods confiscated. 5/England's international trade developed quite slowly compared to Spain and Portugal, which dominated trade routes to the East. Spain also dominated the Netherlands, hub of English wool trade, and war with Spain 1585- made access to markets difficult.</p>

## PENDENNIS CASTLE (History Around Us):

Rationale: The 'local history' study must enable learners to understand how the physical features of our chosen site - Pendennis Castle - and other supporting sources inform understanding of national and local historical events and developments. In particular learners need to understand the strengths and weaknesses of the physical remains of the site as evidence about its past and how the site fits into its wider historical context in different periods (1540 - 1956). Questions on GCSE Paper 2 are generic and follow themes in the 14 criteria set out below.

### TIMELINE:

#### The Henrician Fort (1540-45):

1540 King Henry VIII begins 'device forts' – Pendennis completed 1545

#### The Elizabethan period (1558-1603):

1588 The Spanish Armada is sent by KP2 against England and is defeated  
1597 Another Spanish fleet heading for Fal Estuary blown back by gales

1597-1600 Chemise, bastions & ramparts (+ Little Dennis) added - 'Star Castle'

#### The early Seventeenth century (1603-1649):

1627 New bastioned rampart 'Hornwork' & ditch to strengthen north side

1642-49 English Civil Wars (most of Cornwall supports the Royalist cause)

1646 Siege of Pendennis Castle (April to August) Sir Thomas Fairfax + NIMA

#### The Georgian modernisation (1700-1815):

1700-39 New barracks, gateway & guns + old rampart reformed after neglect

1779 Spanish & French invasion fleet plans to seize Falmouth

1789-1815 Napoleonic Wars including Trafalgar (1805) & Waterloo (1815)

1793 New Half-Moon gun battery and stores built nearer the waterline

#### The late Nineteenth century (1850-1900):

1847-59 Invasion panics lead to more powerful guns installed from 1854

1885 Electric submarine minefield installed in Fal Estuary channel

1887 New guns & batteries including One Gun Battery (Disappearing Gun)

#### The Twentieth century (1900-2000):

1902 Royal Artillery Barracks (and clock tower) at the Parade Ground end

1914-18 WW1 – PD is command centre of West Cornwall artillery defences

1939-45 WW2 – 6" guns at 'covered' HMB (1943) & Battery Observation Post

1956 Pendennis Castle de-commissioned by MOD / now English Heritage

### THE FOURTEEN CRITERIA (a-g) the basis for all GCSE questions:

a) The reasons for the location of the site within its surroundings

b) When and why people first created the site

c) The ways in which the site has changed over time

d) How the site has been used throughout its history

e) The diversity of activities and people associated with the site

f) The reasons for changes to the site and to the way it was used

g) Significant times in site's past: peak activity, major developments, turning points

**Sir John Killigrew** - The first Governor of Pendennis Castle from 1545 (KH8)

**Sir Walter Raleigh** - Sheriff of Cornwall, renovated PD, at own expense 1590s

**Paul Ivey (engineer)** - created headland fortress by enclosing Henrician keep

**Sir Bernard Johnson** - constructed extra 'Hornworks' to the north (1627)

**Col. Christian Lilly** - his report led to Georgian repairs (1732-39) after neglect

**Governor Melville** - irascible C18 Scottish Governor who haunts PD castle

### KEY WORDS:

Barracks

Bastion

Battery

BOP

Breech (block)

Carrick Roads

Casement

Chemise

Device Forts

Disappearing Gun

Embrasure

Garrison

Gatehouse

Gun Pit

Gun Platform

Half-Moon Battery

Hornwork

Keep

Magazine

Muzzle

Portcullis

Ramparts

Ravelin

Star Castle

### THE FOURTEEN CRITERIA (h-n) the basis for all GCSE questions:

h) The significance of specific features in the physical remains at the site

i) The importance of the whole site either locally or nationally, as appropriate

j) The typicality of the site based on a comparison with other similar sites

k) What the site reveals about everyday life, attitudes and values in particular periods of history

l) How the physical remains prompt questions about the past and how historians frame these as valid historical enquiries

m) How the physical remains can inform artistic reconstructions and other interpretations of the site

n) The challenges and benefits of studying the historic environment

## History Around Us –Pendennis Castle-revision crib sheet.

NB SPAG and use of specialist terminology so get geeky! Key phrase ‘this meant that...’ Beware double-barrelled questions worth 20 marks!

<p><b>Why was this particular location chosen for the site, and how did the importance of the location change over time? [20]</b></p> <p><b>* reasons for location</b></p> <ol style="list-style-type: none"> <li>1/ Strategic position guarding Carrick Roads-deepest natural harbour in UK + able to shelter enemy fleet-and view over south coast towards Helford river [pirates].</li> <li>2/ Also the last safe haven for ships heading across the Atlantic in age of exploration, or north from Mediterranean</li> <li>3/built on steep rocky headland suited to defence from attack by sea, and with a narrow neck of land able to be defended more easily from land attack.</li> <li>4/ built with St Mawes castle so the pair could control 2 mile wide waterway with cannons that fired a mile + chain; Little Dennis+ St Mawes blockhouses built at water’s edge as castles set further back, to guard the shore. Chain across harbour.</li> <li>5/ threat of invasion by sea from Catholic powers Spain and France following Henry V111 breaking away from Rome. SW Cornwall nearest point for invaders to land so first line of defence.</li> </ol> <p><b>*strategic importance over time</b></p> <ol style="list-style-type: none"> <li>1/ Spanish Armada sailed past in 1588; a second armada aimed to invade from Carrick Roads 1597, England saved by storms as only 1 cannon was working at Pd!</li> <li>2/ Civil War 1642-1646 shelter to Queen Henrietta Maria and Charles, Prince of Wales. Kept contact by sea with French allies of Charles 1, and a base for royalist supporters of the King.</li> <li>3/ Civil War siege 1646-second last royalist stronghold to surrender. Under siege by land as well as sea for 5 months. But did not stop defeat of King.</li> <li>4/ In 18<sup>th</sup> and 19<sup>th</sup> centuries still in front line against attacks by enemy ships+ threat of invasion by Napoleon, but strategically less important than locations in the SE. Also control of smuggling from abroad-though plenty of contraband via Empire vessels-Falmouth now a vital port for packet ships from the Empire; longer range rifled breach-loading guns fitted that could fire 10 miles out to sea.</li> <li>5/ 20<sup>th</sup> century WW1 training barracks for troops on Western Front; Falmouth an key army supply base for France and Belgium+ Carrick roads an anchorage for convoys, minesweepers and anti-submarine vessels; WW2 Falmouth naval dockyard important to national defence so role in guarding it against air raids, u-boats and e-boats. Part of coastal defence network manned by the Home Guard, but less important strategically as Luftwaffe mostly bombing major cities.</li> </ol>	<p><b>Why was your site created and how has it changed over time? Use physical features of the site + your own knowledge to support your answer. [20]</b></p> <p><b>*why was the site created?</b></p> <ol style="list-style-type: none"> <li>1/Henry V111 became enemy of France and Spain by breaking with Roman Catholicism and setting up own Church. Threat of invasion by sea.</li> <li>2/Built a chain of 30 artillery forts called ‘device forts’ along south coast 1539-45</li> <li>3/Pendennis, with St Mawes, guarded the entrance to Carrick Roads, a huge safe anchorage, against enemy ships. Also to control piracy-though Killigrews [first governors] also ‘ran’ the Helford nest of pirates for their own profits.</li> <li>4/artillery forts were built at this time because by 1540 gunpowder artillery was a powerful weapon of war; medieval castles not strong enough against cannon fire, so Pendennis built for firing cannons at warships and withstanding their cannon fire with 11 feet thick walls.</li> <li>5/ steep rocky headland + narrow neck of land- fairly hard to attack.</li> </ol> <p><b>*how has it changed over time?</b></p> <ol style="list-style-type: none"> <li>1/ Henrician artillery fort-circular keep built for almost 360 degree defence, 2 gun decks for cannons, added chemise for greater firepower, with fore-building for officers quarters +guardhouse across dry ditch with drawbridge.</li> <li>2/ Elizabethan ‘Star Castle by Paul Ivey 1598-deep surrounding ditch and high stone-lined ramparts with battlements, bastions for cannons to allow interlocking fire.</li> <li>3/ artillery fort in Napoleonic wars-new more powerful guns put into the new Half-Moon battery [1793]in a forward position for better line of fire; new breach-loading ‘disappearing guns’ added in the late 19<sup>th</sup> century at Half Moon, East and One-Gun battery plus underwater electric minefield [1885]. Barracks for gunners beside Half Moon battery.</li> <li>4/20<sup>th</sup> century: large barracks-as permanent gunnery staff required to manage the new guns 1902 a new barracks built to house 140 strong regiment of Royal Garrison Artillery.</li> <li>5/ harbour/coast defence HQ: booms and barrage balloons used to protect Carrick Roads and new rapid-fire 6 inch guns added. Many new huts and temporary buildings e.g. Battery Plotting room.</li> </ol>
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<p><b>Choose a turning point in your site's history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer. [20]</b></p>	<p><b>Explain the most significant features of the site, and how the most significant points varied at different points in its history [20]</b></p>
<p><b>*turning point in the site's history: the building of the Elizabethan ramparts and bastions 1598-1601</b></p> <p>1/Pendennis very vulnerable in 1597-when near miss of second armada - few cannons and no major obstacle to raiding parties attacking from landward side, especially as governors lodgings+gatehouse blocked line of defensive fire.</p> <p>2/Criticised in report to Queen.Governor imprisoned+ new, stronger defences were built:</p> <p>'Star Castle' built by Paul Ive 1598-deep surrounding ditch and high stone-lined ramparts with battlements, bastions for more cannons guarding each section of ramparts. This also gave it increased firepower guarding Carrick Roads.</p> <p><b>*how and why this changed the importance of the site, locally OR nationally</b></p> <p>1/bastions made ramparts secure as held big guns for firing long-distance and smaller guns for firing along the line of the walls, creating interlocking fire. This enabling better guarding of Carrick Roads and developing port of Falmouth in 17<sup>th</sup>/18<sup>th</sup> century-Also made Pendennis secure against attack by land with defended entrance, guardhouse and portcullis. Now Cornwall's greatest fortress.</p> <p>2/ Rated highly as a fort by royalists in Civil War-guarded one of their few safe ports a royalist area; hoped to keep castle supplied by sea and eventually perhaps return to fight back via Pendennis, so of national importance.</p> <p>3/secure enough to shelter Queen Henrietta Maria and Prince Charles in Civil War.</p> <p>4/With 1000 royalists inside withstood a 5 month siege until the war had been lost and starvation drove out defenders. Last fort to surrender in SW. in August 1646.</p> <p>5/Larger site made full use of the natural raised platform + during the 18<sup>th</sup> and 19<sup>th</sup> centuries the large enclosed site could develop a larger range of more powerful guns and a larger force of professional gunners.</p>	<p><b>*most significant features</b></p> <p>1/circular keep with 2 gun decks+ outer 'chemise' gun deck</p> <p>2/Elizabethan ramparts and bastions</p> <p>3/Half Moon battery+ magazines, One Gun battery and East battery</p> <p>4/20<sup>th</sup> century barracks</p> <p>5/WW2-air raid defences-Battery Observation Post; electric minefield against enemy vessels and submarines</p> <p><b>*how the most significant points varied at different times</b></p> <p>1/Tudor times almost to death of Eliz 1: circular keep gun platforms plus chemise.</p> <p>2/Elizabethan ramparts with interlocking fire provided perimeter defences and extended field of fire and capacity for guns considerably</p> <p>3/Napoleonic Wars onwards-Half Moon battery in a forward position gave better line of fire over mouth of Carrick Roads and out to sea. Position was beyond the protection of Elizabethan ramparts. Required a tunnel to be cut through rock to provide access. Supported by East battery and One Gun battery behind the ramparts+ large underground magazines storing shells and cordite.</p> <p>4/In WW1 the gun batteries were vital for defending the sea approaches but the main barracks and many temporary barracks huts+ guard houses made this a training ground for recruits before being sent to the Western Front.</p> <p>5/ WW2 the BOP working with Half Moon battery+ electric minefield the most key features for controlling defence of Falmouth harbour by sea.</p>
<p><b>How the site has been used throughout its history and what are the reasons for changes to the site and to the way it was used? [20]</b></p> <p><b>How has the site been used throughout its history</b></p> <p>1/ artillery fort for coastal defence especially of Carrick Roads</p> <p>2/ Civil War stronghold withstanding a siege</p> <p>3/batteries of powerful guns guarding approaches to Carrick Roads and the important port of Falmouth-base for communications with the Empire.</p> <p>4/training barracks for Royal Garrison Artillery gunners and WW1 squaddies</p> <p>5/regional centre for coastal defence [PTO]</p>	<p><b>What does the site reveal about everyday life, attitudes and values in particular periods of history? [20]</b></p> <p><b>Life, attitudes and values in period 1 : Tudor times/CW siege</b></p> <p>1/dangers+ hardships for gunners-gunpowder explosion, deaf within 1 year from cannon fire, choking smoke, danger of recoil, explosion of unspent gunpowder when sponging out barrel. High risk of injury. Hot, heavy work. But sheltered by thick walls+ narrow openings [gun ports]. Sentry duty at night.</p> <p>2/living conditions for gunners-slept on floor beside guns, side-by-side with gunpowder. Squalid conditions, one latrine. Frequently unpaid in Tudor times.</p>

<p><b>What are the reasons for changes to the site and the way it was used?</b></p> <p>1/+2/ huge surrounding ramparts and bastions to create a Star Castle at end of reign of E1-Spanish invasion plans in 1597 caused panic especially when weakness of castle defences revealed.</p> <p>3/ technological change led to Half Moon battery-by the 18<sup>th</sup> century longer range naval guns required more firepower at Pendennis, as well as greater accuracy requiring a position lower+ further forward than the Keep; in 19<sup>th</sup> century ironclad warships were more difficult to sink, again requiring stronger guns, and due to accuracy of naval guns design of 'disappearing guns' so a less easy target from the sea. Development of Falmouth as major port so needed longer range over mass of shipping out at sea in vicinity of Falmouth+ electric minefield. Garrison of gunners and magazine corps needed at Half Moon battery, Tudor keep redundant.</p> <p>4/ Changes in the nature of war-WW1 carried no threat of invasion by sea or air raids this far West, but huge need for training of expanded army for Western Front.</p> <p>5/Development of war in the air-WW2 Half Moon battery and magazines still useful for anti-aircraft guns and Battery Observation Post for coordination of local air raid and sea defences including anti-submarine nets.</p>	<p>Average age 21, up to 100 gunners in times of danger. During cw siege ate horses, rats and candles, chewed on leather harnesses, 100s starved or died of disease.</p> <p>3/discipline for gunners-strict; oath of loyalty to king; fines or imprisonment; only 2 absences allowed at a time ; imprisoned for causing an 'affray' [fight]</p> <p>4/ social hierarchy, lives of officers/Killigrew governors –lived in more style in the fore-building and had servants and own kitchen. But Captain of castle could not be absent more than 8 nights a month.</p> <p>5/beliefs-hatred of Catholicism, patriotic defence of England against invasion; loyalty to Charles 1 in the CW.</p> <p><b>Life, attitudes +values in period 2: WW1</b></p> <p>1/ dangers +hardships for gunners-danger in magazines of spark/explosion. Huge danger from about 1000 shells and cartridges stored+ from cordite becoming damp and unstable. Gunners in Half Moon battery in danger of ricocheting gunfire.</p> <p>2/ living conditions for gunners-cramped barrack block beside Half Moon battery, 'hot bunking' at end of each shift. Boredom.</p> <p>3/ discipline for gunners-strict rules for magazine workers including woollen overalls and no matches. Locked in guardhouse as punishment, painting rocks etc.</p> <p>4/ social hierarchy, lives of officers – had more spacious quarters and better food, but also bound by strict rules.</p> <p>5/beliefs-patriotism, defending country.</p>
<p><b>Explain how this site could be represented by an artist during one historical period [10]</b></p> <p>You could focus on JMWTurner's paintings of Falmouth Harbour around 1816, just at the end of the Napoleonic wars. Turner a 'Romantic' artist, showing not an exact [photographic] image but instead an emotional response to the site with emotions such as awe-the power of nature in the wide estuary, Pendennis headland with exaggerated cliffs and heights towering over the water; hundreds of ships of differing sizes showing Britain's trading power and wealth; kept safe by the mighty fortress towering with walls and ramparts high over the harbour under an impressive sky of clouds and sunlight [possibly giving a sense that God was looking down and supporting the English].</p> <p>For different ideas you could discuss Speeds Map or Burghley's map [both Tudor], which focused on dangers of open sea, or even the Pendennis Artillery Volunteers [1800]which possibly appears quite mocking, showing rich ladies strolling around whilst the volunteers practise amateurishly...</p>	<p><b>Imagine that an artist has been hired to do a painting showing the diversity of everyday life at your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate? Use physical features of the site as well as your knowledge to support your answer. [20]</b></p> <p>To answer this you need to first pick a period when there is a lot to write about/paint e.g. the Civil War siege. To make it <b>historically accurate</b> you need to identify the main features e.g. circular keep with chemise and battlements, and possibly Elizabethan ramparts and bastions. To show the <b>diversity of life</b> on the site you would need to include details of cannons firing and show the gunners; also you could show the royalist troops in tents in the castle enclosure including women; the castle governor Sir John Arundell in uniform, a servant e.g cook; the Parliamentary troops besieging the castle.</p> <p>Worth practising this question with a different period e.g. Napoleonic Wars or WW1 or WW2</p>



<p><b>Using your site as an example, what are the challenges and benefits of studying the historic environment? [20]</b></p>	<p><b>What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer[20]</b></p>
<p><b>*challenges-difficult to interpret because...</b></p> <ol style="list-style-type: none"> <li>1/ complexity of the site-buildings and structures added for over 450 years to serve different needs [see above for many examples!]</li> <li>2/ Design changes leading to damage or overlaying of earlier features e.g. One Gun battery destroying a section of Elizabethan rampart</li> <li>3/ loss of features over time- small barracks by Half Moon battery deliberately blown up; additional buildings e.g. hospital on Hornworks Common on the town side of the castle have disappeared.</li> <li>3/ removal of temporary features e.g. wooden huts to house trainee soldiers in WW1</li> <li>4/ reuse of structures e.g. main barracks building now a museum and was before that a Youth Hostel.</li> <li>5/ missing details of everyday life especially perishable items e.g. hammocks and wooden compartments where gunners lived on gun decks</li> </ol> <p><b>*benefits</b></p> <ol style="list-style-type: none"> <li>1/finding answers to a number of 'big' questions about military history: how and why castle design changed; changes in military technology e.g. artillery; 20<sup>th</sup> century aerial and submarine warfare</li> <li>2/ help with big qs about social history: how living conditions changed for ordinary gunners and the garrison; how the lives of the rich e.g. governors differed from the poor e.g. gunners or servants; beliefs of garrison e.g. Civil War royalists.</li> <li>3/ big qs about Cornwall's role in national history- how significant the castle was during important events e.g. Armadas, Civil War, Napoleonic Wars, WW1 and WW2. How did Cornwall's strategic importance for defence of England change?</li> <li>4/ educationally-you learn to make careful observations of historical features and how they connect to each other e.g. the Keep and how it is linked to other coastal defences.</li> <li>5/historical imagination-the physical remains help you understand the experiences and difficulties of people in the past, e.g. the Tudor gunners at Pd.</li> </ol>	<p><b>*challenges in understanding the site in mid Tudor period</b></p> <ol style="list-style-type: none"> <li>1/ complexity of the site-buildings and structures added for over 450 years in 5 main phases but with additional 'tweaks', to serve different needs [see above for many examples!]</li> <li>2/ Later design changes leading to damage or overlaying of earlier features e.g. Chemise blotted out line of fire from lower gun deck</li> <li>3/loss over time of important aspects e.g. chain across harbour to St Mawes; near-destruction of original gatehouse+ drawbridge at entrance to keep; loss of many of original cannons. Not all original rooms still open to public e.g. governor's kitchen and prison room considered dangerous to access.</li> <li>4/ development of surrounding features in later years e.g. town and port of Falmouth+ other settlements give misleading impression of situation in Tudor times when Falmouth did not exist except as a tiny hamlet.</li> <li>5/missing details of everyday life especially perishable items e.g. hammocks and wooden compartments where gunners lived on gun decks</li> </ol> <p><b>*how challenges could be overcome</b></p> <ol style="list-style-type: none"> <li>1/study castle plans drawn by archaeologists e.g. found in English Heritage guidebook to identify original features.</li> <li>2/professional archaeologists can use techniques e.g. geophysical surveys using ground-penetrating radar , as well as computer simulation. Actual disturbance of the ground is more problematic as there is a chance of damaging.</li> <li>3/comparison of Pendennis with similar device forts e.g. St Mawes [which may be the best surviving example ] St M includes original guardhouse, lost at Pendennis, and small prison room [oubliette] like the one closed to public at Pendennis.</li> <li>4/study Tudor maps e.g. Speed's map and Burghley's map to see the man made features at that time+ sketches of Tudor ships.</li> <li>5/ Some interesting documents to study from Pendennis e.g. letters from the Civil War siege, letters from a soldier stationed there in WW1. But huge gaps e.g. no accounts of lives of Tudor gunners</li> </ol>

## THE MAKING OF AMERICA, 1789 - 1900

**Rationale:** In this fourth component of the GCSE, students will study the unfolding story of the USA during a crucial period of its development. They will explore the relationship between different cultures at a time of great upheaval, e.g. white settlers, native Americans and black slaves, and consider the experiences and perspectives of different groups and individuals at that time.

### TIMELINE:

#### America's expansion, 1789-1838

1776	Declaration of Independence (4 <sup>th</sup> July) of USA from Great Britain
1789	George Washington becomes first President of independent USA
1794	Native Americans defeated at the Battle of the Fallen Timbers
1803	Louisiana Purchase (by US Government from France) \$15 million
1804-06	Lewis and Clark lead Corps of Discovery – explore route to Pacific
1820	Missouri Compromise eases tensions - westward expansion / slavery
<b>The West, 1839-60</b>	
1830	Indian Removal Act & Joseph Smith publishes the 'Book of Mormon'
1836-39	Trail of Tears drives Native Americans from mid-west to the Plains
1837	Economic downturn leads to a financial crisis in old eastern cities
1838	Mormons move to Illinois following heavy persecution in Palmyra
1841	Pre-Emption Act to prevent land speculation in western territories
1846	Joseph Smith is attacked and murdered by a mob in Nauvoo, Illinois
1848-49	California Gold Rush sparks a rapid increase in westward migration
1848	Brigham Young leads the Mormons to the great Salt Lake in Utah
1854	Kansas Nebraska Act - allowed those states to decide slavery issue
1858-59	Pike's Peak 2 <sup>nd</sup> Gold Rush begins in Nevada territory, Rocky Mountains
<b>Civil War and Reconstruction, 1861-77</b>	
1861-65	American Civil War follows the South's secession from the Union
1863	Lincoln's Emancipation Proclamation (Jan) Gettysburg Speech (Nov)
1865	13 <sup>th</sup> Amendment to Constitution (31st January) ends slavery in USA
<b>Settlement and conflict on the Plains, 1861-77</b>	
1861-61	Little Crow's War – Santee Sioux anger over whites "broken promises"
1862	The Pacific Railroad Act and Homestead Act passed (President Jackson)
1864	Sand Creek Massacre – Rev. Chivington attacks Black Kettle's village
1865-68	Red Cloud's War – Native American anger over Bozeman Trail abuses
1866	Goodnight & Loving cattle Trail established – cowboys drive cattle west
1867	Joseph McCoy builds the first cow-town at Abilene (next to a rail head)
1876	Battle of Little Big Horn / Custer's Last Stand (during Great Sioux War)
<b>American cultures, 1877-1900</b>	
1877-1900	Reservation system expanded to accommodate all surviving NAs
1890s	Ghost Dance movement sweeps through the reservation system
1882-1900	Booker T. Washington starts school & business league for black students
1900	Jim Crow Laws passed and Ku Klux Klan (KKK) re-forms in the South

#### KEY VOCABULARY:

Abolition/fist	Campaign (or a campaigner in the campaign) to abolish slavery in the South
Assimilate	Integrate into a different culture, e.g. Native Americans into white society
Confederacy	Name taken by Southern States when they seceded from the US in 1861
Constitution	Document setting out the laws and institutions of the new independent USA
Emancipation	The freeing of all Black Slaves by President Lincoln during the Civil War (1865)
Homestead	Allotment on Great Plains (160 acres) sold to settlers to improve and cultivate
Irrigation	Watering crops in dry conditions, typically by means of man-made channels
Lynching	Summary justice by hanging, without a fair trial, usually carried out by a mob
Nomadic	Not living in a settled community, moving around, hunting and gathering
Pioneers	First wave of migrants that crossed the Plains (1830s), heading for west coast
Plantation	Estate in the South, usually growing cotton or tobacco and worked by slaves
Polygamy	Practice of having more than one wife (or husband) – see the Mormons
Reservation	Land specifically set aside for sole occupation by Native American People
Secession	When the southern 'Confederacy' of states left the United States in 1861

#### KEY PEOPLE:

John Brown	Firebrand white abolitionist who led violent uprising against slavery (1859)
Andrew Carnegie	Industrialist and philanthropist. One of the richest men in USA by 1900
John Chivington	Led "Bloodless 3 <sup>rd</sup> " against Black Kettle's village at Sand Creek Massacre
Crazy Horse	Native American war leader (Oglala Sioux) at the Battle of Little Big Horn
George A Custer	US Army officer, Colonel 7 <sup>th</sup> Cavalry, defeated by Crazy Horse at LBH (1876)
Frederick Douglas	Escaped former slave, lecturer, writer and important abolitionist leader
William DuBois	Harvard academic, part of educated black elite (1900) became a professor
John Illif	Cattle rancher - set up 'open range' ranching on the Plains from 1866
Andrew Jackson	7 <sup>th</sup> President of the United States who introduced Homestead Act (1865)
Thomas Jefferson	3 <sup>rd</sup> President of USA and author of the Declaration of Independence (1776)
Andrew Johnson	17 <sup>th</sup> President of USA - tasked with 'Reconstruction' after Lincoln's death.
Abraham Lincoln	16 <sup>th</sup> President of USA and throughout the Civil War – emancipated slaves
James Marshall	Struck gold in the foothills of the Sierra Nevadas, California, January 1848
Theodore Roosevelt	26 <sup>th</sup> President of USA, friends with Quanah Parker the last Comanche chief
Sitting Bull	Spiritual leader of Lakota Sioux (Hunkpapa), helped to defeat Custer 1876
Harriet Tubman	Freed slave - helped others escape to the North on Underground Railroad
Nat Turner	Led a bloody slave rebellion in Southampton County, Virginia, August 1831
Brigham Young	Leader of the Mormons from 1847, led them to the Great Salt Lake, Utah
George Washington	First President of the United States of America, serving from 1789 to 1797

#### WHAT THEY DID?

*"Our Manifest Destiny is to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."*  
James L. O'Sullivan 1845  
*"Count your fingers all day long and white men with guns in their hands will come faster than you can count."*  
Little Crow, Santee Sioux 1862  
*"The 'White man's happiness cannot be purchased by the black man's misery ... Without a struggle there can be no progress."*  
Frederick Douglass, abolitionist

## The making of America 1789-1900

<p><b>Tensions as America expanded 1789-1838</b></p>	<p><b>Moving onto new land</b></p> <ol style="list-style-type: none"> <li>1/ after War of Independence the US gained huge areas of Indian territory-named it: the NW and SW territories both sides of R.Ohio. New states formed e.g. Indiana 1816, Missouri 1821.</li> <li>2/ Washington spent 80% of govt budget on a war against Native Americans-driven further West.</li> <li>3/ Jefferson divided territories to sell land cheaply to farmers and land speculators.</li> <li>4/ Jefferson purchased Louisiana for just \$15 million almost doubling the size of the USA</li> <li>5/ 1804-6 Lewis and Clark went on a voyage to the Pacific and back looking for a trade route. Tough journey but inspired settlers on Pacific coast.</li> </ol>	<p><b>North-South divide over slavery.</b></p> <ol style="list-style-type: none"> <li>1/ Northern businessmen jealous they used unpaid labour in the South.</li> <li>2/ a political battle developed over slavery as new states opened up. Banned in NW territories, allowed in SW.</li> <li>3/ South became more dependent on slavery: new cotton plantations opened up in the 'Deep South'. Whitney's 'cotton gin' 1793 speeded up production. The Cotton Kingdom expanded, based around New Orleans.</li> <li>4/ 1820 Missouri Compromise to create a balance of slave states and free states.</li> <li>5/ growing tensions; slaves counted as 3/5 of a person giving the South more voting power. The South helped by President Andrew Jackson and bank loans to expand.</li> </ol>	<p><b>Expulsion of Indians from the East 1830-1838</b></p> <ol style="list-style-type: none"> <li>1/ many tribes in the SW tried to adapt to settlers, e.g. the Cherokee own govt, written language, newspaper. 'Five civilised tribes.'</li> <li>2/ 1830 Jackson got Congress to pass Indian Removal Act. 46,000 Indians removed from lands. 25 million acres opened up to settlers +slavery.</li> <li>3/ Indian resistance: Cherokee beat state of Georgia in Supreme Court but Jackson told Georgia to ignore and keep taking Indian land.</li> <li>4/ 3 hard wars against the Seminoles +escaped slaves in Florida; then Indians paid to move west.</li> <li>5/ 1838 18,000 Cherokee forced into concentration camps then on Trail of Tears onto Great Plains. 4000+ died on journey. On Plains faced a new harsh environment.</li> </ol>
<p><b>Different visions of the American West 1839-60</b></p>	<p><b>Plains Indians</b></p> <ol style="list-style-type: none"> <li>1/ introduction of horses and guns made tribes like Apaches, Cheyennes and Lakota Sioux become nomadic, following and hunting buffalo. Moved fully onto the Plains.</li> <li>2/ Lakota Sioux: Great Spirit, Black Hills and circles sacred. Buffalo also sacred, but some massacres now. Land was sacred and couldn't be farmed or owned. Big issue with settlers who wanted to fence and farm.</li> <li>3/ the tipi provided shelter from the harsh climate and allowed rapid movement.</li> <li>4/ Tribes divided into bands which had leaders but no overall chief. This made it hard for US govt to make treaties and they were often ignored by warriors.</li> <li>5/ Men joined warrior societies and trained to fight on horseback. Wars fought over horses and to show bravery, not for land.</li> </ol>	<p><b>Migrants and Mormons</b></p> <ol style="list-style-type: none"> <li>1/ 1837 bank collapse +high land prices led people to head west on 2400 mile Oregon trail.</li> <li>2/ 'Manifest Destiny'-God's plan for whites to settle whole of N America and Christianise NAs</li> <li>3/ Dangerous -Rockies, rivers, cholera, food, heat/drought, winter snow. Attacks by NAs.</li> <li>4/ 1840s Mormons driven out of Nauvoo after leader murdered. Headed onto Great Plains to establish city of God in the desert in Mexico at the Great Salt Lake - dry place no other settlers wanted. Irrigation, teamwork and built a city.</li> <li>5/ Trouble with the USA-took over the land in 1848, but Mormons ignored US laws. 1857 war against the USA, then Utah given a US governor-yet Ms still followed many of their own beliefs e.g. polygamy. US turned a blind eye and agreed to 'plough round the log.'</li> </ol>	<p><b>Gold miners</b></p> <ol style="list-style-type: none"> <li>1/ 1848 gold found in a California riverbed sparked 1849 gold rush. Thousands by boat or overland on the California Trail with dream to get rich quickly. Few did. Big companies set up crushing mills to employ thousands on tiny wages. Used huge water jets and chemicals causing damage and floods.</li> <li>2/ merchants e.g. Levi Strauss made a fortune selling miners basic goods e.g. denim clothes.</li> <li>3/ population of California soared - now a state.</li> <li>4/ 1858-9 a bigger gold rush at Pike's Peak helped by railway and publicity of 'town boosters.'</li> <li>5/ Increasing tension with NAs. Land damaged, they were driven off or made slaves. Farmers took Indian land in Colorado forcing to travel further in summer to hunt. Sept 1859 leaders of Cheyenne/Arapaho met US govt at Fort Laramie: 'our old people and little children are hungry.'</li> </ol>

<p><b>A new birth of freedom-the Civil War and its aftermath</b></p>	<p><b>slavery and the causes of the Civil War</b></p> <ol style="list-style-type: none"> <li>1/ South economy based on cotton and 4 million slaves, North richer with 6x factories.</li> <li>2/ some in North invested in slavery, but abolitionists fought against e.g. <i>The Liberator</i> + National Anti-Slavery society 250,000[1838]</li> <li>3/ Escaped slaves Frederick Douglass and Harriet Tubman ran 'Underground Railroad.'</li> <li>4/battles in Congress over slavery in new states. Clay compromise 1850: California free, but Fugitive Slave Act for return of runaway slaves from the North; 1854 Kansas-Nebraska Act allowed these states to choose.</li> <li>1857 Dred Scott case-blacks not US citizens. Pres. Buchanan helped slave plantations in Kansas-Nebraska.</li> <li>5/1854 the Republican party set up –for factories and farmers who wanted land in the West. Leader Abraham Lincoln.</li> </ol>	<p><b>Descent into civil war</b></p> <ol style="list-style-type: none"> <li>1/ 1860 election Lincoln won presidency. Promised free land to settlers in the West and opposed expansion of slavery.</li> <li>2/ Southern states sure that Lincoln wanted to end slavery and newspaper articles stirred people up.</li> <li>3/ South Carolina voted to secede from the Union in Nov 1860; 6 other states joined to form the Confederacy.</li> <li>4/ Confederacy chose Jefferson Davis as president and said it was their right to leave the Union. Wanted to defend slavery.</li> <li>5/ 1861 Lincoln said ' <i>illegal for the states to leave the Union</i>' and that forts in the South belonged to the govt. April 1861 Confederacy attacked Union-held Fort Sumter. Border slave states joined North to defend the Union.</li> </ol>	<p><b>The African-American experience of the Civil War 1861-1865</b></p> <p><b>Limited war</b></p> <ol style="list-style-type: none"> <li>1/ No attempt to end Slavery in the North at start of war-5 border slave states for Union.</li> <li>2/Escaped slaves ['Contrabands'] and free black volunteers wanted to fight for the North. Given labouring jobs. Not allowed to fight.</li> <li>3/1862 more escaped slaves allowed to fight by Union generals [though Lincoln against it]</li> <li>4/ July 1862 new law: any captured slave-holding land automatically free</li> <li>5/1862 10,000 slaves on the Sea Islands freed and able to set up own farms. Northern women came to help e.g. Harriet Tubman became a nurse there.</li> </ol>
<p><b>'Total war' 1863-5</b></p> <ol style="list-style-type: none"> <li>1/ Sept 1862 Lincoln promised to free slaves unless Confederacy surrendered.</li> <li>2/Autumn 1862 first black regiments formed in Union army, but often given heavy labour tasks</li> <li>3/ 1 Jan 1863 Emancipation Proclamation promised to free all slaves in the South. Sherman freed many thousands on his March from Georgia to the sea. In some areas freed slaves allowed to rent small farms.</li> <li>4/ June 1864 Equal Pay Act but no black officers allowed</li> <li>5/ July 1863 riots in New York after the Conscription Act forced all men 20-45 to join up. Working class whites angry at being forced to fight for African-Americans.</li> </ol>	<p><b>Reconstruction and betrayal 1865-7</b></p> <p><b>Radical reconstruction [progress]</b></p> <ol style="list-style-type: none"> <li>1/ Congress passed the 13<sup>th</sup> Amendment freeing all slaves in January 1865.</li> <li>2/ Less than a week after the Confederate surrender Lincoln was shot. Andrew Johnson allowed the Confederate states to re-join the Union and left them in the hands of plantation owners who passed the Black codes. The KKK was formed and land e.g. the Sea Islands confiscated from ex-slaves.</li> <li>3/ Congress in Feb 1866 set up a new reconstruction plan-Freeman's bureau permanent; Civil Rights bill; 14<sup>th</sup> Amendment [citizenship regardless of colour]</li> <li>4/ Radical control of Confederate states- 5 military districts, army enforced black rights.</li> <li>5/ Feb 1870 15<sup>th</sup> Amendment –all citizens right to vote; 2000 blacks in political posts 1870s.</li> </ol>	<p><b>Reconstruction loses its way</b></p> <ol style="list-style-type: none"> <li>1/Despite election of Ulysses Grant 1868, progress stalled-resistance to federal interference+ Northern 'carpetbaggers'</li> <li>2/Congress less radical-deaths of leaders, 1874 Republicans lost majority in Congress.</li> <li>3/ 1870s power of KKK and White League; able to intimidate voters in elections.</li> <li>4/ Other govt priorities-the widening frontier and wars with NAs, economic difficulties so lack of govt funds, fear of interfering within states. Grant promised but sent no assistance to ex-slaves.</li> <li>5/1873 Supreme Court allowed blacks to be treated unequally- segregation. 1875 Supreme Curt said Federal govt could not intervene within states to protect blacks. 1877 last troops withdrawn from South; KKK and White League rampant and not punished harshly by courts.</li> </ol>	

<p><b>Settlement and conflict on the Plains 1861-77</b></p>	<p><b>Railroads and ranches</b>  1/1869 first transcontinental railroad built. To help migrants go West, farmers set up on the Plains + the building of towns for new states.  2/ railroad companies got free land beside the track-more land than Texas! This split Indian buffalo hunting territory. Tribes derailed trains + attacked so govt built forts.  3/After the end of the CW new trails e.g. Goodnight-Loving 1000 miles to railheads to supply meat to northern cities. Cowboys low paid, 1/3 were Mexicans, Indians or ex-slaves.  4/Cow towns e.g. Abilene, Dodge City grew up where trails met the railroad. Gambling, prostitution, gunfights-until gun laws 1870s.  5/1880s 'beef bonanza' as open range set up near cow towns. 1890s ended as barbed wire allowed huge ranches to fence off the best land. Cowboys became farm labourers.</p>	<p><b>How did Homesteaders survive and thrive on the Plains?</b>  1/after the CW 600,000 homesteaders took land on the Plains. 1862 Lincoln passed Homestead Act giving 160 acres cheaply. Railroads advertised in USA and Europe.  2/Life was a struggle due to lack of trees for timber. Sod houses built out of dry blocks of earth with leaky grass roofs. Dung for fuel.  3/ extreme climate-droughts and harsh winters, locusts, prairie fires, cholera etc.  4/new technology e.g. wind pumps used due to lack of water on the surface; dry farming ploughing in rainfall; tough crops like Turkey Red wheat [Russian]  5/Invention of barbed wire in 1874 allowed homesteads to be fenced cheaply but this upset Indians as they fenced off water supplies</p>	<p><b>Why so much bloodshed on the Plains?</b>  1/railroads, ranching and gold mining upset NAs. Fight back became a test of bravery in racially societies. Whites saw themselves as racially superior and said NAs should lose lands.  2/ 1861-2 Little Crow's war- uprising by Santee Sioux put on small reservation, told 'let them eat grass or their own dung.' 500 settlers killed, 38 Santee hanged. Whites wanted revenge  3/1864 Cheyenne rebelled against reservation hunger-Col. Chivington said 'kill all and scalp all', 105 women and children killed at Sand Creek.  4/ Govt: Bozeman Trail to gold mines broke Fort Laramie Treaty. Red Cloud attacked forts until US made peace. Black Hills [sacred] granted to Sioux  5/ Gold rush in Black Hills, govt on side of Whites. Sioux refused to stay on reservation and killed Custer's troops at Little Bighorn. US army hunted down bands of Indians and killed Crazy Horse.</p>
<p><b>How did the lives of American people change 1877-1890?</b></p>	<p><b>Lives of Native Americans</b>  1/ Slaughter of millions of buffalo by white hunters using railroads forced Indians onto reservations.  2/ US govt split up tribes on reservations, banned hunting, took over Indian courts and forced them to live farming or handouts. Poor land led to mass starvation and disease.  3/ Indians made to convert to Christianity, children sent to boarding school to have English and white ideas beaten into them.  4/Dawes Act 1887 gave men full citizenship and 160 acres in exchange for tribal lands.  5/Ghost Dancers prayed desperately for whites to be swept away and buffalo return. But Sitting Bull murdered and over 250 Ghost Dancers slaughtered at Wounded Knee 1890. Jan 1891 remaining Ghost Dancers gave up.</p>	<p><b>Lives of African Americans</b>  1/Blacks in the South trapped in low-paid work, with cotton industry doing badly; work as poor sharecroppers, or migrated north to unskilled jobs. Divisions with poor whites.  2/6000 black Ams became homesteaders in Kansas getting govt land under Homestead Act  3/Booker Washington set up schools for blacks teaching mainly manual skills, and set up National Negro Business League to support.  4/1890s segregation laws in southern states 'Jim Crow' laws. White schools given 10x as much funding. 'Redeemer' govts introduced literacy tests to prevent blacks from voting.  5/The KKK continued to influence the south; lynching of hundreds of blacks e.g. 1891 161 killed. Few arrests or trials of killers.</p>	<p><b>Big business, cities and mass migration</b>  1/big business corporations e.g. railroad companies more powerful and squeezed out smaller rivals. Assembly lines in factories.  2/industry developed-cotton mills doubled in number in the south and tobacco increased; huge demand for coal and iron from North so coal production increased 10x in the South  3/beef prices fell so small ranchers went bust; harsh winter 1886-7 killed millions of cattle.  4/rapid urbanisation- over 100,000 cities 14 in 1870, 38 in 1900.Surge in migration -1890s 600,000 from Italy alone. Took lower wages so anti-immigrant violence. Govt limited Chinese entry after riots.  5/elevators and skyscrapers invented in 1880s but migrant workers lived in slums. 60% of babies died before age 1 in part of Chicago</p>

## Living Under Nazi Rule, 1933-1945

**Rationale:** The final component of the GCSE is called the World Depth Study and you will focus on a short traumatic period in world history, when different ideologies and cultures were in conflict. In 'Living Under Nazi Rule, 1933-1945' you will engage with many rich contemporary sources and different historical interpretations to understand what is was like to live in Hitler's Germany.

### TIMELINE:

### KEY TERMS:

22/2 1933	Reichstag Fire (Berlin) a Dutch communist, Van Der Lubbe, is blamed	<b>Democracy to dictatorship – How were the Nazis able to take control so quickly?</b>	<b>Aryan</b>	A pure-bred German in Nazi ideology, i.e. blond haired and blue eyed	<b>Can you remember the correct context of these well-known Nazi slogans?</b>
Mar 1933	Nazis lose Reichstag election / 'Enabling Law' passed in Reichstag (23 <sup>rd</sup> )		Concentration Camps	Prison camp for political prisoners and social undesirables, e.g. Dachau	<ul style="list-style-type: none"> <li>• <i>arbeit macht frei</i> - "work sets you free"</li> <li>• <i>ein Volk, ein Reich, ein Fuhrer</i> - "one People, one Empire, one Leader"</li> <li>• <i>Heil Hitler! / Sieg Heil!</i> - "Hail Hitler!" / "Hail Victory!"</li> <li>• <i>kinde, kuche, kirche</i> (3 X Ks) - "children, kitchen, church"</li> </ul>
May 1933	TUs banned/DAF launched & 'Burning of the Books' in university cities		DAF	'German Labour Front' – a Nazi organisation made to control the workers	
Jun 1933	Socialist (SPD) and all other political parties are banned in Germany		Extermination Camps	Built in Poland 1942+ to murder Jews in the 'Final Solution', e.g. Auschwitz	
30/6 1934	'Night of the Long Knives' – Rohm, SA leaders and others murdered		<b>Fuhrer</b>	German for 'leader' or, in Hitler's case, supreme leader and dictator!	
Aug 1934	President Hindenburg dies - President/Chancellor merged into <b>Fuhrer!</b>		<b>Gestapo</b>	Secret Police (part of Heydrich's SD) set-up to investigate & arrest political enemies	
	<b>Taking a Stand – What made it so hard to oppose Nazi rule?</b>		<b>Gleichschaltung</b>	Nazi name for taking over society, it means to 'co-ordinate' with NZ ideas	
Mar 1933	<i>Dachau</i> - first of 70 Nazi concentration camps set up outside Munich		<b>Hitlergrusse</b>	Hitler Greeting or the 'Heil Hitler' salute, made with outstretched right arm	
Jul 1933	<i>Concordat</i> with Catholic Church & Protestant Reich Church set up		<b>Hitler Jugend</b>	Hitler Youth (HJ) + girl's youth, called the ' <i>Bund Deutsche Madel</i> ' (BDM)	
Apr 1934	Act to set up a 'People's Court' passed to try all political prisoners		Holocaust	Murder of Jews and others by the NZs in WW2 / means 'consumed by fire'	
1934	German radio is nationalised by Nazis into 'Reich Radio Company'		KDF	'Strength through Joy' – organised workers' leisure time, see also 'Beauty of Labour'	
Jun 1936	All German Police branches brought under control of Himmler's SS		<b>Kristallnacht</b>	'Night of Broken Glass' (10/11/38) used to describe anti-Jewish attacks by SA	
1937	Pope Pius XI issues papal bull 'With Burning Concern' against Nazism		<b>Lebensraum</b>	NZ policy of taking land from other countries for 'living space' e.g. in Poland and Russia	
1938	Nazi Secret Service (SD), including the <i>Gestapo</i> , set up by Heydrich		RAD	'Reich Labour Service' – cheap labour for big state projects, e.g. autobahns	
	<b>Dem Deutschen Volke - How did the lives of the German people change, 1933-39?</b>		<b>Reich</b>	German word for 'empire' – Nazi Germany is often called the 'Third Reich'	
1933-39	German women given incentives to leave work, marry and have babies		Resistance	Groups opposing NZs, e.g. <i>Edelweiss Pirates</i> or Confessing Church (BK)	
Jan 1934	Schools compelled to educate "in the spirit of National Socialism"		SA	<i>Sturmabteilung</i> or 'stormtroopers' – brown-shirted Nazi thugs led by Rohm	
Sep 1935	Nuremberg Laws revoke citizenship for Jews & ban mixed marriages		SS	<i>Schutzstaffel</i> - Hitler's black-uniformed bodyguard, who became Nazi elite	
1936	Law on Hitler Youth - compulsory membership & NSLB launched		<i>Uber/untermenschen</i>	Nazi words for 'super-humans' (e.g. Aryans) and 'sub-humans' (e.g. Jews)	
10 Nov 1938	<i>Kristallnacht</i> – SA led anti-Jewish pogroms and violence across Germany		<b>Volkgemeinschaft</b>	German word used by Nazis to describe their 'People's Community'	
	<b>Germany in war – What was the impact of the Second World War on German people?</b>		<b>Volkssturm</b>	National militia recruited right at the end of WW2 to defend the <i>Reich</i>	
Sep 1939	Hitler invades Poland / Britain & France declare war on Germany (WW2)				<b>WHAT THEY DID?</b>
Apr-Jun 1940	<i>Blitzkrieg</i> - Germany defeats Norway, Denmark, Holland, Belgium & France		Cardinal Galen	Bishop of Munster - opposed euthanasia campaign, managed to avoid arrest	
Spring 1940	Food shortages in Germany lead to the introduction of rationing		Joseph Goebbels	Nazi propaganda chief and Minister of Propaganda in Hitler's government	
1940-45	RAF bombing campaign – Berlin ('40/'43), Hamburg ('43), Dresden ('45)		Hermann Goering	Head of the Luftwaffe and the Office of the Four-Year Plan from 1936	
Apr 1942	Albert Speer Minister of Armaments / Central Planning Board (CBD)		Rudolf Hess	Hitler's secretary & Deputy Fuhrer until 1941 when he escaped to Scotland	
1943	German economy/production moves to 'Total War' footing late in WW2		Reinhard Heydrich	Himmler's deputy and head of the <i>Sicherheitsdienst</i> (SD) secret service	
6 <sup>th</sup> Jul 1944	Army Bomb Plot fails to kill Hitler (following several attempts in 1943)		Heinrich Himmler	<i>Reichsfuhrer SS</i> / head of all police and security organisations in the <i>Reich</i>	
	<b>Occupation – What did Nazi rule mean for the people of Europe, 1939-45?</b>		Robert Ley	Head of the DAF and chief NZ 'cheerleader' for German industrial workers	
Jun 1940	France defeated / Channel Islands (June) & Netherlands occupied (May)		Martin Niemoller	Launched the 'Confessing Church' (BK) in 1934 to oppose 'Reich Church'	
Sep 1939-41	Jews concentrated into ghettos, which were created in Polish cities		Emil Nolde	NZ Party member whose artistic work was later banned for being 'un-German'	
1941-45	Final Solution - two phases: 1 <i>Einsatzgruppen</i> / 2 Extermination camps		Sophie Scholl	Led the White Rose resistance group with brother Hans, executed in 1943	
6 <sup>th</sup> Jun 1944	D-Day landings – allied troops begin the liberation of western Europe		Paul Schneider	Protestant pastor, joined the BK, arrested and murdered for anti-NZ beliefs	
Jan/Apr 1945	Russian troops liberate Auschwitz/British troops liberate Bergen-Belsen		Ernst Rohm	Leader of the SA (Stormtroopers/Brownshirts), murdered on NOLK (1934)	
8 <sup>th</sup> May 1945	VE Day – the end of the war in Europe – Hitler and Germany defeated!		Bernhard Rust	Reich Education Minister, said "the whole function of education is to create Nazis"	
			Albert Speer	Architect who became close to Hitler, made Minister of Armaments (1942)	

<p><b>topic</b></p> <p><b>Democracy to dictatorship</b></p> <p><b>How were the Nazis able to take control of Germany so quickly?</b></p>	<p><b>Living under Nazi rule 1933-45</b></p> <p><b>Hitler and the Nazi party in January 1933</b></p> <p>1/ On 30 January Hitler was appointed Chancellor by President Hindenburg. Possessed a 'dark charisma' and ability to connect with an audience. Great Depression after Wall Street Crash made Nazi ideas popular and many who voted Nazi feared the Communists more.</p> <p>2/ Top Nazis include <b>Goering</b>-formed the Gestapo; <b>Himmler</b> led the SS; <b>Hess</b> Deputy Leader of the party; <b>Goebbels</b> Minister for Propaganda and <b>Frick</b> Minister for the Interior</p> <p>3/ Nazi demands: scrap Versailles, build nationalism, fight for <b>lebensraum</b> [living space for German people]</p> <p>4/ bread and work for all; support the farmers- 'blood and soil'; improve education; destroy communism; strong central government</p> <p>5/ Aryan supremacy [<b>Ubermenschen</b>]; subdue the Jews [<b>Untermenschen</b>].</p>	<p><b>Establishing the dictatorship by July 1933 and total power by August 1934</b></p> <p>1/ <b>Reichstag Fire</b> used by Nazis to pass Fire Decree giving emergency powers; 4000 Communists including over 100 Reichstag deputies arrested</p> <p>2/ SA and SS intimidated other parties in March 1933 elections. In a coalition with another Nationalist party passed <b>Enabling Act</b>. Laws could now be passed without the Reichstag.</p> <p>3/ <b>Gleichschaltung</b> [bringing into line] included sacking non Nazis and Jews from Civil Service, official policy of antisemitism, book burning and over 100,000 arrests in 6 months. Dachau and other concentration camps set up. Trade Unions and other parties banned.</p> <p>4/ measures for total power included getting rid of old regions and dividing Germany into 42 districts under <i>gaulleiter</i>. The People's Court set up to punish political offences quickly.</p> <p>5/ 30 June 1934 <b>Night of the Long Knives</b> 85 SA leaders were murdered. Created a climate of fear+ showed extra-judicial killing was ok. Hitler got loyalty of army + with d. of Hindenburg in Aug 1934 became President</p>
<p><b>Taking a stand: what made it so hard to oppose Nazi rule?</b></p>	<p><b>Machinery of terror + propaganda</b></p> <p>1/ <b>The SS</b> [Himmler] purged the SA + he became Chief of all German police.' <i>Cruelty commands respect.</i>' The SD [Heydrich - <i>the man with a heart of iron</i>'] a secret service to spy on Germans and foreign news.</p> <p>2/ <b>The Gestapo</b> [Heydrich], seemed everywhere, yet only had 15,000 officers [one per 4,400]. Relied on informants and public tip offs. Arrested + tortured politicals, later Jews, homosexuals and religious.</p> <p>3/ <b>Police</b> [<i>Orpo</i>' and <i>Kripo</i>'] became part of terror system; harsher courts -from 3 to 46 offences punishable by death; over 70 <b>concentration camps</b> in 1933-first run badly by SA, then by SS Deaths Head units led by Eicke. Brutal punishments +guards no longer punished for deaths.</p> <p>4/ Goebbels controlled newspapers through <b> censorship</b>+ the Editor's Law; the Reich Radio Company controlled radio +made sure Nazi <b>propaganda</b> played. Cheap radios built, by 1939 in 70% of homes.</p> <p>5/ <b>Giant rallies</b> e.g. for 250,000 in Nuremberg were staged at night; <b>Berlin Olympics</b> 1936 used to showcase Nazi Germany + Aryan propaganda; Reich Cinema Law 1934-films censored. Propaganda <b>films</b> e.g. Triumph of the Will+ anti-Semitic films e.g. The Eternal Jew.</p>	<p><b>Opposition to Nazi rule</b></p> <p>1/ <b>The Left</b> the most active opposition at first: <b>Social Democrats</b> formed small resistance groups. Anti- Nazi leaflets and posters. Hunted down by Gestapo. <b>Communists</b> did more-meetings, propaganda, newsletters. The Red Flag sold 10,000 copies a month. Soon arrested by Gestapo. One called Georg Esler tried to kill Hitler with time-bomb in 1939.</p> <p>2/ <b>The Church</b> a) <b>Catholic</b>-made deal called Concordat with Hitler in 1933. But H closed down church youth groups in 1936 [had 2.5 million members]. <b>Cardinal Galen</b> criticised Nazis in sermons e.g. for T4 Euthanasia programme [this had to be scaled down]. Too high-profile to persecute; 1937 Pope Pius XI also issued letter ' <i>With Burning Anxiety.</i>' .</p> <p>b) <b>Protestants</b>: Nazis formed <b>Reich Church</b> with Hitler oath by pastors. Non- Nazi <b>Confessional Church</b> had 6000 pastors. Over 800 pastors e.g. Niemoller sent to camps c) <b>Jehovah's Witnesses</b>: pacifists+ refused to give Hitler salute. By 1939 6000 in camps.</p> <p>3/ <b>Young Communists</b> continued in secret. Gangs, hikes to share ideas.</p> <p>4/ <b>Swing Kids</b>-liked African American jazz +dance; wore hair long. Himmler saw as dangerous so Gestapo arrested, sang songs. Listened to foreign radio.</p> <p>5/ <b>Edelweiss Pirates</b>-went camping, sang songs. Listened to foreign radio. Fights with HJ members, a few executed.</p>

<p><b>Dem deutschen volke:</b>  <b>How did the lives of German people change 1933-45?</b></p>	<p><b>Impact of Nazi policies on men, women and young people</b>  1/ <b>Jobs:</b> from 6 m unemployed to 25,000 men by 1939. Huge projects e.g. motorways under the Reich Labour Service- all 18-25s had to serve for 6 months. Small craftsmen [the Mittelstand] given help by laws. Nazis pro-farmers but forced to pass land on just to eldest sons to protect farms.  2/ Small craftsmen still lost out to big firms, and numbers dropped. Farmers unable to innovate and rural population fell by 3%. The <b>DAF</b> replaced trade unions. Ban on strikes, so pay freeze but 10x the dole.  3/ Plenty of industrial jobs, and <b>Strength through Joy</b> [KdF] created cheap holidays, <b>Beauty of Labour</b> built new toilets. 1938 Volkswagen scheme 5 marks per week. WW2 stopped production so nobody ever got one.  4/ Goebbels: <b>women 'to be beautiful and to bring children into the world.'</b> <b>Kinder Küche Kirche</b>, avoid smoking, make up. Marriages went up as marriage loans given [wife had to give up work]. Medals for mothers [Honour cross of the German mother] but births declined. Fewer women in higher education but more in factory jobs due to rearmament.  5/control of <b>schools</b> through Nazi Teachers League+ threat of pupils informing Gestapo ; Adolf Hitler schools set up for military education. Curriculum based on Nazi ideas e.g. Aryan history. <b>Hitler Youth</b> compulsory 1936-sport, study of Nazi books, parades. Many kids hated it.</p>	<p><b>Nazi racial policy: the growing persecution of Jews</b>  1/ belief in <b>Aryan Übermenschen</b>+ Jewish <i>Untermenschen</i> [subhumans] based on 19<sup>th</sup> century German science . Jews and Gypsies thought to have distinctive facial features. Spread myths about Jews e.g. controlled big business, betrayed Germany in WW1, Communists.  2/ 100s of <b>anti-Semitic laws</b> e.g. March 33 banned as judges; Sept 35 <b>Nuremberg Laws</b> banned from marrying Germans and stripped of citizenship; Nov 1838 expelled from state schools  3/ <b>social exclusion:</b> signs saying 'Jews not wanted here' in parks, shops, restaurants and towns. Antisemitic propaganda in children's books and Nazi papers like Der Sturmer said they were rapists and paedophiles.  4/ <b>Physical persecution:</b> attacks by SA from 1933, but most serious violence on <b>Kristallnacht</b> Nov 1938 when synagogues destroyed, 91 Jews murdered and 30,000 sent to concentration camps  5/ Attempts to force to emigrate. But difficult as heavy emigration tax, by 1939 had to leave most of possessions behind. German armies followed them in WW2 into many countries they had fled to.</p>
<p><b>Germany in war: what was the impact of the Second WW on the German people?</b></p>	<p><b>The move to a war economy 1939-42 and growing opposition</b>  1/ big increase in <b>military spending</b> + war goods went up from 23% to 47% of factory output. By 1941 55% employed in war work. But lack of central control until <b>Speer Minister of Armaments</b> Feb 42. Set up Central Planning Board and focused factories on a single product. More women+ camp slave labour used. By 1944 nearly 40,000 planes and 20,000 tanks.  2/ <b>hardships</b>- Jan 1940 coldest in living memory, fuel shortages; food shortages +rationing food and clothes. Jews much lower rations. 1.5 million women [out of 30 million] worked in war industries  3/ August 1940 first <b>bombing raid</b> on Berlin. Air raids on cities 3 or 4 nights a week. Evacuation of some children to countryside to families or strict youth camps. Only 40,000 of 260,000 Berlin children took part.  4/ <b>criticism:</b> Cardinal Galen published 3 sermons in 1941; Bonhoeffer a Protestant pastor helped Jews escape and preached in a camp; wives protested arrest of Jewish husbands –the Rosenstrasse . White Rose [Sophie Scholl] made 6 leaflets-sent to 9 big cities. Passive resistance.  5/ <b>Army plots:</b> July 1944 Stauffenberg used briefcase bomb and set off Operation Valkyrie. 5000 were executed for this including 19 generals.</p>	<p><b>The impact of Total War on the German people 1943-45</b>  1/ From 1943 <b>war turning against Nazis.</b> Goebbels' slogan '<i>Total war-shortest war.</i>' Called for huge sacrifices in all-out push for victory.  2/ <b>4 big changes:</b> 1 million more women in workforce [called for 3 m]; All non war activities e.g. sport shut down; <b>shortages</b> word as end of civilian clothes production Aug 1943; propaganda in posters and cinema  3/<b>air raids</b> intensified and took place day and night with incendiary bombs creating firestorms. Huge numbers of homeless and 40,000 killed in Hamburg, 25,000 in Dresden including thousands of refugees.  4/<b>desperation</b> –people fled to countryside from bombs, huge numbers of refugees as people fled from advancing Russians and US/UK/Canadians. Food and fuel shortages + 500,000 workers forced to become soldiers, replaced by unskilled. ¼ of workforce made up of forced labour.  5/<b>destruction and peace:</b> Oct 1944 <b>Volkssturm</b> [People's Storm], a kind of Dads Army set up, all males under 60 forced to join. Given 4 days training+ old rifles. Along with Hitler Youth fought to bitter end. In the end 80,000 tried to hold off 1.5 million Russian troops in Berlin. Many thousands killed and over 100,000 women raped by Russian troops.</p>



<p><b>Occupation: what did Nazi rule mean for the people of Europe 1939-45?</b></p>	<p><b>The contrasting nature of Nazi rule in Eastern and Western Europe</b></p> <p>1/ <b>Eastern Europe:</b> belief in <i>Lebensraum</i> + that Poles as Slavs were <i>Untermenschen</i> [also called <i>Dungervolk</i>]. Plan to erase all Polish control+ culture and absorb into Germany. Largest region called the <b>General Government</b> under Hans Frank. Initially Poland split with Russia until whole country occupied after 1941 invasion of Russia.</p> <p>2/ From 1940 100,000s of native Poles expelled and 500,000 'ethnic Germans' given their houses+ land. 30,000 of the most talented people in Poland arrested, many tortured and killed. Nearly 2 million Poles killed, 1.5 million sent to German labour camps, subject to Polish Decrees. Over 3 million Polish Jews murdered.</p> <p>3/One of largest <b>resistance</b> movements formed. Polish government in exile in London formed secret state within Poland called the '<i>Delegatura</i>.'</p> <p><b>Warsaw Uprising</b> brutally crushed by Nazis with 200,000 deaths and the capital destroyed.</p> <p>4/ <b>Western Europe:</b> Netherlands surrendered quickly. Treated as Aryans and few changes at first. Dutch obeyed Nazis and filled in ancestry forms. Only passive resistance in support of Dutch royal family in exile.</p> <p>5/ <b>1941-2 turning point</b> as demonstrators against deportation of Jews shot at. In all 76% of Dutch Jews were sent to death camps. Nazi rule became more harsh and ex-soldiers forced to work in labour camps and demonstrators shot at. By 1944 all men 16-60 had to do <b>forced labour</b>. People joined <b>Dutch resistance</b> and over 300,000 men went into hiding. Almost 20,000 resistance arrested, 2000 executed. Severe food + fuel shortages towards end of war, 20,000 starved and rail workers went into hiding to hinder German war effort.</p>	<p><b>The Holocaust</b></p> <p>1/first solution: <b>persecution encouraging emigration</b>-Austria after March 1938 Jews beaten and forced to scrub streets+ mass looting of property. 110,000 Jews emigrated in 2 years. '<b>Vienna model</b>' repeated in Czechoslovakia in 1939.</p> <p>2/stage 2: concentration in <b>ghettos</b> 1939-41: plan dropped for mass reservation in Madagascar; walled ghettos created in Polish cities. Warsaw ghetto held 445,000 in terrible conditions. Typhus and starvation.</p> <p>3/Final solution phase 1: <b>einsatzgruppen</b>. Mobile killing units of SS and police followed German armies into Russia. Jews and Communists rounded up and shot into mass burial pits. Autumn/winter 1941 around 1 million murdered in this way.</p> <p>4/ Final solution phase 2: <b>death by gas</b>. Gas vans tried at Chelmno to kill Jews from ghettos with more efficiency and less trauma to the killers. Autumn 1941 first death camps planned to murder all Polish Jews in secret locations at Belzec, Sobibor and Treblinka; further planning at Wannsee Conference in January 1942. By summer 1942 these camps operated with gas chambers. Fake railway stations and showers built to stop mass panic. Some resistance e.g. Sobibor where 11 guards killed and 300 slave labourers escaped into the forest.</p> <p>5/ the camp at <b>Auschwitz</b> was enlarged with additional site 20x as big at Birkenau. 4 new gas chambers and crematoria to dispose of remaining European Jews. Transported in cattle trucks; at the ramp 3/4 selected for gas chambers, ¼ for slave labour. Zyklon B gas was used to murder up to 12,000 people a day. 1.1 million mainly Hungarian Jews murdered here. Thousands more died on <b>death marches</b> as the Soviet army approached.</p>
	<p><b>Responses to Nazi rule: collaboration, accommodation and resistance</b></p> <p>1/ <b>France</b> was divided into an '<b>occupied zone</b>' in the north and a '<b>free zone</b>'</p> <p>2/ German soldiers plundered France leading to severe shortages of food. Strict censorship and curfews in the occupied zone; 100,000s became forced labourers in Germany. Over 70,000 Jews deported by Pétain to death camps. Some e.g. Pastor Andre Trocme helped to hide Jews and help them escape to Switzerland.</p> <p>3/many people engaged in <b>passive resistance</b> e.g. listened to BBC on radio or helped the Resistance, others '<b>accommodated</b>' themselves to the Nazis. In Denmark for cooperating with the Nazis over industrial production and trade they were allowed to keep their government and Jews.</p> <p>4/ The <b>Resistance</b> fought a guerrilla war, sabotaging and providing intelligence to allies. Dangerous-a Nazi execution chamber in Paris + a Gestapo torture chamber underneath the base of the Eiffel Tower. Resistance found in many occupied countries especially Poland.</p> <p>5/ <b>collaborators</b> supported the Nazis and 1000s were executed at the end of the war for this. In Belgium the de Vlag group recruited for the SS; in Croatia an extreme right-wing party called the Ustasa built their own concentration camps and killed 25,000 Jews; in Latvia the SS created the Auxiliary Security Police, who killed 26,000 Jews; in Serbia a group of nationalists called the Chetniks worked in support of Nazi forces.</p>	

# GCSE – Paper 1 – 1 hour 45 minutes

The People's health		Elizabeth					
55 minutes		50 minutes					
Question	What's being asked?	Structure	Time	Question	Being asked	Structure	Time
1, a, b, c 3 marks	Name one thing x 3	1 example given - no explanation needed	5 minutes	6a 3 marks	Identify something from the source	Identify aspect Explain aspect	5 minutes
2 9 marks	Clear and organised summary Narrative account Using second order concepts	2 / 3 x PEE Look at one of the following - cause, consequence, change, continuity or significance	10 minutes	6b 5 marks	Identify an area of further research	Judgement - what would you identify Explain why Link in own knowledge to show you know that this is a cause for debate	10 minutes
3 10 marks	Why / why did / what was the impact / what caused / why do you think?	2 / 3 x PEE to explain in detail what is being asked	15 minutes	7 12 marks	How far two interpretations differ?	Judgement 2 x PEE why different 1 x PEE why could be similar Conclusion saying most important difference	15 minutes
4 or 5 18 marks	Statement given 'How far do you agree?'	Judgement 2 x PEE to support judgment 1 x PEE against judgement Conclusion	25 minutes	8/9 20 marks	Statement given 'How far do you agree?'	Judgement 2 x PEE to support judgment 1 x PEE against judgement Conclusion	20 minutes

# GCSE – Paper 2 – 1 hour

Local Study / history around us		
Remember you must pick 2 out of the three questions		
Question	What's being asked?	Time
1 20 + 5 <u>SPaG</u> marks	Choose a turning point in your site's history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer.	30 minutes
2 20 + 5 <u>SPaG</u> marks	What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer.	30 minutes
3 20 + 5 <u>SPaG</u> marks	Imagine that an artist has been hired to do a painting showing the diversity of everyday life at your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate? Use physical features of the site as well as your knowledge to support your answer.	30 minutes

# GCSE – Paper 3 – 1 hour 45 minutes

The Making of America, 1789-1900		Living under Nazi Rule, 1933-1945					
55 minutes		50 minutes					
Question	What's being asked?	Structure	Time	Question	Being asked	Structure	Time
1,a,b,c 3 marks	Name one thing x 3	1 example given - no explanation needed	5 minutes	6 7 marks	Source question 1 source What can you tell?	2 x PEE of what you can see - support with own knowledge	7 minutes
2 9 marks	Clear and organised summary Narrative account Using second order concepts	2 / 3 x PEE Look at one of the following - cause, consequence, change, continuity or significance	10 minutes	7 15 marks	Source question 3 sources How useful?	Judgement 2 x PEE to support judgement 1 x PEE against judgement conclusion You have to use all sources in this answer	18 minutes
3 10 marks	Why / why did / what was the impact / what caused / why do you think?	2 / 3 x PEE to explain in detail what is being asked	15 minutes	8 or 9 18 marks	Statement given 'How far do you agree?'	Judgement 2 x PEE to support judgment 1 x PEE against judgement Conclusion	25 minutes
4 or 5 18 marks	Statement given 'How far do you agree?'	Judgement 2 x PEE to support judgment 1 x PEE against judgement Conclusion	25 minute				

Mark	Paper	Structure	
1	The People's Health Making of America	Name one thing	1 example given – no explanation needed
3	Elizabeth	Identify something from the source	Identify aspect Explain aspect
5	Elizabeth	Identify an area of further research	Judgement – what would you identify Explain why Link in own knowledge to show you know that this is a cause for debate
7	Living under Nazi Rule	Source question 1 source What can you tell?	2 x PEE of what you can see – support with own knowledge
9	The People's Health Making of America	Clear and organised summary Narrative account Using second order concepts	2 / 3 x PEE Look at one of the following – cause, consequence, change, continuity or significance
10	The People's Health Making of America	Why / why did / what was the impact / what caused / why do you think?	2 / 3 x PEE to explain in detail what is being asked
12	Elizabeth	How far two interpretations differ?	Judgement 2 x PEE why different 1 x PEE why could be similar Conclusion saying most important difference
15	Living under Nazi Rule	Source question 3 sources How useful?	Judgement 2 x PEE to support judgement 1 x PEE against judgement conclusion You have to use all sources in this answer
18	The People's Health Making of America Living under Nazi Rule	Statement given 'How far do you agree?'	Judgement 2 x PEE to support judgement 1 x PEE against judgement Conclusion
20	Elizabeth	Statement given 'How far do you agree?'	Judgement 2 x PEE to support judgement 1 x PEE against judgement Conclusion

# GCSE (9–1) History B (Schools History Project)

**J411/12 The People's Health, c.1250 to present with The Elizabethans, 1580–1603**

Sample Question Paper

**Date – Morning/Afternoon**

Time allowed: 1 hour 45 minutes

**OCR supplied materials:**

- the OCR12-page Answer Booklet

**Other materials required:**

- None



## INSTRUCTIONS

- Use black ink.
- Section A – The People's Health, c.1250 to present: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – The Elizabethans, 1580–1603: Answer questions 6 (a–b) and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

## INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

## Section A

### The People's Health, c.1250 to present

Answer questions 1 (a–c), 2 and 3.

1.
  - (a) Give **one** example of the way in which medieval people reacted to the Black Death. [1]
  - (b) Name **one** way in which people in towns obtained their water during the period 1500–1750. [1]
  - (c) Name **one** of the 'big killer' diseases in the period 1750–1900. [1]
2. Write a clear and organised summary that analyses people's living conditions in the Middle Ages. Support your summary with examples. [9]
3. Why did people's attempts to stop the spread of plague in the period 1500–1750 have limited impact? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4.\* How far do you agree that the most important changes in public health in Britain took place in the twentieth century? Give reasons for your answer. [18]
- 5.\* 'New technology has been the most important factor in improvements to public health in Britain'. How far do you agree with this statement? Give reasons for your answer. [18]

## Section B

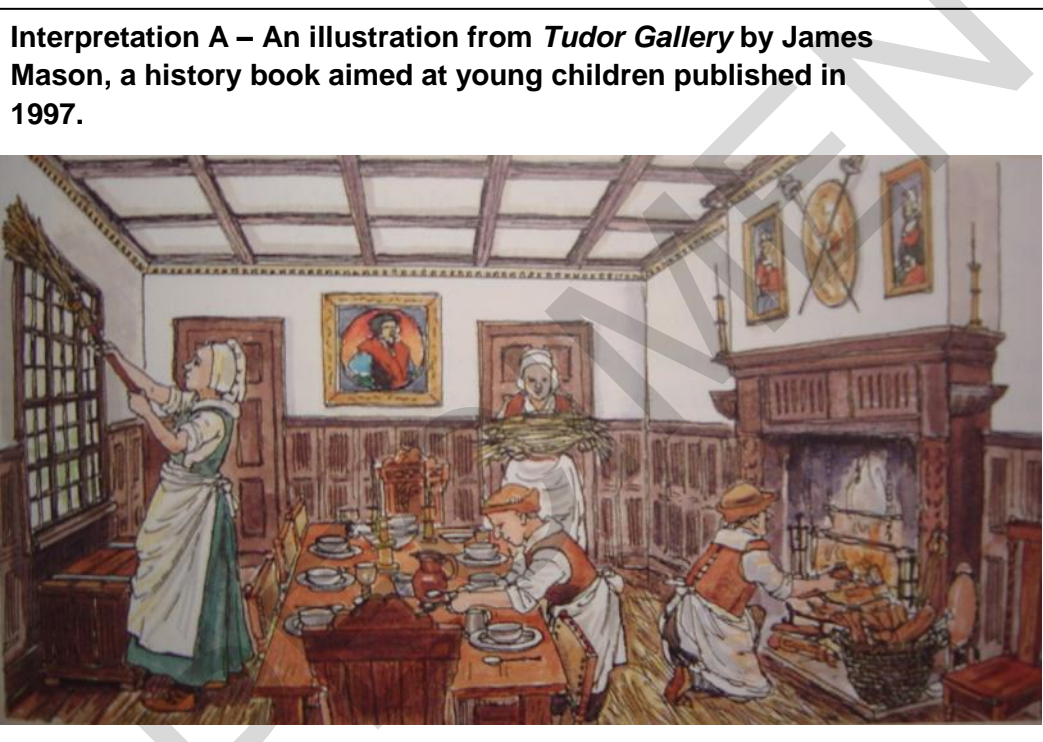
### The Elizabethans, 1580–1603

Answer questions 6 (a–b) and 7.

6.

- (a) In Interpretation A the illustrator portrays the wealth and comfort of an Elizabethan gentleman's house. Identify and explain **one** way in which the illustrator does this.

[3]



- (b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand daily life in Elizabethan England.

[5]



7. Interpretations B and C both focus on the power of Elizabeth I. How far do they differ and what might explain any differences?

[12]

**Interpretation B – An extract from *The Making of the United Kingdom, 1500–1750*, a secondary school textbook written by J F Aylett in 1992.**

Elizabeth I was England's only unmarried queen. Perhaps she knew that, if she married an English nobleman, she would offend others. If she had married a foreigner she would not have been able to follow her own policies. And those policies *were* successful. When she died in 1603, England was one of the world's leading trading nations. It had also become a major power in Europe. Above all, she handed over a country that was more peaceful and united than ever before. Many people thought that she was wonderful. No wonder they looked back on her reign as a Golden Age.

**Interpretation C – An extract from *A Brief History of Britain, 1485–1660*, written by the historian Ronald Hutton in 2010.**

During her last years, her government was starting to show signs of strain. The Spanish war had reached stalemate, with the English more anxious to make peace than their opponents. Court politics had become unusually divisive and embittered, leading to the rebellion and execution of her final toy-boy, Essex, and then a monopoly of power by Burghley's son, Robert Cecil. The last Parliament of the reign turned directly upon the queen over the issue of economic monopolies that she was granting as rewards to her followers; and she was forced to surrender to its demands. Her splendid costumes made an ever more glaring contrast with her physical decay: one Venetian ambassador reported that she stank so much it was wise to stand upwind of her.

Answer **either** question 8 **or** question 9.

8.\* In his 2012 book *The Watchers*, the historian Stephen Alford argued that the threat from Catholics created 'dangerous and uncertain times' in Elizabethan England. How far do you agree with this view?

[20]

9.\* In his 1974 school textbook *Tudors and Stuarts*, R J Unstead stated that Elizabethan adventurers 'successfully increased English trade in all parts of the world'. How far do you agree with this view?

[20]

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## GCSE (9–1) History B (Schools History Project)

### J411/21 History Around Us

#### Sample Question Paper

## Date – Morning/Afternoon

Time allowed: 1 hour

**Other materials required:**

- None



First name

Last name

Centre number

Candidate number

### INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- You **must** clearly state the name of the site you have studied.
- Answer **any two** questions.
- Write the number of each question you have answered in the margin.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

### INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Spelling, punctuation and grammar and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **8** pages.

As part of your GCSE (9–1) History B (Schools History Project) course you have studied a historical site and what remains of it today.

Refer to features from the site as well as your own knowledge of the past to help you with the questions below.

You **must** clearly state the name of the site you have studied at the start of each answer.

You should make it clear in your answers which specific time(s) in your site's history you are referring to.

Answer **any two** questions


1. Choose a turning point in your site's history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology [5]


2. What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology [5]

3. Imagine that an artist has been hired to do a painting showing the diversity of everyday life at your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate? Use physical features of the site as well as your knowledge to support your answer.

[20]

() Spelling, punctuation and grammar and the use of specialist terminology [5]



# GCSE (9–1) History B (Schools History Project)

**J411/39 The Making of America, 1789–1900  
with Living under Nazi Rule, 1933–1945  
Sample Question Paper**

**Date – Morning/Afternoon**

Time allowed: 1 hour 45 minutes

**OCR supplied materials:**

- the OCR 12-page Answer Booklet

**Other materials required:**

- None

## INSTRUCTIONS

- Use black ink.
- Section A – The Making of America, 1789–1900: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – Living under Nazi Rule, 1933–1945: Answer questions 6 and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

## INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document consists of **8** pages.

## Section A

### The Making of America, 1526–1900

Answer questions 1 (a–c), 2 and 3.

- 1.
- (a) Name **one** of the states that were added to the USA between 1789 and 1838. [1]
- (b) Name **one** of the Indian wars fought between 1861 and 1876. [1]
- (c) Name **one** of the main industries that provided employment for large numbers of African-Americans in the south after 1877. [1]
2. Write a clear and organised summary that analyses the difficulties faced by early migrants on their journeys to Oregon and California in the 1840s and 1850s. Support your summary with examples. [9]
3. What was the impact of the Californian gold rush of 1848–1849? Support your answer with examples. [10]

Answer **either** question 4 **or** question 5.

- 4.\* How far do you agree that the building of railroads across the Plains was the main reason for the destruction of the Plains Indians' culture after 1877? Give reasons for your answer. [18]
- 5.\* "The period of Reconstruction from 1863 to 1877 was a time of progress for former slaves in America's southern states". How far do you agree with this statement? Give reasons for your answer. [18]

## Section B

### Living under Nazi Rule, 1933–1945

Answer questions 6 and 7.

6. What can Source A tell us about Nazi propaganda? Use the source and your own knowledge to support your answer.

[7]

**Source A – An announcement in a German newspaper, 16 March 1934**

Attention! The Führer will be speaking on the radio. On Wednesday 21 March, the Führer is speaking on all German stations from 11am to 11.50am. The district Party headquarters have ordered that all factory owners, department stores, offices, shops, pubs and blocks of flats put up loudspeakers an hour before the broadcast of the Führer's speech so that the whole workforce and all national comrades can participate fully in the broadcast.

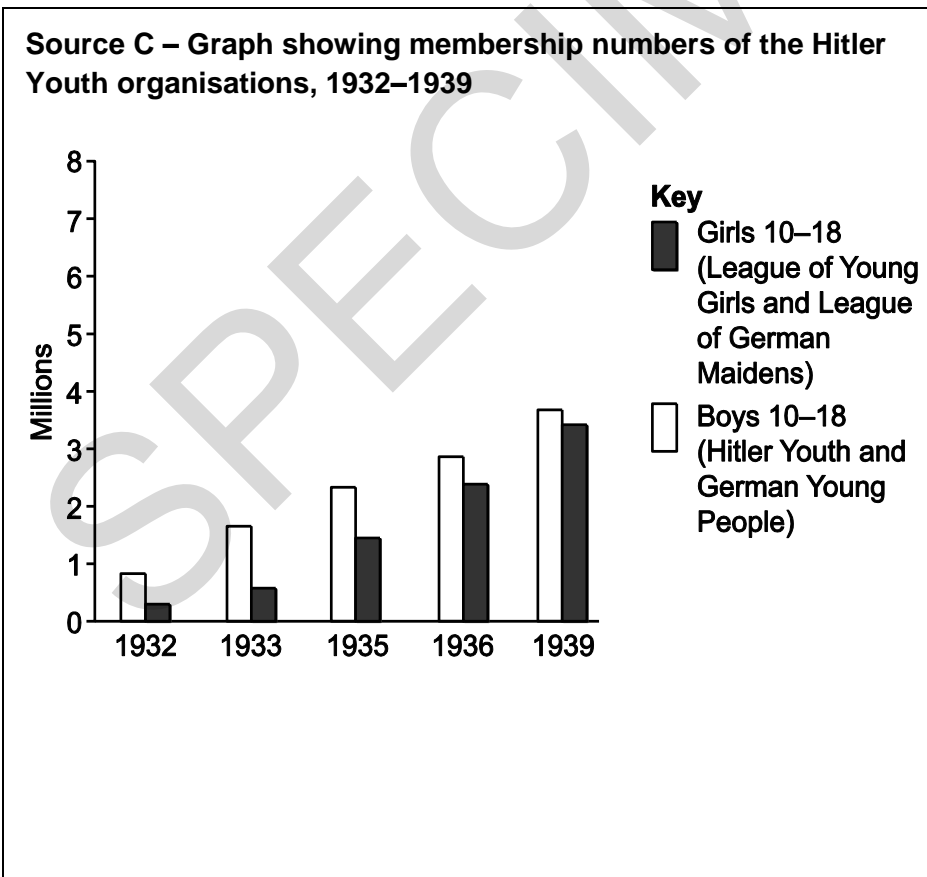


7. How useful are Interpretation B and Sources C and D for a historian studying the growth of Hitler Youth organisations between 1932 and 1939? In your answer, refer to the interpretation and the two sources as well as your own knowledge.

[15]

**Interpretation B – From *The Third Reich in Power* by Richard J Evans, 2006**

From July 1936 the Hitler Youth had an official monopoly on the provision of sports facilities and activities for all children below the age of fourteen; before long, it was the same for 14–18 year olds. In effect, sports facilities were no longer available to non-members. Hitler Youth members were given special days off school for their activities. The results of such pressure soon became apparent. By the end of 1933 there were 2.3 million boys and girls between the ages of ten and eighteen in the Hitler Youth organisation. By the end of 1935 this figure was approaching four million, and by the beginning of 1939 it had reached 8.7 million.



**Source D – Poster published by the Nazi government in Germany, 1938**

*The words on the poster mean: “Build youth hostels and homes”.*



Answer **either** question 8 **or** question 9.

8.\* “There was little effective opposition to the Nazis”. How far do you agree with this view of Germany between 1933 and 1945?

[18]

9.\* “German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe”. How far do you agree with this view?

[18]

SPECIMEN

# Command words, question phrases and their meanings

The following table gives some of the command words and question phrases you are likely to see in your examinations, together with what they mean and what is expected in your answer.

Word/phrase	Meaning	What is expected
<b>Give one example</b>	Give an example of something.	You need to state a point using your factual knowledge.
<b>Identify</b>	Give an example of something.	You need to give an example of something. This could be identifying something in a source.
<b>Explain</b>	Give reasons why.	You need to give reasons why something happened, for example.
<b>How far do you agree</b>	Explain whether or not you agree with the statement given in the question.	You need to explain both sides of the argument. You need to give arguments/explanations to show the statement in the question is correct, and arguments/explanations to show the statement in the question is not correct. You then need to write a conclusion that gives a judgement about how far you agree and explains why you have reached that judgement.
<b>How different</b>	Explain the ways in which two sources are different and the ways in which they are the same.	This question phrase is used in sources questions. You need to explain the ways in which two sources are different and the ways in which they are the same.
<b>How useful</b>	Explain the ways in which a collection of sources is useful and the ways in which it is not useful.	This question phrase is used in sources questions. You need to explain the ways in which sources are useful to a historian and also explain why they may not help a historian.
<b>Write a clear and organised summary that analyses</b>	Give a summary of something that explains using second-order concepts.	You need to write a summary that analyses something. This should be clearly organised and use second-order concepts such as cause, consequence, similarity and difference.

# Top ten tips from the examiner

## Preparing for the exam

### 1 Be aware of which topics are on each paper

Make sure you know which topics are on each paper, so that you revise the appropriate topics for each exam.

### 2 Revise thoroughly

Revise each topic thoroughly. Make sure you spend enough time on each topic to cover all the material you need to know.

### 3 Be aware of any weak areas

If there are any topics you find particularly difficult spend extra time on these. Ask your teacher for help if you are still unsure after careful revision.

### 4 Practise questions

As part of your revision, attempt past exam questions regularly. Ask your teacher to assign questions to you from Exam Question Practice, or to give you other exam practice.

### 5 Timing

As part of practising past exam questions, make sure you try some questions under timed conditions. Exam Question Practice gives you guidance on how long you should spend on each question.

## In the exam

### 6 Read the wording of the question carefully

Look carefully at the command words and question phrases and think carefully about what the question is asking you to do.

### 7 Timing

Make sure that you leave enough time to complete the paper. Spending too much time on the earlier questions may mean that you run out of time. Plan your time carefully.

### 8 Only include relevant knowledge

If your favourite topic is not on the exam paper, do not try to include it in your answers as it will not be relevant. Answer the question that is on the exam paper.

### 9 State the obvious

Some explanations might seem to be too easy, but they still need to be included in your answer. The examiner can only reward what you have written.

### 10 'How far' questions

Remember that 'how far' questions require you to explain *both* sides of the argument and also give a judgement.

# Top ten common exam mistakes

## 1 Lack of analysis in 'how far' questions

Giving only one side of the argument when a question asks how far you agree with the statement in the question. These questions always require analysis of *both* sides of the argument.

## 2 Not answering the question

Writing answers that are not relevant or are not focused on the actual question asked on the exam paper.

## 3 Just quoting from written sources and interpretations

Copying sections from written sources and interpretations and not using these sections to answer the question.

## 4 Just describing what can be seen in picture sources such as cartoons and photographs

Writing a description of the details you can see in a cartoon or a photograph when the question asks you to identify and explain a way in which an artist illustrates a point. Details from the source may be used to support your answer, but simply describing what you can see does not answer questions like these.

## 5 Describing rather than explaining

Thinking that *explain* means *describe* — telling the story of what happened rather than explaining why it happened.

## 6 Identifying reasons and not explaining them

Thinking that explain means only stating a reason — for example, stating that migrants came from Ireland to escape the Great Hunger and giving no further information. It is important to explain *why* this meant that migrants from Ireland came to Britain.

## 7 Writing conclusions that are only summaries

Writing a conclusion that just summarises your previous arguments rather than giving a clearly explained conclusion with an answer to the actual question asked.

## 8 Writing unsupported conclusions

Writing a conclusion that just states your opinion and which is not supported by your arguments.

## 9 Writing too much for low-mark questions

Writing too much for a question that can only be awarded a small number of marks. If the total mark you can achieve for a question is 3, for example, even if you write a page of A4 you can gain no more than 3 marks. This relates to the following point too.

## 10 Running out of time

Spending too long on certain questions, resulting in having no time left to answer the last question or insufficient time left to answer it properly.