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to getting
ahead is
getting
started

A LITTLE
PROGRESS
EACH DAY
ADDS UP
TO BIG RESULTS

AGS History

Your Ultimate Guide to GCSE History Revision

- Paper 1: Medicine Through Time (c.1250-present) and Western Front (1914-1918)
- Paper 2: Early Elizabethan England (1558-1588) AND Superpower Relations (1941-1991)
- Paper 3: Weimar and Nazi Germany (1918-1939)

Overview of GCSE History Revision Topics

The course is broken down into four units, across three exams. We've then broken each unit down again into sub-topics (6-8 per unit, 33 in total). Use these to create a revision timetable for yourself. Plan to cover one or two sub-topics in a 45 minute revision session.

Test yourself by answering the bullet points – check your answers in the revision guide – then if you have time, plan a past paper question.

Paper 1		Paper 2		Paper 3
Western Front	Medicine	Elizabeth	Cold War	Germany
1. Wider context of WWI	1a. Medieval Medicine – causes, treatment, care	1. Challenges to her power 1558	1. Early Tension between East and West (1943-1946)	1. Early challenges to the Weimar Republic 1918-1923
2. The evacuation chain	1b. Medieval Medicine – prevention, case study, exam practice	2. Religious compromise 1559-1568	2. The Cold War develops (1947-1949)	2. Recovery 1924-1929
3. Injuries and illnesses	2a. Early Modern Medicine – causes, treatment, care	3. Catholic plots 1569-1587	3. The Cold war intensifies (1950s)	3. The Nazi Party in the 1920s
4. Medicine before WWI	2b. Early Modern Medicine – prevention, case study, exam practice	4. Relations with Spain, leading to Spanish Armada 1588	4. Cold War Crises (1960s)	4. Hitler's Rise to Power
5. Experiments in medicine and surgery	3a. Industrial Medicine – causes, treatment, care	5. Exploration 1577-1588	5. <i>Détente</i> (1970s)	5. Nazi Control and Dictatorship 1933-1939
6. Types of sources, exam practice	3b. Industrial Medicine – prevention, case study, exam practice	6. 'Golden Age'? Leisure, education and poverty	6. The 'Second Cold War' (1980s)	6. Life in Nazi Germany 1933-1939
6 sections	4a. Modern Medicine – causes, treatment, care	6 sections	7. The End of the Cold War (1985-1991)	6 sections
	4b. Modern Medicine – prevention, case study, exam practice		7 sections	
	8 sections			

Edexcel GCSE History Revision Checklist

Paper 1: Section A Western Front 1914-1918

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Wider context of WWI	The trench system (p. 33-34)	<ul style="list-style-type: none"> Describe what is meant by a trench Explain why trench warfare was used during WWI Describe the features of a trench system and their purpose (No Man's land; frontline trench; dug-outs; zigzag communication trench; support and reserve trench) 	<input type="checkbox"/>	Describe two features of the support trench system on the Western Front. [4 marks] – Sample paper	<input type="checkbox"/>
	Challenges of the landscape (p. 34)	<ul style="list-style-type: none"> Describe how the exposed open trenches were affected by climate and weather Describe the impact that fertiliser in the soil had for infections such as gas gangrene Describe the diversity of terrain over 750km (wide open farmland, hills, valleys) Describe how this terrain made evacuation of injured soldiers challenging 	<input type="checkbox"/>		
	Key battles (p. 33)	<ul style="list-style-type: none"> Describe the importance of the Ypres Salient as a location to defend (Channel ports) Describe the use of tunnelling and mines at Hill 60 (1915) to change landscape Describe the use and effects of chlorine gas at the Second Battle for Ypres (1915) Describe the vast numbers of casualties from the Battle of the Somme (1916) and the impact this had on the evacuation chain and experiences of medical staff Describe the use of tunnelling into chalky ground to expand caves at Arras (1917) Describe the rain waterlogged conditions at the Battle of Passchendaele (1917) Describe how tanks were used to navigate tricky terrain at Battle of Cambrai (1917) 	<input type="checkbox"/>	Relevant as broader context for analysis of any source	
2. The evacuation chain	The evacuation chain (p. 35)	<ul style="list-style-type: none"> Describe the location, conditions and treatment offered at each stage of the evacuation chain: stretcher-bearers; RAP; ADS; CCS and base hospitals. Explain why complex operations could only be carried out at base hospitals. 	<input type="checkbox"/>	Describe two features of the dressing stations where injured soldiers might be taken to receive treatment. [4 marks] – 2021	<input type="checkbox"/>
	Transportation (p. 34)	<ul style="list-style-type: none"> Describe the different reasons why moving injured soldiers was challenging (rescued from frontlines under fire; shelling caused craters, fertiliser in soil meant infection) Describe the different methods of transportation and their limitations (stretcher-bearers; horses; motorised ambulances; barges; trains; hospitals boats). 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? [8 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-1-specimen-papers.pdf Page 44/45	<input type="checkbox"/>
	The RAMC and FANY (p. 35)	<ul style="list-style-type: none"> Describe the role of the RAMC in overseeing the system. Describe the role of the FANY in supporting the RAMC's work 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front? [8 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20180605.pdf Page 18	<input type="checkbox"/>
	The Underground Hospital at Arras (p. 35)	<ul style="list-style-type: none"> Describe the hospital created in the tunnels and caves at Arras from 1916. Explain why this hospital was unique in terms of the care so close to the front lines. Explain why the underground hospital had to be abandoned in 1917. 	<input type="checkbox"/>	Describe two features of the Underground Hospital at Arras. [4 marks] – 2022	<input type="checkbox"/>

	Topics	You should be able to	Check	Now practice an exam question:	Check
2. Injuries and illnesses	Ill-health from the environment (p. 36)	<ul style="list-style-type: none"> Explain why trench fever was common and how it was resolved (delsousing stations) Explain what trench foot was caused by and how the RAMC tried to prevent it Explain the cause of shellshock and why it stopped being recorded in 1916 	<input type="checkbox"/>	Describe two features of ill health among soldiers that arose from the trench environment. [4 marks] – 2019	<input type="checkbox"/>
	Wounds and injuries (p. 36-7)	<ul style="list-style-type: none"> Describe the different weapons used on the Western Front (machine guns, shells) Explain what shrapnel was and why it caused the majority (58%) of wounds Explain the challenges of shrapnel wounds (jagged edges, dirt/clothing inside body) Explain why 39% of wounds were caused by bullets, often to the face or head Explain when different types of gas were used on the frontlines (chlorine, mustard) Explain the symptoms of a gas attack and how soldiers tried to prevent these (urine-soaked clothing before gas masks were available from July 1915 onwards) 	<input type="checkbox"/>	Describe two features of the effects of poison gas attacks on soldiers. [4 marks] – Specimen paper How useful are Sources A and B for an enquiry into the effects of a gas attack? [8 marks] – 2020 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20201112.pdf Page 18/19	<input type="checkbox"/>
4. Medicine before WWI	Aseptic surgery (p. 21)	<ul style="list-style-type: none"> Describe what aseptic surgery is Describe examples of aseptic methods used by 1914 (surgeons washed hands, rubber gloves and gowns, sterilised equipment, air sterilised through heating) Explain why this knowledge could not be applied to the front-line environment 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front? [8 marks] – Sample paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_(9-1)_History_SAMs_QP_Issue_3.pdf Pages 23/24	<input type="checkbox"/>
	X-rays (p. 38)	<ul style="list-style-type: none"> Describe what an x-ray is and what it is used for Describe how x-rays had been developed by 1914 Explain the limitations of x-ray machines (took 90 minutes, bulky, fragile glass) 	<input type="checkbox"/>		
	Blood types (p. 38)	<ul style="list-style-type: none"> Describe what a blood transfusion is and when it would be used Explain why knowledge of blood types (discovered in 1904) was important Explain why the donor needed to be directly connected to the recipient via a tube Explain the challenges of trying to store blood 	<input type="checkbox"/>	Relevant to blood transfusion question (see below)	<input type="checkbox"/>
5. Experiments in surgery and medicine	Dealing with infection (p. 38)	<ul style="list-style-type: none"> Explain why infection was such a significant problem for injured soldiers in WWI. Describe the three different methods of dealing with infection: Debridement; the Carrel-Dakin method; amputation. 	<input type="checkbox"/>	Relevant for challenges for performing operations (see above)	
	Thomas Splint (p. 38)	<ul style="list-style-type: none"> Describe the Thomas splint and what it was used for (transportation). Describe when it was available for soldiers with leg injuries being evacuated. Explain the impact of the Thomas splint for survival rates from serious leg injuries. 	<input type="checkbox"/>	Describe two features of the use of the Thomas splint. [4 marks] – 2020	<input type="checkbox"/>
	Mobile x-rays (p. 38)	<ul style="list-style-type: none"> Describe what an x-ray is used for and why this would be useful on the frontlines. Explain the value of 6 mobile x-ray vans but also why their impact was limited. 	<input type="checkbox"/>		
	Blood transfusions (p. 38)	<ul style="list-style-type: none"> Describe why a soldier may have needed a blood transfusion. Explain how blood transfusions were carried out at base hospitals and CCSS. Explain why the development of a portable blood transfusion kit (1917) was useful 	<input type="checkbox"/>	Describe two features of blood transfusions on the Western Front during the First World War. [4 marks] – 2018	<input type="checkbox"/>
	Blood banks (p. 38)	<ul style="list-style-type: none"> Explain the challenges of storing blood (coagulation) Describe the new experiments to store blood and how effective they were (1915 – sodium nitrate meant storage of 2 days; 1916 – citrate glucose up to 4 weeks) Explain the significance of the use of a mobile blood bank at the Battle of Cambrai 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the use of blood transfusions on the Western Front? [8 marks] – 2021 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H1A_11_que_20211119.pdf Page 18	<input type="checkbox"/>
	Brain surgery (p. 37)	<ul style="list-style-type: none"> Explain why 20% of wounds were to the face, head or neck Explain why brain injuries were so challenging to operate on Describe the experiments by Harvey Cushing using magnets to remove fragments 	<input type="checkbox"/>		
	Plastic surgery (p. 37)	<ul style="list-style-type: none"> Describe the use of pedicle tubes to reconstruct badly wounded faces from 1917 Explain why this type of complex surgery was only available at base hospitals 	<input type="checkbox"/>		

	Topics	You should be able to	Check	Now practice an exam question:	Check
6. Sources	National records (p. 40-41)	<p>Explain the strengths and weaknesses of national records as sources for historians to learn more about the Western Front, including:</p> <ul style="list-style-type: none"> • <i>RAMC army records</i> • <i>Newspapers</i> • <i>Government reports</i> • <i>Medical journal articles</i> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front? [4 marks] – Sample paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_(9-1)_History_SAMs_QP_Issue_3.pdf Pages 23/24</p> <p>How could you follow up Source A to find out more about the system for dealing with injured soldiers on the Western Front? [4 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-1-specimen-papers.pdf Page 44/45</p> <p>How could you follow up Source A to find out more about the treatment of battle injuries by medical staff on the Western Front? [4 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20180605.pdf Page 18</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Personal records (p. 40-41)	<p>Explain the strengths and weaknesses of person records as sources for historians to learn more about the Western Front, including:</p> <ul style="list-style-type: none"> • <i>Diary entries of soldiers, army officers, chaplains or medical officers</i> • <i>Personal accounts or interviews after the war</i> • <i>Photographs (official or personal)</i> • <i>One soldier's medical record</i> • <i>Admissions records for an Advanced Dressing Station or Casualty Clearing Station</i> 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>How could you follow up Source A to find out more about the work of the stretcher bearers on the Western Front? [4 marks] – 2019 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20190604.pdf pages 18/19</p> <p>How could you follow up Source A to find out more about the effects of a gas attack? [4 marks] – 2020 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_11_que_20201112.pdf Page 18/19</p> <p>How could you follow up Source A to find out more about the use of blood transfusions on the Western Front? [4 marks] – 2021 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H1A_11_que_20211119.pdf Page 18</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Edexcel GCSE History Revision Checklist

Paper 1: Section B Medicine Through Time

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Medieval Medicine (1250-1500)	Ideas about causes Page 6-7	<ul style="list-style-type: none"> Describe the supernatural and religious explanations for the cause of disease Describe the Theory of the Four Humours and the theory of Misama Explain how significant Hippocrates and Galen's ideas continued to be in England Explain how the Church controlled knowledge (i.e. ban on dissection, handwritten books) Explain the methods to diagnose disease (Vademecum textbook, urine charts, Zodiac) Explain why ideas about disease stagnated during the Medieval period 	<input type="checkbox"/>	Explain one way in which the methods used by doctors to diagnose illness during the medieval period (c1250–1500) were different from the methods used during the modern period (c1900–present). [4 marks] - Specimen	<input type="checkbox"/>
	Treatments Page 8	<ul style="list-style-type: none"> Describe treatments linked religious beliefs (prayer, repentance, pilgrimage) Describe treatments linked to the Four Humours (bleeding, purging) Explain why humoural treatments were so commonly used Describe herbal remedies used to treat illness Explain why herbal remedies were so commonly used (Doctrine of Signatures) Explain why treatment remained ineffective across this time period Describe the three main problems of surgery and why there were hard to deal with 	<input type="checkbox"/>	<p>'The main reason why medical care and treatment was ineffective during the medieval period, c1250-c1500, was because medical knowledge was based on Galen's ideas.' How far do you agree? [16 marks + 4 SPAG] - 2019 *Theory of Opposites *Hospitals</p> <p>'The role of the Church was the main reason why there was little change in care and treatment in the years c1250–c1500.' How far do you agree? [16 marks + 4 SPAG] - 2021 *Medical training *Herbal remedies</p>	<input type="checkbox"/>
	Care Page 9	<ul style="list-style-type: none"> Describe the role of the physician, apothecary and barber surgeon in treatment and care Describe the role of wise women and women in the home in treatment and care Explain why some providers of care were more important than others (level of training, more affordable, more 'hands-on' experience, providing both care and treatment?) Describe the role of the Church in running medieval hospitals and the type of care received 	<input type="checkbox"/>	<p>'In the years c1250-c1500, the physician was the most important person providing care and treatment.' How far do you agree? [16 marks + 4 SPAG] - 2022 *Medical training *Herbal remedies</p>	<input type="checkbox"/>
	Prevention Page 10	<ul style="list-style-type: none"> Explain the difference between treatment and prevention Describe preventions linked to religious beliefs (prayer) Describe how people tried to purify the air to prevent illness from miasma (pomanders) Describe recommendations about healthy lifestyles (Regimen Sanitatus) Describe the government's general 'laissez-faire' attitude to public health 	<input type="checkbox"/>		
	Case study: Black Death (1348) Page 10	<ul style="list-style-type: none"> Describe supernatural & rational beliefs about the <u>cause</u> of the Black Death (1348) Describe actions taken to <u>treat</u> the Black Death Describe actions taken to <u>prevent</u> the Black Death Explain how far the government/King intervened (slow, sporadic, limited enforcement) 	<input type="checkbox"/>	Comparison to Great Plague (see 1500-1700 Case Study section)	

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Paper 1: Section B Medicine Through Time

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	Topics	You should be able to	Check	Now practice an exam question:	Check
2. Early Modern Medicine (1500-1700)	Ideas about causes Page 11-14	<ul style="list-style-type: none"> Describe how far supernatural and religious explanations for disease continued Explain the importance of Sydenham's work (promoted new methods of diagnosis, i.e. clinical observation; idea that disease is external to the body = decline in Four Humours) Explain how far the printing press (1442) allowed new ideas to circulate Explain how the Royal Society (1662) promoted more scientific approaches to medicine Explain why Galen's ideas were challenged by Vesalius (1543) and Harvey (1628) 	<input type="checkbox"/>	<p>'There was little progress in understanding the cause of disease in the years c1250–c1700.' How far do you agree? [16 marks + 4 SPAG] - 2018</p> <p>*The Great Plague in London, 1665 *Thomas Sydenham</p> <p>Explain why there were improvements in medical knowledge in the years c1500–c1700. [12 marks] - 2019</p> <p>*Thomas Sydenham *The printing press</p>	<input type="checkbox"/>
	Treatments Page 15	<ul style="list-style-type: none"> Describe the new idea of transference as a treatment options Describe how herbal remedies were influenced by the New World (cinchona bark) Describe the effectiveness of new chemical cures (mercury, antimony) Explain why King Charles II was offered a wide range of treatments before he died (1675) Explain the importance of Pare's improvements to surgery (cleaning wounds with an old Roman method, used silk ligatures to tie blood vessels and prevent blood loss) Explain how far treatments have improved – and why there were still very few cures 	<input type="checkbox"/>	<p>'The printing press led to significant progress in medical knowledge and treatment in the years c1500–c1700.' How far do you agree? [16 marks + 4 SPAG] – 2021</p> <p>*Vesalius' book, The Fabric of the Human Body *herbal remedies</p> <p>Explain why the role of Church in medicine decreased in importance in the years c1250–c1700. [12 marks] –</p> <p>Specimen paper</p> <p>* Medical training *William Harvey</p>	<input type="checkbox"/>
	Care Page 15	<ul style="list-style-type: none"> Explain how hospitals changed after the Reformation /dissolution of monasteries (1534) Describe the new specialized hospitals set up after the monastic infirmaries closed Describe pest houses and explain how their role was different from other hospitals Explain how the role of physicians, apothecaries and barber surgeons became more professional (for example, more standardized training and granting of licenses) Explain the rise in quack doctors and what this reveals about the lack of cures 	<input type="checkbox"/>	<p>'There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).' How far do you agree? [16 marks + 4 SPAG] - Sample</p> <p>*the work of William Harvey *bloodletting and purging</p>	<input type="checkbox"/>
	Prevention Page 16	<ul style="list-style-type: none"> Explain how far methods to prevent disease (lifestyle advice, bathing, purifying the air) had changed compared to medieval period 	<input type="checkbox"/>	Comparisons to 1700-1900 (see 1700-1900 prevention section)	<input type="checkbox"/>
	Case study: Great Plague (1665) Page 16	<ul style="list-style-type: none"> Describe different supernatural & rational beliefs about the <u>cause</u> of the Great Plague (1665) Describe actions taken to <u>treat</u> the Great Plague Describe actions taken to <u>prevent</u> the Great Plague (40 day quarantine, plague masks) Explain how far the government/King intervened (swifter, more drastic action, enforced) Explain the similarities and differences in approaches to the Great Plague vs Black Death 	<input type="checkbox"/>	Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries. [4 marks] – Sample paper	<input type="checkbox"/>

Topics	You should be able to	Check	Now practice an exam question:	Check	
3. Industrial Medicine (1700-1900)	Ideas about causes Page 18	<ul style="list-style-type: none"> Explain why the belief in miasma persisted for so long Describe the belief in spontaneous generation Explain the importance of Pasteur's discovery of Germ Theory (1861) Explain how Koch developed methods to identify which germ caused which disease Explain how far Germ Theory represented a significant turning point in medicine broadly 	<input type="checkbox"/>	Explain one way in which ideas about the cause of illness in the years c1700–c1850 were different from ideas about the cause of illness in the years c1900–present. [4 marks] - 2019	<input type="checkbox"/>
	Treatments Page 20-21	<ul style="list-style-type: none"> Describe Simpson's discovery of chloroform as an anesthetic (pain relief) in the 1840s Explain how significant the use of anesthetics was and if there were any limitations Describe Lister's discovery of carbolic acid as an antiseptic in the 1860s Explain how surgical theatres became aseptic environments by 1900 Explain how significant the use of antiseptics were compared to anesthetics Explain how far the three main problems of surgery had been resolved by 1900 Describe the change from apothecaries to pharmacies and the move to 'pill' medicine Explain why 'quack' medicine continued to be a problem and why cures were limited 	<input type="checkbox"/>	Explain why attitudes towards surgery changed in the period c.1800-present. [12 marks] - 2022 *Anaesthetics *High-tech surgery Explain one way in which care in hospitals in the years c1250–c1500 was different from care in hospitals in the years c1700–c1900. [4 marks] – 2018	<input type="checkbox"/>
	Care Page 19	<ul style="list-style-type: none"> Describe the changes Florence Nightingale brought to hospitals Explain how Nightingale changed the training for nurses in England Explain what ideas Nightingale based her ideas on (miasma NOT germ theory) Explain the impact of Nightingale's work for care, treatment and/or prevention Explain which you belief mattered more: Nightingale's work or improvements to surgery 	<input type="checkbox"/>	'The work of Florence Nightingale was the most important development in the care and treatment provided in hospitals in the years c1700–c1900.' How far do you agree? [16 marks + 4 SPAG] – 2020 *Florence Nightingale's Notes on Nursing (1859) *anaesthetics	<input type="checkbox"/>
	Prevention Page 17	<ul style="list-style-type: none"> Explain the difference between treatment and prevention Describe the use of inoculation in the 1700s Describe Jenner's process to discover the first vaccination for smallpox (i.e. cowpox) Explain why people in Britain initially did not trust the smallpox vaccine Explain the role of the government in promoting the vaccine from the 1850s Explain the short-term and long-term impacts of Jenner's vaccination 	<input type="checkbox"/>	Explain one way in which attempts to prevent the spread of infectious diseases in the period c1500-c1700 were similar to attempts to prevent the spread of infectious diseases in the period c1700-c1900. [4 marks] – 2022 'There was little improvement in dealing with infectious diseases in the years c1500–c1900.' How far do you agree? [16 marks + 4 SPAG] – 2020 *the Great Plague, 1665 *the Broad Street Pump	<input type="checkbox"/>
	Page 23	<ul style="list-style-type: none"> Describe the public health conditions in urban areas in the 1900s Explain why the government started to take more responsibility for public health Explain the difference between the Public Health Act 1848 and Public Health Act 1875 Explain how far the government's role in prevention had changed by 1900 	<input type="checkbox"/>	Explain why there were changes in the prevention of illness in the years c1700–c1900. [12 marks] - 2021 *Edward Jenner *Public Health Act 1875	<input type="checkbox"/>
Case study: John Snow (1854) Page 22	<ul style="list-style-type: none"> Describe the problem of cholera epidemics in the 1800s – especially 1854 Describe John Snow's experiment with the Broad Street pump Explain why removing the pump handle <u>prevented</u> the number of cholera cases Explain what John Snow had discovered about the <u>cause</u> of cholera Explain why the government did not take Snow's findings about cholera seriously in 1854 Explain how far John Snow's work contributed to the government's decision to build the London sewer system in the 1860s (compared to the Great Stink 1958 or Germ Theory) Explain how significant Snow's work was for long-term changes in <u>causes</u> and <u>prevention</u> 	<input type="checkbox"/>	'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.' How far do you agree? [16 marks + 4 SPAG] - Sample *cowpox *Cholera 'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700–c1900.' How far do you agree? [16 marks + 4 SPAG] - Specimen *Jenner's vaccination *the Broad Street pump	<input type="checkbox"/>	

Edexcel GCSE History Revision Checklist

Paper 1: Section B Medicine Through Time

Topics	You should be able to	Check	Now practice an exam question:	Check	
4. Modern Medicine (1900-present)	Ideas about causes Page 24-25	<ul style="list-style-type: none"> Describe the difference between infectious diseases (germs) and genetic illness (DNA) Explain the importance of the discovery of DNA (1953) and the Human Genome Project (1990-2003) for improving understanding of the cause of disease Explain how far knowledge of DNA has meant genetic illnesses can be treated/prevented Describe links between lifestyle and health factors (smoking, drinking alcohol, sugar) Explain how far knowledge of lifestyle factors has improved treatment or prevention Describe how technology has allowed more precise diagnosis through internal imaging (x-rays, MRI scans), monitoring the body (ECGs) or lab tests (blood tests, biopsies) 	<input type="checkbox"/>	'In the years c1800-present, the work of Pasteur was the most significant development in understanding the causes of illness.' How far do you agree? [16 marks + 4 SPAG] - 2022 *Germ theory *DNA Explain one way in which the methods used by doctors to diagnose illness during the medieval period (c1250–1500) were different from the methods used during the modern period (c1900–present). [4 marks] – Specimen paper	<input type="checkbox"/> <input type="checkbox"/>
	Treatments Page 26-27 Page 28	<ul style="list-style-type: none"> Describe how a magic bullet cures an illness Explain how Paul Erlich was able to discover Salvarsan 606 in 1905 and its significance Explain the limitations of magic bullets (slow process, trial & error, harmful side effects) Describe Fleming's accidental discovery of penicillin (a mould) in 1928 Explain why Flemings' original discovery was ignored for 20 years Explain how Florey and Chain tested penicillin to reveal it could kill lots of harmful germs Explain why Florey and Chain's experiments were limited in 1938 (lack of funding) Explain the significance of government funding for mass production of penicillin (1945) Explain how free access to antibiotics has improved treatment of wide range of diseases Explain the limitations of antibiotics over time (antibiotic-resistance, not for viruses) Describe improvements in surgery, including new technologies like keyhole and robotics Describe improvements in treatments such as chemotherapy and radiotherapy Explain the limitations of treatments for diseases like lung cancer or genetic conditions 	<input type="checkbox"/> <input type="checkbox"/>	Explain why there was rapid change in the treatment of illness in Britain during the twentieth century. [12 marks] – Sample paper *magic bullets *high-tech treatment Explain why developments in science and technology led to rapid progress in medicine in the years c1900–present. [12 marks] – 2020 *chemotherapy *the discovery of the structure of DNA Explain one way in which surgery in the years c1700–c1800 was different from surgery in the years c1900–present. [4 marks] – 2021 'The advances in surgery made in the years c1700–c1900 were more significant than advances in surgery made in the period c1900–present.' How far do you agree? [16 marks + 4 SPAG] – 2018 *Antiseptics *Transplants	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Care Page 29	<ul style="list-style-type: none"> Describe the costs involved in seeking treatment and care before the NHS (1948) Describe the different areas of care and treatment the NHS took responsibility for Explain the changes to GP surgeries and hospitals in the first 20 years of the NHS Explain the importance of free healthcare through the NHS for improving access to treatment, promoting early diagnosis and extending life expectancy over the long-term Explain the importance of the NHS for <u>prevention</u> of illness as well as <u>treatment</u> (vaccination programmes, lifestyle campaigns, screening for cancer) 	<input type="checkbox"/>	Explain one way in which the role of the physician in the medieval period was similar to the role of the doctor in the NHS in the modern period. [4 marks] – 2020 'Government action is the most important reason why there were improvements in care and treatment in hospitals during the nineteenth and twentieth centuries.' How far do you agree? [16 marks + 4 SPAG] - Specimen *Florence Nightingale *government funding	<input type="checkbox"/> <input type="checkbox"/>
	Prevention Page 30	<ul style="list-style-type: none"> Describe mass vaccination programmes in the 20th century (diphtheria, measles, HPV) Describe examples of government legislation to prevent illness (Clear Air Acts 1956 and 1968; age restrictions on cigarettes, alcohol and sunbeds) Describe government-funding campaigns about lifestyle choices (Change4Life) Explain how far the government's role in public health changed in the 1800s and 1900s. 	<input type="checkbox"/>	Explain why there was progress in the prevention of illness in the years c1700–present. [12 marks] - 2018 *Public Health Act 1875 *Healthy lifestyle campaigns	<input type="checkbox"/>
	Case study: Lung Cancer (1950-present) Page 31	<ul style="list-style-type: none"> Describe why lung cancer cases were on the rise in the early 20th century Describe how Doll and Hill's study in 1950 linked lung cancer to smoking Explain why lung cancer is so difficult to diagnose and treat Explain why the government was slow to take action to limit smoking Explain how the government has tried to prevent people from smoking (2005 ban on cigarette advertising, 2007 ban on smoking inside) and why this was initially so slow 	<input type="checkbox"/>	'Providing access to care and treatment has been the most important development in the role of government in medicine in the years c1800–present.' How far do you agree? [16 marks + 4 SPAG] - 2019 *National Health Service (NHS), 1948 *Public Health Act, 1875	<input type="checkbox"/>

Edexcel GCSE History Revision Checklist

Paper 2: Early Elizabethan England (1558-1588)

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Challenges to her power in 1558	English society in 1558 Page 90	<ul style="list-style-type: none"> Describe the <u>rural</u> hierarchy: nobility, yeomen, tenant farmers, labouring poor and vagrants. Describe the <u>urban</u> hierarchy: merchants, professionals, craftsmen and unskilled workers. 	<input type="checkbox"/>	Describe two features of Elizabethan society. [4 marks] – not yet asked	<input type="checkbox"/>
	Elizabeth's government Page 90	<ul style="list-style-type: none"> Describe the <i>Divine Right of Kings</i> and the powers Elizabeth had as the monarch Describe the key features of national government (Privy Council, Court, Parliament) Describe the key features of local government (Lords Lieutenants, Justices of Peace) Explain how patronage helped Elizabeth to control the nobles in her court 	<input type="checkbox"/>		<input type="checkbox"/>
	Legitimacy Page 91	<ul style="list-style-type: none"> Describe what <i>legitimacy</i> meant in the context of the monarch in the 1550s. Explain Catholic's views on the marriage between Henry VIII and Anne Boleyn. Explain how Henry VIII himself threatened Elizabeth's legitimacy after Anne's death. Explain how far the question of her legitimacy actually challenged Elizabeth's ability to rule. 	<input type="checkbox"/>	Q1b. Explain why Elizabeth faced challenges to her rule in 1558. [12 marks] – 2021 paper *religion *relations with France Q1c. 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.' How far do you agree? [16 marks] – Sample paper *France *Elizabeth's legitimacy	<input type="checkbox"/>
	Gender and marriage Page 91	<ul style="list-style-type: none"> Describe the patriarchal society (i.e. Knox's pamphlet against the <i>Monstrous Reign of Women</i>) Explain how far Elizabeth's gender actually challenged her ability to rule Explain why Elizabeth chose not to marry during her reign Explain why the question of her marriage was so concerning to Parliament (i.e. a future heir) 	<input type="checkbox"/>		
	Financial problems Page 92	<ul style="list-style-type: none"> Identify that Elizabeth inherited £300,000 debt from Mary I (more than her annual income) Explain how far this debt weakened Elizabeth's power (extraordinary taxation, defence) 	<input type="checkbox"/>		
	International threats Page 92	<ul style="list-style-type: none"> Explain why the Auld Alliance between France and Scotland was a threat to Elizabeth Identify reasons why neighbouring countries might have tried to invade England Explain how far international threats posed a serious challenge to her ability to rule 	<input type="checkbox"/>		
	Religious divisions Page 93	<ul style="list-style-type: none"> Identify the differences between Catholic and Protestant beliefs Explain how the Reformation and Mary's reign had created religious tensions in England Identify which areas of England were loyal to Catholicism (North) and Protestantism (South East) Explain how far religious divisions posed a serious challenge to Elizabeth's ability to rule 	<input type="checkbox"/>		
2. Religious compromise (1559-69)	Religious Acts 1559 Page 94	<ul style="list-style-type: none"> Describe the key features of the Act of Uniformity (1559) and the Act of Supremacy (1559) Explain how these acts promoted Elizabeth's authority whilst allowing leniency to Catholics 	<input type="checkbox"/>	Q1a. Describe two features of Elizabeth's religious settlement (1559). [4 marks] – Sample paper	<input type="checkbox"/>
	The Church of England Page 94	<ul style="list-style-type: none"> Describe the differences between the Church of England and the Catholic Church (i.e. Pope) Explain the central role that the Church played in people's lives (festivals, baptisms, funerals) 	<input type="checkbox"/>	Q1a. Describe two features of the role of the Church of England in Early Elizabethan society. [4 marks] – 2020 paper	<input type="checkbox"/>
	Puritan challenges Page 95	<ul style="list-style-type: none"> Describe the views of Puritans towards church worship (i.e. removal of music and Saint days) Explain the ways Puritans challenged Elizabeth's compromise (crucifixes and vestments) Explain how much power Puritans had to shape Elizabeth's decisions over religion 	<input type="checkbox"/>	Q1c. 'The Puritans posed the most serious challenge to the religious settlement of 1558-9.' How far do you agree? [16 marks] *Puritan demands *Catholic nobility - Specimen paper	<input type="checkbox"/>
	Catholic challenges Page 95	<ul style="list-style-type: none"> Describe the different reactions Catholics had to Elizabeth's rules (church papists vs recusants) Explain how far Catholics accepted Elizabeth's settlement for the first 10 years of her reign Explain why foreign Catholic powers (the Pope, France, Spain) were long term threat to England 	<input type="checkbox"/>		

Edexcel GCSE History Revision Checklist

Paper 2: Early Elizabethan England (1558-1588)

	Topics	You should be able to	Check	Now practice an exam question:	Check
3. Catholic plots (1569-1587)	Revolt of the Northern Earls (1569) p.97	<ul style="list-style-type: none"> Explain why the Northern Earls led a revolt against Elizabeth (religious, political, economic) Describe how long the revolt lasted and how easily Elizabeth's supporter defeated it Explain how significant this revolt was in demonstrating a challenge to her power 	<input type="checkbox"/>	Q1c. 'Religion was the main cause of the revolt of the Northern Earls in 1569-70.' How far do you agree? [16 marks] – Sample paper *Catholic grievances *The Earls of Northumberland and Westmorland	<input type="checkbox"/>
	The Papal Bull (1570) p. 97	<ul style="list-style-type: none"> Describe what excommunication means Describe what the Papal Bull stated about Elizabeth and how this affected English Catholics Explain how far the Papal Bull was a turning point in Catholic threats against Elizabeth 	<input type="checkbox"/>	Q1c. 'The attitude of the Papacy was the main reason why Catholic opposition to Elizabeth increased in the years 1559–88.' How far do you agree? [16 marks] - 2019 paper *excommunication *Mary, Queen of Scots	<input type="checkbox"/>
	Ridolfi Plot (1571) p. 98	<ul style="list-style-type: none"> Describe the key features of the plot – who was involved and the aims of the plotters Explain how far this plot represented a serious challenge to Elizabeth's power 	<input type="checkbox"/>		
	Throckmorton Plot (1583) p.98	<ul style="list-style-type: none"> Describe the key features of the plot – who was involved and the aims of the plotters Explain how far this plot represented a serious challenge to Elizabeth's power 	<input type="checkbox"/>	Q1b. Explain why the Throckmorton plot was a threat to Elizabeth. [12 marks] –*Mary Queen of Scots *Foreign threat - Sample paper	<input type="checkbox"/>
	Babington Plot (1586) p. 99	<ul style="list-style-type: none"> Describe the key features of the plot – who was involved and the aims of the plotters Explain how far this plot represented a serious challenge to Elizabeth's power Explain how Walsingham's spies were able to discover and prevent the plot 	<input type="checkbox"/>	Q1a. Describe two features of the Babington Plot (1586). [4 marks] – 2021 paper	<input type="checkbox"/>
	Execution of Mary Queen of Scots (1587) p. 99	<ul style="list-style-type: none"> Describe why Elizabeth was already under pressure from the Privy Council to execute Mary Explain why notes written by Mary supporting the Babington plot led to her execution Explain why Elizabeth hesitated before signing Mary Queen of Scots' death warrant Explain the significance of Mary Queen of Scot's execution for future threats and plots 	<input type="checkbox"/>	Q1c. 'The Revolt of the Northern Earls was the most significant challenge to Elizabeth's rule in the years 1569-86.' How far do you agree? [16 marks] – 2022 paper *Earl of Northumberland *Babington's execution (1586) Q1c. 'The main reason Mary Queen of Scots was executed was because of her involvement in the Babington plot.' How far do you agree? [16 marks] – Specimen paper *Walsingham *Parliament	<input type="checkbox"/>
4. Relations with Spain	Anglo-Spanish rivalry (1558-1586) p. 100-101	<ul style="list-style-type: none"> Describe King Phillip's interest in England (marriage to Mary I, proposal rejected by Elizabeth) Explain the religious difference between England as a Protestant nation and Catholic Spain Explain how King Phillip's role in plots against Elizabeth worsened Anglo-Spanish relations 	<input type="checkbox"/>	Q1c. 'The main cause of the war between England and Spain was religious rivalry.' How far do you agree? [16 marks] – 2021 paper *Elizabeth's religious settlement *Robert Dudley	<input type="checkbox"/>
	The Netherlands p.101	<ul style="list-style-type: none"> Describe the Spanish involvement in crushing Protestant support in the Netherlands Describe Elizabeth's increased support for Protestant rebels in the Netherlands (1585-1587) Explain why Treaty of Joinville (1584) prompted more direct English support for Dutch rebels Explain why Elizabeth's involvement in the Netherlands increased tensions with Spain 	<input type="checkbox"/>	Q1a. Describe two features of English involvement in the Netherlands, 1585-1588. [4 marks] – 2022 paper	<input type="checkbox"/>
	Drake's role in provoking Spain p. 102	<ul style="list-style-type: none"> Explain how Spain's control over Antwerp prevented English wool being traded in Europe Describe Spain's trade monopoly in the New World and the need for a license Describe how Elizabeth secretly sponsored privateers like Drake to steal from Spanish ships Explain the significance of Drake's return to England in 1581 with £400,000 for Elizabeth. Explain how Drake's privateering increased tensions with Spain. Explain why Drake raided Cadiz in 1587 and why this is known as 'singeing the King's beard' 	<input type="checkbox"/>	Q1a. Describe two features of Drake's raid on Cadiz (1587). [4 marks] - Specimen Q1c. 'Drake's most significant achievement, in the years 1558-88, was the raid on Cadiz.' How far do you agree? [16 marks] – 2019 paper *singeing the King of Spain's beard' *privateering	<input type="checkbox"/>
	The Spanish Armada (1588) p. 103-104	<ul style="list-style-type: none"> Explain the long-term and short-term reasons for Phillip's decision to invade England in 1588 Explain why the execution of Mary Queen of Scots in 1587 was the trigger for the Armada Describe the Armada's plan to invade England, including collecting Duke of Parma at Calais Describe the events of the Armada, including fire-ships, Battle of Gravelines and storms Explain why the Armada failed, considering Spanish weaknesses, English tactics and luck 	<input type="checkbox"/>	Q1c. 'The effective use of naval tactics was the main reason for the English victory over the Spanish Armada.' How far do you agree? [16 marks] – 2018 paper *fire ships *bad weather	<input type="checkbox"/>

Edexcel GCSE History Revision Checklist

Paper 2: Early Elizabethan England (1558-1588)

	Topics	You should be able to	Check	Now practice an exam question:	Check
5. Exploration	New tools for ocean travel p. 109	<ul style="list-style-type: none"> Describe how the new galleon ships were better designed for long distance journeys Explain how new technology such as astrolabes and quadrants improved navigation Explain why new maps, such as the Mercator Map, were useful for exploring the New World 	<input type="checkbox"/>	Q1b. Explain why there was an increase in exploration in the years 1558–88. [12 marks] – 2018 paper *navigational aids *luxury goods	<input type="checkbox"/>
	Drake’s circumnavigation p. 110	<ul style="list-style-type: none"> Describe what is meant by the term ‘circumnavigation’ Explain the key features of Drake’s voyage in 1577-1581, including new spice trade in Java Explain why this was a significant achievement for an English sailor 	<input type="checkbox"/>	Q1c. ‘Drake’s most significant achievement, in the years 1558-88, was the raid on Cadiz.’ How far do you agree? [16 marks] – 2019 paper *‘singeing the King of Spain’s beard’ *privateering	<input type="checkbox"/>
	Plans for a New World colony p. 111	<ul style="list-style-type: none"> Describe Spain’s trade monopoly in the New World and the need for a license Explain why Elizabeth wanted a colony in the New World as a base for privateering 	<input type="checkbox"/>	Q1a. Describe two features of the attempts to colonise Virginia in the 1580s. [4 marks] – Sample paper Q1b. Explain why Raleigh’s first colony in Virginia failed. [12 marks] *the native Algonquians *damage to the ship, <i>The Tiger</i> - 2019 paper	<input type="checkbox"/>
	Raleigh’s attempts to set up colony in Roanoke p. 111	<ul style="list-style-type: none"> Describe the role of Raleigh in planning and funding attempts to set up a New World colony Explain the importance of the fact-finding voyage (1584) for planning of the Roanoke colony Describe the key features of the <u>first</u> attempt to colonise Roanoke (1585), including who was sent, time of year, damage to the Tiger ship and poor relations with Native Algonquians Explain why the first attempt to colonise Virginia failed Describe the key features of the second attempt to colonise Roanoke (1585), including who was sent, time of year, poor relations with Native groups and lack of food Explain why the second attempt to colonise Virginia failed 	<input type="checkbox"/>		<input type="checkbox"/>
6. Was this a ‘Golden Age’?	Elizabethan pastimes p. 106	<ul style="list-style-type: none"> Describe the different leisure activities and pastimes for rich and poor people Describe leisure activities which were enjoyed by all classes Describe the key features of theatre in Elizabeth England (types of plays, accessibility) Explain why Puritans tried to close down theatres in London in the 1570s 	<input type="checkbox"/>	Q1a. Describe two features of the theatre in early Elizabethan England. [4 marks] – 2019 paper Q1c. ‘The leisure activities of the rich and the leisure activities of the poor in early Elizabethan England were very similar.’ How far do you agree? [16 marks] – 2021 paper *the theatre *football	<input type="checkbox"/> <input type="checkbox"/>
	Elizabethan Education p. 105	<ul style="list-style-type: none"> Describe the different types of schooling and education and who would attend (private tuition, petty schools, dame schools, grammar schools, universities) Explain the differences between the education received by boys and girls at all levels Explain why Elizabeth increased the number of grammar schools in England Explain how far education changed during Elizabeth’s reign – for all children or just a few? 	<input type="checkbox"/>	Q1c. ‘There was little change in education in Early Elizabethan England.’ How far do you agree? [16 marks] – 2020 paper *education for girls *petty schools	<input type="checkbox"/>
	Increase in poverty p. 107	<ul style="list-style-type: none"> Explain what ‘poverty’ means Describe the shift to enclosure and how this changed access to common land Explain why there was a decline in the wool trade and the impact on the economy Describe the impact of bad harvests in 1562, 1565 and 1573 for tenant farmers Explain the long-term, short-term and immediate reasons for increasing poverty 	<input type="checkbox"/>	Q1b. Explain why there was an increase in poverty in Elizabethan England. [12 marks] – Specimen paper *Inflation *Wool industry	<input type="checkbox"/>
	Changing attitudes towards poverty p. 108	<ul style="list-style-type: none"> Describe what the life of a vagrant was like, compared to the landless poor Explain why Elizabeth was concerned by the increasing number of people living in poverty Explain the different ideas of ‘impotent’/deserving poor vs able-bodied/undeserving poor Explain what the 1563 Statute of Artifices did and how this showed attitudes were changing Explain what the 1572 Vagabonds Act did and how far this showed attitudes to poor changed Explain what the 1576 Poor Relief Act did and how far this showed attitudes to poor changed Explain why attitudes to the poor were changing in these ways (more sympathetic to some, harsher towards vagrants and undeserving poor) 	<input type="checkbox"/>	Q1c. ‘There was little change in attitudes towards the poor in the years 1558–88.’ How far do you agree? – 2018 paper *Houses of Correction *the deserving poor Q1b. Explain why the treatment of the poor changed in the period 1558-1588. [12 marks] – 2022 paper *Government action *Poor relief	<input type="checkbox"/> <input type="checkbox"/>

Edexcel GCSE History Revision Checklist

Paper 2: Superpower Relations, 1941-1991

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	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Early Tension between East and West (1943-1946)	Long-term Rivalries p.67	<ul style="list-style-type: none"> Describe the differences between Capitalism and Communism. Explain why Capitalist countries feared Communism Explain why WWII led to mistrust between the Allies (Stalin, Churchill and FDR). 	<input type="checkbox"/>	Q1. Explain two consequences of the Tehran Conferences (1943) [4 marks] – 2021 paper	<input type="checkbox"/>
	Tehran Conference (1943) p.67	<ul style="list-style-type: none"> Identify who represented each nation at the conference. Describe what was agreed at the conference. Explain how far this changed relations between USA and USSR 	<input type="checkbox"/>		
	Yalta Conference (Feb 1945) p.67	<ul style="list-style-type: none"> Identify who represented each nation at the conference. Describe what was agreed at the conference. Explain how far this changed relations between USA and USSR 	<input type="checkbox"/>	Q3. Explain the importance of the Potsdam Conference for early Cold War tension between the USA and Soviet Union. [8 marks] – 2019 paper	<input type="checkbox"/>
	Potsdam Conference (Jul-Aug 1945) p. 67	<ul style="list-style-type: none"> Identify who represented each nation at the conference. Describe what was agreed at the conference. Explain how far this changed relations between USA and USSR 	<input type="checkbox"/>		
	Dropping of the atomic bomb p. 68	<ul style="list-style-type: none"> Describe what the consequence was during the Potsdam meeting Describe the impact on the Allied effort in the war Explain how far this changed relations between USA and USSR 	<input type="checkbox"/>	Q3. Explain the importance of the USA's development of the atomic bomb for relations between the superpowers in the years 1945-49. [8 marks] - 2018 paper	<input type="checkbox"/>
	The 1946 Telegrams p. 69	<ul style="list-style-type: none"> Describe what the Long Telegram said about the USSR. Describe what Novikov's Telegram said about the USA. Explain how these increased tensions between the Superpowers. 	<input type="checkbox"/>		
	Soviet Satellite states in East p.68	<ul style="list-style-type: none"> Identify Eastern European nations under Soviet control post-1945 Explain why Stalin wanted control over satellite states in Eastern Europe Explain what Churchill meant by the 'Iron Curtain' over Europe 	<input type="checkbox"/>		
2. The Cold War develops (1947-1949)	Truman Doctrine and Marshall Plan (1947) p 69	<ul style="list-style-type: none"> Explain what the Truman Doctrine's policy of containment meant. Describe why the USA launched the Marshall Plan. Explain the effect of the Marshall Plan on Superpower Relations. 	<input type="checkbox"/>	Q3. Explain the importance of the Truman Doctrine for the development of the Cold War. [8 marks] - Sample paper Q2. Write a narrative account analysing the decline in US-Soviet relations in the years 1947-49. [8 marks] – not yet <ul style="list-style-type: none"> The Marshall Plan, 1949 Comecon, 1949 	<input type="checkbox"/>
	Cominform 1947 and Comecon 1949 p. 69	<ul style="list-style-type: none"> Explain why Stalin created Cominform and Comecon Explain the difference between Cominform and Comecon Describe how both organisations strengthened Stalin's control of Eastern Europe. 	<input type="checkbox"/>		
	Berlin Blockade (1948) p. 70	<ul style="list-style-type: none"> Explain why Germany and Berlin were split into four zones after 1945 Explain the reasons why Stalin decided to blockade Berlin in 1948 (causes) Explain the events of the Blockade, including the Western response to airlift supplies Explain how the Berlin Blockade ended and how it affected Superpower Relations Describe the division of Germany into 'East Germany' and 'West Germany' by 1955. 	<input type="checkbox"/>	Explain the importance of the Berlin Blockade (1948–49) for the development of the Cold War. [8 marks] – 2021 paper	<input type="checkbox"/>
	NATO (1949) p. 70	<ul style="list-style-type: none"> Explain why NATO was created in 1949 and what it aimed to do.. Explain how the creation of NATO affected superpower relations 	<input type="checkbox"/>	Explain the importance of the formation of NATO (1949) for the development of the Cold War [8 marks] - 2020 paper	<input type="checkbox"/>

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Paper 2: Superpower Relations, 1941-1991

	Topics	You should be able to	Check	Now practice an exam question:	Check
3. The Cold war intensifies (1950s)	The arms race (1949-1960) p. 71	<ul style="list-style-type: none"> Identify the differences between the A bomb, the H bomb and ICBMs. Explain the idea of Mutually-Assured Destruction (MAD). Explain how far this changed relations between the USA and USSR. 	<input type="checkbox"/>	Q1. Explain two consequences of the creation of the Warsaw Pact. [8 marks] – not yet been asked	<input type="checkbox"/>
	The Warsaw Pact (1955) p. 70	<ul style="list-style-type: none"> Describe why the Warsaw Pact was created in 1955 and who the members were. Explain the impact of the Pact on Superpower Relations. 	<input type="checkbox"/>		
	De-Stalinisation (1956) p. 72	<ul style="list-style-type: none"> Describe what de-Stalinisation means. Explain the impact of Khrushchev's de-Stalinisation policy on Poland. Explain how Khrushchev's policy of peaceful co-existence improved relations 	<input type="checkbox"/>	Q2. Write a narrative account analysing the key events of the Hungarian Uprising in 1956. [8 marks] - 2019 <ul style="list-style-type: none"> Imre Nagy Soviet tanks 	<input type="checkbox"/>
	The Hungarian Uprising (1956) p. 72	<ul style="list-style-type: none"> Describe the causes of the Hungarian Crisis, including opposition to Soviet rule Explain the events of the Hungarian Uprising, including Nagy's reforms, withdrawal of the Soviet army and Nagy's decision to leave the Warsaw Pact Explain Khrushchev's response and the end of the Hungarian Uprising Explain the impact of the Hungarian Uprising on Superpower Relations. 	<input type="checkbox"/>		
4. Cold War Crises (1960s)	The Berlin Crisis (1958-1961) p. 73-74	<ul style="list-style-type: none"> Explain why 3 million refugees had fled East Germany through West Berlin by 1959 Describe the causes of the Berlin Crisis, including the 'brain drain' and Ultimatum Explain the events of the Berlin Crisis, including failed summit meetings 1959-1961 Explain how other events, such as the U2 spying incident and the failure of the Bay of Pigs invasion, led to increased tensions between the USA and USSR Explain how the Berlin Crisis ended with the Berlin Wall Explain how the building of the Berlin wall affected East and West relations 	<input type="checkbox"/>	Q3. Explain the importance of the refugee problem in Berlin for increasing tensions between East and West in the years 1958-61 [8 marks] - 2019 paper	<input type="checkbox"/>
				Q3. Explain the importance of the summit meetings of 1959-61 for relations between East and West [8 marks] – 2020	<input type="checkbox"/>
				Q3. Explain the importance of the construction of the Berlin Wall for relations between the USA and the Soviet Union in the years 1961–63. [8 marks] – Sample paper	<input type="checkbox"/>
	The Cuban Missile Crisis (1959-1963) p. 75-76	<ul style="list-style-type: none"> Describe why the USA were worried by the Cuban Revolution and Castro's actions Explain why the USA launched the Bay of Pigs invasion and why the invasion failed. Explain how the invasion strengthened relations between Cuba and the USSR. Describe the causes of the Missile Crisis, including photos of missile sites on Cuba Explain the events of the Cuban Missile Crisis, including the US blockade of Cuba Explain how the Cuban Missile Crisis ended Explain how the crisis over Cuba changed superpower relations, such as the Washington/Moscow hotline (1963) and the non-Proliferation Treaty (1968) 	<input type="checkbox"/>	Q1. Explain two consequences of the Cuban Revolution. [8 marks] - 2019 paper	<input type="checkbox"/>
				Q3. Explain the importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. [8 marks] – 2018 paper	<input type="checkbox"/>
				Q2. Write a narrative account analysing the key events of the Cuban Missile Crisis (1962). [8 marks] – 2020 <ul style="list-style-type: none"> Nuclear missile sites in Cuba Kennedy's television address 	<input type="checkbox"/>
	Czechoslovakia /The Prague Spring (1968-1969) p. 77-78	<ul style="list-style-type: none"> Explain the causes of the Prague Spring, including opposition to Soviet rule Describe the events of the Prague Spring (1968) Explain the events of the Soviet invasion of Czechoslovakia Describe what the Brezhnev Doctrine was Explain how events in Czechoslovakia changed superpower relations 	<input type="checkbox"/>	Q2. Write a narrative account analysing the key events of the Prague Spring (1968). [8 marks] – Sample paper <ul style="list-style-type: none"> Alexander Dubček Soviet control 	<input type="checkbox"/>
				Q3. Explain the importance of the Prague Spring for relations between East and West. [8 marks] – 2021	<input type="checkbox"/>

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Paper 2: Superpower Relations, 1941-1991

	Topics	You should be able to	Check	Now practice an exam question:	Check
5. Détente (1970s)	Détente in the 1970s p. 79	<ul style="list-style-type: none"> Describe what is meant by <i>détente</i>. Explain why the USA and USSR both pursued a policy of <i>detente</i>. 	<input type="checkbox"/>	Q3. Explain the importance of détente for relations between the superpowers in the 1970s. [8 marks] – 2021 paper	<input type="checkbox"/>
	SALT 1, Helsinki and SALT 2 p.79	<ul style="list-style-type: none"> Describe what was agreed in the Strategic Arms Limitation Treaty (SALT 1) in 1973. Explain the limitations of SALT 1. Describe the three main agreements in the Helsinki Accords about: (A) European borders; (B) International co-operation and (C) and Human rights. Explain the significance of the Helsinki accords for superpower relations. Describe what was agreed in the Strategic Arms Limitation Treaty (SALT 2) in 1979. 	<input type="checkbox"/>	Q3. Explain the importance of the Helsinki Agreements (1975) for superpower relations [8 marks] – Sample paper Q2. Write a narrative account analysing the key events of détente during the 1970s. [8 marks] – 2018 paper <ul style="list-style-type: none"> SALT 1 (1972) Afghanistan (1979) 	<input type="checkbox"/>
6. The ‘Second Cold War’ (1980s)	The Soviet invasion of Afghanistan (1979) p. 80	<ul style="list-style-type: none"> Explain why the revolution in Iran worried the USSR Explain why the Soviet Union invaded Afghanistan in 1979 Explain how the USA responded to the invasion of Afghanistan (Carter Doctrine) Explain the impact of the invasion of Afghanistan on superpower relations 	<input type="checkbox"/>	Q1. Explain two consequences of the Soviet invasion of Afghanistan (1979). [8 marks] – sample paper Q3. Explain the importance of the Soviet invasion of Afghanistan (1979) for superpower relations [8 marks] - 2020	<input type="checkbox"/>
	The Olympic Boycott (1980) p. 80	<ul style="list-style-type: none"> Explain why the USA led a boycott of the 1980 Olympic games in Moscow Explain how this affected the relations between the superpowers 	<input type="checkbox"/>	Q2. Write a narrative account analysing the key events of the ‘Second Cold War’ (1979–85) [8 marks] – 2021 paper <ul style="list-style-type: none"> Soviet invasion of Afghanistan (1979) Strategic Defence Initiative 	<input type="checkbox"/>
	Reagan and the Strategic Defence Initiative or Star Wars (1983) p. 81	<ul style="list-style-type: none"> Describe Reagan’s attitude towards Communist and the Soviet Union Identify how Reagan changed defence spending Describe what the Strategic Defence Initiative (SDI) was and what it aimed to do Explain how the SDI policy contributed to a ‘Second Cold War’ 	<input type="checkbox"/>	Q3. Explain the importance of the ‘Second Cold War’ for relations between the superpowers. [8 marks] - 2019 paper	<input type="checkbox"/>
7. The End of the Cold War (1985-1991)	Gorbachev’s ‘New Thinking’ (1985) p. 82	<ul style="list-style-type: none"> Explain the problems facing the Soviet Union by 1985, including economic issues Describe what the policy of <i>Perestroika</i> aimed to do Describe what the policy of <i>Glasnost</i> aimed to do Explain how Gorbachev changed the USSR’s foreign policy and defence spending Describe the agreements made at the following summits: Geneva (1985); Reykjavik (1986); Washington (1987); Moscow (1989); Malta (1989) Explain the impact of these meetings between Reagan and Gorbachev on relations 	<input type="checkbox"/>	Q1. Explain two consequences of Gorbachev’s ‘New Thinking’ policies (1985). [8 marks] – not yet asked Q3. Explain the importance of Gorbachev’s ‘New Thinking’ for the loosening of Soviet control over Eastern Europe. [8 marks] – not yet asked	<input type="checkbox"/>
	The fall of the Berlin Wall (1989) p. 83	<ul style="list-style-type: none"> Explain how Gorbachev’s policies changed Soviet control over Eastern Europe Explain why the Berlin Wall fell in 1989 Explain how the fall of the Wall impacted on relations between East and West 	<input type="checkbox"/>	Q1. Explain two consequences of the fall of the Berlin Wall. [8 marks] - 2018 paper	<input type="checkbox"/>
	The collapse of the Soviet Union (1991) p. 84	<ul style="list-style-type: none"> Explain why the Warsaw Pact collapsed between 1990 and 1991 Explain the significance of the collapse of the Warsaw Pact Describe how Gorbachev fell from power Explain why the collapse of the Soviet Union ended the Cold War 	<input type="checkbox"/>	Q1. Explain two consequences of the collapse of the Soviet Union. [8 marks] - 2020 paper	<input type="checkbox"/>

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Early challenges to the Weimar Republic 1918-1923	Impact of WWI on Germany p.113	<ul style="list-style-type: none"> Describe how the war had affected German people (starvation, riots, navy mutiny) Explain what this reveals about the attitude of many Germans towards the Kaiser 	<input type="checkbox"/>	Q2. Explain why the armistice was signed on 11 November 1918. [12 mark]s *the abdication of the Kaiser *naval blockades – not yet asked	<input type="checkbox"/>
	Abdication and Armistice Nov 1918 p. 113	<ul style="list-style-type: none"> Describe what we mean by an <i>abdication</i> Explain why the Kaiser was forced to abdicate on 9 November Explain what is meant by the <i>armistice</i>, signed on 11 November (end of the war) 	<input type="checkbox"/>		
	The new Weimar Constitution p. 114	<ul style="list-style-type: none"> Describe the new democratic system that was created after the Kaiser left Explain what we mean by a <i>constitution</i> and why it was named after Weimar (town) Explain their role and how they were chosen: President, Chancellor, Reichstag. Explain what is meant by <i>proportional representation</i> Describe the strengths and weaknesses of this new system (including Article 48) 	<input type="checkbox"/>	Q2. Explain why the new Weimar democracy was weak. [12 marks] – not yet asked	<input type="checkbox"/>
	The Treaty of Versailles June 1919 p. 115	<ul style="list-style-type: none"> Describe the attitudes of the Allies towards Germany at the end of the war Describe how Treaty of Versailles impacted Germany (Land, Army, Money, Blame) Explain why this treaty was known in Germany as a <i>diktat</i> Explain how the Treaty of Versailles linked to <i>dolstchoos</i> ('stab in the back') myth Explain which term of the treaty had the biggest impact in your view and why 	<input type="checkbox"/>	Q2. Explain why there was opposition in Germany to the Treaty of Versailles (1919). [12 marks] – sample paper : *military terms *territorial terms	<input type="checkbox"/>
	Political challenges 1919-1920 p. 116	<ul style="list-style-type: none"> Explain the difference between <i>left-wing</i> and <i>right-wing</i> Describe the aims of the Spartacist Uprising, a left-wing revolt in January 1919 Describe how the Spartacists tried to take power and how their revolt was crushed Explain who the <i>Freikorps</i> were and what we mean by a <i>putsch</i> Describe the aims of the Kapp Putsch, a right-wing revolt in March 1920 Describe how the <i>Freikorps</i> tried to take power, how successful it was and how it ended Explain what these challenges reveal about the fragility of the Weimar government 	<input type="checkbox"/>	Q2. Explain why the Weimar Republic was unpopular in the years 1919–23. [12 marks] – 2021 paper *reparations *the new Constitution https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_31_que_20180613.pdf	<input type="checkbox"/>
	1923: Year of Crisis p. 116	<ul style="list-style-type: none"> Describe the French Occupation of the Ruhr: why it happened, the events Explain the problems that the French Occupation of the Ruhr created 	<input type="checkbox"/>	<ul style="list-style-type: none"> Q3a. How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919–23? [8 marks] – 2018 paper, page 18 Q3d. How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919–23? [16 marks plus 4 SPAG] – 2018 paper, Page 19 	<input type="checkbox"/>
	Hyperinflation p. 116	<ul style="list-style-type: none"> Explain what hyperinflation was and why it happened Explain the different ways that hyperinflation affected Germans (workers, those on fixed salaries; middle classes with life savings; those with debts; pensioners). 	<input type="checkbox"/>		
2. Recovery 1924-1929	Stresemann's recovery p. 117	<ul style="list-style-type: none"> Describe Stresemann's economic policy (Rentenmark 1923; Dawes 1924 and Young Plan 1929) Describe Stresemann's foreign policy decisions (Locarno Pact 1925; joining the League of Nations 1925; Kellogg-Briand Pact 1928) Explain why the German economy was still vulnerable, despite these improvements 	<input type="checkbox"/>	Q2. Explain why the German economy recovered in the years 1924–29. [12 marks] – 2020 paper *Gustav Stresemann *Dawes Plan	<input type="checkbox"/>
	Living standards in 1920s p. 118	<ul style="list-style-type: none"> Describe how the standard of living improved for German workers in the 1920s (reduced working hours, higher wages, more homes built, unemployment insurance gave a safety net if a worker became sick or lost their job) 	<input type="checkbox"/>		
	Changes for women in Germany p. 118	<ul style="list-style-type: none"> Describe <u>economic</u> changes for women (36% of women had a job in 1926; more female teachers and doctors; more women attending university) Describe <u>political</u> changes for women (the right to vote and stand as politicians) Describe social changes for women (the 'New Woman' lifestyle in urban areas, challenging gender norms, more freedoms to socialise) Explain why some men and women saw 'New Women' as eroding traditional values 	<input type="checkbox"/>	Hasn't come up on the exam yet but may be part of recovery or an interpretation about the 1920s – see CPG guide page 17	<input type="checkbox"/>
	Cultural changes in 1920s p. 118	<ul style="list-style-type: none"> Describe changes to German art, comparing paintings before WWI (traditional, lifelike) with art in the 1920s (showing political messages, more symbolic, critical) Describe changes to German architecture (i.e. from Gothic to futuristic Bauhaus) 	<input type="checkbox"/>	Hasn't come up on the exam yet but may be part of recovery or an interpretation about the 1920s – see CPG guide page 17	<input type="checkbox"/>

	Topics	You should be able to	Check	Now practice an exam question:	Check
3. The Nazi Party in the 1920s	Hitler setting up Nazi Party 1920-1923 p. 119	<ul style="list-style-type: none"> Describe how Hitler became involved in the German Workers' Party (DAP) in 1919 Describe the main aims of the 25 point programme Describe the changes Hitler brought to the DAP after becoming leader in 1920 (re-named as National Socialist DAP or Nazi; swastika logo; party newspaper) Describe the role of the SA in promoting the aims of the Nazi Party 	<input type="checkbox"/>	Q1. Give two things you can infer from Source A about the early development of the Nazi Party. [4 marks] – 2019 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_31_que_20190612.pdf Page 2	<input type="checkbox"/>
	Munich Putsch Nov 1923 p. 120	<ul style="list-style-type: none"> Explain why Hitler felt November 1923 was the right time to launch a <i>putsch</i> Describe the events of the Munich Putsch (storming the beerhall meeting; von Kahr informs the army; the faceoff between Nazi members and army the next day) Explain why the Munich Putsch failed Explain the consequences of the Munich Putsch – negative and positive 	<input type="checkbox"/>	Q1. Give two things you can infer from Source A about Hitler's leadership of the Nazi Party in the 1920s. [4 marks] – Sample paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_(9-1)_History_SAMs_QP_Issue_3.pdf Page 139	<input type="checkbox"/>
	Re-organising the Nazi Party 1924-1929 p. 120	<ul style="list-style-type: none"> Explain how Hitler used his time in prison to re think his tactics Describe the changes to the Nazi Party in the 1920s (re-organised with SS as well as SA; tighter control by Hitler himself; anti-Communist; new branches to appeal to women and young people) Explain how the Bamberg Conference (1926) changed the Nazi party's aims 	<input type="checkbox"/>	https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H1A_31_que_20211126.pdf	<input type="checkbox"/>
	Lack of support 1924-1929 p. 120	<ul style="list-style-type: none"> Explain why the Nazi party received very little support in the 1920s Describe the outcome of the 1928 election for the Nazis (3% of the votes) 	<input type="checkbox"/>	<ul style="list-style-type: none"> Q3a. How useful are Sources B and C for an enquiry into support for the Nazi Party in the years 1924–28? [8 marks] – 2021 paper, page 18 Q3d. How far do you agree with Interpretation 2 about support for the Nazi Party in the years 1924–28? [16 marks plus 4 SPAG] – 2021 paper, page 19 	<input type="checkbox"/>
4. Hitler's Rise to Power	The impact of the Great Depression p. 121	<ul style="list-style-type: none"> Explain the consequences of the Great Depression for Germany (6 million unemployed by 1932; middle class lost their savings; farmers became bankrupt) 	<input type="checkbox"/>	Practice 'How useful are sources for an enquiry into the impact of the Depression?' – using sources on pages 27 and 29 of CPG guide Practice source inference question on page 32 of CPG guide	<input type="checkbox"/>
	Weak Weimar governments p. 121	<ul style="list-style-type: none"> Describe the failures of Chancellor Brüning to deal with the Depression 1930-32 Explain why raising taxes made many people in Germany distrust Brüning Explain why the Weimar Republic's system made it hard for decisions to be made 	<input type="checkbox"/>	https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-3-specimen-papers.pdf	<input type="checkbox"/>
	Growth in support of Communist Party p. 121	<ul style="list-style-type: none"> Explain why support for Communism rose (6 million members by 1932) Explain why middle- and upper-class voters and German businessmen were afraid of a Communist revolution, and why this meant many voted for the Nazis 	<input type="checkbox"/>	<ul style="list-style-type: none"> Q3a. How useful are Sources B and C for an enquiry into the reasons for the growth in support for the Nazi Party in the years 1929–32? [8 marks] – Specimen paper, page 38 Q3d. How far do you agree with Interpretation 2 about reasons for the growth in support for the Nazi Party in the years 1929–32? [16 marks plus 4 SPAG] – Specimen paper Page 39 	<input type="checkbox"/>
	Nazi propaganda to appeal to voters p. 122	<ul style="list-style-type: none"> Describe how the Nazis appealed to the German workers (promised 'work and bread') and the middle and upper classes (to destroy communism and restore traditional values) Describe how Josef Goebbels used posters, radios and films to target voters Describe Hitler's personal ability to appeal to voters (powerful orator, flew to 6 cities a day) 	<input type="checkbox"/>		<input type="checkbox"/>
	Political developments in 1932 p. 123	<ul style="list-style-type: none"> Describe the changing Chancellorship in 1932 (from Brüning to von Papen, to von Schleicher) Explain why Hindenburg refused to make Hitler Chancellor in July 1932, despite 38% votes 	<input type="checkbox"/>	<ul style="list-style-type: none"> Q3a. How useful are Sources B and C for an enquiry into the reasons why Hitler became Chancellor in 1933? [8 marks] – 2022, also PPE paper 	<input type="checkbox"/>
	Hitler selected as Chancellor 1933 p. 123	<ul style="list-style-type: none"> Describe how Hitler was eventually chosen as Chancellor in Jan 1933 (why von Papen persuaded Hindenburg to allow Hitler to become Chancellor; belief they could control him) Explain how the Nazis were able to get into power legally and democratically Explain the limitations to Hitler's position as Chancellor 	<input type="checkbox"/>	<ul style="list-style-type: none"> Q3d. How far do you agree with Interpretation 2 about the reasons why Hitler became Chancellor in 1933? – 2022, also PPE paper 	<input type="checkbox"/>

5. Nazi Control and Dictatorship 1933-1939	Topics	You should be able to	Check	Now practice an exam question:	Check
	Reichstag Fire (Feb 1933) p. 124	<ul style="list-style-type: none"> Describe the events of the Reichstag Fire and who was blamed Explain how Hitler used the Reichstag Fire to create a climate of emergency Explain why Hindenburg signed 'Emergency Powers' and what this gave Hitler and the police the power to do (i.e. arrest 4,000 Communists, ban the Communist Party) 	<input type="checkbox"/>	Q1. Give two things you can infer from Source A about how the Nazis reacted to the Reichstag Fire. [4 marks] – 2021 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H1A_31_que_20211126.pdf Page 2	<input type="checkbox"/>
	Enabling Act (March 1933) p.124	<ul style="list-style-type: none"> Explain why the Reichstag passed the Enabling Act Describe what the Enabling Act allowed Hitler to do (pass laws without the Reichstag) 	<input type="checkbox"/>		
	Banning of opposition (1933-1934) p.124	<ul style="list-style-type: none"> Describe the different types of opposition groups Hitler banned after the Enabling Act (trade unions, other political parties) and explain how effective this was Describe the setting up of concentration camps for political opponents to be set to 	<input type="checkbox"/>	Q2. Explain why Hitler was able to create a dictatorship in the period February 1933 to August 1934. [12 marks] – specimen paper *the Reichstag Fire *the Night of the Long Knives	<input type="checkbox"/>
	Night of the Long Knives (June 1934) p. 125	<ul style="list-style-type: none"> Describe the events of the Night of the Long Knives, including who was involved and killed Explain why Hitler was willing to kill 400 of his own SA leaders and old opponents Explain the consequences of the purge for Hitler's control over the party and changes to SA Explain how Hitler consolidated his power as Fuhrer after the death of Hindenburg 	<input type="checkbox"/>		
	The terror state p. 126	<ul style="list-style-type: none"> Describe the role of the Gestapo in controlling the German people (spying, torture, raids) Describe the role of the SS in the terror state (personal bodyguards, unlimited power) Describe conditions in concentration camps run by the SS (i.e. Dauchau set up in 1933) 	<input type="checkbox"/>	Q2. Explain why the Nazis were able to create a police state in the years 1933–39. [12 marks] – 2019 paper *concentration camps *law courts	<input type="checkbox"/>
	Control over the legal system p. 126	<ul style="list-style-type: none"> Explain how the Enabling Act gave the Nazis control over the passing and enforcing of laws (for example, over 44 crimes became punishable by death) Describe the 'People's Courts' run by the Nazis and how judges were forced to be loyal 	<input type="checkbox"/>	Practice questions on the Nazi police state in CPG guide pages 44-45	
	Control over the Church p. 129	<ul style="list-style-type: none"> Explain why Hitler was concerned about religion as a threat to his control Describe the Concordat and how it allowed Hitler to reduce the threat of the Pope Describe the Reich Church, set up in 1936, as a Nazi-controlled church Describe the consequences when Catholic and Protestant priests spoke out about the Nazis 	<input type="checkbox"/>	Q2. Explain why the Nazis were able to control German churches 1933-1939. [12 marks] – not yet asked	<input type="checkbox"/>
	Propaganda and censorship p. 127-128	<ul style="list-style-type: none"> Describe what propaganda is Describe the role of Josef Goebbels as Minister of Propaganda once Hitler took power Describe the aims of Nazi propaganda (promoting greatness of Germany; a cult of loyalty to Hitler; racial ideologies of Aryan supremacy; anti-Communist and antisemitic messages) Describe how the Nazis used different forms of propaganda to enforce control and loyalty, including film; newspapers; rallies and speeches; the radio Explain how the Nazis used the Berlin Olympics to promote their political beliefs Explain the difference between propaganda and censorship Describe the Nazis' use of censorship (1933 book burning; 1,600 newspapers closed) 	<input type="checkbox"/>	Q2. Explain why the use of propaganda helped the Nazis to control the attitudes of the German people in the years 1933-39. [12 marks] – 2022, also PPE paper *newspapers *Nazi rallies Q1. Give two things you can infer from Source A about the success of the Berlin Olympic Games in 1936. [4 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_31_que_20180613.pdf Page 2 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1H10_31_que_20201120.pdf	<input type="checkbox"/>
	Control over culture p. 128	<ul style="list-style-type: none"> Describe the role of the Reich Chamber of Culture to control art, music, books and plays Explain how the Nazis used art as propaganda (national pride; Hitler as a saviour) 	<input type="checkbox"/>	<ul style="list-style-type: none"> How useful are Sources B and C for an enquiry into the extent of support for the Nazi regime in the years 1933–39? [8 marks] – 2020 paper, page 18 Q3d.How far do you agree with Interpretation 2 about the extent of support for the Nazi regime in the years 1933–39? [16 marks plus 4 SPAG] – 2020 paper, page 19 	<input type="checkbox"/>

	Topics	You should be able to	Check	Now practice an exam question:	Check
6. Life in Nazi Germany 1933-1939	Women p. 131	<ul style="list-style-type: none"> Describe the attitude of the Nazi Party towards women (stay at home, main aim was to breed more Aryan children, Kinder, Kirche, Kurche/Children, Church, Cooking) Explain how these roles were different to the lives of women in the Weimar years Describe how the Nazis tried to incentivize women to have as many children as possible (the Mother's Cross, the marriage loan, the 'Lebensborn' programme) Explain how the Nazis limited women's opportunities to work and earn money Explain how successfully the Nazi policies towards women achieved their aims (marriages increased by 21% 1933-39; over 30% more births in 1936 than 1933; number of working women in Germany actually rose from 11 million in 1933 to 12 million in 1939) 	<input type="checkbox"/>	<p>Q1. Give two things you can infer from Source A about family life in Nazi Germany. [4 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-3-specimen-papers.pdf Page 30</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_31_que_20190612.pdf</p> <ul style="list-style-type: none"> Q3a. How useful are Sources B and C for an enquiry into Nazi policies towards women? [8 marks] – 2019 paper, page 18 Q3d. How far do you agree with Interpretation 2 about Nazi policies towards women? [16 marks plus 4 SPAG] – 2019 paper, page 19 	<input type="checkbox"/>
	Youth p. 132	<ul style="list-style-type: none"> Explain what indoctrination means Explain why control over young people mattered so much to Hitler Explain the different gendered aims for boys and girls in the future of Germany Describe the main features of the Nazi education system (importance of PE; race theory; History books emphasized Germany's military success; open antisemitism) Explain how the Nazis controlled teachers (had to join Nazi Teachers' Alliance) Describe the youth clubs set up by the Nazis for different ages and genders Explain why outdoor activities such as marching and camping were celebrated Explain why youth group membership increased (no alternatives, compulsory 1939) Explain how successfully the Nazis had been able to indoctrinate young people 	<input type="checkbox"/>	<p>Q1. Give two things you can infer from Source A about the Hitler Youth. [4 marks] – 2022, also PPE paper</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_(9-1)_History_SAMs_QP_Issue_3.pdf</p> <ul style="list-style-type: none"> Q3a. How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? [8 marks] – Sample paper Page 148 Q3d. How far do you agree with Interpretation 2 about the attitudes of young people towards the Hitler Youth movement? [16 marks plus 4 SPAG] – Sample paper Page 149 	<input type="checkbox"/>
	Unemployment p. 131	<ul style="list-style-type: none"> Describe the different ways that the Nazis tried to reduce unemployment (National Labour Service; conscription into the army; rearmament; the autobahns_ Explain how 'invisible unemployment' (women, Jews) changed the statistics 	<input type="checkbox"/>	<p>Q2. Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39. [12 marks] – 2018 paper *rearmament *autobahns</p>	<input type="checkbox"/>
	Worker incentives p. 131	<ul style="list-style-type: none"> Describe the changes for workers brought in by German Labour Front (DAF) Describe the Strength Through Joy and Beauty of Labour programmes Explain how these programmes tried to improve working conditions 	<input type="checkbox"/>		<input type="checkbox"/>
	Persecution of minorities p. 133	<ul style="list-style-type: none"> Describe the Nazi's Race Theory about Aryan supremacy Describe the persecution of minority groups including: disabled people; gay people; Roma (gypsies). Describe how the persecution of Jewish people worsened 1933-1939. 	<input type="checkbox"/>	<p>Q1. Give two things you can infer from Source A about the treatment of the Jews during Kristallnacht. [4 marks] – 2020 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_31_que_20201120.pdf Page 2</p>	<input type="checkbox"/>
	Opposition p. 130	<ul style="list-style-type: none"> Explain why there was very limited opposition to the Nazis Describe examples of opposition against the Nazis (Swing Youth; Edelweiss Pirates; Church opposition such as Niemoller and Bishop Galen) Explain why these groups were not able to remove Hitler from power 	<input type="checkbox"/>		<input type="checkbox"/>