



West Park School

History

GCSE Examination Summer 2024

In readiness for your GCSE examination in History you must **LEARN** and **REVISE** the following content and skills:

Paper 1: Understanding the modern world	Section A: America 1840-1895 Section B: Conflict and Tension 1894-1918 (WW1)	This paper is 2 hours long. It is out of 84 marks. It equates to 50% of the GCSE.
Paper 2: Shaping the Nation	Section A: Health and the People Section B: Normans	This paper is 2 hours long. It is out of 84 marks. It equates to 50% of the GCSE.

General Advice:

- ✓ In the exam, be aware of timings. As a general rule, 4marks = 5minutes.
So, you should spend **10 minutes on 8-mark questions, 15 minutes on 12-mark questions and 20 minutes on 16-mark questions.**
- ✓ The 'stem' of each question will always remain the same. Therefore, you should **learn what you should do for each type of question.**
- ✓ The 'tail' of the questions will change. Always ensure your answer is focused on this. Link your evidence back to the question. **As a general rule, the beginning and end of each paragraph should refer to the question.**
- ✓ The provenance of a source is the author, place, time it was created etc. This can be used to understand why a source was written. It might affect the utility. When considering provenance, consider purpose, audience and access to information too.
- ✓ In Section B's there are four SPaG marks available on the final question. These marks can make a big difference so ensure you take extra care over you spelling, punctuation and grammar.

The exam board describe different 'levels of thinking':

Complex	Answers build on the qualities of developed answers. Answers display reasoning that shows <u>the links or connections</u> between evidence or details that are explicitly relevant to the question. Answers may show originality or sophistication. Answers demonstrate <u>substantiated judgement</u> or an awareness of the <u>provisional and problematic nature of historical issues, evidence and interpretations.</u>
Developed	Answers that display <u>more than one step of reasoning or detailed explanation that is explicitly relevant to the question.</u> Answers will sustain an explanation of the differences or similarities in sources or interpretations.
Simple	Answers that <u>describe</u> evidence, features or material relevant to the question. Answers that display <u>simple one step reasoning or brief</u> explanation of a point or comment that is <u>explicitly relevant to the question.</u> Answers may recognise, describe and may explain, simple similarities or differences in sources or interpretations.
Basic	Answers that <u>identify</u> evidence, features or material relevant to the question. Explanation is likely to be implicit or by assertion. Answers <u>take features of sources or interpretations at face value.</u> Material discussed may have implicit relevance.

Paper 1: Understanding the Modern World

Section A: Period studies: America 1840-1895: Expansion and Consolidation

Part one: Expansion: opportunities and challenges

The geography of North America: attitudes to the Great American Desert; the belief in 'Manifest Destiny'. Why the early settlers went west and the challenges they faced: Brigham Young and the Mormons; the pioneer migrant farmers, the journey west; the miners. Dealing with a different culture: the Plains Indians' way of life; early American Government policy towards the Plains Indians; the Permanent Indian Frontier; a changing relationship with the Plains Indians.

Part two: Conflict across America

Increasing conflict on the Plains: the Fort Laramie Treaty (1851) and the failure of the policy of concentration; the Indian Wars (1862–1867): reasons for and consequences of the Wars; Sand Creek Massacre; Fetterman's Trap.

The background to the American Civil War: differences between North and South, issues of slavery, westward expansion and free states abolitionism; breakdown of the Missouri Compromise, John Brown, the roles of Lincoln and Jefferson Davis; the social and economic impact of the American Civil War on civilian populations.

Coming to terms with the Mormons: the Mountain Meadow Massacre and its aftermath.

Part three: Consolidation: forging the nation

The aftermath of the American Civil War: the 13th Amendment; Civil Rights Act; reconstruction in the South, 1866–1877; carpetbaggers; the balance of Federal and State powers.

The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions.

The resolution of 'the Indian problem' after 1865: the small reservations policy; attitudes to the native Americans; Battle of the Little Big Horn; The Dawes Act; Battle of Wounded Knee; the closing of the frontier and its impact on native Americans

Section B: Wider world depth studies: Conflict and Tension, 1894–1918

Part one: The causes of the First World War

The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations.

Anglo-German rivalry: Britain and challenges to Splendid Isolation; Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race.

Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict.

Part two: The First World War: stalemate

The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate.

The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles.

The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys.

Part three: Ending the war

Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war. Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days.

Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.

Paper 2: Shaping the Nation

Section A: Thematic study: Britain: Health and the People c100 to present day

<p>Students will study the importance of the following factors:</p> <ul style="list-style-type: none">➤ war➤ superstition and religion➤ chance➤ government➤ communication➤ science and technology➤ the role of the individual in encouraging or inhibiting change.	<p>This option focuses on the following questions:</p> <ul style="list-style-type: none">➤ Why has there been progress in the health of the British people?➤ How and why has the pace and scale of medical development varied at different times?➤ What impact has medical progress had on people and society?➤ How and why have different factors been more important than others for individual medical developments?➤ What is the significance of key individuals or events in the history of medical development?
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Part one: Medicine stands still

Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.

Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.

Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.

A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. Improvements in public health: public health problems in industrial Britain; cholera epidemics and the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.

The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.

Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

Section B: British depth studies: Norman England, c1066–c1100

Part one: The Normans: conquest and control

Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.

Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.

Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William's leadership and government; William II and his inheritance.

Part two: Life under the Normans

Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, 'murdrum'; inheritance; the Domesday Book.

Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

Part three: The Norman Church and monasticism

The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.

Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

Part four: The historic environment of Wales and the Norman Conquest.

Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.

The following aspects of the site should be considered:

- ✓ location
- ✓ function
- ✓ the structure
- ✓ people connected with the site e.g. the designer, originator and occupants
- ✓ design
- ✓ how the design reflects the culture, values, fashions of the people at the time
- ✓ how important events/developments from the depth study are connected to the site.