

YEAR 11 REVISION CHECKLIST:

PAPER 1) INTERNATIONAL RELATIONS WITH GERMAN DEPTH STUDY

1 hour, 30 minutes

EXAM QUESTIONS- 5 marks (a describe) 10 marks (explain why) 20, 25 marks (interpretation)

Conflict and co-operation 1918–1939: Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s.

- The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s
- (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament.
- The impact of the worldwide economic depression.
- Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939.
- **Changing interpretations of Appeasement:**
- How and why the following have resulted in differing interpretations of appeasement: the Second World War. Must study the 5 different interpretations on appeasement.

The Cold War 1945–c.1989

- The changing international order after 1945 and its consequences
- Emerging super-power rivalry 1945–1949; actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies.
Cold War confrontations: Berlin Wall 1961 and the Cuban Missile Crisis 1962; Cold War conflicts: Vietnam War, the Soviet war in Afghanistan.
Changing interpretations of the responsibility for Cold War tensions:
- How and why the following have resulted in differing interpretations of the Cold War: the internal culture and politics of the USSR and USA; the Vietnam War; new sources of evidence c.1990 onwards. Must study the 5 different interpretations on appeasement.

From the end of the Cold War to 9/11

The ending of the Cold War and the emergence of new challenges to the international order, Gorbachev and the end of the Cold War; consequences of the Soviet war in Afghanistan: the rise of the Taliban and the origins of Al-Qaeda; Al-Qaeda activity from the 1990s culminating in 9/11.

PRACTICE QUESTIONS:

SECTION A:

5 MARKER

- Outline the actions of Adolf Hitler in the period 1933-1937
- Outline the actions of the USSR in Eastern Europe from 1945 to 1948
- Outline two agreements made at the Yalta Conference in 1945.
- Describe the actions of Ronald Reagan towards the USSR in the 1980s
- Describe the changes that Gorbachev brought about in the 1980s
- Outline the development of al- Qaeda in the 1990s

10 MARKER

- Explain why international relations became worse in the period 1933-1938
- How successful was President Kennedy in dealing with the Cuban Missile Crisis?
- Explain why the USA failed in Vietnam
- Explain why the USSR collapsed in 1991
- How successful was the League of Nations in dealing with international disputes in the 1920s?
- 'The 9/11 attacks were the result of ideology and nothing else.' How far do you agree with this statement.

INTERPRETATIONS:

THE 25 MARKER: HOW FAIR...

Study Interpretation A. Do you think this interpretation is a fair comment on the policies of Neville Chamberlain in the period 1937–1939? Use your knowledge and other interpretations of the events of 1937–1939 to support your answer.

Interpretation A

There was widespread and sincere admiration for Mr. Chamberlain's efforts to maintain peace. However, in writing this account it is impossible for me not to refer to the long series of miscalculations, and misjudgements which he made. The motives which inspired him have never been questioned. The course he followed required the highest degree of moral courage. To this I paid tribute two years later in my speech after his death.

From 'The Gathering Storm', a history of the Second World War by Winston Churchill, published in 1948.

THE 20 MARKER: EXPLAIN WHY...

Study Interpretation B. Explain why not all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

Interpretation B

Here, then, was the difficulty after the war. The Western democracies wanted a form of security that would reject violence. Security was to be for everyone, it was not to be a benefit denied to some in order to provide it to others. Stalin saw things very differently: security came only by intimidating or eliminating potential challengers. The contrast, or so it would seem, made conflict unavoidable.

From 'We Now Know: Rethinking the Cold War' by the American historian John Lewis Gaddis, published in 1997. Gaddis was writing about relations between the USA and the USSR immediately after the Second World War.

Study Interpretation A. Explain why only some historians and commentators would agree with this interpretation. Use other interpretations and your knowledge to support your answer. (20 marks)

Interpretation A

'An analysis of the origins of the Cold War, which leaves out three factors — communist ideology, the sinister dynamics of a totalitarian society and the madness of Stalin — is obviously incomplete. It was these factors which made it hard for the West to accept the idea that Russia was moved only by desire to protect its security and would only be satisfied by the control of Eastern Europe. Communism and totalitarianism created a structure of thought and behaviour which made post-war collaboration between Russia and America — in any normal sense of civilised relations between national states — impossible.'

From 'Origins of the Cold War', an article by Arthur M. Schlesinger Jr, published by the Council on Foreign Relations in 1967.

SECTION B – GERMANY 1925–1955: THE PEOPLE AND THE STATE

EXAM QUESTIONS- 2 marks (a describe) 10 marks (explain why) 5 marks (source question) 18 marks (how far)

The rise and consolidation of the Nazi regime 1925–1934:

Strengths and weaknesses of the Weimar Republic 1925–1928, including Nazi policies in the 1920s and the position of the party in 1928; the impact of the Depression on different groups in Germany; the political, social and economic crisis of 1929–1933; rising support for Nazis 1929–1933; the Nazi consolidation of power 1933–1934, including the Reichstag Fire, the suspension of the Weimar constitution and the Enabling Act, the elections of March 1933, the takeover of/or collaboration with key institutions (particularly the army), and the elimination of opposition (including trade unions, opposition parties and the SA).

Nazi Germany and its people 1933–1939:

Elements of the Nazi terror state, including the SA, SS, Gestapo, SD, courts and police; Nazi use of culture and propaganda; personal popularity of Hitler; attempts to create a National Community; economic policies of Nazi regime and their effects on sections of German society (winners and losers); Nazi social policies, including policies on women and youth; the lack of effective opposition to the regime; persecution of Jews and other groups, including Roma, Jehovah's Witnesses and homosexuals; eugenics policies.

War and its legacy 1939–1955:

Initial reaction to outbreak of war; changing fortunes of Germany in the war (initial gains and colonisation in East); growing impact of war, including bombing; extent of support for war effort; opposition during war; escalation of racial persecution leading to the Final Solution; defeat and occupation; Allied policy of de-Nazification (methods and impact); the differing experiences of people in East and West Germany 1945–1955.

PRACTICE QUESTIONS:

2 MARKER

- Describe one example of Nazi policies in the 1920s.
- Describe one of the strengths of the Weimar Republic between 1925 and 1928.
- Describe 2 examples of the effects of occupation in Germany

10 MARKER

- Explain how the Reichstag Fire helped the Nazis to secure control of Germany in 1933
- Explain why the Depression helped the Nazis to gain support in Germany between 1929 and 1933.
- Explain why the Enabling Act was so important.
- How stable was the Weimar Republic in the period 1925-1929
- Explain why the Nazis devoted so much attention to young people
- Explain why de-nazification proved to be a difficult task in the years 1945-1948

5 MARKER

Study Source B. Explain why this source was published in Germany at this time.



**How reliable is this source in telling us about how the Nazis dealt with opposition?
(5 marks)**

Source B

In Berlin alone thousands of Social Democratic and Communist officials were dragged from their beds at night and led away to SA barracks. There they were worked over with boot and whip, beaten with steel rods and rubber truncheons until they collapsed unconscious and blood spurted under their skin. Many were forced to drink castor oil.

From a pamphlet written by a banned group of Communists in April 1933.

18 MARKER

- **'The Nazi Party made all young people into loyal Nazis.' How far do you agree with this statement?**
- **'The lives of workers in Germany were improved by Nazi policies from 1933 to 1939.' How far do you agree with this statement?**
- **'The biggest change that affected Germans in the period 1939-1945 was war.' How far do you agree with this view.**

PAPER 2) WAR AND BRITISH SOCIETY: 790–c.1500 1 hour

EXAM QUESTIONS- Describe Question [4 marks], Explain why Question [8marks], How far Question [14marks], How far do you agree with this statement Question (wide time period to be covered) [24 marks]

- Viking raids on Anglo-Saxon England 790–1066: impact of the raids; responses to the raids.
- The Norman Conquest: English resistance; the establishment of Norman control under William I; the establishment of the Feudal system; the extent of the impact of the changes introduced by the Normans on different levels of society.
- Feudal society c.1100–1215: feudal relationship between monarchs and barons; breakdowns in the relationship under Stephen 1135–1154 and John 1214–1216.
- Elizabeth I's wars with Spain in Europe and in the new world, their impact on the prestige and power of the monarch and relations with
- Parliament; the actions of English privateers, including their impact on the security, economy and the people of England.
- Warfare on the English-Scottish borders and its impact on border society c.1500–c.1600.
- The Civil Wars of 1642–1651 in England, Scotland and Ireland: the nature of these wars; their impact on the people of England, Scotland and Ireland.
- The Jacobite Wars 1715 and 1745: the impact on Scotland of the repression of the Jacobites.

PRACTICE QUESTIONS

4 MARKER

- **How effectively did England raise its armed forces between 1585 and 1603**

8 MARKER

- **Explain why the Norman invasion was successful in 1066.**
- **Explain why Elizabeth 1st allowed privateering**
- **Explain why the Civil Wars caused such heavy casualties**
- **Explain why there was so much lawlessness on the English-Scottish borders in the 16th century**

14 MARKER

- **How significant was the Norman Conquest for England?**
- **How significant were the Spanish and Irish wars during Elizabeth's reign**
- **How significant an event was the establishment of the Commonwealth in 1649**
- **How significant were the Jacobite campaigns**

24 MARKER

- **'Between c.790 and c.1750 war had a negative effect on the position of monarchs.' How far do you agree with this statement?**

PAPER 3: THE CIVIL WAR Explain why [10 marker] Use the sources and your knowledge to explain your answer. [20marker]

Relationship between Parliament and Charles I 1629–1642

Reasons why Charles I called Parliament in 1640; the Long Parliament's criticisms of Charles I's Personal Rule, including financial and religious measures and suppression of criticism (1629–1640); attacks on Laud and Strafford; events leading to civil war, including rebellion in Ireland in 1641, Grand Remonstrance 1641, attempt on the Five Members 1642, Militia Ordinance 1642, Nineteen Propositions 1642; divisions within Parliament 1640–1642.

The political and religious impact of war 1642–1649

Parliament's attempts to reach agreement with Charles I 1646–1647 (Propositions of Newcastle); reaction of Parliament to the emergence of new religious and political groups, including Levellers, Quakers and Diggers; relationship between Parliament and the Army, including the emergence of the Presbyterian and Independent parties and the debate about settlement with the King; the execution of Charles I 1649; Rump Parliament and the declaration of Republic 1649.

The nature and extent of political and religious change 1649–c.1660

Relationship between Rump Parliament and Cromwell 1649–1653; relationship between Parliament and Cromwell 1653–1658, including the Instrument of Government and rule of the Major Generals; Humble Petition and Advice, and Cromwell's response; attempts to reach a settlement September 1658 – April 1660; restoration of the monarchy, including the terms of Restoration c.1660.

PRACTICE QUESTIONS

10 MARKER

Explain why the first session of the Long Parliament criticised Charles's personal rule.

Explain why the Barebones Parliament was ended. (10 marks) 15 MINS

20 MARKER

Study Sources A–C.

'The most important reason for the execution of Charles I was his belief in the Divine Right of Kings.' How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)

Source A

I would know by what power I am called hither.... I would know by what authority, I mean *lawful*; there are many unlawful authorities in the world; thieves and robbers

by the highways.... Remember, I am your King, your *lawful* King, and what sins you bring upon your heads, and the judgement of God upon this land. Think well upon it, I say, think well upon it, before you go further from one sin to a greater.... I have a trust committed to me by God, by old and lawful descent, I will not betray it, to answer a new unlawful authority; therefore resolve me that, and you shall hear more of me. I do stand more for the liberty of my people, than any here that come to be my pretended judges.... I do not come here as submitting to the Court.... Let me see a legal authority warranted by the Word of God, the Scriptures, or warranted by the constitutions of the Kingdom, and I will answer.

Charles denies the court the right to try him, January 1649 at his trial.

Source B

Charles Stuart, King of England, who was entrusted to govern according to the laws of the land, had a wicked design to create an unlimited and tyrannical power, to rule according to his will, and to overthrow the rights and liberties of the people. He traitorously waged war against Parliament and the people. He renewed the war in 1648. He is thus responsible for all the treasons, murders, rapings, burnings, damage and desolation caused during these wars. He is therefore, a tyrant, a traitor, and a murderer, and an enemy to the Commonwealth of England.

The sentence against Charles I, 1649.

Source C

I think it is my duty to God first and to my country to clear myself both as an honest man, a good king and a good Christian.... I am not responsible for starting this war with the two Houses of Parliament and it was never my intention to encroach on their privileges. They began the war against me.... I only say this, that an unjust sentence that I have allowed to be passed against me is compounded now by an unjust sentence upon me. I have made it clear to you why I am an innocent man. As for the People, their liberty and freedom consists in having a Government over them. It is not necessary for them to have a share in Government. A subject and a sovereign are entirely different things. I am the Martyr of the people.

The final words that King Charles spoke on the scaffold, 30 January 1649.

Study Sources A–C.

'Cromwell refused the crown because he thought it was against God's wishes.' How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)

Source A

We have hazarded our lives against the monarchy, and were still ready so to do in defence of the liberties of the nation, but we now observe in some men great

endeavours to bring the nation under the old servitude by pressing their General to take upon him the title and government of a king, in order to destroy him and weaken the hands of those who were faithful to the public. We therefore humbly desire that Cromwell would discountenance all such persons and endeavours, and continue steadfast to the good old cause, for the preservation of which we for our parts are most ready to lay down our lives.

From an officers' petition dated 1657, by army officers.

Source B

God, with severe discipline, has not only eradicated a whole family and thrust them out of the land but, he also brought about the eradication of their title. It was not done by me, nor by the government I now act in: it was done by the Long Parliament. It is providence at work, to strike at the family and also the name. I will not seek to set up what providence has destroyed and laid in the dust. This is a matter for me alone, and my judgement and my conscience. I would rather I were in my grave than that I become an obstacle to anything that might help bring settlement to this nation. For the nation needs settlement, never more than now!

Oliver Cromwell speaking to a committee of MPs on 13 April 1657.

Source C

They [Parliament] propose to go to Whitehall and offer him the crown.... They are sure to perform this duty in a most submissive manner as if the Lord Protector was granting them a favour in accepting what he longed to have. Cromwell is certain to display his customary astuteness and profess his inability to support so great a burden.... His assent is beyond all question since it has long been known that he aspired to the title and it is asserted that the crown is almost ready which is to service for his coronation.

The Venetian ambassador in England writing to the Doge (the ruler of Venice) in 1657.

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