

## 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.***

**Study Interpretation B. 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 B British historian Louise Shaw, writing in 1987.**

To the dismay of his British colleagues and his French allies Chamberlain alone, motivated by his anti-Bolshevik prejudice, deliberately sabotaged the chance of an Anglo-Soviet alliance in 1939. Such an alliance would have been a workable solution for discouraging, or if necessary defeating, Hitler.

**Study Interpretation C. 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 C Conservative politician and political writer Lord Hailsham, speaking in 2008. He was a Conservative MP in 1938.**

The question in September 1938 was whether we wanted war or whether we would give peace a chance – and it was just a chance. I was constantly being told that these dictators are only bullies and if you stand up to them they will run away. Well the one thing we do know is that that would not have happened. Hitler proved that. If we had gone to war in 1938 we would have fought with outdated biplanes instead of Hurricanes and Spitfires and I don't think the people were sufficiently united. For a democracy to fight a war you have to be united and the people were divided.

**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.*

**Study Interpretation C. 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 c

The Russian people were entitled to protection against another attack upon them. But under Stalin they were trying not only to extend their boundaries and their control over neighbouring states but also trying to spread their revolution. Within the next few years this was to break the wartime alliance and create the troubled world in which we are all now living.

*From 'Churchill, Roosevelt, Stalin: The War They Waged and the Peace They Sought', written by the US historian Herbert Feis and published in the USA in 1957.*

**Study Interpretation D. 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 D

US historians Joyce and Kolko writing in 1972 in *The Limits in Power*:

American foreign policy in the years 1945- 54 was a drive to expand American capitalism through the world. Because Communism was the greatest enemy of this drive, American diplomacy had to oppose Communism everywhere in the world. The Cold War was not a conflict between Russia and the US but an American campaign to dominate the world. The Soviet threat was a mirage created by the Truman government. US policy in Germany was designed to make Germany a fortress of capitalism in Europe and the Marshall plan was designed to shape Western Europe's economy to suit Washington. Instead of helping Europe, it strengthened Russian control over Eastern Europe.

## **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.*

Study Sources A and B. How similar are these two sources? [10]

### Source A

Since the National Revolution in 1933 public opinion has become increasingly worried about our population and the continuing fall in the birth rate. However, it is not only the decline in population which is a cause for serious concern but equally the strength of our people. Healthy families have been having only one or two children. But countless numbers of inferiors and those suffering from inherited illnesses and conditions are reproducing without restraint. Their sick and inferior children burden the community.

*Extract from the Sterilisation Law passed in Germany in 1934.*

*Sterilisation is a medical procedure which prevents people from having children.*

### Source B



A poster produced by the Nazi Office of Racial Policies in Germany in the late 1930s. The poster says "This person suffering from inherited defects costs the community 60,000 Reichsmark during his lifetime. Fellow German, that is your money, too."

## 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]

## PRACTICE QUESTIONS

### 4 MARKER

- How effectively did England raise its armed forces between 1585 and 1603
- Describe two examples of governments trying to win support for wars after 1945
- Describe 4 ways in which government control increased during the World Wars
- Describe two examples of imperial wars
- Describe 2 effects of the 7 Years war on Britain

### 8 MARKER

- Explain why the Norman invasion was successful in 1066.
- Explain why Elizabeth 1<sup>st</sup> 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 16<sup>th</sup> century
- Explain how public opinion affected the Boer War and Crimean War
- Explain why the public mostly supported the government's policies in the Cold War
- 

### 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
- 'The most significant impact of the wars of Empire was to make Britain right.' How far do you agree
- How significant was the threat of Terrorism from 1969 onwards?

### 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?



- War generally brought the people and the monarchs or governments closer together in the period 1450-2010.' How far do you agree
- In the period 1450 - 2010 the main impact of warfare was economic.' How far do you agree with this view?
- In the period 1450-2010 it was civil wars rather than wars between states that caused the greatest disruption.' How far do you agree with this view .
- 'For most of the period 1450-2010 monarchs did not need popular support for wars.' How far do you agree with this view.

**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 relations between Charles 1 and parliament were generally poor between November 1640 and August 1642**

**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.

Study Sources I–K. 'The Protectorate failed because there was popular support for the return of a king.' How far do Sources I–K convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)

**SOURCE I** John Lilburne, who was one of the leaders of the Levellers, wrote a pamphlet attacking the execution of Charles I (1649).

I refused to be one of his [Charles I's] judges ... they were no better than murderers in taking away the King's life even though he was guilty of the crimes he was charged with ... it is murder because it was done by a hand that had no authority to do it.

**SOURCE J** The entry of Charles II of England into London on 29 May 1660. Coloured engraving after a contemporary Dutch engraving.



**SOURCE K** An extract from the Declaration of Breda, 1660.

He will, in compassion to us and our subjects, after so long misery and sufferings, remit and put us into a quiet and peaceable possession of that our right, with as little blood and damage to our people as is possible; nor do we desire more to enjoy what is ours, than that all our subjects may enjoy what by law is theirs, by a full and entire administration of justice throughout the land, and by extending our mercy where it is wanted and deserved.

Study Sources E–G. 'Parliament was to blame for the failure of attempts to reach a settlement with Charles by 1647.' How far do Sources E–G convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)

**SOURCE E** An extract from the Newcastle Propositions, sent to Charles I in 1646.

10. That an Act be passed in Parliament, whereby the practices of Catholics against the State may be prevented, and the laws against them duly executed, and a stricter course taken to prevent the saying or hearing of Mass in the Court or any other part of this kingdom.

**SOURCE F** Thomas Rainborough was one of the leaders of the Leveller soldiers. He opposed all attempts at compromise with Charles I.

For really I think that the poorest he that is in England hath a life to live, as the greatest he; and therefore truly, sir, I think it's clear, that every man that is to live under a government ought first by his own consent to put himself under that government; and I do think that the poorest man in England is not at all bound in a strict sense to that government that he hath not had a voice to put himself under. ...

**SOURCE G** An extract from 'The Engagement', 1647. The Scots agreed to provide military support to Charles if he supported the establishment of Presbyterianism in England.

... an army shall be sent from Scotland into England, for preservation and establishment of religion, for defence of His Majesty's person and authority, and restoring him to his government, to the just rights of the Crown. ...

Study Sources A–C. 'The poor relationship between Charles I and Parliament in the period 1629–1642 was caused by Charles' beliefs about his role.' 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** *Petition signed by twelve members of the House of Lords (1640).*

That your majesty's sacred person is exposed to hazard and danger in the present expedition against the Scottish army, and by occasion of this war your revenue is much wasted, your subjects burdened with coat-and-conduct money, billeting of soldiers, and other military charges, and divers rapines and disorders committed in several parts in this your realm, by the soldiers raised for that service, and your whole kingdom become full of fear and discontents.

**SOURCE B** *Statement sent by Charles I to Parliament (1626).*

I must let you know that I will not let any of my ministers be questioned by you ... hasten my supply [taxes] or it will be worse for yourselves; for if any ill happen, I think I shall be the last to feel it.

**SOURCE C** *A 1641 woodcut shows the godliness of the Puritan (left), as opposed to the superstitions preached by Laud and his fellow bishops.*



### Castles Form and Function:

#### How useful is this source for telling us about the early history of Framlingham Castle

Loveday and William de Parkenham are ordered to identify and investigate the people who hunted and stole deer and hares from the parks of Roger Bigod, Earl of Norfolk, at Lopham, Ersham, Hanewrthe, Bungeye, Stowe, Koleshale, Cratefeud, Pesehale, Framelingham, Holesle, Waleton, Saham, and Stanham, while the earl was away from England serving the king in Wales.

Animals stolen from Framlingham deer park, 1283 – Patent Rolls, Edward I, 1281-1292. Volume 2, p.73

**Study Sources D and E. Which of these sources is more useful to a historian studying the history of Framlingham Castle? [10]**

#### Source D

The king orders engineers Alnoth and Robert Wiseman and their assorted masons, carpenters and other workmen to dismantle Framlingham Castle and destroy its defences. The work will be supervised by Robert Willeham and Alnoth and they shall be paid £7 10s 6d. This order to be carried out as punishment for the rebellion of Earl Hugh Bigod against the Crown.

*Extract from an official document called the Pipe Rolls in 1175. The Pipe Rolls was a list of money spent by the government.*

#### Source E



*An illustration of Framlingham Castle published in 1724. It was published in a book for wealthy tourists and people with an interest in history.*

**Explain why Framlingham Castle fell into decline?**

**Explain why the Bigod family made so many changes to the castle?**

**Explain why was there change to the form and function during the Tudor era ?**

#### REVISION WEBSITES:

#### AUDIO PODCASTS:

[BBC World War One \(http://www.bbc.co.uk/programmes/p02sx794/episodes/downloads \)](http://www.bbc.co.uk/programmes/p02sx794/episodes/downloads)

<http://www.johndclare.net/GilesHillPodcasts.htm>. Choose from:

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- The Road to World War Two
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<http://www.historyextra.com/podcasts/>:

- The big questions of the Holocaust
- **Paris's women at war and the Housewives' League**

<http://www.mrallsophistory.com/revision/revision.html>. Listen to topics on:

- International Relations 1919-1939
- International Relations since 1945
- Germany: 1919-1945

**WEBSITES:**

<https://revisegcsehistory.co.uk/>

<http://www.johndclare.net/>

<https://www.mrallsophistory.com/revision/>

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