Ringwood School Year 11 Revision Evening

How to revise for

GCSE History

How to help- what can parents and carers do?

Courage
Ambition
Integrity
Respect

Preparing for the November mocks

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These are our units

Medicine through Time c.1250-present

Early Elizabethan England 1558-88

Weimar and Nazi Germany 1919-39

Superpower Relations and the Cold War, 1945-91.

Their mocks will be a Medicine paper and an Elizabeth paper.

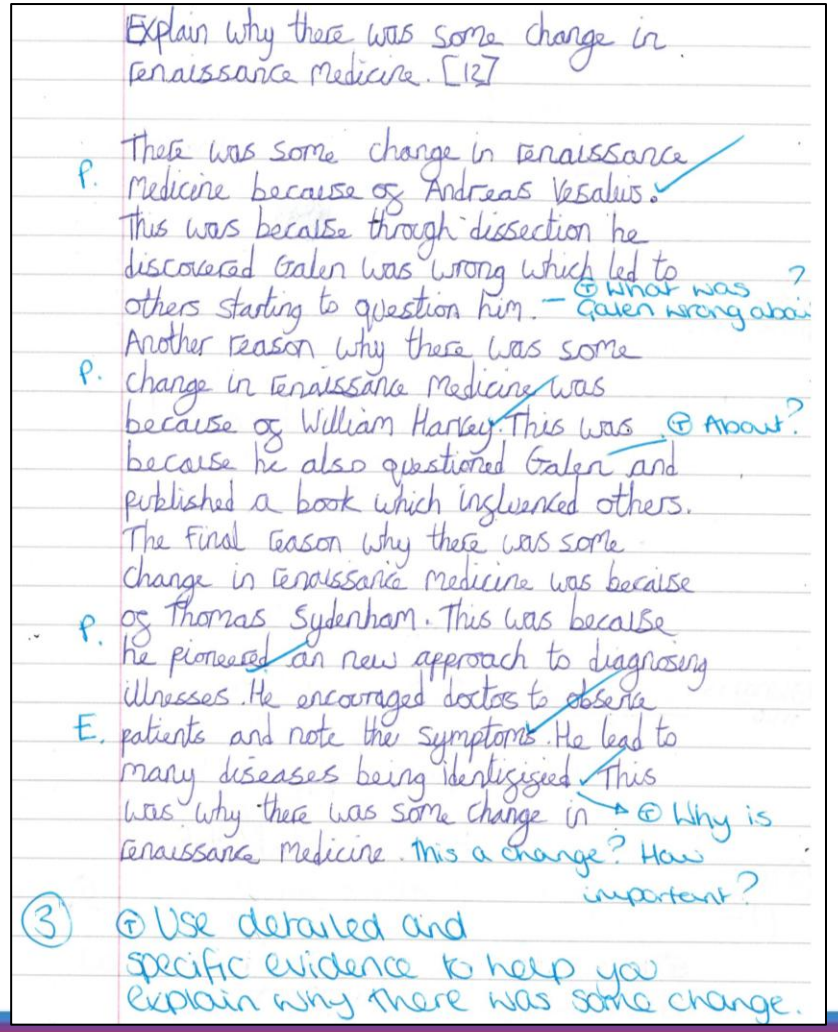
This is just what they learn for medicine!

Beliefs about the cause of disease: Supernatural and religious explanations. Rational explanations: The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.
Prevention and Treatment: New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. Keeping towns clean problems and solutions.
Case Study: Dealing with the Black Death, 1348 –49; approaches to treatment and attempts to prevent its spread.
Causes: Continuity and change in explanations of the cause of disease and illness.
Causes: The work of Thomas Sydenham in improving diagnosis.
Causes: The influence of the printing press and the work of the Royal Society on the transmission of ideas.
Case study: William Harvey and the discovery of the circulation of the blood.
Case study: Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.
Prevention and treatment: Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.
Causes: Continuity and change in explanations of the cause of disease and Illness.
Causes: The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
Prevention and Treatment: improvements in hospital care and the influence of Florence Nightingale.
Prevention and Treatment: The impact of Anesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)
Prevention and Treatment: New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.
Case study Jenner and the development of vaccination.
Case study Fighting Cholera in London, 1854; attempts to prevent its spread; The significance of Snow and the Broad Street pump.
Causes: Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.
Causes: Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.
Prevention and treatment: The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarson 606 and Domagk- Prontosil) and antibiotics.
Prevention and treatment: High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)
Prevention and treatment: New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).
Case study: Key individuals: Fleming, Florey and Chain's development of penicillin.
Case study: The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.
Terrain and its impact on the wounded
Illness: Trench Fever (PUO), Trench Foot, NYD.N. Causes, Symptoms, Treatment and impact on the army.
Weapons and the resulting Wounds: Rifles, Machine Guns, Artillery, Shrapnel and Gas (Chlorine, Mustard and Phosgene). Why was infection such as problem?
The Evacuation Route: What medical services and personnel were available at each stage of the evacuation route? How were soldiers transported?
Nurses and Doctors: RAMC, Queen Alexandra's nurses, VADs and FANY
Medical Developments: X-Ray, Blood Transfusions and storage of blood, The Thomas Splint, Brain surgery, Plastic Surgery, Amputation.
Why was infection such as problem? Surgical solutions to infection.

Preparing for the November mocks

- There is a lot of content for them to revise.
- Revision needs to start as early as possible
- In order to properly revise everything, we recommend students revise little and often.

Students have been taught all the exam answer structures in class.



Explain why there was some change in Renaissance Medicine. [12]

P. There was some change in Renaissance Medicine because of Andreas Vesalius. This was because through dissection he discovered Galen was wrong which led to others starting to question him. — T What was Galen wrong about?

P. Another reason why there was some change in Renaissance Medicine was because of William Harvey. This was because he also questioned Galen and published a book which influenced others. — T About?

P. The final reason why there was some change in Renaissance Medicine was because of Thomas Sydenham. This was because he pioneered an new approach to diagnosing illnesses. He encouraged doctors to observe

E. patients and note the symptoms. He lead to many diseases being identified. This was why there was some change in Renaissance Medicine. This a change? How important? — T Why is

(3) T Use detailed and specific evidence to help you explain why there was some change.

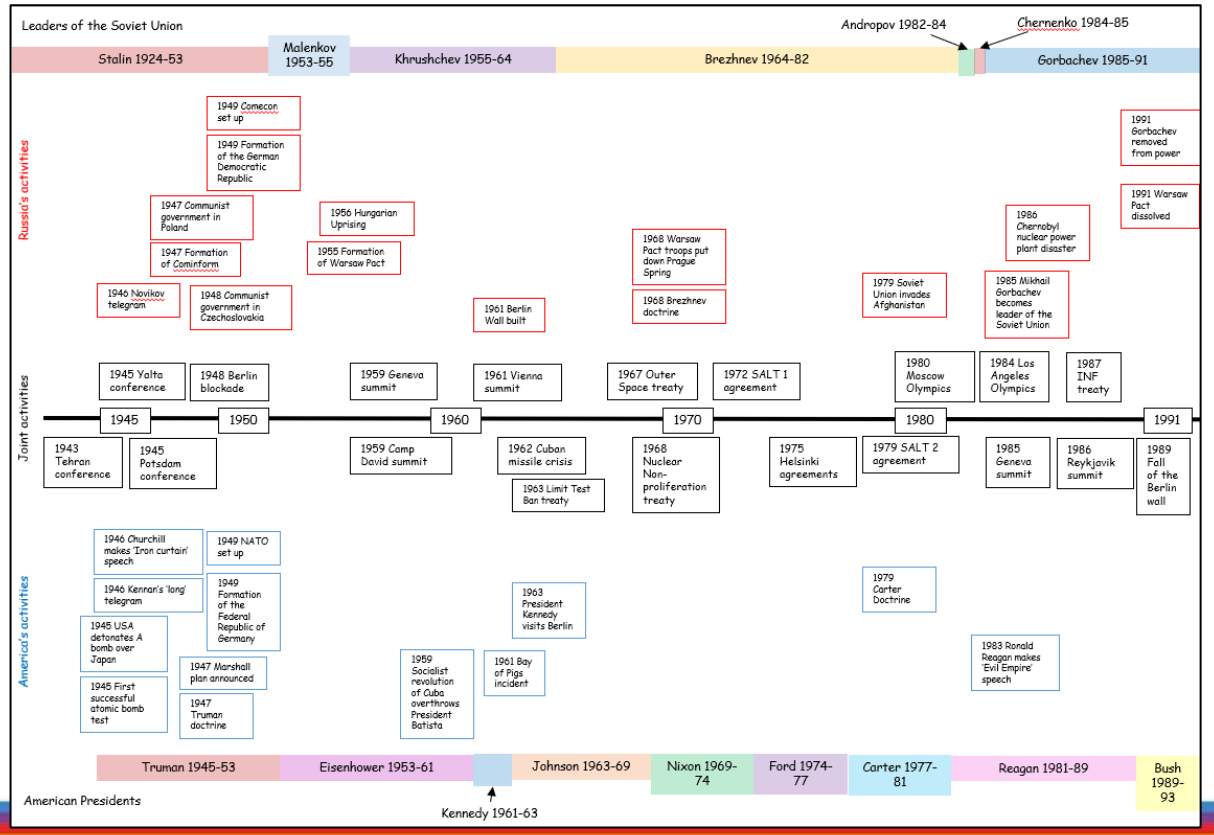
They are also set HLs where they practice writing answers to exam questions.

These are marked, with detailed feedback so that students can improve.

It is vital that HL is completed to the best of students' ability, and that feedback is taken on board and acted upon.

Students need a good grasp of chronology for all their topics.

- Each of their books will have a timeline in.
  - You could help them by testing them on their grasp of chronology.
  - Ask them ‘when did…?’, or ‘did _____ happen before or after _____?’



Resources available to your child:

In January, students will be given a guided revision timetable which sets out 3x 20-minute activities to do every week until the exams.

But really, students should start now.

Guided Revision Timetable and Activities (in addition to class and home work): Highlight/Tick when completed

Week/Date	Medicine through Time (Paper 1)	Elizabeth (Paper 2)	Weimar and Nazi Germany (Paper 3)
1: 17/1/22	**Causes of disease** Create revision cards: • What were considered to be the main causes of disease in each of the historical periods? (Medieval, Renaissance, 1700-1900 and Modern) • Why was there continuity in explanations for the causes of disease? • What caused explanations about causes of disease to change?	**Elizabeth** **The New Queen - How strong was Elizabeth's position in 1558?** Create a mind map: • What problems/challenges did Elizabeth face when she first came to the throne? • How did she deal with these problems? • How effective were her solutions?	**The German Revolution 1918-1919** Create revision cards: • Decisions made in Germany in WWI • Difficulties in Germany towards the end of WWI • Problems facing Germany after WWI • Features of the new government (Weimar Constitution)

2: 24/1/22	**Causes of disease – key individuals**
	Create revision cards:
	• How influential was Thomas Sydenham, The Royal Society, and the printing press?
	• How influential was Germ Theory (Pasteur and Koch)?
	• What improvements in diagnosis occurred in the 20th century?
		Elizabethan government - How did Elizabeth establish effective governance?
		Create revision cards:
		• What were the different branches of government?
		  ○ What did they do?
		  ○ Who was in each branch? (nobles, clergy etc)
		• Elizabeth's Privy Council – who was on it and what was their importance to Elizabeth?
			The Treaty of Versailles - assess the impact of the Treaty on Germany
			Create a mind map; divide into four parts – Land, Army, Money, Blame:
			• Add the different terms of the Treaty
			• Then include how these terms would have affected Germany

3: 31/1/22	**Prevention and treatment of disease c.1250-1900** Create revision cards: • What were the roles of the physician, apothecary, wise woman and barber surgeon c.1250-1500? • How did care and treatment change in the renaissance? (Improvements in medical training, spread of ideas) • How did care and treatment change 1700-1900? (vaccinations, government, key individuals) Create a timeline: • Continuity and change in treatment and prevention c.1250-1900	**Religion – How did Elizabeth solve the religious problem?** Create revision cards: • Why was religion important? • What were the differences between Catholicism and Protestantism? • How and why did Puritans oppose Elizabeth? • How and why did Papist oppose Elizabeth? Mind Map Elizabeth's Religious Settlement (the Middle Way) • Highlight catholic, Protestant and new features in different colours. • Label which part of the settlement each feature comes from (e.g. Act of Uniformity)	**Putsches 1919-23** Create revision cards: • Causes • Who • When • Events • Consequences Which putsch was the most effective /dangerous to Germany at the time? Explain why.

All students will be given a skills booklet. There will also be an electronic version on Teams.

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Edexcel GCSE History

Essential exam skills

Paper 1 Medicine through time 1250 - present and the historic environment. 1 hour 15 mins

Paper 2 – the Cold War 1941- 1991 and Early Elizabethan England. 1 hour 45 mins

Paper 3 Germany 1918 – 1939. 1 hour 20 mins

1

These contain lists of all the information covered for each unit.

We suggest that students rate how well they know a topic.

Red – don't know at all

Amber – know a little, would need to look up details

Green – know well

They should always start revision with their red topics.

Paper 3: Germany 1918 - 1939

Key topic 1: The Weimar Republic 1918- 29				
Topics	**Red**	**Amber**	**Green**	**Revised?**
The origins of the Weimar Republic • The German revolution (including end of WW1) • Strengths and weaknesses of new constitution.				
Years of crisis 1919 -23 (early challenges) • Treaty of Versailles (inc. stab in back myth) • The challenges from left and right inc. putsches • Ruhr Crisis and Hyperinflation.				
Year of Recovery 1924- 29 (Golden years) • Stresemann and his policies • Rentenmark • Dawes Plan • Locarno Pact • Joining League of Nations • Kellogg- Briand Pack • Young Plan				
Changes in Society 1924 - 29 Changes in standard of living e.g. wages Changes in position of women Cultural changes - architecture, art and cinema				
Key topic 2: Hitler's rise to power 1919 - 33				
Early development of the Nazi Party Hitler joining the Nazi Party Early party - 25 point programme and role of the SA.				
The Munich Putsch and the 'lean years' 1923 - 29 • Causes, events and consequences of the Munich Putsch • Reasons for limited support of the Nazi Party.				
The growth in support for the Nazi Party • The impact of Great Depression inc. growth in unemployment • Failure of Weimar government to deal with problems from depression. • The rise of Communism • Nazi Party campaigning tactics.				
How Hitler became Chancellor, 1932 -33 Political developments in 1932 e.g. growth in support for Nazi Party. The political deal between Hindenburg, Von Papen and Hitler.				
Key topic 3: Nazi control and dictatorship, 1933 - 39				
The creation of a dictatorship The Reichstag Fire The Enabling Act Banning trade unions Banning other political parties The Night of the Long Knives Hitler becomes Fuhrer and the army oath of allegiance.				
How did Hitler keep control? The Police State. The role of the Gestapo, SS and concentration camps. Nazi control of the legal system, judges and courts.				

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There are 13 different types of questions in the 4 History exams.

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Paper 1 Medicine through time 1250 - present and the historic environment. 1 hour 15 mins

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There are outlines of how to answer each style of question in the skills booklet.

Part 2: Medicine in Britain, c.1250 – present.

How to answer 4 mark explain questions.

An explain question, however only worth 4 marks. Just explain 1 thing.

Keep it relevant. Only write about their responses. (make sure you are aware of the question focus

Explain **ONE** way in which people's responses to the 1665 Great Plague in London were similar to the Black Death in Britain. (4 marks)

Only focus on the similarities. (unless the question is about difference)

Remember – it is only worth 4 marks, therefore keep it short and relevant.

The dates are crucial. Make sure you focus on the right case studies/events.

This is an example of a good answer:

In both the fourteenth and seventeenth centuries people's reactions to the plague were similar in many ways. One of the main ways people's reactions were similar was that they both believed it was due to God's punishment. They both fasted and used prayer. This shows a similarity between the two era's as it shows that during these time periods both sets of medical knowledge were dominated by the church. Overall this also shows a lack of progress of medicine as from the C14th medical ideas and reactions had not progressed or moved forward.

The examiner says:
This is a high Level 2 response. It identifies a similarity and analyses the similarity by showing how the reactions were similar and linking to the Church. Specific information about the reaction is shown in support.

16

How useful are Sources A and B for an enquiry into the effects of a gas attack?

Explain **two** consequences of the collapse of the Soviet Union.

Write a narrative account analysing the key events of the Cuban Missile Crisis (1962).

How could you follow up Source A to find out more about the effects of a gas attack?

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.

'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? Explain your answer.

Explain **two** of the following:

- The importance of the formation of NATO (1949) for the development of the Cold War.

Describe **two** features of the role of the Church of England in Early Elizabethan society.

Give **two** things you can infer from Source A about the treatment of the Jews during Kristallnacht.

Explain why the German economy recovered in the years 1924–29.

How far do you agree with Interpretation 2 about the extent of support for the Nazi regime in the years 1933–39?

Suggest **one** reason why Interpretations 1 and 2 give different views about the extent of support for the Nazi regime in the years 1933–39.

Study Interpretations 1 and 2. They give different views about the extent of support for the Nazi regime in the years 1933–39.

What is the main difference between these views?

Revision guides

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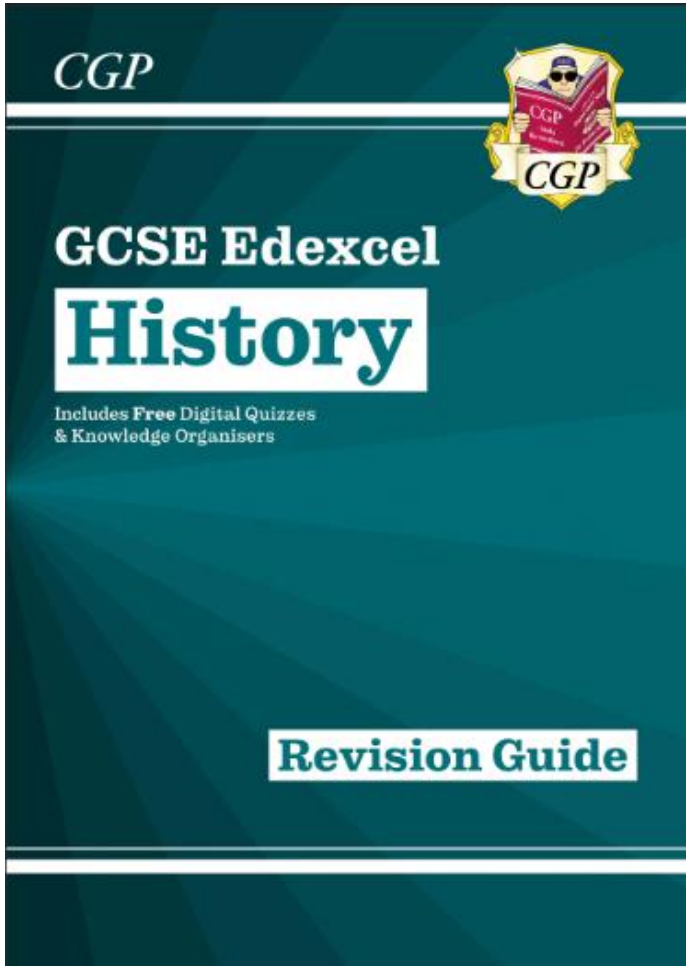
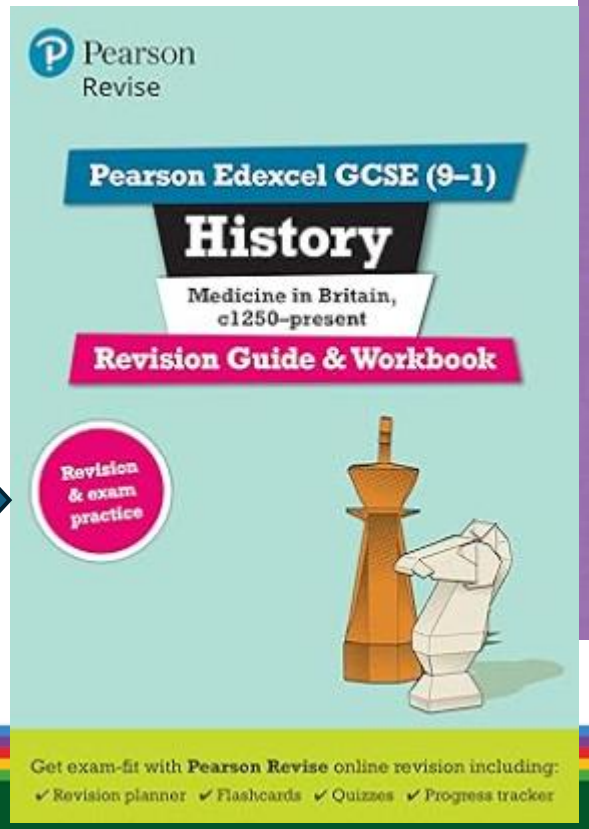
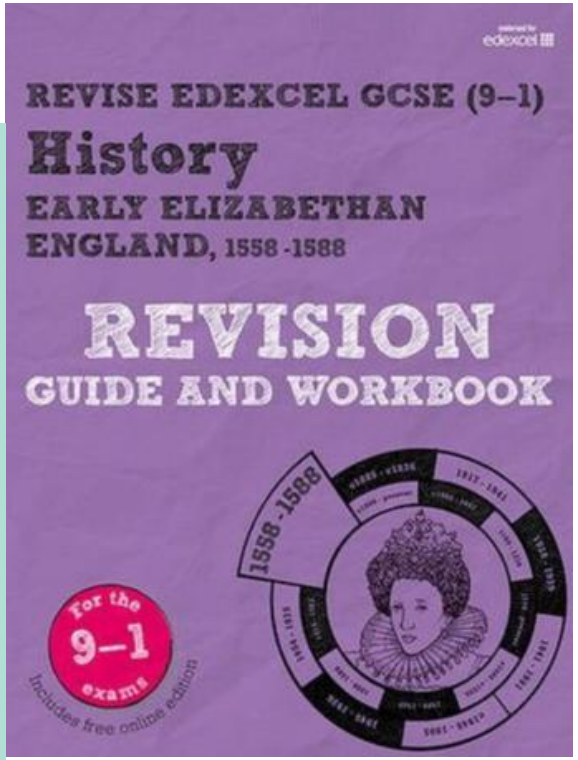


This one contains all the topics

These ones are topic specific





Mind maps

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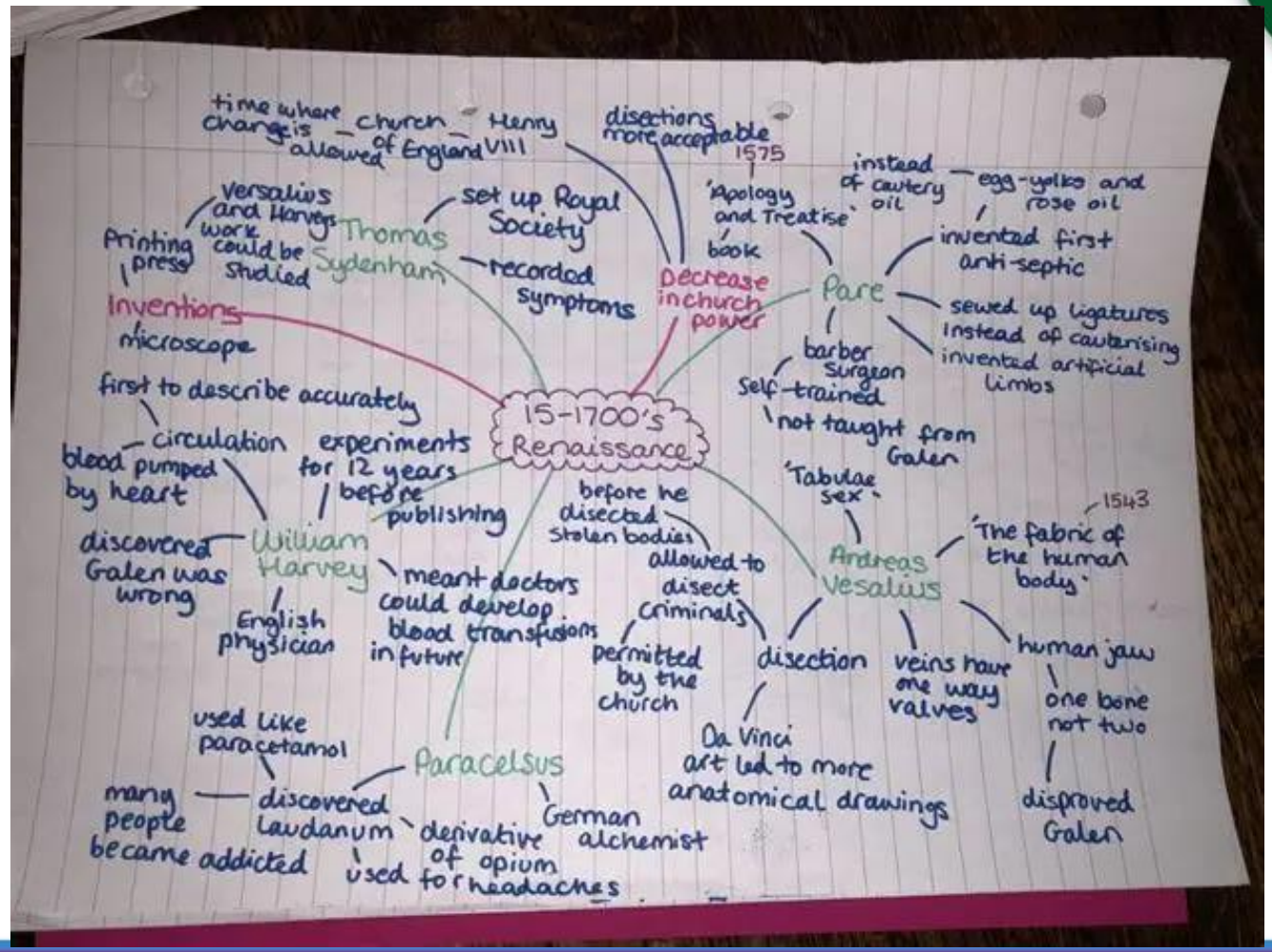
These are a good revision technique for thinking about specific questions or topics.



Students need to have detailed and specific knowledge

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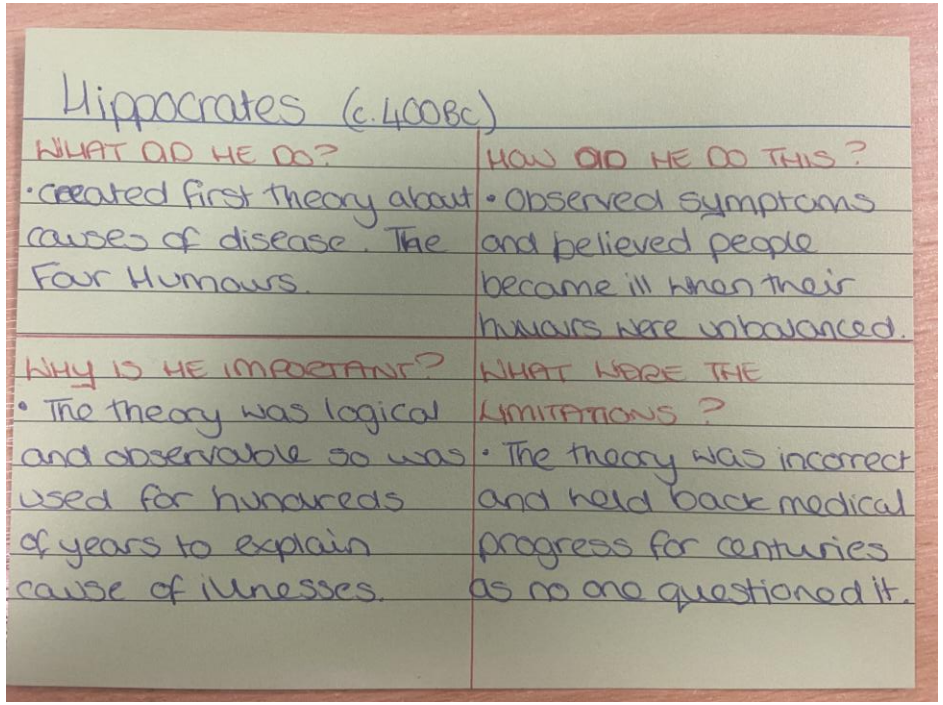
Exam mark scheme

- Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]

Flashcards are a really good way to practice retrieving knowledge.

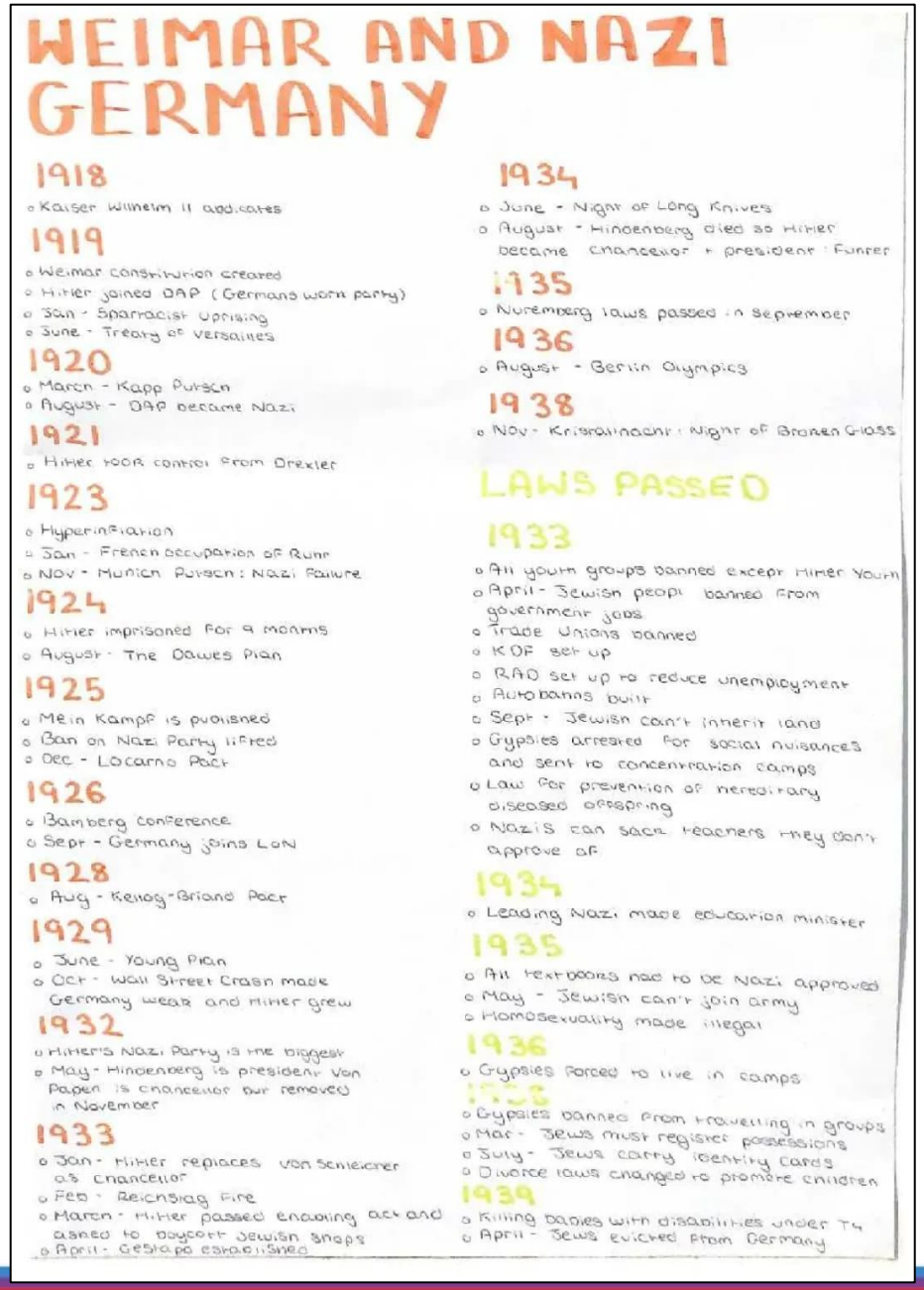
Students can make their own, or there are some they can buy.



Timelines

Students can make their own timeline in addition to the ones in their books to help them learn chronology.

Maybe they could stick them on the walls of their bedrooms, so they can look at them as they fall to sleep...



WEIMAR AND NAZI GERMANY

1918
- Kaiser Wilhelm II abdicates

1919
- Weimar constitution created
- Hitler joined DAP (German Work party)
- Jan - Spartacist Uprising
- June - Treaty of Versailles

1920
- March - Kapp Putsch
- August - DAP became Nazi

1921
- Hitler took control from Drexler

1923
- Hyperinflation
- Jan - French occupation of Ruhr
- Nov - Munich Putsch: Nazi failure

1924
- Hitler imprisoned for 9 months
- August - The Dawes Plan

1925
- Mein Kampf is published
- Ban on Nazi Party lifted
- Dec - Locarno Pact

1926
- Bamberg conference
- Sept - Germany joins LoN

1928
- Aug - Kelog-Briand Pact

1929
- June - Young Plan
- Oct - Wall Street Crash made Germany weak and Hitler grew

1932
- Hitler's Nazi Party is the biggest
- May - Hindenberg is president Von Papen is chancellor but removed in November

1933
- Jan - Hitler replaces Von Schleicher as chancellor
- Feb - Reichstag Fire
- March - Hitler passed Enabling act and asked to boycott Jewish shops
- April - Gestapo established

1934
- June - Night of Long Knives
- August - Hindenberg died so Hitler became chancellor + president: Furher

1935
- Nuremberg laws passed in September

1936
- August - Berlin Olympics

1938
- Nov - Kristallnacht: Night of Broken Glass

LAWS PASSED

1933
- All youth groups banned except Hitler Youth
- April - Jewish people banned from government jobs
- Trade Unions banned
- KDF set up
- RAD set up to reduce unemployment
- Autobahns built
- Sept - Jewish can't inherit land
- Gypsies arrested for social nuisances and sent to concentration camps
- Law for prevention of hereditary diseased offspring
- Nazis can sack teachers they don't approve of

1934
- Leading Nazi made education minister

1935
- All textbooks had to be Nazi approved
- May - Jewish can't join army
- Homosexuality made illegal

1936
- Gypsies forced to live in camps

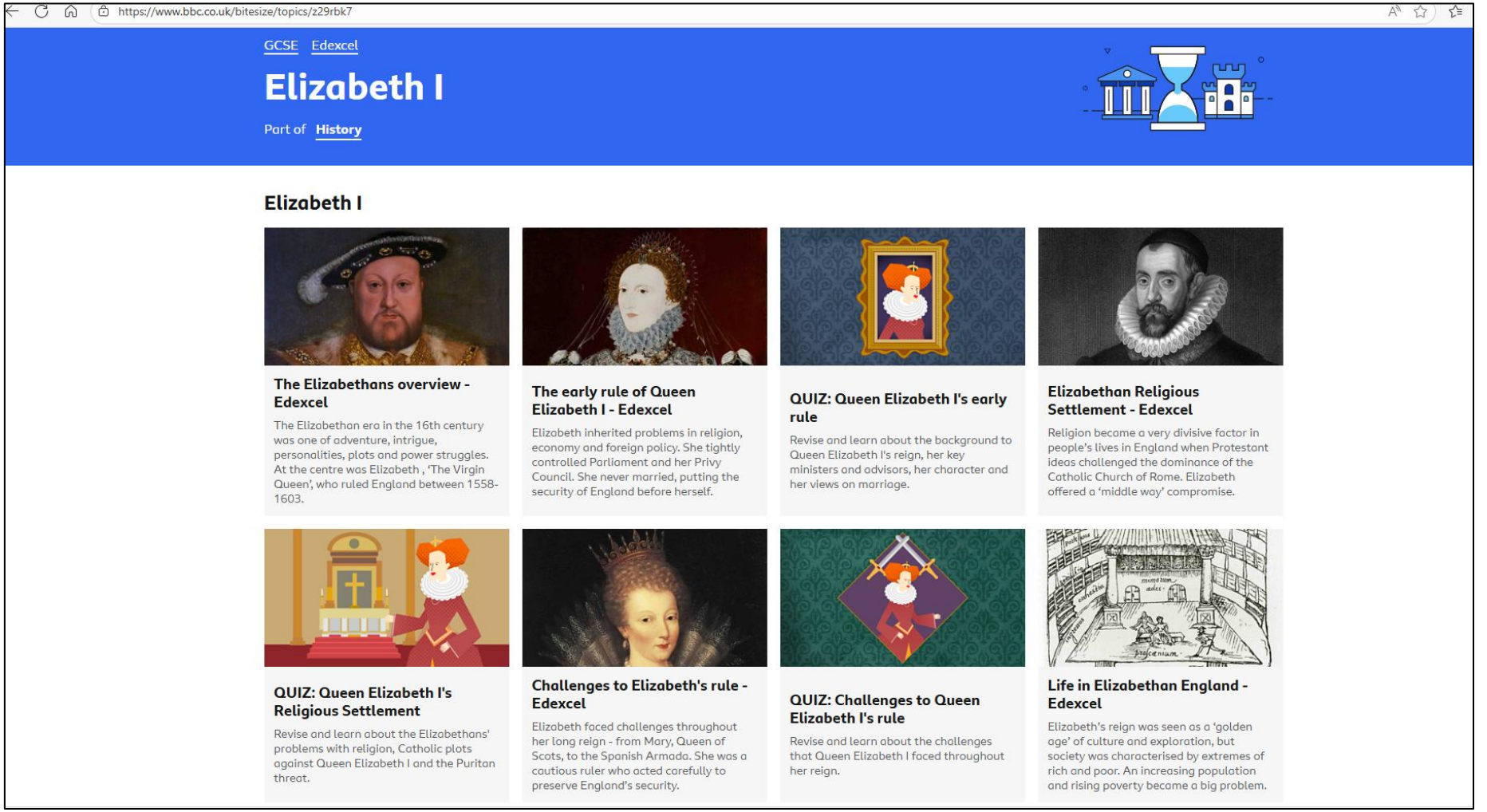
1938
- Gypsies banned from travelling in groups
- Mar - Jews must register possessions
- July - Jews carry identity cards
- Divorce laws changed to promote children

1939
- Killing babies with disabilities under T4
- April - Jews evicted from Germany

Useful resources online:

Websites like Seneca or quizlet are great for knowledge revision.

Useful resources online:



BBC Bitesize is always a helpful website – just make sure that you get the right exam board, **Edexcel**

Another way that students can practice exam question structure is through using past papers.

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Our exam board is **Edexcel.**

The paper options are:

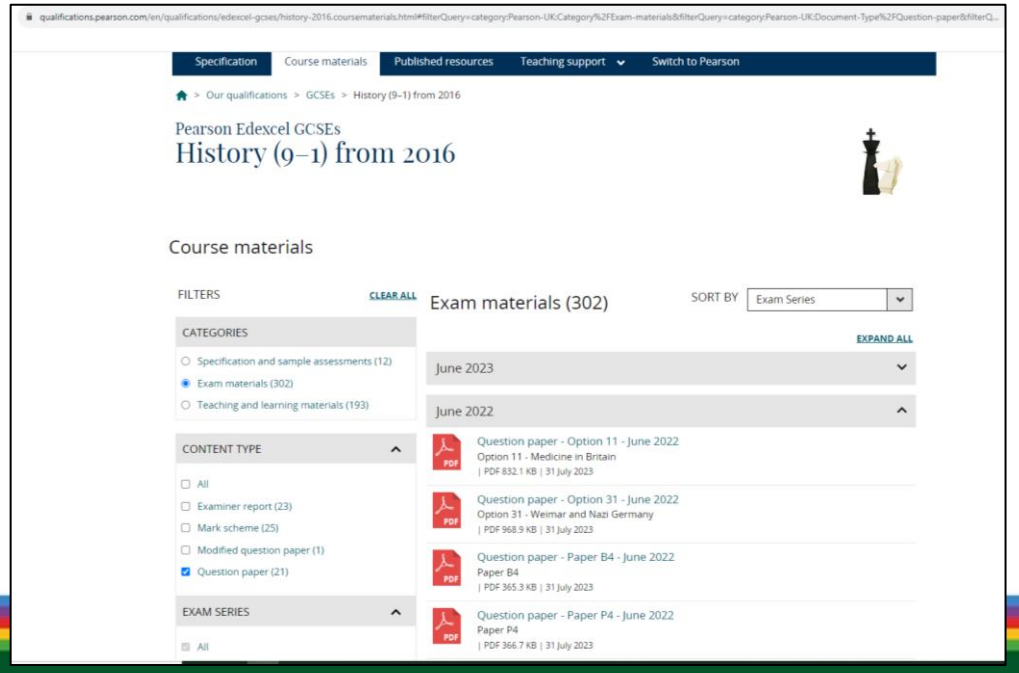
11 – Medicine through Time

B4 – Early Elizabethan England

P4 – Superpower Relations and the Cold War

31 – Weimar and Nazi Germany

Teachers are happy to mark extra papers! Otherwise, there are mark schemes, so students can try and mark their own.



Contact details

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On the handout available there are some other suggested revision strategies and useful websites.

Supporting your child through their History GCSE

The History Exams

Paper	Topics	Length	%	Date
1	British Medicine through time	1 hour 20mins	30	16th May AM
2	Early Elizabeth England and the Cold War	1 Hour 50min	40	5th June AM
3	Weimar and Nazi Germany	1 hour 30mins v	30	10th June PM

Exam Content

Paper One	• British Medicine between 1200 and 2000 • *Medieval, Renaissance, Industrial and Modern* • British Medicine in the Trenches during the First World War
Paper Two	• Early Elizabethan England, 1558 – 1588. Elizabeth's early problems, challenges at home, challenges abroad. Life and times in Elizabeth England – exploration, leisure, poverty. • The Cold War, 1941 – 1991. Causes of the Cold War, Flash points, Détente and the end of the Cold War.
Paper Three	• Weimar Germany 1919 to 1929 • The rise of the Nazi Party 1919 to 1933 • Life in Nazi Germany 1934 to 39

Online Resources

There are various online resources available to support with revision.

BBC Bitesize is an excellent resource with topic summaries and quizzes.
GCSE History - Edexcel - BBC Bitesize

Past papers are available from the Edexcel website
Edexcel GCSE History (2016) | Pearson qualifications

There are also lots of revision channels available on YouTube, TheHistoryTeacherUK is particularly useful.

The History Teacher - YouTube

Supporting with Revision

Revision is vital for all students but it can lead to a great deal of stress and anxiety . We've included some tips below for parents/carers:

- Encourage your child to start revision early – this will also be beneficial for the mock exams
- Encourage your child to be organised and use a revision timetable and also space out the different topics they study. We will supply your child with a revision timetable to support them with this.
- There are topic lists in the skills booklet that we have provided them with. Encourage them to RAG their topics to help plan revision. Electronic versions of the skills booklets are available on TEAMS and we can supply additional copies if they are needed.
- Encourage your child to complete practice questions. These are available in the skills booklets we have provided but also on the Edexcel website.
- Year 11 home learnings are revision tasks, we frequently set practice questions for students to complete. We will then mark them with specific feedback. Please encourage your child to complete these to the best of their ability and to pay attention and act upon feedback given.
- Revision guides are available, we recommend CPG Edexcel GCSE History.
  Ask your child if you can help them: chatting to them or using flashcards to quiz them etc.
- Encourage your child to to the ***'How to revise in history'*** sheet that gives hints on the best way to revise history
- Ensure your child has breaks, eats well and gets a work/life balance

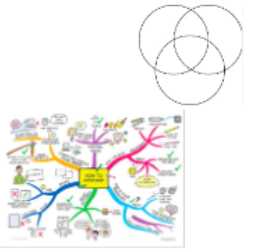
How to revise in History

Flashcards
Create questions on one side and answers on the other. You can use these to quiz yourself or others. You can also create excellent flashcards online or on your phone using Quizlet. There are a variety

Retrieval practice
Testing what you know is a powerful tool in revision. Apps such as Memrise and Quizlet allow you to create your own quizzes based on topics. There are a number of different types you can create: Multiple choice questions, true or false, short explanation questions, Odd One Out, if this is the answer what is the question.

Transform it
Graphic organisers are a great way of 'transforming' your notes/information in visual revision topics. They can be used to create links, show a narrative, identify the causes/consequences and importance of something.
How to use in History:

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



Deliberate practice

Make sure you also spend time improving and practising your historical skills. Choose what you need to do, use the skills booklet and past papers to help you. Make sure it is tough enough to challenge you and practice, practice, practice!
How to use in History:
Use a model answer (from your teacher or skills booklet) and pull it apart and identify the key parts.
The answer a similar question and try and replicate.
Study material, complete practice questions in timed conditions. Then use your notes to correct/improve your answer. A week later, redo a similar question, repeat as necessary

Interleaving and Spacing

Don't revise all your topics in one go, you should revise chunks of a topic for small amounts of time e.g. 15 minutes and then move onto another chunk from a different topic. This will improve your memory. Use your guided revision timetable to help you with this.

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Please give us some feedback on Yr 11 Revision Evening!