



A+



GCSE History

Revision Booklet

"Your guide to the top mark!"



A+



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1, Specification

Your course specification is: **AQA GCSE HISTORY (8145)**. This course is 100% examination. You will sit two papers of 1 hour and 45 minutes each in the summer term.

Paper 1 – Germany 1890-1945 and Conflict and Tensions East Vs West 1945-72

- 1 hour 45 minutes. 50% of your course. You will be given 4 booklets for this paper. Section A will come as a question and answer booklet (1) and then a separate booklet for interpretations (2) that you will need for questions 1, 2 and 3. Section B will come as a question and answer booklet (3) and then a separate booklet for sources (4) that you will need for questions 1 and 2. **MAKE SURE YOU DIVIDE YOUR TIME UP AND ANSWER ALL QUESTIONS ACROSS THE BOOKLETS**

Paper 2 – Health and the people and Norman England

- 1 hour 45 minutes. 50% of your course. You will be given 4 booklets for this paper. Section A will come as a question and answer booklet (1) and then a separate booklet for interpretations (2) that you will need for questions 1, 2 and 3. Section B will come as a question and answer booklet (3) and then a separate booklet for sources (4) that you will need for questions 1 and 2. **MAKE SURE YOU DIVIDE YOUR TIME UP AND ANSWER ALL QUESTIONS ACROSS THE BOOKLETS**

More information on the specification can be found on the AQA and the school website. Here is a direct link to AQA: <http://www.aqa.org.uk/subjects/history/gcse/history-8145>

The date of Paper 1 is:

The date of Paper 2 is:

2, How to revise

Helpful hints:

- Create a revision timetable and stick to it. Be specific – say the exact topic you are going to revise, not just the subject.
- Eg. Monday – History (Early Germany under the Kaiser), Maths (algebra)
- Do short bursts. Revise for half an hour, then take a 10 minute break, revise for 15 minutes, take a 5 minute break. Don't sit there for hours at a time.
- Make sure you eat and sleep properly. Your brain needs the energy!
- Take revision seriously, start early (don't leave it to the week before).
- Don't leave gaps in your knowledge. If you are revising a topic and you don't understand a point you need to use the internet/exercise book to find out the answer or if you are still struggling go and see your teacher the next day. Don't leave it and just hope you will remember.

Revision techniques:

- Spider Diagrams: Put a key question in the middle of the page. Around the outside bullet point main arguments/ points to answer that question. Do it in rounds. Round 1 will be a spider diagram with lots of detail. Then round 2 will have less detail, then the third round will be a simple prompt that you will be able to add on to verbally using your own knowledge. (complete spider diagram on soviet expansion as practise)
- Cue cards: Have a key question on one side of the card. On the other side have the answer to that question. You can then get somebody to test you (even if they know nothing about History) or you can test yourself and then check the answers after.
- Quick fire questions: Make sure you have a great understanding of the content by answering quick questions about a specific topic. You can either ask the teacher for questions, or write out your own questions using the information in your exercise book and then going back to answer them a few days later. Then go back through your book to check you have included everything you can/add in anything you left out. Or complete the questions in this booklet.
- Read over work: Read through your exercise book, read through the green revision guide you have been given, read through any additional sheets you have BUT make sure you are writing down key points as well.
- Make a list of key words/ names/dates: Go through exercise book and revision guide and pick out all of the keywords on a specific topic. Then a few days later go back and write a summary paragraph about that key word and how it links to topic. Write the answers down and then you can get somebody to test you (even if they don't know the answers).
- Skills practise: Practise the key skills. HOW are sources different, WHY, convincing, Useful, agree with the statement, disagree with the statement etc. Go back over questions in your book and rewrite the answer (without looking), complete the questions in this booklet.
- Record yourself: Record yourself reading through a key topic and then listen back to it.
- Post it notes: Stick notes around you room, around the house, on your mirror, in the car etc. Have them everywhere so that you can read them when you have a spare minute (e.g when you are brushing your teeth, getting changed, waiting for your dinner to cook!)
- Make a timeline of events: Pick a topic and write out the dates and events in order.
- Eg Individuals in medicine, Key events in the cold war, Persecution of the minorities during The Holocaust
- Use the teachers: Your teachers and experts on the content of the course and how to answer questions. Attend all revision sessions they put on, stay behind after school to ask them questions. 1-1 sessions or small groups with your friends will mean that they can really focus on your weaker areas.

3, Examples of good revision

Health and People Revision

Q1 Give 2 supernatural causes of disease believed by people in medieval Britain.

- people believed that some diseases could be caused by evil spirits living inside someone.
- Many believed that disease was a punishment ~~by~~ from God.

Q2 Briefly describe 2 natural explanations for disease believed by people in medieval Britain.

- The 4 humours theory was created by Hippocrates who believed the body was made up of 4 fluids - blood, phlegm, yellow bile, black bile. These were linked to the 4 seasons and the 4 elements.
- The miasma theory is the idea that bad air causes disease when someone breathes it in. This bad air may come from human waste or dead bodies.

Q3 Describe 2 medical discoveries made by Islamic doctors

- Albucais wrote a well thought-out book describing amputations, the removal of bladder stones and dental surgery - as well as methods for handling fractures, dislocations and the stitching of wounds.
- Ibn al-Nafis suggested (correctly) that the blood flows from one side of the heart to the other via the lungs - and doesn't cross the septum.

Q4 Name 6 treatments for disease used by people in Medieval Britain.

Prayer and Repentance, Bloodletting and purging, Purifying the air, Remedies, Healers, Public hospitals.

Q5 List 3 types of people you might visit if you felt ill in medieval Britain.
Wise women, physicians, barber surgeons

Q6 List 2 approaches to health in towns and 2 approaches to health in monasteries.

- A lot of towns didn't have clean water supplies or sewage systems - waste was chucked into the street or into rivers to be washed away.
- Businesses and homes weren't separated - butchers, tanners and dyers threw toxic waste into rivers and residential streets. People had to get their drinking water from rivers and wells that were contaminated.
- Most monasteries were built near rivers. If there was no river, man-made waterways were built to supply clean water.
- Latrines were put in separate buildings, which were often built over streams of running water that carried sewage away.

Q7 Give 3 ways people tried to prevent the spread of the black death.

- Some thought you could catch it from being close to the bodies of dead victims. People insisted new cemeteries be built outside of the town, away from houses.
- People with the plague would be quarantined away from other people, with a red cross on their door as a sign to keep away.
- People were ordered to kill any animals that could potentially be carrying the disease.

<p>World War II (1939-1945)</p> <p>Ideologies of the two superpowers were different:</p> <p>USSR - Communist USA - Capitalist.</p>	<p>Atomic bomb (1945)</p> <p>The USA dropped two atom bombs on Japan.</p> <p>The USA had kept the atomic bomb a secret from the USSR at Potsdam.</p> <p>These nuclear weapons boosted the status of the USA.</p> <p>Stalin saw this as an attempt of intimidation. This increased rivalry, starting an arms race.</p> <p>Truman Doctrine</p>
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<p>(1943-45) The Wartime Conferences</p> <p>At the Yalta conference, differences were put aside as they all fought a common enemy (Germany). The following decisions were made:</p> <ul style="list-style-type: none"> - USSR could claim influence in Eastern Europe. - The United Nations would replace League of Nations. <p>Potsdam:</p> <ul style="list-style-type: none"> - New boundaries in Poland were agreed. - <u>Roosevelt had died and Truman was now President</u> - Truman was more suspicious and less willing to compromise. - <u>Stalin put a pro-communist government in Poland.</u> (Goes against agreement). 	<p>Stalin gains control over Eastern Europe (1945-49)</p> <p>The USSR became influential in Eastern Europe.</p> <p>Stalin's red army occupied East E and installed pro-soviet governments in Poland, Hungary, Czechoslovakia etc.</p> <p>In a famous speech Winston Churchill warned there was an "Iron Curtain" dividing Europe.</p> <p>Countries under influence of the USSR became known as <u>satellite states</u>.</p>
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Pledged \$40 million to help Greece and Turkey. Active US policy to combat threat of communism in Europe.

Berlin Blockade and Airlift (1948-49)

Stalin blocked all road, rail and canal links with West Berlin.

The allies responded with airlift supplies into West Berlin. Stalin was forced to lift the blockade.

Fall of China (1949)

This was a huge political victory for the USSR.

China had a big population. This would be significant for further communist expansion.

Marshall Plan (1947)

Huge pledge of money to help countries to stave off communism. Countries that took aid were now major trading partners of the USA.

NATO (1949)

The Berlin crisis had illustrated the fact the West needed a more centrally co-ordinated approach to threat of communist expansion.

Korean War (1950)

The US came to the rescue of South Korea. China had entered the war on the side of North Korea.

(1953) USSR detonate H-Bomb

This was the USSR's first H-bomb but nowhere near the size of USA's H-bomb. The nuclear superiority was once again nullified.

Warsaw Pact (1955)

This was USSR's response to NATO. NATO agreed to a West German Army. The pact made its members more reliant upon the USSR for military aid.

Khrushchev's Secret Speech (1956)

Khrushchev wanted to de-stalinise Russia. The speech seemed to herald a new era in the communist party.

(1953) Death of Stalin

Despite his violent and oppressive characteristics he was very popular. His death caused a rift between the USSR and China.

End of Korean War (1953)

The US and UN forces did gain 30 square miles of land. Syngman Rhee refused to sign the treaty to end the war.

Geneva Summit (1955)

Both Eisenhower and Khrushchev personally attended the conference but disagreed over the future of Germany, whether NATO and Warsaw pact could be dismantled.

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End of the war:

- People were going through severe hardship.
- Allies set up naval blockades which prevented imports of food and essential goods, causing starvation. (1918)

The Kaiser:

- ↳ Public opinion turned against the Kaiser and there were calls for a democracy.

Rebellions:

- People started to rebel so that the war would end.
- ↳ November 1918 - some members of the Navy refused to board their ships.
- ↳ In Hanover, German troops refused to control riots
- ↳ A Jewish communist (Eisner) encouraged a general uprising - mass strikes in Munich

Impacts of WWI on

Germany:

Social unrest - Revolution:

• November 1918

- ↳ almost a civil war in Germany, there was a huge public protest in Berlin, members of the SPD demanded for the Kaiser's resignation.

↳ Kaiser - Abdicated (9th November)

↳ Same day - SPD + USPD declared a republic (country ruled without a monarch)

↳ November 10th - All state leaders left.

↳ November 11th - Treaty of Versailles was signed and the war was over (right wing were against).

Temporary National Government:

• SPD + USPD = Council of People's Representatives.

- ↳ controlled Germany until January 1919 when elections were held for a new Reichstag.
(Weimar Republic).

Stalin = satellite states

- uniform
- political prisoners
- severe penalties
- harsh communism
- oppression.

Kruschev =

- disagreed with Stalin's approach to communism.

- De-Stalinised USSR.

- Khrushchev gave satellite states more political and economic freedom but this plan back-fired

- ↳ tensions in the satellite states rose to the surface

The UN:

- united nations
- was seen to be weak / did not intervene.

Division in Eastern Europe.

• Hungarian Uprising:

- used as a message
- Imre Nagy was put in charge and was increasingly hostile (after WWII)
- In October 1956 the people of Budapest protested against the government
- Nagy took over and had plans for Hungary to be a neutral state.

- November 1956 - communism ended there.
- Other satellite states men have wanted to do the same so Khrushchev asserted his authority.
- Soviet tanks invaded Hungary.
- ↳ thousands were killed / wounded
- ↳ Nagy = arrested + hanged
- János Kádár became prime minister

Crisis:

- showed satellite states that loyalty is necessary.

- showed western powers that USSR were in control.

- ↳ 1956 = uprising in Poland → government took over and communist followed their own version of communism.

4, Checklist of topics

Colour code this list red, amber and green. Revise the red topics first, then amber then review the green.

Paper 1 Section A:

Germany, 1890-1945

- ✓ Germany under the Kaiser – Reichstag, socialism, empire
- ✓ Impacts of war on Germany
- ✓ Threats to the Weimar – Spartacists and the Freikorps
- ✓ Weimar republic
- ✓ Parties in the Reichstag
- ✓ Treaty of Versailles
- ✓ Hyperinflation
- ✓ Left wing and right wing threats
- ✓ Munich Putsch
- ✓ Stresemann and economic recovery
- ✓ Golden age – culture
- ✓ Wall street crash and the great depression
- ✓ Reasons why the Hitler rose to power
- ✓ Who voted for the Nazis
- ✓ Hitler becoming chancellor
- ✓ Hitler removing opposition – Reichstag fire,
 - night of the long knives, Enabling Act
- ✓ Life for workers under Hitler
- ✓ Life for women under Hitler
- ✓ Life for young people under Hitler
- ✓ Impact of WW2 on Germany
- ✓ Christianity under the Nazis
- ✓ Persecution of minorities
- ✓ Holocaust
- ✓ The police state
- ✓ Censorship and propaganda
- ✓ Arts and culture in Nazi Germany
- ✓ Resistance to the Nazis

Paper 1 Section B:

Conflict and tension: East and West, 1945-1972

- ✓ Origins of the Cold war – capitalism and communism, 1945
- ✓ Yalta and Potsdam conferences, 1945
- ✓ Dropping of the atomic bomb, 1945
- ✓ Iron curtain, 1946
- ✓ Soviet expansion into Europe, 1945-8
- ✓ NATO, 1945
- ✓ Truman doctrine and Marshall plan, 1947
- ✓ America and Soviet policies in Greece and Turkey, 1948

- ✓ Berlin blockade, 1948
- ✓ China becomes communist, 1949
- ✓ Korean war, 1950-53
- ✓ Vietnam war, 1955-75
- ✓ Warsaw Pact, 1955
- ✓ Arms race 1949-1953
- ✓ Space race, 1955-69
- ✓ Hungary and the reforms of Nagy, 1956
- ✓ U2 crisis and the Paris peace conference, 1960
- ✓ Berlin wall, 1961
- ✓ Cuban missile crisis, 1961-62
- ✓ Czechoslovakia and Prague spring, 1968
- ✓ Détente and SALT 1, 1972

Paper 2 Section A:

Health and the people, c1100-present

- ✓ Pre-medieval: Hippocrates and Galen
- ✓ Medieval: Fall of the Roman empire
- ✓ Medieval: Treatment of disease in medieval times
- ✓ Medieval: Islamic surgery
- ✓ Medieval: Surgery in the Christian sphere
- ✓ Medieval: Public health
- ✓ Medieval: Black death
- ✓ Renaissance: Key men – Hunter, Vesalius, Harvey, Pare
- ✓ Renaissance: Public health
- ✓ Renaissance: Great Plague
- ✓ Renaissance: Growth of hospitals
- ✓ 1800s: Jenner and vaccination
- ✓ 19th century: Anaesthetics
- ✓ 19th century: Antiseptics
- ✓ 19th century: Pasteur Germ theory
- ✓ 19th century: Long term impacts of Germ theory
- ✓ 19th century: Robert Koch and Paul Ehrlich
- ✓ 19th century: Public health
- ✓ 19th century: John Snow
- ✓ 19th century: Improvements in public health
- ✓ 19th century: Key public health reformers
- ✓ 20th century: Penicillin
- ✓ 20th century: Impact of war on surgery
- ✓ 20th century: Liberal reform Acts
- ✓ 20th century: Beveridge report and the NHS
- ✓ 20th century: New illness and technology

Paper 2 Section B:

The Norman Conquest, c1066-1100

- ✓ Life in Anglo-Saxon England
- ✓ Edward the confessor's death

- ✓ The 4 claimants to the throne
- ✓ Causes of the Norman conquest
- ✓ 3 battles of 1066 – Fulford, Stamford and Hastings
- ✓ Why did William win the Battle of Hastings?
- ✓ Rebellions and how William stopped them
- ✓ Castles
- ✓ Pevensey castle
- ✓ Feudal system
- ✓ Domesday book
- ✓ Law and order
- ✓ Norman villages
- ✓ Norman towns
- ✓ Anglo-Saxon church
- ✓ Lanfranc's reforms
- ✓ Norman churches
- ✓ Problems between the crown and the church
- ✓ Monasteries
- ✓ Education and language

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5, Quick fire content questions

GERMANY

1. How was Germany run under the Kaiser?
2. Name some of the ways this rule was democratic
3. Name some of the ways this rule was undemocratic
4. What was the Kaiser like as a king?
5. Name 4 ways that Germany was able to improve its industrial output before WW1.
6. Who benefited from the industrialisation of Germany?
7. Which political group established themselves during the industrialisation of Germany? What did they want?
8. Why did the Kaiser want a large Navy? Name the date of the two navy laws and how they improved the navy.
9. How was Germany affected by WW1-
 - a) Socially
 - b) Politically
 - c) Economically
10. Who were 'The Big three' at the TOV – how did each of them think Germany should be punished?
11. What was the final agreement at the Treaty of Versailles?
12. How did Germany feel about the TOV?
13. What was the name given to the group of politicians that signed the TOV?
14. What was the Spartacus revolt? What were they trying to achieve? Were they successful? What happened?
15. Who was the new president of the Weimar Republic?
16. How was the Republic government? What were some of the positives and negatives of this government?
17. What does proportional representation mean?
18. Name the right wing uprisings against the Weimar Republic. Give details
19. Name the left wing uprisings against the Weimar Republic. Give details.
20. Why did the French invade the Ruhr? How did the Germans react to this invasion?
21. Why did this lead to hyperinflation?
22. Give some examples of people that lost out because of hyperinflation.
23. Give some examples of people that gained because of hyperinflation.
24. How did Hitler become involved in the Munich Putsch? Why did he take the lead in the end?
25. Why was the Putsch unsuccessful at first, why was it successful in the long run?
26. Why were people turning towards extremist parties?
27. Who did the Weimar Republic employ to help solve the economic problems? What did he do to get Germany's economy back on track?
28. What was the Dawes Plan? How did it help Germany?
29. Why was the 1920's known as the Golden Years? How was life suddenly different in Germany?
30. Who liked the Golden years, who didn't?
31. What was the Wall Street Crash? Why did it affect Germany?
32. Write a summary of how Hitler became the leader of the NSDAP.
33. How did the Nazis use fear to gain support?
34. How did they use the hatred of the TOV to gain support?
35. What did they promise people after the Great Depression?
36. Give examples of Nazi propaganda – how was it successful?
37. What was Hitler like as a speaker? How did this help the party grow?
38. Why did people vote for the Nazi party? (be specific about different groups of people)

39. Shortly after Hitler became Chancellor, the Reichstag (German parliament) building caught fire. Which group was blamed for this attack?
40. How did blaming this group for the attack help Hitler?
41. On the 5th March 1933, the Nazis achieved their best ever election results – what percentage of the total vote did they get?
42. What was the Enabling Act?
43. After the Enabling Act, democracy was effectively over in Germany – why?
44. Why did Hitler order the “Night of the Long Knives”?
45. Which important group now supported Hitler after the Night of the Long Knives?
46. Why was their support so important?
47. The President of the Weimar Republic died on 2nd August 1934 – what was his name?
48. Hitler could now name himself Fuhrer, but he only had complete control after the Army did something in August 1934 – what was it?
49. How did Hitler improve the economy of Germany while he was in power?
50. What was strength through Joy? How did it improve the economy?
51. How does preparing for war help an economy?
52. What was the role of women in Nazi Germany? Why were they so important to Hitler?
53. How was life for German children under the Nazi’s different to life today? What did boys do, what did girls do?
54. Say what the Hitler Youth is and what children did there.
55. What was invisible unemployment?
56. How did the Nazis help farmers?
57. Were the workers better or worse off under the Nazis and why?
58. Why didn’t Hitler like religion?
59. What did he do to the catholic and protestant church when he was leader of Germany?
60. Who were the minorities that the Nazi’s didn’t like? Explain what the ‘problem’ was with these people?
61. What was life like for minorities during The Holocaust? Go onto as much detail as possible.
62. How did Hitler use fear to control the people (police state)?
63. How did they control using propaganda?
64. Name some groups of people who resisted the Nazi’s – what did they do?

CONFLICT AND TENSIONS: EAST Vs WEST

1. What is capitalism and communism?
2. What happened at the Yalta conference?
3. What happened at the Potsdam conference?
4. Between the conferences the leaders of each country changed. Why did this matter?
5. Why were USA and USSR able to get on during the war, but not after?
6. What was the Red Scare in the 1920’s?
7. How did the dropping of the Atomic bomb cause the cold war?
8. What was the Iron curtain? Who came up with this term?
9. Why did the Germans retreating from Greece in 1944 contribute to the Cold War?
10. Describe the events of the soviets attempting to expand in Greece.
11. What was the Truman Doctrine? Give details.
12. What happened in Czechoslovakia?
13. What was the Marshall plan?
14. Why did the Russians blockade Berlin? How did Britain, France and Russia respond to the Blockade? Who won and why?
15. After the Berlin Blockade ended, the Allies set up NATO. What is this?
16. How did the communists respond to NATO?

17. In 1949 the Cold War started to develop - how did China become communist? How had this happened?
18. Summarise the Korean War
19. Summarise the Vietnam War (explain the approach of Eisenhower, Kennedy and Johnson towards Vietnam)
20. Why did people think tensions might decrease after the death of Stalin in March 1953?
21. Who replaced Stalin as leader?
22. What was de-Stalinisation? Give examples of how Khrushchev de-Stalinised the USSR.
23. In 1956 why did Hungary have 3 separate leaders? Describe the problems in Hungary.
24. What reforms did Nagy bring in as the Leader of Hungary?
25. How did the Soviets respond to this reforms? Why did they respond in that way?
26. What were the Poznan riots?
27. Why was the Suez Canal problematic?
28. When did the space race officially begin?
29. What did the Russians release on 4th October 1957?
30. Who released the Explorer 1? When?
31. Which was the first country to put a man INTO space? Who was the astronaut and when did it happen?
32. Who was the first man on the moon? Which country did he come from? When?
33. In the arms/space race what are ICBM's and Polaris
34. What was the missile gap?
35. Describe the events of the U2 spy plane. Why were the Soviets so annoyed with the plane?
36. How did this prohibit the cooling down period of the cold war?
37. Why did the Soviets build the Berlin wall? Think of at least 3 reasons
38. What was the name of the man that died trying to cross the wall?
39. Who was the leader of USA when the wall was built?
40. Why were America so afraid of the USSR helping Cuba?
41. Why was Castro more liked than Batista?
42. Who was president of America during this crisis?
43. What was the Bay of Pigs invasion?
44. What were three key consequences of the failed Bay of Pigs invasion?
45. What was the Prague Springs - what reforms were brought in?
46. How did the communist state respond?
47. What are the similarities between the Hungarian uprising and the Czech uprising?
48. Why did each country want to follow the policy of détente? (think USSR and USA may have different opinions) in total there are 4 reasons plus domestic reasons.
49. What position were the superpowers in by the 1970's?
50. What was SALT 1?

HEALTH AND THE PEOPLE

1. What was medicine like in Ancient Egypt?
2. Why is Hippocrates important in the development of medicine? (think of at least 3 reasons)
3. What is the theory of the 4 humours?
4. Why is Galen important? What did he do?
5. What is the theory of opposites?
6. Why was Public Health so good under the Romans? Name 'things' they introduced
7. Why did medicine regress after the Romans?
8. What did people in medieval England think was the main reason for disease? What was their main cure?
9. What institutions did the church run to help medicine? (two answers)

10. How did religion help medicine in medieval England?
11. Name three Islamic doctors and explain how they contributed to medicine.
12. Why was Islamic medicine so much more advanced than medieval medicine?
13. What are some of the similarities between Islamic and Medieval medicine?
14. Give an example of a town that had good public health in medieval England? Why was it so much cleaner than other towns?
15. Give examples of why public health was so bad in medieval England.
16. Name some causes of the Black Death? When was the Black Death?
17. What cures did people try in Medieval England to prevent/cure the plague?
18. What does Renaissance mean?
19. Why was medicine during the Renaissance much more developed than medieval medicine?
20. Why is Pare significant in the development of medicine? Which factors helped him?
21. What did Thomas Sydenham do?
22. What did William Harvey discover about blood?
23. What did John Hunter think was the best way to deal with injuries?
24. What did Vesalius do?
25. What were Renaissance hospitals like?
26. What are some similarities between the Black Death and the Great Plague? What are some differences?
27. What did people think caused the great plague? Why did this affect their prevention methods/cures?
28. Who did Jenner experiment on? What did he discover?
29. Why was Jenner so significant in the development of medicine? (think government)
30. What was surgery like in the 19th century?
31. Who is responsible for improving the conditions of surgery? (think anaesthetics)
32. Why was 1861 an important year in the history of medicine? Who made this discovery?
33. Which diseases did Pasteur create a vaccination for?
34. What did Koch do?
35. Why was war an important factor in the development of vaccinations?
36. Name 3 long term impacts (benefits) of the Germ Theory.
37. What was the magic bullet? Who invented it?
38. What are antiseptics?
39. What role did Semmelweis play in the development of antiseptics?
40. Why was Joseph Lister so important?
41. Why was Public Health so bad in the 19th century? (3 reasons)
42. How did the Great Stink lead to improved public health?
43. What is the name of the individual genius that identified cholera? Outline how he did this.
44. What did Bazzelgette do? Which factor is this?
45. Why were the Public Health Acts not as effective as they could have been?
46. Why is William Farr so important?
47. How did luck/chance allow for the discovery of penicillin?
48. Why was Fleming now successful with his discovery of penicillin?
49. Why was penicillin mass produced in 1942-1945 and not before? How did the government help?
50. How did WW1 impact on surgery?
51. How did WW2 have a further impact on surgery?
52. Name three reforms the liberals introduced in the 20th century while they were in power.
53. How had the Boer war inspired these reforms?

54. What was some of the limitations of this reforms?
55. Had WW1 and WW2 led to any improvements in Public Health? Explain
56. What was the Beveridge Report? Why had it come about?
57. What was the name of the PM that introduced the NHS?
58. Why did some people oppose the NHS?
59. Give as many examples as you can of how these factors have helped/hindered medicine:

- War
- Government
- Education
- Religion
- Communication
- Technology
- Individual genius
- Science

NORMAN ENGLAND

- 1) Was Edward the Confessor religious or not?
- 2) Why were the Godwin family so powerful?
- 3) Give evidence of when Edward and the Godwins had worked together?
- 4) Why did Edward exile the Godwin family?
- 5) What was the relationship between Harold Godwinson and Edward like?
- 6) Describe what Anglo-Saxon society was like?
- 7) What was the hierarchy in the country at this time?
- 8) When did Edward die?
- 9) Why would William of Normandy be a good king for England?
- 10) What were the negatives about Edgar's claim?
- 11) Was Harald Hardrada a suitable claimant?
- 12) Why was Harold Godwinson chosen to be king?
- 13) Which battle happened first, Stamford or Fulford?
- 14) Who was the battle of Stamford between?
- 15) Who won the battle of Stamford Bridge?
- 16) Which fight was between both Harold's?
- 17) Who won this battle?
- 18) What news did Harold Godwinson hear after the battle of Fulford Gate?
- 19) How had luck helped William?
- 20) What was the name of the hill that Harold occupied?
- 21) How had William prepared his battle for army?
- 22) Why was Harold in a disadvantaged position from the beginning?
- 23) What was the turning point in the Battle of Hastings?
- 24) Was the shield wall effective?
- 25) Did the people like William once he won the battle?
- 26) Give an example of a city that William destroyed?
- 27) Which city did William destroy first?
- 28) What did he do with the land of his enemies?

- 29) What was the harrying of the north?
- 30) What happened in Peterborough?
- 31) What building did William build to get control? Describe the layout of these buildings.
- 32) What was the Doomesday book?
- 33) Did people like the Doomesday book?
- 34) How did the feudal system work?
- 35) Who was at the top of the feudal system? Who was at the bottom?
- 36) Which laws did the Normans introduce?
- 37) What were the three ordeals that they used to see if someone was guilty?
- 38) How did the hundred courts work?
- 39) What happened to people that broke their oath not to commit a crime?
- 40) What was life like in a Norman village?
- 41) How was the village set up differently to a village today?
- 42) What was the main occupation?
- 43) What were the economic immediate impacts of the Normans?
- 44) Did the Normans have any negative impacts on England?
- 45) What was a farmer's year like?
- 46) How was a town different to a village?
- 47) What sort of jobs did people do in the towns?
- 48) What were some of the differences between the rich Normans and the poor Normans?
- 49) What were some of the similarities between the rich Normans and the poor Normans?
- 50) How did the Normans change Nottingham?
- 51) Did William like the church under the Anglo-Saxons? Explain why
- 52) Who was Lanfranc?
- 53) What reforms did Lanfranc bring in?
- 54) How did the Norman church differ to the Anglo-Saxon church?
- 55) Why did the Normans fall out with the church?
- 56) How did the power transfer from the church to the King under William, Duke of Normandy?
- 57) What is a monastery?
- 58) What was life like in a monastery?
- 59) How did the Normans change education when they came in to power?
- 60) What did the Normans keep the same with regards to power?
- 61) Did they change language at all? Explain why and explain not.

6, How to answer the questions

Paper 1 Section A: Germany

Question 1: WHY are Interpretations A and B different...(4 marks - 5 minutes)

Look at the CONTENT of the Interpretation.

Make a detail (quote), inference from Interpretation A and then add additional knowledge from the lesson to explain what that Interpretation is talking about.

Clearly explain how this differs to Interpretation B by making a detail (quote) and inference and then adding your own knowledge to support that Interpretation.

Question 2: WHY are Interpretations A and B different... (4 marks - 5 minutes)

Look at the PROVENANCE of the Interpretation.

This is who has written the Interpretation, what the Interpretation actually is (a book, newspaper, diary entry) etc.

Explain the provenance of A, Explain how that changes attitude of the Interpretation. Explain the provenance of B, explain how that changes attitude of the Interpretation.

Question 3: Which Interpretation do you find more convincing... (8 marks - 12 minutes)

Look at the CONTENT of the Interpretations.

Explain why A is more convincing: pick out 2 quotes from Interpretation A, and use own knowledge to explain how you know that that point is true.

Explain why B is more convincing by picking out 2 quotes and then using own knowledge to explain how you know that that point is true.

Conclude by giving your opinion. Which Interpretation do you find more convincing and why.

Question 4: Describe... (4 marks - 5 minutes)

Pick out the key words in the question. What is it actually asking you to talk about? (E.g. Problems with the Kaiser, Effects of WW1 on Germany, How Hitler got rid of opposition etc.)

Write 2 separate paragraphs on that topic.

Make sure your points are different, not just repeating.

Question 5: In what ways.... (8 marks - 10 minutes)

Pick out the key words in the question. What is it actually asking you to talk about? (In what ways did the Weimar Government suffer after WW1, In what ways did the lives of women change under the Nazi's, In what ways did the Nazi's use censorship and propaganda)

Write 2 separate paragraphs on that topic.

Question 6: Which of the following... give you 2 bullet points to talk about. (12 marks - 15 minutes)

E.g Which of the following were more affected by the rise of the Nazi Party:

-Women

-The young.

Must make 2 points for each bullet points. Make sure you clearly explain how these people were affected.

5th paragraph give your overall opinion, which group do you think were more affected?

Paper 1 Section B: Conflict and Tension, East Vs West, 1945–1972:

Question 1: Source x supports... How do you know? (4 marks - 5 minutes)

Pick out a detail from the source and then use own knowledge to support it.

Pick out another detail from the source and then use own knowledge to support it.

Question 2: Which source is more useful to explain... (12 minutes - 15 minutes)

- 1) Look at the content of the source: pick out something it shows you (useful) then use own knowledge to explain that point further.
Look at the provenance (who has written it, when, what etc) does that make it useful or limited?
- 2) Repeat for source B, content useful and provenance.
- 3) Give your overall opinion, which source is more useful? Are there any limitations? Clearly explain why you think that.

Question 3: Write an account... (8 marks - 10 minutes)

2 detailed points about the topic. Say what happened then the short term and long term impacts
Need to think about how this event affected events that followed
EG How did Yalta affect what happened at Potsdam?

Question 4: "..."/>How far do you agree with this statement? (16 marks plus 4 spag)

You will be given a statement and you need to agree and disagree.

P1 – agree with the statement. Write a PEEL paragraph

P2 – disagree with the statement – pick another reason why something happened. Write a PEEL paragraph

P3 – disagree with the statement – pick another reason why something happened. Write a PEEL paragraph

P4 - Conclusion – which reason do you think was the most important? The one in the statement or one you have spoken about? Give two reasons why you think this.

Paper 2 Section A: Britain, health and the People: c1000 to the present day

Question 1: How useful is Source A...? (8 marks)

P1 – Useful – content - say what you can see in the source. Add 3-4 sentences of your own knowledge to prove it is true. Provenance – look at the author, time and purpose and think why that would be useful for example, First-hand evidence, opinions from the time, author experienced this, what was happening at the time? To inform, neutral, factual.

P2 – Limitations – provenance – is there anything limited - look at the author, time and purpose, for example, bias, second-hand evidence, subjective, propaganda, reason to lie.

Question 2: Compare... (8 marks)

2 detailed points about the topic.

Need to give two paragraphs on how the two things in the question are similar

Question 3: Explain the significance of... (8 marks)

2 detailed points about the topic.

Need to give two paragraphs on how x was significant, remember to include short-term or long-term impacts

Question 4: "..."/>How far do you agree with this statement? (16 marks plus 4 spag)

You will be given a statement with a factor in it. You need to talk about how the factor stated helped to develop medicine, then you need to spend two more paragraphs on other factors.

P1 – agree with the statement. Write a PEEL paragraph

P2 – disagree with the statement – pick another reason why something happened. Write a PEEL paragraph

P3 – disagree with the statement – pick another reason why something happened. Write a PEEL paragraph

P4 - Conclusion – which reason do you think was the most important? The one in the statement or one you have spoken about? Give two reasons why you think this.

Reminder of factors: Communication, Chance/Luck, Science and Technology, Government, War, Role of individual, Religion

Paper 2 Section B: Norman England, c1066-1100

Question 1: How convincing in source A in.... (8 marks - 10 minutes)

Look at the CONTENT of the Interpretation.

Explain why A is more convincing: pick what you can and use 3-4 sentences of own knowledge to support why this detail is true.

Repeat – pick out something else you can see and add 3-4 sentences of own knowledge to support why this detail is true.

Question 2: Explain what was important about.... (8 marks - 10 minutes)

2 detailed points about the topic.

Need to give two specific examples of why a reform by William was important

Question 3: Write an account... (8 marks - 10 minutes)

2 detailed points about the topic. Say what happened then the short term and long term impacts

Need to think about how this event effected events that followed

EG How did life change in villages from Anglo-Saxons to Normans

Question 4: “....” How far do you agree with this statement? (16 marks plus 4 spag)

You will be given a statement and you need to agree and disagree. You will need to include in each paragraph reference to Durham Cathedral.

P1 – agree with the statement. Write a PEEL paragraph

P2 – disagree with the statement – pick another reason why something happened. Write a PEEL paragraph

P3 – disagree with the statement – pick another reason why something happened. Write a PEEL paragraph

P4 - Conclusion – which reason do you think was the most important? The one in the statement or one you have spoken about? Give two reasons why you think this.

7, Practice questions

GERMANY

Question 1: 4 marks, Question 2: 4 marks, Question 3: 8 marks

- 1 How does Interpretation B differ from Interpretation A about the impact of reparations on Germans in the early 1920s?
Explain your answer using Interpretations A and B.
- 2 Why might the authors of Interpretations A and B have a different interpretation about the impact of reparations on Germans?
Explain your answer using Interpretations A and B and your contextual knowledge.
- 3 Which interpretation do you find more convincing about the impact of reparations on Germany in the early 1920s?
Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A The imposition of reparations on the Weimar Republic. This was written in 1976 by Egon Larsen, who had been a German journalist in the 1920s.

As the terms of peace became known, we came to realise what it meant to lose a war against two dozen countries. The cost of reparations, to be paid by a Germany which had lost its economic power, was shattering.

Interpretation B Another view of reparations. It is taken from a recent British history textbook.

Reparations to be paid by Germany were agreed in 1921 by the League of Nations. The sum of £6,600 million was only half of what France had demanded. It was less than the sum that Germany would have demanded if they had won the war, and Germany had until 1984 to pay off the debt in instalments.

- 1 How does Interpretation B differ from Interpretation A about the cause of the Reichstag Fire?
Explain your answer using Interpretations A and B.
- 2 Why might the authors of Interpretations A and B have a different interpretation about the cause of the fire?
Explain your answer using Interpretations A and B and your contextual knowledge.
- 3 Which interpretation do you find more convincing about the cause of the fire?
Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A: One view about the Reichstag Fire, February 1933. It comes from an account written in 1950 by Rudolph Diels, a Nazi and head of police in Berlin in 1933.

I think van der Lubbe started the Reichstag Fire on his own. When I arrived at the burning building, some police officers were already questioning him. His voluntary confession made me think that he was such an expert arsonist that he did not need any helpers. Why could not one person set fire to the old furniture, the heavy curtains and the bone-dry wood panelling? He had lit several dozen fires using firelighters and his burning shirt, which he was holding in his right hand like a torch when he was overpowered by Reichstag officials.

Interpretation B: Another view of the Reichstag Fire. It comes from the records of the Nuremberg War Crimes Trial, 1945. General Halder, Chief of the German General Staff, was asked about the fire.

At a luncheon on the birthday of the Führer in 1942, the conversation turned to the topic of the Reichstag building. I heard with my own ears when Goering interrupted the conversation and shouted: 'The only one who really knows about the Reichstag is I, because I set it on fire!'

- 1 How does Interpretation B differ from Interpretation A about the Hitler Youth Camps?
Explain your answer using Interpretations A and B.
- 2 Why might the authors of Interpretations A and B have a different interpretation about Hitler Youth Camps?
Explain your answer using Interpretations A and B and your contextual knowledge.
- 3 Which interpretation do you find more convincing about the Hitler Youth Camps?
Explain your answer using Interpretations A and B and your contextual knowledge.

Interpretation A An account of life in a Hitler Youth Camp in the 1930s. It is from *This is Germany* by C. W. Domville-Fife, a British writer, published in 1939. It was written to explain what the author had seen in a recent visit to a Hitler Youth Camp.

Life in the camp appeared to be one of healthy exercise in sports and games, but absolute discipline was maintained. By this I do not mean that it was harshly enforced. The boys were happy to accept it.

It seemed to me also that, although every boy was conscious of his approaching military service, there was little if any drill performed in the camp. The leader has, of course, served in the German army, and military enthusiasm is part of the healthy and cheerful pattern of the German Boy Scout movement.

Interpretation B A description of a Hitler Youth Camp in the 1930s. It comes from a book published in 1938, *Just Back from Germany* by J. A. Cole, a British writer.

It is claimed that the work of the Hitler Youth is in no way pre-military training. All the same, I should think it is a good preparation for the army. The children learn discipline. They march in ranks. They drill. When I attended a Hitler Youth Camp, I asked a boy what they had done last night. In the presence of several others and one of the leaders, he said pistol-shooting. Very good fun, and not necessarily a military pastime. However, it hardly justifies the claim that the youth movements have nothing to do with military training.

Question 4: 4 marks.

- Describe two problems faced by Kaiser Wilhelm II's government in ruling Germany up to 1914.
- Describe two problems Hitler faced as Germany's leader when he became Chancellor in January 1933.
- Describe two consequences of life of the long knives.
- Describe two ways in which Hitler reduced unemployment in Germany.
- Describe two main features of the education of children in Nazi Germany
- Describe how the Nazis gained control over German Christians.
- Describe two examples of armed resistance by Jews to the Nazis?
- Describe two problems faced by German civilians during the Second World War
- Describe two economic problems for Germans caused by the Wall Street Crash.

Question 5: 8 marks

- In what ways were the lives of people in Germany affected by the First World War?
- In what ways were the lives of Germans affected by the Depression?
- In what ways were the lives of women in Germany affected by Nazi social policies?
- In what ways would the behaviour of ordinary Germans be affected by the police state?
- In what ways were art and culture used by the Nazis?
- In what ways were the living standards of German civilians affected by the Second World War?
- In what ways were the Spartacist a problem for the Weimar Government in the early 1920's?
- In what ways did the Dawes Plan and the Young Plan help the lives of German people under Stresemann?

Question 6:

- Which of the following was the more important reason why the Nazis became more popular
 - Fear of communists
 - The appeal of Hitler and the Nazi Party?
- Which of the following groups were more affected by Nazi policies
 - Farmers and agricultural workers
 - Industrial and factory workers?
- Which of the following groups of people were more affected by Nazi policy between the years 1933 and 1945.
 - Workers
 - Young people
- Which of the following was the more important reason why resistance and opposition to Hitler was not effective:
 - The strength of the Nazi police state
 - The weaknesses of the protesters?

Which of the following was the more important reason why the Weimar Republic was in danger in the years 1919-1923:

- Economic problems
- Political unrest
- Which of the following was a more important reason for Hitler and the Nazis coming to power in Germany 1933:
 - The WSC
 - Nazi propaganda

CONFLICT AND TENSIONS - EAST VS WEST:

Question 1: 4 marks

Study Source 20.

Source 20 opposes the Soviet Union.

How do you know?

Explain your answer by using Source 20 and your contextual knowledge.

SOURCE 20

Czechs burning Soviet tanks in Prague, August 1968.



SOURCE 8

A poster celebrating Yuri Gagarin and the Vostok Space Programme in 1961. The dates on the leaves of the branch are important stages in the Soviet space programme.



Study Source 8.

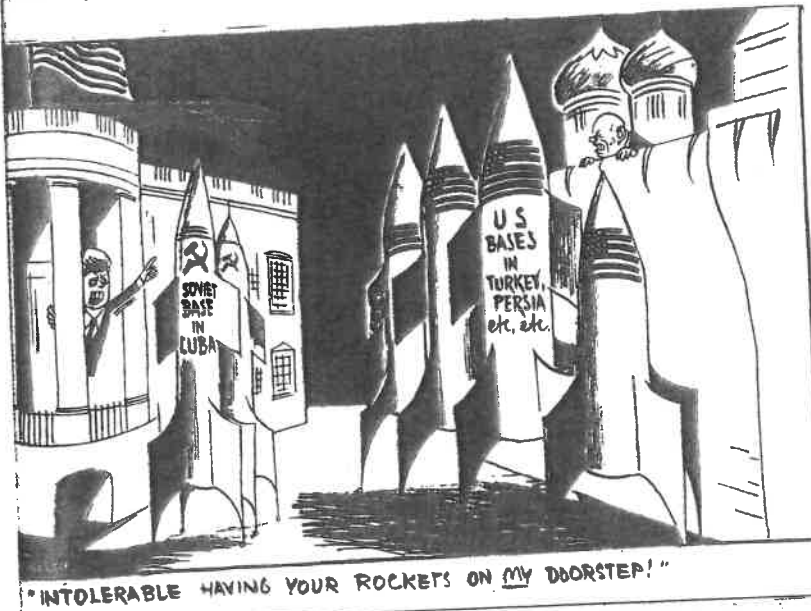
Source 8 supports the USSR. How do you explain your answer by using Source 8 and your knowledge.

Question 2: 12 marks

- 1 Study Sources 13 and 15.
How useful are these sources to a historian for understanding the Cuban Missile Crisis?
Explain your answer using both sources and your contextual knowledge.

SOURCE 13

Cartoon by Vicky (Victor Weisz) from the London Evening Standard, 24 October 1962.



British Cartoon Archive, University of Kent
© Solo Syndication/Associated Newspapers Ltd.

SOURCE 15

Khrushchev was forced from power in 1964. This extract comes from his memoirs written in 1971.

[In 1961] we increased our military aid to Cuba. We were sure the Americans would never agree to the existence of Castro's Cuba. They feared, and we hoped, that a socialist Cuba might become a magnet that would attract other Latin American countries to socialism. We had to find an effective deterrent to American interference in the Caribbean.

The Caribbean Crisis was a triumph of Soviet foreign policy and a personal triumph in my own career. Today Cuba exists as an independent socialist country right in front of America. Cuba's very existence is good propaganda.

We behaved with dignity and forced the United States to demobilise and to recognise Cuba.

Study Sources 9 and 10 (page 312).
How useful are these sources to a historian studying American attitudes towards the space race at the beginning of the 1960s?
Explain your answer by using Sources 9 and 10 and your contextual knowledge.

SOURCE 9

The logo of the US Apollo 11 mission.



SOURCE 10

Extracts from a speech by US President John F. Kennedy. Kennedy became President in January 1961.

First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the Moon and returning him safely to the Earth. No single space project in this period will be more impressive to mankind, or more important in the long-range exploration of space; and none will be so difficult or expensive to accomplish.

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Question 3 (8 marks)

- Write an account of how Stalin's takeover of eastern Europe affected the development of the Cold War
- Write an account of how events in China in 1949 became a reason for the worsening of the Cold War.
- Write an account of how the events in Hungary in 1956 increased tensions in the Cold War
- Write an account of how the ending of the Cuban Missile Crisis affected the reputation of the USSR and the USA.
- Write an account of events in Hungary in 1956 and how they affected the Cold War.
- Write an account of the Berlin Wall and how it affected the Cold War.
- Write an account of the U2 Spy plane and Peace Summit.

Question 4 (16 marks)

- "The main reason for the increasing tensions in the Cold War in the mid-1950's was the developing of the arms race." How far do you agree?
- "The main reason for the development of the Cold War 1945-1946 was the dropping of the atomic bomb in Japan." How far do you agree?
- "The main person to benefit in the Cuban Missile Crisis was Castro, not Kennedy or Khrushchev." How far do you agree?
- "The USSR were the main country to blame for the Cold War." How far do you agree?
- "Foreign aid from the USA was the main reason to explain why tensions developed during the Cold War" How far do you agree?
- "The main reason the USSR built the Berlin Wall was to stop capitalists coming in to Berlin." How far do you agree?

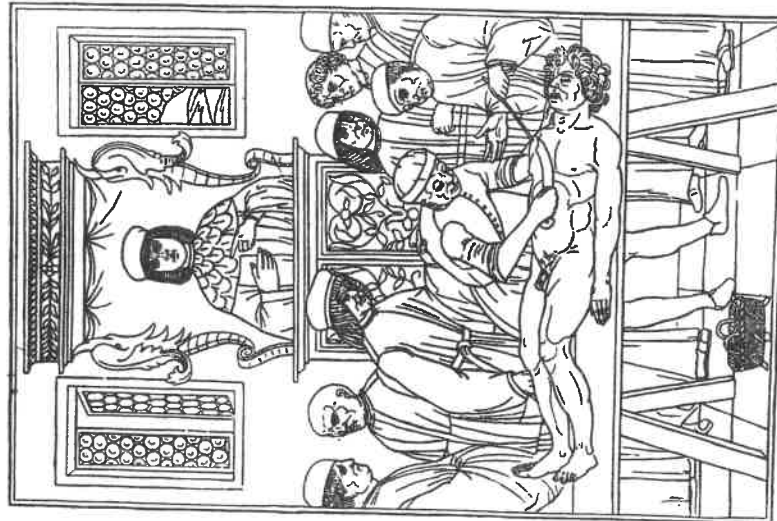
HEALTH AND THE PEOPLE

Question 1: 8 marks

How useful is this source for studying surgery before anaesthetics?

SOURCE 2

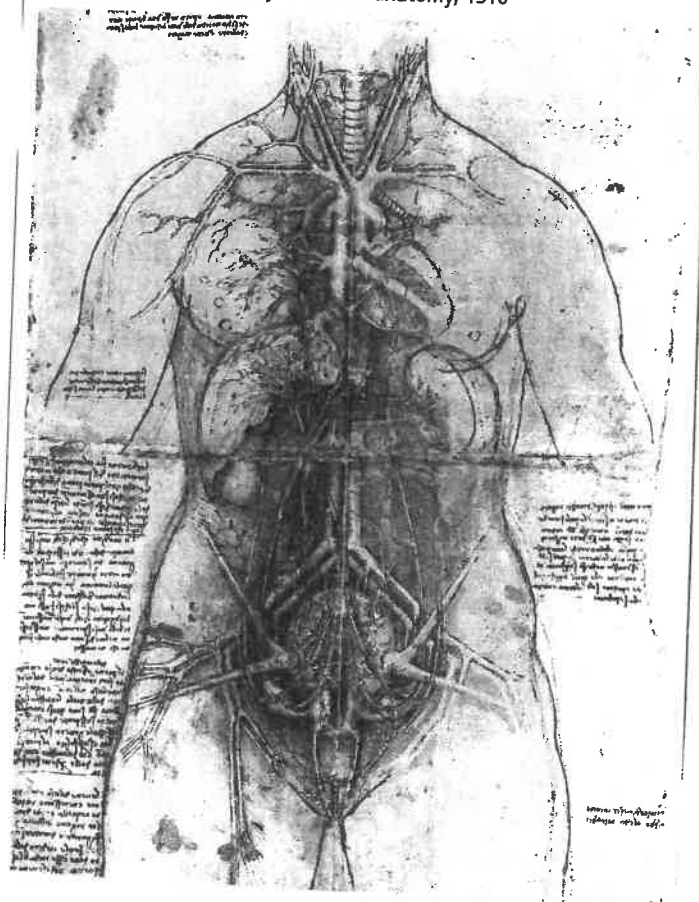
'Lessons in Dissection' by Granger, 1493, in Venice



How useful is this source in exploring the development of medicine during the Renaissance?

SOURCE 1

Leonardo da Vinci's study of female anatomy, 1510



How useful is this source for studying the improvements of medicine in the 20th century?

Provenance: a photograph taken for a labour government leaflet, 1948.

SOURCE 3

A baby being weighed in a Bristol clinic, 1948. This was one of the free services provided by the newly established NHS



How useful is this source to a historian studying medicine before the germ theory?

SOURCE A

A medieval doctor cutting open a patient's skull with a hammer and blade. An illustration from a fourteenth-century French medical manuscript by Guy of Pavia



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Question 2 (8 marks)

- Explain the significance of the Renaissance on medicine.
- Explain the significance of religion on medicine.
- Explain the significance of the germ theory in the development of medicine.
- Explain the significance of Jenner's vaccination in the development of medicine
- Explain the significance of John Snow's discovery of the cause of cholera in improving public health
- Explain the significance of X-rays in development of medicine
- Explain the significance of the discovery of penicillin in the development in the 20th century

Question 3 (8 marks)

- Compare the medieval hospitals and Renaissance hospitals... In what ways are they similar?
- Compare the Black Death with the 1918-19 flu epidemic. In what ways are they similar?
- Compare the Black Death with the Great Plague. In what ways are they similar?
- Compare the reactions of cholera to the reactions of AIDS.

Question 4 (16 marks)

Has Science been the main reason why public health improved in the 19th Century. Explain your answer with reference to other factors.

Has the role of the individual been the main factor in the development of medicine in Britain since medieval times? Explain your answer with reference to other factors.

Has the government been the main reason medicine has improved since the 19th Century. Explain your answer with reference to other factors.

Was the main reason medicine was poor during the medieval period because the government did not take an interest? Explain your answer with reference to other factors.

Was lack of knowledge the main reason to explain why life expectancy did not increase before the 19th Century? Explain your answer with reference to other factors.

Has war been the main reason to explain why medicine has improved in the 19th century-21st century? Explain your answer with reference to other factors.

NORMAN ENGLAND

Q1: How convincing is interpretation A about the Norman legal system?

Use **Interpretation A** to answer question 05.

Interpretation A This is an interpretation of the legal system in Norman times. It depicts a law court and trial by battle. The picture was drawn in 1963 for a children's story book.



How convincing is interpretation A about the impact of Norman monasteries?

Use **Interpretation A** to answer question 05.

Interpretation A An interpretation of the impact of the Normans on English monasteries.

Adapted from an article by Hugh Lawrence, in 'History Today', 1986.

English monasticism after the Conquest was transformed by the aggressive building of new monasteries occupied by monks from France. This was deeply disturbing for English monks, who had to accept new Norman superiors. Tension was heightened by the lack of respect shown for English customs. But the Normans breathed fresh intellectual life into the English monasteries through new learning from the continent along with different customs.

How convincing is interpretation A in showing why William had a valid claim to English throne?

INTERPRETATION A
Harold Godwinson swearing an oath of fealty to William of Normandy



Q2: Explain what was important about the reforms of the monasteries for Norman England

Q2: Explain what was important about landholding and lordship in Norman England

Q2: Explain what was important about law and order in Norman England

Q2: Explain what was important about the building of castles

Q2: Explain what was important about the actions taken by William to deal with rebellions in establishing Norman control

Question 3 – Write an account (8 marks – 10 minutes)

Q3: Write an account on the ways the feudal system changed under the Normans

Q3: Write an account of the ways in which the lives of Anglo-Saxon villagers stayed the same under the Normans

Q3: Write an account of how William won the Battle of Hastings

Q3: Write an account on how religion changed under the Normans

Q3: Write an account of relations between the Norman monarchs and the Papacy

Question 4 – Historical site study (16 marks – 25 minutes)

Q4: 'Pevensey castle was built to protect William'.

How far does a study of Durham Cathedral support this statement?

Q4: 'Castles were built to intimidate invaders, this was the case for Pevensey'.

How far does a study of Durham Cathedral support this statement?

Q4: 'The features of Pevensey castle show that it was built to defend'.

How far does a study of Durham Cathedral support this statement?

Q4: 'The reason William won the Battle of Hastings was due to his building of castles for protection'.

How far does a study of Durham Cathedral support this statement?

8, Model answers

GERMANY

Q1: How are Interpretation A and B different on pre-WW1 Germany?

Interpretation A tells us that Germany is successful the way it is as pre-WW1, "Germany's economy has grown significantly in the last decade." This tells us that the way Germany is being run and the improvements being made are increasing the economy. From my own knowledge I know that the Kaiser put a lot of emphasis on the economy as they had a lot of natural resources to sell from Alsace-Lorraine and transport was really good to ensure that it was quick and easy to get resource across Germany.

This is different to interpretation B as it tells us that, "although the economy was improving, people wanted change." This tells us that people liked the improving Germany, but they wanted more say and equality rather than living under a dictatorship. From my own knowledge I know that socialism was on the rise with the SPD as they wanted to ensure that the workers in Germany were also benefitting from the improved economy.

This is a model answer as there is a quote from the source, and then they students has used own knowledge from the lessons to back up their detail.

They have referred to BOTH sources and clearly explained how they have a different opinion on Germany pre-WW1.

Sentence starters to use:

In interpretation A I can see..

This suggests that (pre ww1 Germany) was...

From my own knowledge I know that...

- This is different to interpretation B because I can see..
This suggests that (pre-WW1 Germany) was...
From my own knowledge I know that...

Q2: Why are interpretation A and B different on Pre-WW1 Germany?

Interpretation A and B are different due to the authors. Interpretation A was written by a member of the Reichstag government, meaning it may be biased as it is their opinion and a government would only be talking about the positives. Whereas Interpretation B is by somebody who wrote a text book, meaning that the author has done a lot of research rather than giving us a one sided account.

Additionally, Interpretation A and B differ as they have different purposes. Interpretation A is a speech meaning it is to influence people, meaning that it may not be entirely true, or may be altered slightly to emphasis the positives. Whereas Interpretation B is a textbook meaning that the purpose is to inform/educate meaning that it will be giving us all the information allowing us to make our own conclusions.

This is a model answer as it has commented on the authors and clearly explained WHY they would have that opinion.

Eg Historian – done research and has read around the topic, government official – only giving away certain points of information.

They have also commented on the purpose of the interpretation and clearly explained WHY they would have that opinion.

Eg speech – persuade someone to do something therefore focus' on the negatives, textbook – inform and educate so balanced, cartoon – entertainment so exaggerated key features.

Sentence Starters:

Interpretation A has been written by... This means that it will...

This is different to interpretation B as it has been written by... This means that they will..

In addition to this they are different because of their purposes. Interpretation A is a... and therefore its purpose is to... this means that it will...

Interpretation B is a... and therefore its purpose is to... this means that it will...

Q3: Which source is more convincing about the impact of the TOV? (8 marks)

Interpretation A is more convincing as it shows that TOV as being harsh. It says, "we were not responsible for WW1 so don't deserve this". This source is telling us that Germany felt as though they had been punished for helping their ally- Austria-Hungary. From my own knowledge I know that the TOV was harsh as WW1 started with the assassination of the archduke Franz Ferdinand and Germany said they would support A-H with their reaction. However I also know that in 1918 it was Germany that received most punishment, having their army reduced, land taken off them and having to pay a fine when A-H received very little punishment. I find interpretation B is more convincing as it shows how the TOV needed to be strict on Germany to prevent them starting another war. It says that they had their army reduced to 100,000 men so that they did not have an army strong enough to fight again, land that bordered France was demilitarised and they had to pay Reparations as a punishment fee. I know from my own knowledge that the TOV needed to be harsh, particularly in France's eyes as their land, economy and population had been hugely impacted by the war as that was where all the fighting took place. I also know that America wanted the punishment to be harsh, but not harsh enough to start another war as they wanted to follow the policy of isolationism which means keeping out of Europe's problems. Overall I find Interpretation A more convincing as it explains how the German's felt the TOV. I know that the TOV caused a number of problems for Germany in the decade following WW1 as they felt like that had been wrongfully punished for their part in the war.

The student has picked a quote from Interpretation A and the used own knowledge to back the point up. It explains why this source is the most convincing.
The student has then repeated the same for Interpretation B, again using OK from the lessons to back up the main quotations from the source.
Finally the student has given a judgement, in their conclusion they have decided which one is the most convincing and have explained why.

Sentence starters:

Interpretation A is more convincing because it says, ".....". From my own knowledge I know that...

However Interpretation B is more convincing because it says, "....." From my own knowledge I know that...

Overall I think.... Is more convincing as it ...

Q4: Describe two examples of resistance to the Nazis? (4 marks)

One example of resistance to the Nazi's was the White Rose Group. They handed out anti-Nazi leaflets, put up posters and drew graffiti on walls encouraging people to stop supporting the NSDAP. Their main target audience was the ordinary Germans as they were annoyed at the fact that they were just letting the Nazi's get away with their unlawful actions. They were eventually caught and beheaded for their 'crimes'. Another example of resistance to the Nazi's was people attempting to assassinate Hitler. An example of this was the Kreisau Circle who were a group of army officers, university professors and the wealthy Germans that were shocked at the brutality of the Nazi scheme and did not agree with their plan to go to war. They discussed assassinating Hitler, and although they did not actually execute their plan, it is still a form of resistance to the Nazis.

The answer gives two reasons to answer the question. Points are clearly linked to the question, and the student have given good examples to back up their point.

- Sentence starters:
- Firstly one problem...
- Secondly another problem...

Q5: In what ways were the lives of people in Germany affected by the First World War (8 marks)

One way the lives of people in Germany were affected by WW1 was economically. This is because the war cost about \$40 billion. This was made worse as they had to pay Reparations which were £6.6 million to the allies as punishment and they had land such as Alsace-Lorraine taken away from them. This affected them as it was an areas with a lot of natural resources and therefore they could make a lot of money from the factories. In total Germany's economy fell by about 40%. This is one way that Germany was affected by the war.

Another way the lives of people in Germany were affected by the war was politically. The Kaiser abdicated. This was bad for Germany as they didn't have a proper leader anymore and the country went in to turmoil as the Weimar Constitution was set up. Also people started to turn towards extremist parties, such as the NSDAP and the communists as they were so desperate for change.

A final way the lives of people in Germany were affected by the war was socially. There are some positives and negatives affects, A positive impact was that more females started working (37%) meaning that women were starting to gain equality with men. But there were also a number of negative impacts – 2 million German soldiers died, people started to distrust the Jews again as they blamed them for the defeat in the war and above all people had had some very negative experience of living through a war which affected them socially.

The student has given THREE clear paragraphs to answer the question. These points are all different. And the student has used a range of high level detail (such as statistics and key words) to back up their point

Sentence starters:

One way...

Another way...

A final way...

Q6: Which of the following was the more important reason why Hitler became chancellor in January 1933?

- The consequences of the Wall Street Crash
- The Weak Weimar Government

Hitler became chancellor of Germany in January 1933. He controlled the largest party in the Reichstag with 37% of the seats. There were two main reasons to explain why Hitler was able to become chancellor of Germany.

Firstly, the Wall Street Crash had affected the German industry and trade very badly. The USA had loaned Germany money after the First World War but they needed it back in 1929. With the withdrawal of the American money German businesses started to decline. They went bankrupt, needed to fire workers, or could not pay them enough money. By 1932 there were over 6 million unemployed in Germany. Hitler was able to exploit this situation by saying that he would offer jobs if people voted for him, and that he would be able to rebuild Germany to make it great again. People were so disheartened by the Weimar Government that they were looking for a new government that were going to change.

However it was not just the Wall Street crash that helped Hitler come in to power. He was also able to exploit the weak Weimar Government. The Weimar had had a number of unsuccessful chancellors sworn in to try and deal with the economic problems Germany was facing, such as Stresemann and Brüning but none of them were able to deal with it effectively. Time and time again the Weimar Government had shown that it was not strong enough to deal with problematic situation, for example with the printing of money in Hyperinflation. Hitler was called upon to deal with the situation, but again due to the weak structure of the Weimar Government he was quickly able to destroy the structure and make himself a dictator.

Overall I would argue that the weak Weimar Government was the main reason Hitler was able to get to power, as the ordinary German civilians were so disheartened by the way that the weak Weimar Government had attempted to deal with any situation that they were so desperate for change and therefore listened to Hitler's speeches when he was promising change.

The student has reference to both bullet points and explained why each of them was important in the rise of Hitler as chancellor. They have used specific knowledge from the lesson to back up their point.

At the end of the essay they have made a clear conclusion – which one was the most important reason? (student has also managed to link the 2 points together and said that one actually led to the other)

Sentence starters:

Firstly...

On the other hand...

Overall...

CONFLICT AND TENSION: EAST VS WEST

Q1: Source A supports the USSR. How do you know? (4 marks)

In source A I can see a picture of the earth with Yuri Gagarin's face transferred on to it. This shows that the source support the USSR as I can infer that Russia are proud of their achievements and feel like they control the earth/space due to work. From my own knowledge I know that the USSR were the first political ideology to get a man into orbit during their space race with America to prove that communism was better than capitalism. In addition to this it is a poster drawn by the Russians and will therefore be positive as they would want to emphasise how their political ideology is better for their people.

The student has summarised the source and told the marker what the picture is of. They have then repeated the question to show that it support the source and then used own knowledge to explain the story behind the source.

They have also commented on the provenance and used that to explain why it would also be positive.

Sentence starters:

In this source I can see..

This supports... because I can infer...

From my own knowledge I know that...

Q2 : Which source is more useful to a historian studying reasons for the outbreak of the Cold War? (12 marks)

In source A I can see a photograph about the atomic bomb dropping on Hiroshima. This is useful to a Historian studying the reasons for the outbreak of the Cold War because from my own knowledge I know that Russia stopped trusting America at this point and got paranoid. They were allies with America during WW2 but have no knowledge of the atomic bomb and therefore felt betrayed, but also worried that the USA were keeping such big secrets about their nuclear resources and that it might actually harm Russia. In addition to this the provenance is useful to a historian as it was a photograph taken at the time of the atomic bomb, therefore showing that the event did happen and that people witnessed it.

On the other hand Source B is also useful to a historian studying the reasons for the cold war as it says, "everyone imposes his own system as far as his army has power to do so." From this I can infer that the Russians and Americans were arguing over their different political ideologies. Russia followed communism while the USA was capitalist and both wanted to prove that there political ideology was the best/most prosperous way. I know from my own knowledge that Russia wanted to expand their empire to include

more land in their communist regime but this angered the USA as they wanted all countries to be capitalist. This source has been written by Stalin, this is useful because it means that he was actually there and witnessed the two countries arguing about their better country. However both sources have their limits, as they both only talk about one cause and neither of them talk about other reasons for the outbreak of the war, for example the disagreements at the Potsdam and Yalta conference and that fact they these two countries had only been allies during WW2 to defeat Hitler, not because they were actually allies. The fact that Source B has been written by Stalin means that it will have an opinion that shows Russia as protecting itself, as opposed to being the perpetrator.

Overall I would argue that Source B is the most useful to a historian as it gives the bigger picture as to why America and Russia did not get on; the determination to prove that their political ideology was better meant that these countries would do whatever it took to show that they were more developed.

The student has spoken about both sources, assessing the usefulness of the content by summarising the picture/picking out a quotation. They have then backed up this detail with OK from the lessons.

They have also spoken about the credits (positives) of the provenance and use that to explain why it is useful.

However they have also discussed the limitations, explaining that these sources do not give the reader the full picture as they have missed out points of evidence. It has also picked flaws in the provenance as to why it might not be useful to a historian.

The answer ends with their overall opinion, clearly stating which one is the better source and giving a brief explanation to explain why.

Sentence starters:

- In source A I can see...
- This is useful because from my own knowledge I know...
- The provenance is also useful because...
- However source B is also useful because I can see..
- This is useful because from my own knowledge I know that...
- Yet both sources are limited as they do not mention....
- Overall I think the most useful source is... because...

Q3: Write an account of the U2 plane and Paris Summit. (8 marks)

In 1956 the American resumed their spy aeroplane over the USSR. They had developed a new spy plane that flew higher than previously, the U2, and it was so high that it could not be shot down by the Russian soviet fighters, or the anti-aircraft missiles. It was a much better plane as it had clear cameras and recording devices. The Americans were using it to spy on Russia to see where their army bases where and how developed their weaponry was.

It was in 1960 that Khrushchev was finally able to prove that the Americans had been spying on them. He was preparing for the Paris Peace Summit where they had aimed to discuss weapons and their stand in the Cold War. On the 1st May he received word that an USA U2 spy plane had been shot down and while the pilot, Gary Powers, had at first denied the spying mission, it soon became clear that it had been exactly that and he was arrested and imprisoned.

Khrushchev still attended the Paris peace summit, but he demanded an apology from the American president Eisenhower. Eisenhower refused to apologise for his actions so Khrushchev stormed out of the meeting.

As a result of these events tensions between the two nations worsened; the USSR knew that it could not trust anything America was saying as they had said that they weren't going to spy and this was the final time that a meeting was arranged to try and get the communist and the capitalist to communicate amicably with each other.

The student has gone in to a lot of information about the story – retelling the events in the order of which they happened.

They have then clearly explain HOW this event led to worsening tensions between the countries in the cold war.

Q4: “The main reason for the development of the Cold War 1945,-1948, was the occupation of Eastern Europe by the USSR”. How far do you agree? (16 marks)

On the one hand I agree with this statement as the Soviets took over a lot of countries in Eastern Europe including Czechoslovakia, Hungary and Poland. After the Second World War, when the Nazi’s retreated from these countries, Stalin was able to take them over and make them communist. He argued he needed them as protection, a barrier from attack as on two occasions (both world wars) he had been attacked by the capitalist west. The occupation of these countries led to the Cold War as it was worrying America seeing more countries become communist. They knew that Stalin had the intention of reforming as many countries as possible, and the takeover of Eastern Europe showed the USA that Stalin was going to take over whichever countries he wanted.

However this is not the only reason for the Cold War. Russia and America did not get on as they followed different political ideologies. Russia was communist and believed that there should be more class system, and everyone is equal, whereas America are capitalist and believes in a wealthy system and social gaps. Both countries wanted to take over as many countries as they could to prove that they were better. This links to my first point about why America were so suspicious of Stalin’s takeover of Eastern European countries. Another example of this was after the meetings at Potsdam and Yalta when it was agreed that Germany, and Berlin would be split in to 4. Again, the communists did not like this as it meant that capitalists were travelling through the communist east to get to their section of Berlin. This led to the Cold War because it highlighted that the two political ideologies could not maintain a positive relationship with each other.

In addition to this, America were to blame for the Cold War as they dropped the atomic bomb on Hiroshima and Nagasaki, Japan. They did this at the end of World War Two to get Japan to surrender. This led to the Cold War as it worried the USSR; much like their reasoning for the occupation of European countries, they were afraid that the USA might use their new developed weapons on Russia in order to show that they were a better country. This then went on to start the arms race and space race, as due to the fact that there was no fighting between the communist and the capitalist in the cold war, they needed to use other techniques to show that they had ‘won’.

In conclusion I disagree with the statement. I believe that the occupation of Eastern European countries was important as it showed the Americans that the Russians were determined to take over other countries and ensure they followed the communist ideology as they wanted world domination but overall I think that the main reason was the difference in ideologies. Communism and capitalism did not follow the same political methods and post-World War Two the peace meetings showed that these different political ideologies could not work a long side each other and therefore they felt like they needed to compete to prove that they were better. This therefore explains why they were taking over countries in Eastern Europe.

This is a model answer as the student has made four clear points to answer the question. Each point is different, however the student has started to link the points together where applicable for top marks. The points have gone in to specific detail (names, dates etc.) and all points are clearly linked back to the question ("this led to the Cold War because...")

Sentence starters:

On the one hand I agree with this statement because...

However there are other reasons such as...

In addition to this...

Finally...

Overall, in my own opinion...

HEALTH AND THE PEOPLE

Q1: How useful is this source to a historian studying the role of religion in medicine (8 marks)

This source is useful as it shows patients being looked after in a monastery. I know from my own knowledge that during the medieval period the ill would be taken to a monastery to be looked after as at the time religion was in charge of medicine. Nuns and monks would care for the sick and would encourage them to pray to God for forgiveness for their sins as well as using herbal remedies, feeding them, giving them water and looking after their wounds.

This source is also useful because it is a carving from the 1350's. This makes it useful as it is a primary source meaning that the artist had a good understanding of the time as they witnessed the events and saw how important the church was in medieval medicine.

However the church is limited as it only shows one side – it doesn't show us any of the negatives of the church and how they hindered medicine. I know that religion forbade people to dissect bodies and therefore they were not able to prove that the work of Galen was wrong. As the churches were also in charge of education which means that they were training new doctors with these wrong ideas of medicine.

In addition to this as the carving has been done by a monk and therefore it will only show the church's role in medicine as opposed to any other way of treating the sick.

Overall I think this source is useful to a historian as it gives us a clear insight in to how the church contributed to medicine during the medieval period as they looked after the sick.

This source has analysed the usefulness of the content by picking a quote and then adding specific own knowledge (2-3 point) to back up the quote. The answer also looked at the provenance and clearly explains WHY it is useful that is it from the time. It also assesses the limited – using own knowledge to fill in the gaps in content and looking at some negatives of the provenance information. It does not use provenance limited to say, this source doesn't tell me why the carving has been done, instead it looks at the negatives of what is given, (church carving). Finally the answer gives their overall opinion as to whether the source is useful or not.

Sentence starters:

This source is useful as it shows... From my own knowledge I know...

In addition the provenance is useful because it is... this makes it useful because it means..

On the other hand this source is limited because it doesn't show... and from my own knowledge I know...

The provenance is... which makes it limited because..

Overall this source is... because...

Q2- Explain the significance of anaesthetics in the development of medicine. (8 marks)

In the 19th century anaesthetics were seen as the answer to real medical problems, that of making medicine surgery more effective and reducing the mortality rate which often reached 50%. Some early surgeons had started to experiment with homemade anaesthetics such as alcohol and opium but it was often hard to get the right dosage and as a result of this many operations were impossible.

Listen, Simpson and Lister were the main instigators of major change in the 19th century. The use of Ether, laughing gas and chloroform made surgery safer as surgeons no longer had to rush their work and could complete risky operations. In the short term this has a positive impact on surgery as operations were now slower and a lot more care was taken over the patient.

In the long term anaesthetics have had a significant impact as through to the 20th and 21st centuries doctors and scientists have continued to develop anaesthetics and they have become better. In modern day medicine patients can now be given a numbing injection to stop the pain.

This is a model answer as the student has summarised the story of anaesthetics (the key words in the question) and has then assessed the short term AND long term impacts of this moment in history.

Q3: Compare the Islamic approach to medicine to the Western approach to medicine. In what ways are they similar? (8 marks)

One of the similarities between the Islamic approach to medicine and the Western approach to medicine is their belief in God. Both religions saw the importance of God in disease and health. The Western society believed that God had made people ill for as punishment for their sins and therefore their cure was to pray for forgiveness. The Islamic faith also believed that the gods had caused disease and had also created a cure for that disease, the Islamic doctors just needed to find that cure. The link between God and illness is therefore one similarity that Islamic medicine and western medicine share.

Another similarity between the Islamic and western approach to medicine is the writing of books to record their findings. Ibn an-Nafis wrote down his findings in his book, 'The commentary of the anatomy', while Hippocrates created the 'Hippocratic Collection'. This is a similarity as both religions saw the importance of writing down their research so that other doctors and educators would be able to use their findings to help treat their own patients. Books and communications is therefore another similarity between Islamic and western medicine.

A final similarity between Islamic and western approach to medicine is that both religions were responsible for the care of the sick in hospitals. In both cultures the ill would be taken in to care and fed, given water and would have their wounds dressed. They would also be encouraged to pray to the gods to seek forgiveness. It was the religious monks that would look after them and observe their treatment to make sure their health improved. This is a final similarity between the Islamic medical approach and western approach.

The student has found 3 main points to answer the question, and each point is completely different. The style of writing is clear, and own knowledge from the lesson has been used to support their argument (Eg Ibn an-Nafis and Hippocrates).

Each paragraphs end with a clear link to the question, showing the examiner that there is a clear understanding of the question.

Sentence starters:

One of the similarities...

Another similarity is...

The final similarity between.... is...

Overall, in my own opinion...

Q4: Has the role of the individual genius been the main factor in the development of medicine since medieval times? (16 + 4 spag)

On the one hand there are a number of individual genius' that have been responsible for the development of medicine since the medieval times. First of all Jenner developed the first vaccination against smallpox and this has an immense impact on medicine. His finding encouraged other individuals to use his findings and develop medicine themselves, such as Pasteur's 'germ theory' in 1861 the discovery of more vaccinations by himself as Robert Koch, such as cholera, Tuberculosis, chicken cholera and whooping cough. In addition to this another individual genius that has had a significant impact on the development of medicine was Edwin Chadwick. His findings on the living conditions of the working class in London highlighted the need for change and clearly showed that there was a link between dirt and disease. This discovery meant that living conditions were improved and therefore medicine was developing,

While the individual genius' are important in the development of medicine there have been other factors that have also contributed. The work of Jenner and Chadwick also link to my next factor; the government. During the medieval period and up until the 18th century England had a Laissez-faire government that did not see the importance of supporting the poor. However when Jenner discovered his vaccination he encouraged the government to support him and they did – giving money and also making vaccinations compulsory. This was a turning point for the government's role in medicine as throughout the 19th and 20th century there are countless examples of the government helping medicine, for example the liberal reforms (free school meals and school health checks) at the start of the 20th century and the setting up of the NHS after World War Two. With the input and support of the government, medicine was able to develop dramatically since the medieval period.

War has also played a significant role in the development of medicine, with Vesalius and Pare learning new techniques while serving with the army and having to find new ways to deal with war wounds (ligatures), as well as surgeons during both World Wars with plastic surgery becoming a common advancement in medicine as well as the mass production of penicillin. As well as actually finding out new techniques of dealing with medicine, war has also been important in encouraging rivalry between scientists, such as Pasteur and Koch. During the Franco-Prussian war both scientists wanted to show that their country was better by establishing how many vaccinations they could find. These are some reasons to explain why war has played an important role in the development of medicine since the medieval period.

Finally, another factor that has contributed greatly to the development of medicine is chance/luck. Another link between these factors comes from Pare as his discovery of wound ointment only came about as the boiling oil ran out and he needed to quickly create another ointment to give his soldier patient before he died. Another example is the Great Fire of London was a chance event that had positive repercussions on medicine as houses needed to be rebuilt and rather than build them out of wood they were built out of stone which was much better at containing disease. In addition to this the discovery of penicillin, again mass produced for war, was discovered by chance when Fleming left a dish that grew mould.

In conclusion, the role of the individual genius is the main factor in the development of medicine as they were responsible for many medical discoveries, but they are not the only factor as other factors such as war, the government and chance enabled these individuals to make their significant discoveries.

The answer starts by discussing the factor that has been included in the question (in this case the individual genius) and have constantly linked it back to the question (developed medicine since medieval times).

The answer includes a range of specific examples from the lessons across a range of dates (spanning from medieval to modern times)

The answer has given examples of additional factors to disagree with the question and say that I.G were not the only reason. Again clear examples have been used from the lessons.

Factors are linked together for top marks – war and I.G, chance and war etc.

A clear conclusion has been reached, explaining that it is not the only factors that has improved medicine.

NORMAN ENGLAND

1, How convincing is interpretation A about the impact of the Normans on English monasteries? (8 marks)

Interpretation A: An interpretation of the impact of the Normans on English monasteries. Adapted from an article by Hugh Lawrence, in 'History Today', 1986.

English monasticism after the conquest was transformed by the aggressive building of new monasteries occupied by monks from France. This was deeply disturbing for English Monks, who had to accept new Norman superiors. Tension was heightened by the lack of respect shown for English customs. But the Normans breathed fresh intellectual life into the English monasteries through new learning from the continent along with different customs.

Interpretation A is convincing because it shows how Norman actions had a number of different impacts. The interpretation shows how the some actions that 'lacked respect' by the new Normans monastic leaders were unpopular with the English monks. For example, in 1083, the new Abbot of Glastonbury was a man called Thurstan. He insisted that his monks use a Norman chant in their services so he sent knights into the church to force them, which resulted in 3 monks being killed and 18 injured. These new ideas were 'disturbing' to the English monks, who were a decade behind the reforms that were happening in Normandy.

However, even though A shows the negative reaction for English monks, it shows that the reforms were good for English monasteries. The Normans brought in new learning from Europe, like when Lewes Priory was controlled from Cluny in France, which was known its quality scholars and learning about St Benedict. The Normans also built new monasteries in areas like Whitby abbey in the North of England, which helped to spread the churches influence. Some parts of Anglo-Saxon practice such as saint worship, shown by St. Cuthbert's relics at Durham, were respected by Normans. Therefore, the interpretation is convincing because it shows that even though the 'fresh intellectual life' was not popular with English monks and created tension, it helped to lead to the growth of the church throughout Norman England.

This is a model answer because:

There are quotes from the source and a clear understanding of what was going on at the time. It is a higher level answer as the judgement is sustained with clear evidence.

2, Explain what was important about landholding in Norman England (8 marks)

William used landholding and lordship to increase his power after the Conquest, which made them politically important. After William won the Battle of Hastings, he had to reward the people who had supported him. For example, he made William FitzOsbern the first Earl of Hereford in 1067 and rewarded him with lands in Oxfordshire, Dorset, Berkshire. In exchange for their new power and wealth the Norman Lords had to support William, including fighting for him and supporting his policies. This was important because it meant that William's power was protected, and allowed William to deal with threats when they happened.

William also made sure the church was given enough lands in England, which was important for religion in Norman England. For example, while William claimed all of the land in England after Hastings, he gave about a quarter back to the church. This was important for Norman England because it allowed the church to build spectacular new monasteries and cathedrals throughout England like Durham. It was politically important because senior churchmen like Bishop Odo acted as regents for William in areas of the country that needed to be brought under control, like in the North of England where many people had connections with Vikings.

This is a model answer because:

The response is a complex explanation of the consequences of landholding and lordship in Norman England. More than one consequence is identified, explained in the broader historical content and supported with detailed and relevant knowledge and understanding.

3, Write an account of the ways in which the feudal system changed under the Normans (8 marks)

One way that the feudal system changed was that the Anglo-Saxon aristocracy lost most of their power under the Normans. However, William changed the people running the system to Norman supporters which meant that many English earls were left with nothing. This was because William claimed all of the land in England that used to be theirs and used the feudal system to reward the Norman barons and churchmen who helped him to secure power in England by giving them parcels of land. For example, he made his half-brother Bishop Odo the Earl of Kent after he fought the Battle of Hastings. The changes that William made to the feudal system meant that by 1076 there were only two Englishmen who owned land that had been given to them by the king.

The feudal system also changed the way that land was passed on from one earl to another. Before the Normans, the Anglo-Saxons used to divide up land between members of the family of the landowner. However, the Normans changed this by introducing the idea of primogeniture, where the oldest son took over the land when the baron died. Even though this meant that the younger sons and daughters lost out, it helped to keep the feudal system strong, because it meant that landholding was kept together as a powerful unit rather than being dispersed into smaller units. If there was a disagreement, this would be dealt with by a Norman court. These changes allowed land to be passed from the earl to his first son smoothly.

This is a model answer because:

The response shows complex thinking. It explains and substantiates more than one broader impact that the Normans had on the feudal system, supported with a range of accurate and detailed factual knowledge and understanding.