

# GCSE HISTORY WHAT WE DO

(14<sup>th</sup> May 2015)

## Welcome!



Welcome to GCSE History! This stimulating and gripping look at Modern 20<sup>th</sup> century History offers you the opportunity to find out more about your own background and the background and views of others. Also we will be discovering a lot about modern Europe and the wider world.

We really hope you enjoy your time with us at GCSE level. However, remember that a lot of that is down to you. The harder you work, and the more you put in, the more you will get out of it!

## What you will be able to do



At the end of this course, you will be able to do an impressive number of things. These include:

- **taking more responsibility for your own learning** – for example:
  - writing information in your student planner, doing it and ticking it off
  - meeting deadlines

You may not think that these things are taking responsibility – but they definitely are! And they are really important

- **improving your organisation skills** – organisation is key! This is where you learn all about keeping yourself right and working more independently. It will be particularly important to keep a good set of notes
- **remembering information more easily**
- **using information learnt effectively** – doing exactly what the question asks. You'll get better at thinking answers to questions through for yourself and identifying key words.
- **communicating clearly** – both in class discussion, on whiteboards, on paper and through ICT
- **using information source material well** and judging its value
- **developing your understanding of...**
  - change/lack of change
  - particular issues and ideas – what they meant and how important they were
  - particular viewpoints – the way events in the past were seen by people at the time

Some of these you can do already. Some you will find out how to do.

## Resources



- We use the CCEA-written textbook throughout our course, entitled *History for CCEA GCSE*. You will keep this book – so take good care of it! While we make great use of the CCEA book, we also use of other textbooks, which are provided for working through mainly during class time. Additional notes will also be given by your teacher.
- We make use of booklets which we use to complete notes
- We use mini whiteboards to generate discussion
- We use the Interactive Whiteboard to embed ideas and help you visualise
- When doing the Controlled Assessment Task (CAT) we also make use of iPads and other computers for research tasks. Question guidance is also provided.
- We use History websites for online research
- Where time permits, video clips are used to reinforce things you've found out and made notes on.

## Our topics



In GCSE History at Lurgan College we do the following topics:

- **Germany c.1918-41 (25% of exam)**
- **Changing Relationships: Britain, Northern Ireland and Ireland 1965-1985 (25% of exam)**
- **The Cold War 1945-1991 (25% of exam)**

We also do a Controlled Assessment Task (**25%** of exam). This is related to, but not part of, the Vietnam topic, and is entitled “Support and Opposition for the Vietnam War”.

## Work at home



There's no escaping it, you've got to work hard at home – it's the same for every subject at GCSE. Here's what we expect from you:

- Keep up to date with homework and Controlled Assessment deadlines
- Write your homework down in your homework diary and tick it off when completed – and keep the diary carefully!
- Avoid silly absences. You can't afford to miss days unless there really is no choice
- Get caught up at once if you're away – if it's possible, before you come back to school
- Tell your teacher if there's any work you missed or if you haven't got a test back yet. Remember, this is *your* responsibility, not your teacher's.
- Start revising well before exams and tests start
- Be honest. If you haven't done the things you were asked to do by your teacher, admit it. We will respect that, but we'll expect you to get it sorted out for the next time

## Topic One - Germany 1918-41



We start off with this in Year 11. Topic One (Germany) and Topic Two (Northern Ireland) form Paper One of your GCSE exam.

We will be studying the following Key Issues in this:

- Nazi Germany 1933-1939
- Nazi Policies and Actions in Europe 1933-1939

## **Key Issue - Nazi Germany 1933-1939**



This is a meaty part of the topic, and we investigate this until the start of November.

In this we concentrate on how the Nazis (after they got power) strengthened their hold on power.

### **Strengthening their power**

We begin with the crucial period in 1933 and 1934 when Hitler made himself outright dictator (or Fuhrer) of Germany. We look in depth at key events such as the Reichstag Fire, the Enabling Act and the Night of the Long Knives.

### **Nazi control**

We explore how the Nazis controlled particular areas of German life and groups - education, youth, women, workers, the Churches - and why he was able to do it. We also examine the impact of propaganda and censorship under the Nazis.

### **Economic life**

It is also during this part that we cover economic life under the Nazis. We investigate how and why they tackled unemployment, labour organisations, rent and price controls and their attempts to achieve self-sufficiency.

### **Persecution of the Jews and other minorities**

The other very important element of this part of the topic is Anti-Semitism – the Nazi persecution of Jewish people. We cover Nazi race theory, Nazi policies on Jewish employment and property, key events like the Nuremberg Laws and Kristallnacht, as well as the use of concentration camps for Jewish people. We also look at what happened to other minority groups, such as Roma people.

## **Key Issue - Nazi Policies and Actions in Europe 1933-39**



This takes us up to December in Year 11.

### **Nazi foreign policy aims**

We start by outlining Nazi foreign policy aims (such as destroying the Treaty of Versailles, restoring German military power, uniting all Germans, making Germany great and Living Space (or Lebensraum)).

### **A cautious start**

After that, we look at how Germany tried to achieve these aims in Europe – gradually and carefully at first, and more aggressively later on.

German military power was built up from an early stage, with key moments being the immediate start of rearmament, conscription and the Anglo-German Naval Agreement of 1935 and the remilitarisation of the Rhineland.

### **More aggression later and eventual war**

We see how in the mid and late 1930s, Hitler successfully brought back into Germany German speakers in Austria, the Sudetenland and Poland (although in Poland, German speakers weren't a majority).

We also see how Hitler created living space for Germans in areas where Germans were not a majority, like Czechoslovakia and Poland. We finish off by seeing how Hitler provoked World War II.



## Skills you'll learn in this topic



By the end of this topic, you'll have achieved the following things:

- ***Learnt more about how to organise your work***
  - There will be file checks to make sure work is neat and up to date
  - You will keep a file with headings for each new topic and chapter
- ***Improved your ability to remember things***
  - We will help you to remember information, through recap questions during and at the end of topics and organisation of notes to make it easier to remember them (e.g. numbering of points, underlining key points)
- ***Found out about how to use your information as effectively as possible***
  - We encourage you to underline key words in tests and exams which help you focus in on the theme of the question
  - We also advise that you include the important question words into your answer. Force your marker to give you the marks!
- ***Become as good a communicator as possible***
  - We will do everything in our power to help you get your message across clearly
  - We'll help you learn more, for example, about setting longer answers in paragraphs, and we'll be encouraging you to write shorter answers in sentences
  - It's important to us that there's as much verbal communication as possible – talk to us! Get involved in class discussion and ask if you're unclear about anything
- ***Discovered more***
  - About why things have changed (or haven't) in the past
  - About why particular people hold particular views (remember – no one thinks exactly the same way)
  - About what is meant by important historical terms e.g. democracy, dictatorship.
- ***Found out more about how you can improve***
  - Progress sheets and exam reports will help you find out more about how you are getting on and how you're going to become a better historian! Be honest, but be positive – and remember, nobody ever got anywhere by trying to be average!

## **Topic Two – Changing Relationships: Britain, Northern Ireland and Ireland 1965-1985**



We do this topic in the second half of Year 11. We start the topic more or less after your exams, which usually take place in the middle of January.

The focus here is not only to understand the events and issues, but also to appreciate the *different viewpoints* of the people of Northern Ireland (and even Britain and the Irish Republic) on what was going on.

There are no key issues in this topic, but we look at the big events which led Northern Ireland into the “Troubles”, some of the important moments during the “Troubles” and at the attempts to by the conflict to an end



Back in the 1960s, Northern Ireland had its own government and own Prime Minister (although Britain was still in charge of a lot of the key things).

### **O'Neill's actions and policies**

We start off by looking at Terence O'Neill, Northern Ireland's Prime Minister for most of the 1960s. We cover his aims and policies, considering how successful he was in achieving them. The main policies we do are O'Neill's economic policies, his efforts to improve relations between Catholics and Protestants, and his policy towards the Irish Republic (Irish prime ministers Lemass and Lynch in particular).

We explore the different opinions of Unionists and Nationalists on O'Neill's policies – where his support came from, where his opposition came from, and why.

### **The Civil Rights Movement**

After this, we go on to look at how the promises took a long time to be delivered, leading to frustration and the formation of the Northern Ireland Civil Rights Association (NICRA). We examine the influences on NICRA, what its aims were, and what it demanded from the Northern Ireland government. Once again, it's important to know how both Unionists and Nationalists felt about the NICRA, and why.

The progress of the NICRA is followed carefully, with a close look at their tactics (non-violent tactics, such as marches and housing protests) and what their actions led to. The government and police response is especially important here, as is the slide towards violence at the end of 1968. We then come to O'Neill's famous 5 Point Reforms and the opposition of many Unionists to these, while some Nationalists were reassured. We also explore the whole approach of Unionists and Nationalists to the NICRA in general.

This part finishes with the fall of O'Neill and what brought this about. We find out about the People's Democracy (a more extreme civil rights group in the late 1960s), and the part they played in the problems that emerged in early 1969. We look at how Unionists split over O'Neill's policies, loyalist violence and finally O'Neill's resignation. As always, we examine the views of Unionists and Nationalists on what was going on at the time – particularly, in this case, views on O'Neill's policies.

## **Violence in 1969: Causes, Events and Responses**

Here we start by looking at how things fell apart during the summer of 1969. We investigate the “Battle of the Bogside” and the violence in Belfast at this time.

From here we go on to see what Britain did to deal with the situation when it became clear the Unionist government couldn't cope. We do the arrival of the British troops into Belfast, the Downing Street Declaration and the attitudes of Unionists and Nationalists to what Britain did.



### **The emergence of paramilitary organisations**

It's also at this time that the paramilitaries started to appear again. We look at the Provisional IRA, the Official IRA and the loyalists (e.g. the UVF). We consider why each appeared, their aims and what they did. We also think about how the Provos were different from the Official IRA, and why. We explore Unionist and Nationalist views on the paramilitary groups that emerged.

### **Internment**

This part finishes with an investigation into the worsening situation and increase in violence just before Direct Rule was introduced in 1972. Central to this is the introduction of the policy of internment by the Stormont government. We also see how and why Nationalist attitudes towards the army changes for the worse as a result of key events like internment and Bloody Sunday. We go into why and how internment was brought in, and why and how Nationalists and Unionists reacted to it. The final death blow to the army's reputation among Nationalists came with Bloody Sunday. We explore Unionist and Nationalist reactions to this tragedy.

### **Direct Rule, 1972**

We start with the return of Direct Rule from Britain. Britain finally decided the Unionist government in Northern Ireland wasn't able to handle the situation here and brought in Direct Rule. We find out how and why this happened, how Unionists and Nationalists felt about Direct Rule – and why they felt this way. We look at how Direct Rule failed to bring peace, and how an attempt to get a long-lasting IRA ceasefire came to nothing, with Bloody Friday being the final proof of this failure.

### **Power Sharing, 1973-1974**

The next important attempt to bring peace to Northern Ireland was Power Sharing in 1973 and 1974. We do how and why it was introduced, the problems it experienced and how and why it eventually failed. We focus in on important events like the Sunningdale Agreement of December 1973 and the Ulster Workers Strike of May 1974. We consider Unionist and Nationalist views of and reactions to Power Sharing.

### **The Hunger Strikes 1980-1981**

After this, it's the Hunger Strikes, with a good look at the reasons for and the events of the 1980 and 1981 Hunger Strikes. We see how Nationalists and Unionists responded to the Hunger Strikes, and why. We also find out about the impact of the Hunger Strikes on nationalist politics – particularly on Sinn Fein and the SDLP. We think about the approach of the British government to the Hunger Strikes as well.



### **The Anglo-Irish Agreement, 1985**

Finally we go into the New Ireland Forum and the Anglo-Irish Agreement. We investigate the events surrounding, and the main recommendations of the New Ireland Forum. We look at Margaret Thatcher's rejection of the Forum Report, and views of the Forum within Northern Ireland. After this, the Anglo-Irish Agreement was negotiated by the British and Irish governments, and we look at why it came about, what exactly was in it, and the views of Unionists and Nationalist to it. We also look at the Unionist and Nationalist actions in response to the Agreement, as well as views of it in Britain and the Republic of Ireland.

## Skills you'll learn in this topic



In this topic you will get better at the skills as in Topic 1 (see above – organising, remembering, using information, communicating etc). However, in addition to this, you will find yourself in a better position to see *that there is always more than one way of seeing something or thinking about things*. This is called **empathy** skills. This is something you will find out more about in our third topic, the Cold War.

## Exam

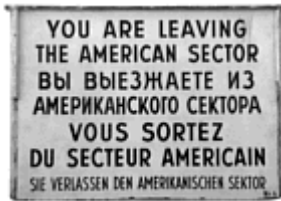


Germany and Northern Ireland make up Paper 1 (or **Unit 1**) of your GCSE exam. This unit is worth **50%** of your total GCSE. **25%** (or **50** marks) are given for Germany. **25%** (or **50** marks) are given for Northern Ireland.

### Paper 1 (Unit 1)

- Lasts 2 hours (about 50 minutes for Germany and 1 hour and ten minutes for Northern Ireland)
- Is made up of questions which require full sentences, paragraph length and more extended answers
- Takes place at the end of Year 12 (as does Paper 2 [Unit 2])

## Topic Three –The Cold War 1945-1991



This will be Paper Two of the GCSE History exam. It's all about the rivalry and tense relationship between the world's two great superpowers after World War Two – the USA and the USSR (or Russia). We'll make a start on this for the last month or so of Year 11, and then we'll go on with it in the autumn term of Year 12. The intention will be to be finished it by December of your Year 12.





We start off in looking at the overall background to the Cold War in general. This will help you understand how what happened in both Europe and the rest of the world fitted in with the general deep mistrust the Americans and Russians (or Soviets) felt for each other.

### **From Allies to Enemies**

We start with the ways the two superpowers competed with each other (without actually going to war). We also consider the different approach of each of the superpowers towards running countries, and how this generated deep mistrust. It's important to understand this mistrust, as it affected the way the Americans and Russians viewed each other later.

### **The USSR and the Expansion of Communism in Eastern Europe**

Next, we go on to the way the USSR (also known as the Soviet Union) strengthened its grip on Eastern Europe after World War II. By 1945, the Russians had driven into Eastern Europe and eastern Germany as a result of defeating Germany in the war. We think carefully about how and why the USSR took, and kept, such firm control in the late 1940s. Events such as the Yalta and Potsdam conferences, the occupation of the Red Army, aggressive policies within the countries taken over are important in the Soviet takeover early on. Later, formation of Cominform and Comecon as well as the Berlin Blockade also helped them take firmer control. By 1955, the Soviets had strengthened their military control through the Warsaw Pact.



### **Confrontation and Containment (Europe)**

We'll also be taking a close look at how the Americans felt about these Russian actions and the Soviets growing power in Europe (especially Eastern Europe) in the late 1940s, what actions they took in response, and why.

Crucial here is the policy of Containment, which was carried out through actions like the Truman Doctrine, Marshall Aid, the Berlin Airlift (in response to the Berlin Blockade mentioned above) and NATO. It's important to remember that it wasn't just the Russians who were causing mistrust at this stage. The events mentioned above, as well as the explosion and use of the world's first atomic bombs by the USA didn't too much to ease tensions either! Meanwhile, Winston Churchill was irritating the Russians with his famous "Iron Curtain" speech, which practically laid all the blame for Europe's problems after World War II with the USSR.

All the time we are studying this, we'll be keeping a careful eye on how each superpower viewed the actions of the other one, why they felt the way they did, and what actions they took in response to those of their rival.



By 1949, Europe was well and truly divided between Western Europe (democracies and non-communist) and Eastern Europe (mainly communist). The dividing line came to be known as the “Iron Curtain” – Churchill was the first to call it this.

### **Challenges to the Control of the USSR in Eastern Europe**

From this point on, there was little prospect of things changing much in Europe for a long time. After this, what’s important is what went on within Soviet-controlled Eastern Europe, how and why they tried to keep their stranglehold on the countries they controlled (known as their “satellites”) and how successful they were in doing so. You’ll also need to know why there was opposition to Russian control, and how this opposition was shown. We concentrate on three issues/events in particular – the Hungarian Uprising (1956), the Berlin Wall (1961 - not to be mixed up with the Berlin Blockade/Airlift above!) and the Czech Uprising (1968 - also known as the “Prague Spring”). We’ll also find out about the results of each of these events, and the impact they had for the future. Once again, the US view of what happened in Europe in the 1950s and 1960s is important here.

### **The collapse of communism and the end of the Cold War**



We see how communism collapsed in Eastern Europe in 1989, and why. In particular, we find out about events like the rise of Solidarity in Poland, the success of non-communist parties in Poland and Hungary, and the collapse of the Berlin Wall. We think about the Russian reaction to events, and what the collapse of communism in Eastern Europe eventually led to.

We pay special attention to the role of Soviet leader Mikhail Gorbachev in these events.

We find out how and why the Cold War eventually came to an end. Firstly, we do the Détente period of the 1970s, how and why it took place. Next, we look at the temporary setbacks during the early 1980s during the period termed the “New Cold War”. Lastly we see how and why Mikhail Gorbachev with his New Thinking was able to help bring about an end to the Cold War with his eagerness for reduction of nuclear weapons and the relaxation of Soviet control in Eastern Europe.

### **Confrontation and Containment (outside Europe)**

First, we do the Cuban Missile Crisis. We go into the background, where Cuba was originally dominated by the USA. Then, there was a new leader in Cuba, Fidel Castro, who brought an end to the special position the Americans enjoyed in Cuba, infuriating the US, and leading to the disastrous Bay of Pigs incident. We go on to see how this gave the Russians a chance to get influence over Castro, eventually setting up missiles there – which the US discovered, much to their alarm, as Cuba was so close to the USA. Finally, we explore the results of the Crisis

Next, we go on to the Korean War. We start off by getting an insight into the US' entire policy for Asia – the “Domino Theory”. This includes what it meant and how it affected US actions in Asia – not just in Korea, but later in Vietnam. We see how and why the superpowers and China became involved in the Korean War. Then we do the events of the war and its results. Key moments are highlighted, like the 1948 elections, the division of Korea into North (communist) and South (non-communist) and the North's invasion. We finish by looking at the impact of the Korean conflict on superpower relations.



We finish with the events leading to the Vietnam War and its impact on superpower relations. Once again, we get into how and why the US got involved – with their involvement increasing steadily from the early 1950s up to 1965. We think carefully about key events like the defeat of the French by the communists in 1954, the division of Vietnam in 1954 into North Vietnam (communist) and South Vietnam (non-communist), the rule of Diem in South Vietnam, the Tonkin Incident.

## **Skills you'll learn in this topic**



Once again, you will get better at some of the skills you've already covered in the previous topics, but in this topic a couple of skills become even more important:

- Using source material well – you will get the chance for the first time to explore source material in this topic.
- Improving your understanding of particular viewpoints (empathy) – as with the Northern Ireland topic, you'll be able to show that you appreciate there are always more than one way of looking at things. We find out that both the West and the Russians had good reasons for thinking the way they did.

## Exam



The Cold War (Superpower Rivalry) makes up the whole of your Paper 2 (or **Unit 2**) exam. This paper will be worth **25%** of the total GCSE.

### Paper 2 (Unit 2)

- Lasts one hour and 15 minutes
- Is made up of **two** questions
- One question will be extended writing (i.e. essay). You get a choice – one out of two essays.
- One question will require you to use source material (requiring short and more extended answers)
- Takes place at the end of Year 12 (as does Paper 1 [Unit 1])

## The Controlled Assessment Task (CAT)



We start the **Controlled Assessment Task** in December of Year 12. We get it finished by the middle of February. As with the Cold War topic, the CAT gives you the opportunity to investigate source material.

Overall, your Controlled Assessment Task is worth **25% (50 marks)** of the total of your exam – well worth putting the effort in for! The task is on the topic of Support and Opposition for the Vietnam War. It is **one** assignment, broken up into 2 questions.

**Question 1** is worth **15** marks. It involves the use of 4 sources and your own knowledge.

**Question 2** is requires the analysis and evaluation of 6 sources (i.e. thinking in detail about sources and deciding how helpful and trustworthy they are). It is worth **35** marks.

This is the process that will be followed for the Controlled Assessment Task.

- Introduction to the Investigative Study (teacher explains what is involved and guides pupils towards how to research and prepare for writing the task)
- Independent and Unsupervised research (done by pupil – there will be limited supervision of this by the teacher)
- Preparation for writing (done by pupil – under formal supervision by the teacher)
- Communication of Analysis and Evaluation of Findings (done by pupil – this is where the pupil writes up his/her task under formal supervision of, but without assistance from, the teacher)

You may do your research on computer and with the use of iPads

A word of warning. When working on computer, **save everything carefully** (unlike the girl in the picture at the top of the page!). That means ...

- a copy on hard disk,
- a copy on USB pen, and
- a printed out copy

## Skills you'll learn during your CAT



As the CAT material won't have to be remembered for the exam, you won't need to show off your recall skills here. The big thing with coursework is to show that you can...

- **Organise yourself** – it's absolutely vital that you keep your coursework carefully. Remember, it's part of your exam, so be very clear where it is at all times. As we said earlier, it's also very important to keep to your coursework deadlines, or you'll have less time to revise.
- **Research** independently
- **Plan** effectively
- **Work with others** – in the initial stages of coursework, it can be useful to pool ideas together
- **Communicate** clearly – remember that your final piece of work will be read by more than one person – not just your teacher, but others as well, quite possibly including a moderator from outside the school
- **Use source material** well
- Show your **understanding** of important ideas, issues and events, as well as the viewpoints of individuals and specific groups of people.

Don't forget that the CAT is a great opportunity!! There won't be any other part of the exam (because the CAT is 25% of the exam, even though you did it in class time) where your teacher will be able to help you with the questions. Make the most of it!

## Revision time



Having the CAT completed by March of Year 12 will give us about 6 weeks to do some revision in class. This will be partly working our way through a set revision questions (based on past paper questions) which have been prepared for you. It will also involve some revision tests, to help you see where you are and what you still need to do to do well in your exams.

Once again, make sure to get the most out of all this. Pupils from previous years have found this has made a real difference to how well they have done in the exams – often making the difference of a grade.



## Skills you will learn during the revision period



These are the key things that you'll improve on:

- **Remembering your information effectively** – Revision questions for each topic and part of topic will help you to do this
- **Using your information effectively** – tests will take place to help you sharpen up on your question technique
- **Communication** – doing some fine tuning to the way you put your ideas down on paper
- **Using source material** well – some of the tests you do will be source-based to ensure you're as clear as possible on what you need to do here

## Conclusion



Hope you enjoy your time doing GCSE History – the harder you work, the more enjoyable it will be!