

# GCSE History structure

OCR HISTORY B (SCHOOLS HISTORY PROJECT)		
<u>Content Overview</u>	<u>Assessment Overview</u>	
<p><b>Thematic Study</b> <i>Migrants to Britain, c.1250 - Present</i></p>	<p><b>Paper 1</b> 1 hour 45 mins</p>	20% of GCSE
<p><b>British Depth Study</b> <i>The Norman Conquest, 1065 - 1087</i></p>		20% of GCSE
<p><b>History Around Us</b> <i>Fountains Abbey &amp; Studley Royal</i></p>	<p><b>Paper 2</b> 1 hour</p>	20% of GCSE
<p><b>Period Study</b> <i>Viking Expansion, c.790 – c.1050</i></p>	<p><b>Paper 3</b> 1 hour 45 mins</p>	20% of GCSE
<p><b>World Depth Study</b> <i>Living under Nazi Rule, 1933 - 1945</i></p>		20% of GCSE





# Answer Booklet

- You will answer in a separate answer booklet
- Please ensure your name and details are written on accurate for **every booklet you use**
- Please ensure you listen to whoever starts the exam around the **instructions** for how you need to write in the answer booklet







# How to answer a...?

<b>LIVING UNDER NAZI RULE  1933 - 1939</b>	<i>6) 7 marker</i>	Source Inference Pyramid. INFERENCE + SOURCE DETAIL + OWN KNOWLEDGE + <b>PURPOSE</b>
	<i>7) 15 marker</i>	<b>CHOOSE ONLY 2 TO LOOK AT</b> 1 Pyramid Paragraph on one source 1 Pyramid Paragraph on the other source
	<i>8 or 9) 18 marker</i>	<b>4x detailed, developed explained example paragraphs (2:2 or 3:1) + conclusion</b>



# Interpretations vs Sources

- **Sources** are produced at the time of the thing
- **Interpretations** are how the thing is presented after
  
- Your job during the Norman Conquest section is to evaluate the **effectiveness of interpretations**, whereas in next week's Nazis section, your job will be to evaluate the **usefulness of sources**



# 2nd Order Historical Concepts

What **caused** that thing?

What were the **consequences** of that thing?

How is that thing **similar or different** to other things?

How did that thing **change over time**?

How **significant** (important) was that thing?

*A thing* – person, event, theme, idea, place



# Hitler's Rise to Power

- **January 1933** – Hitler appointed Chancellor
- **February 1933** – Reichstag Fire
- **March 1933** – Enabling Act
- **May 1933** – Trade Unions banned
- **July 1933** – Political Parties banned
- **June 1934** – Night of the Long Knives
- **August 1934** – Death of Hindenburg, Army Oath



# Terror vs Propaganda

- Carrot or the stick – why did Germans support Hitler and the Nazis?
- **Propaganda** – genuine belief in Hitler and that his views, methods and plans would make Germany great again?
- **Terror** – fear of the Gestapo, legal system, SS, concentration camps – ultimately due to denunciation from friends, neighbours, even family
- For most people, probably a mixture of both



# Changing Lives

## Youth

- Education system changed to indoctrinate young people effectively. Youth groups created to also Nazify young people out of school. Some resistance.

## Women

- Focus on Kinder, Kuche, Kirke. Medals and loans for women who had more children. Traditional values.

## Workers

- Big construction projects helped lower unemployment and made Nazis look successful. Debate about impact on ordinary people's lives (e.g. wages did not increase)



# Impact of War

- Some immediate restrictions once War declared in 1939, but generally things were good **whilst the Nazis were winning** – continued until around 1942
- Impact in **occupied territories** depended on where you were – Nazis kinder in the West than in the East due to perceived racial inferiority of Eastern Europeans
- Defeat at Stalingrad marked a turning point. Move to **Total War** to stop complete defeat
- Allied Invasions of Italy (1943) and France (1944) put the pressure on the Nazis even more – **lower morale**
- As Berlin surrounded, citizen soldiers used along with **child soldiers** to defend the Nazi elite



# Resistance against the Nazis

- Diverse resistance from Germans
- **Ranged in method** from trying to assassinate Hitler (Stauffenberg Plot 1944) to the Rosenstrasse Women who just wanted their husbands back
- Very little effective resistance – **none successful**
- Did demonstrate that perhaps the Nazis were **scared**
- Some more influential groups, e.g. the **White Rose**



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Unit	Type of question	Marks	Mins
Viking Expansion c.750 – c.1050	3x short-answer questions	3	2
	Clear and organised summary	9	12
	Explanation question	10	13
	Judgement-focused essay	18	23
<b>TIME TO MOVE ON: 50 mins</b>			
Nazi Germany 1933 - 1945	What can the source tell us	7	10
	How useful is a set of sources/interpretations	15	20
	Judgement-focussed essay	18	25

### 9 mark Clear & Organised:

Spend the right time on  
**two** well-developed  
paragraphs

Lots of **historical thinking**:  
similarity and difference?

### 10 mark Explanation:

Focus on **reasons why**  
something happened - try  
to find two major reasons  
and explain each with a  
paragraph

## Drills and Skills

### Judgement essays

- ✓ **Plan** your answer **quickly**
- ✓ First para on issue in Q
- ✓ Other paragraphs need to e  
used to explore & **emphasise/  
downplay** other issues
- ✓ **Fully explained conclusion**  
to finish making sure it makes  
sense with the rest of your  
essay (2:2) / (3:1)
- ✓ Keep question-focused!

## Sources

Remember to think about  
the sources **for the named  
area of enquiry**

**When** they were created  
**Why** they were created

What they **can tell us**  
What they **can't tell us**

**EVERY SOURCE IS  
SOMEHOW USEFUL TO  
HISTORIANS**