



Teesdale School
& Sixth Form Centre

GCSE History Revision **2023**



Key Principles

- Revision must be active, the greater the number of different ways you try and retrieve and use knowledge the more likely it is to stick.
- Follow simple process – self-generate, retrieve, evaluate, apply



What to revise –

Paper 1 – Medicine Through Time – World War One Injuries and Treatment (Exam Thursday 18th May PM)

Paper 2 – Elizabeth I & American West (Exam Wednesday 7th June PM)

Paper 3 – Germany (Exam Thursday 15th June PM)



How to revise –

Test to Retrieve

Many students approach trying to learn knowledge so that it sticks in their mind by reading and re-reading notes and highlighting them. So, they work on the belief that repeated studying of the same material in the same way will eventually make the knowledge stay in their mind. The evidence above about the science of remembering, however, shows that this approach is unlikely to stimulate the type of brain activity that is likely to consolidate memory.

Revision must be active to be effective, in terms of conceptual knowledge you really have to use it or lose it! As long ago as 1909, a research student at the University of Illinois showed that regular practice tests improved student performance. Over 100 years of research has further shown that regular testing of knowledge and ideas helps to cement memory. Forgetting is a natural thing and needs to be combatted by regular practice tests.

Active revision involves both the generation of information as well as evaluating it. This means that students should create revision materials that they put in their own words and then test themselves regularly on this self-generated material.



GCSE History
2023 – The Final
Run In



This schedule helps you to plan out revision of each of the little chunks of the course outlined in this booklet

Week Beginning	Revision Tasks
20/3	Med A and B, Germany A and B, Am West A
27/3	Med C and D MED A & B Elizabeth A, Germany C, Am West A
3/4	Med E and F MED C & D Elizabeth B, Germany D, GER A & B, Am West B
10/4	MED E & F Elizabeth C, Germany E, GER C & D, Am West C, Am West B
17/4	Med A and B ELIZ A, Germany F, GER E, Am West C
24/4	Med C and D MED A, B & C ELIZ B Germany G, GER F, Am West D
1/5	Med E and F, MED D, E & F Elizabeth D ELIZ C, Am West D
8/5	Elizabeth E ELIZ D, Germany H, GER G, Am West E, Med A-F
15/5	Elizabeth F, Med A-F 18 th May Paper 1
22/5	GER A-H, Am West F, ELIZ E, GER H, Am West E
29/5	ELIZ A, B, C, D E & F, Am West F
5/6	ELIZ A-F, Am West A-F 7 th June Paper 2
12/6	Germany A-H, 15 th June Paper 3

Steps 1-3 as necessary

Quick Retrieval 10 mins

So each week there are between 2 and 3 hours worth of tasks that you can spread out over that week



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Application of knowledge!

12 & 16 Mark Answers Booklet



How to use these plans to develop and revise sustained arguments -



Sustaining arguments and reaching judgements – how to do it best

What makes a good 16 mark answer -




3



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781
total plays


8
plays per episode



Teesdale History


Your episodes 






Black Power and Trade Unions... 
18 Mar • 08:25 • 20 Plays 




Black Power and women 
12 Feb • 19:50 • 28 Plays 



Red Power and Black Power 
23 Jan • 16:21 • 15 Plays 



Black Power Af-Ams depth study 
14 Jan • 35:05 • 21 Plays



Explain why the ideas of Galen about the causes of disease were so influential (12 marks)

Line of argument -

Knowledge

The ancient Greeks came to understand that illness had natural causes, and could not be cured by appealing to their gods. They therefore looked for natural cures, using natural substances such as garlic, vinegar and honey. Greek doctors said that **nature is the best healer**.

Galen was a doctor who worked in Rome in the second century. He developed the Four Humours into the **Theory of Opposites** which argued that to balance a patient's Humours they should follow the path of opposites. Galen produced over 350 textbooks which summarised medical knowledge and many people believed his work so comprehensive that there was no need for any future research.

Most people could not read and so a sign of being a well-qualified and intelligent physician was to have read Galen's work. There was also little scientific enquiry and discovery and so little opportunity to challenge Galen's ideas. Sometimes doctors were able to dissect the body of executed criminals (this was called vivisection) but mostly dissection was banned by the church.

GALEN's ideas dominated medical training throughout the medieval period. The first European medical school established in Salerno in the 10th century based all its teaching on extracts from Galen's books. Treatments were usually based on Galen's ideas of bloodletting. There was a lot of **continuity** between the ideas of the ancient world and the medieval period. There was a lack of alternatives to these ideas and those of Galen and Hippocrates because there was little scientific knowledge or understanding. Furthermore, people's strong belief in God meant that they followed what the Church told them about the causes of disease. Physicians who did not use the established methods and follow orthodox views would find it very hard to get a job.

Medical schools taught the ideas of Galen. If a dissection took place it was done whilst a lecturer read Galen's work out loud to illustrate his ideas. Physicians were not encouraged to question Galen's ideas. Galen lived before Christianity but his belief in the soul meant that his ideas were generally supported by the Church which controlled medical training and held collections of books in monasteries.

Linking the argument together...why is your reason/are your reasons more important than others? -



(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23?

Explain your answer, using both interpretations and your knowledge of the historical context.

Argument, Evaluation of interpretation content, judgement



A
R
G
U
M
E
N
T

The interpretation argues that....

I mainly agree/disagree because....

Interpretation 2: From *Alpha History*, a history website.

The hyperinflation which happened in 1923 forced the Weimar government to fear for its own existence.

After the French had occupied the Ruhr, the industrial workers had gone on strike. The Weimar government supported the strikers by printing more paper money in order to pay them. As the strike continued, the government could not find a solution and simply printed even more money. This ruined the economy. People talked openly about removing the government by a popular revolution or a military putsch.

The interpretation states....

Agree/Disagree because....

The interpretation states....

Agree/Disagree because....

The interpretation states....

Agree/Disagree because....





How can parents help?

Ask what revision students have scheduled each week – get them to talk you through what they are doing and why and then show you some of their revision.

Focus on meaningful, manageable chunks of revision. So, 45 mins of really solid focused revision and then 15 to 20 mins of walking the dog, watching the TV, listening to music, is much more effective than being locked in a room for 2 and a half hours being passive.

Help by listening and answering questions. A really effective way to learn is to explain something to somebody else – this helps arguments and ideas stick in the mind.