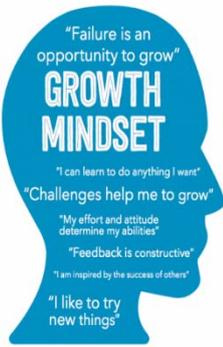


## Year 11 Homework tasks:

### Elizabeth I



You must complete ONE homework a week from the Options below, you need to hand these into your CLASS teacher and be kept in your pink folder.

These need to be attempted to the best of your ability and will form part of your revision folder to help you nearer the time of your exams.

Mind map all of the problems Elizabeth faced as she took over.	Create a flashcard for each of the key individuals	Explain the importance of the Privy council (8 marks)
Create a fact file of the main suitors of Elizabeth	Create a timeline for all of the plots Elizabeth faced	Draw up a table summarising the key beliefs etc of Protestants and Catholics
Write a letter from Cecil to Elizabeth advising her on how to deal with Mary Queen of Scots	Write an account of how Elizabeth dealt with Poverty (8marks)	How important was Phillips mistakes for the failure of the Spanish Armada/





## Year 11 Homework tasks:

### 1918 - 1939 Conflict and Tension Inter-War Years

You must complete **ONE** homework a week from the Options below, you need to hand these into your **CLASS** teacher and be kept in your pink folder.

These need to be attempted to the best of your ability and will form part of your revision folder to help you nearer the time of your exams.

Mind-map all of the terms of treaty using BRAT Challenge - how did Germany feel?	Write an account of how the Treaty of Versailles affected Germany [8 marks]	Create 6-7 flashcards on the League of Nations in the 1920s (eg. Vilna...)
Create an iceberg diagram/essay plan for: "The Structure of league was the cause of its failure"	Make a list of all the WOW words with definitions you may need for the whole of this unit.	Create a timeline for Hitler's Road to War
Create a SWOT analysis on the League of Nations	The Nazi Soviet Pact was the main cause of the Second World War – how far do you agree?	Create a storyboard for the events in Manchuria and Abyssinia

**Q1) Source A opposes Germany. How do you know? (4 marks)**

Source A shows...suggesting that...this opposes Germany because...

**Q2) How useful are sources B and C for studying opinions on the Treaty of Versailles? Use both sources and your own contextual knowledge.**

Source B is useful because it shows...this is useful because I know that ...x2

Source B is also useful because of Time/Author/Audience/Purpose/Place...





### GIVING HIM ROPE?

GERMAN CRIMINAL (to Allied Police). "HERE, I SAY, STOP! YOU'RE HURTING ME! [aside] IF I ONLY WHINE ENOUGH I MAY BE ABLE TO WRIGGLE OUT OF THIS YET."

**Source B**

A German newspaper cartoon published in July 1919, entitled 'Clemenceau the Vampire'. The figure on the bed represents Germany.



**Source C**

From JM Keynes' book 'The Economic Consequences of the Peace' published in 1919. Keynes was a leading economist who worked for the British government but resigned in protest three weeks before the Treaty of Versailles was signed.

Nations should not morally visit on the children of their enemies the wrongdoings of parents or of rulers. The Treaty includes no provisions for the economic recovery of Europe – nothing to make the defeated Central Empires into good neighbours. The Big Three were preoccupied with other issues - Clemenceau to crush the economic life of his enemy, Lloyd George to bring home something that would be acceptable for a week, the President to do nothing that was not just and right.



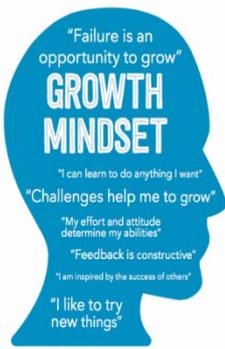
## Year 11 Homework tasks:

### Britain, Health and the People: 1000AD to the Modern Day

You must complete ONE homework a week from the Options below, you need to hand these into your CLASS teacher and be kept in your pink folder.

These need to be attempted to the best of your ability and will form part of your revision folder to help you nearer the time of your exams.

Make a set of revision cards on the 7 factors: War, chance, government, individuals, science and tech, religion and communication.	Why is the discovery of penicillin significant for medicine (8 marks)	Visit BBC teach on YouTube and watch two of the videos on Medicine through time and make notes.
Make a mind map on the Black Death 1347	Create a timeline from the Middle Ages to the Modern day and all the times the government has intervened to help people	Create a storyboard to show how Jenner discovered smallpox
Devise a conversation between Pasteur and Koch to describe why they were at war with each other and what each individual did.	Make 7 revision cards on different individuals: Hippocrates Galen Jenner Pasteur Koch Elhrich Fleming	Individuals is the main factor in disease and infection, do you agree? 16 marks



## Year 11 Homework tasks:

### 1890-1945 Germany: Democracy and Dictatorship

You must complete ONE homework a week from the Options below, you need to hand these into your CLASS teacher and be kept in your pink folder.

These need to be attempted to the best of your ability and will form part of your revision folder to help you nearer the time of your exams.

Mind-map and explain all the reasons why Hitler came to power in 1933.	Describe two consequences of the Night of the Long Knives. [4 marks]	Write five facts that you remember about the problems of the Weimar Republic.
Describe two problems the Kaiser faced when in power. [4 marks]	Make a list of all the WOW words you may need for the whole of this unit.	Create a storyboard to show how Hitler gained power in Germany.
Write a story on what it would be like to live in Hitler's Germany. Include: <ul style="list-style-type: none"> <li>- What you would see everywhere</li> <li>- What you would watch</li> <li>- Who you would come in contact with</li> <li>- What you were taught to believe</li> </ul>	Which of the following was the more important reason why Hitler was appointed Chancellor of Germany in 1933: <ul style="list-style-type: none"> <li>• The economic weakness of the Weimar Republic</li> <li>• The political weakness of the Weimar Republic?</li> </ul> Explain your answer with reference to both events. [12 marks]	Write a list of how these people were affected by Nazi policies: <ul style="list-style-type: none"> <li>- Women</li> <li>- Youth</li> <li>- Jews</li> <li>- Political opponents</li> </ul>

#### Interpretation A

*Albert Speer, writing in his book, 'Inside the Third Reich' written in 1960.*

He remembers hearing Adolf Hitler speak in January 1931 at Berlin University. Albert Speer went on to become the Nazi Minister for weapons. He was sentenced to 20 years in prison after the war and released in 1966.

Everything about him was reasonable and ordinary looking; he was no shrieking fanatic in a uniform. He spoke passionately; it was hypnotic and persuasive. We were carried on a wave of enthusiasm. It swept away our doubts. Here, it seemed was hope, new ideals, a new understanding. The peril of communism could be stopped.

### **Interpretation B**

***Victor Schiff, in an article written in 1950 where he explains Hitler's rise to power.***

Schiff was a German journalist and socialist who worked as the Paris correspondent for the American 'Daily Herald' newspaper in the 1930s.

If there is one point on which we all agree, it must be surely that Hitler owes his rise and ultimate victory to the World Economic Crisis. Hitler appealed to the despair of the unemployed workers; the young people who had no future; to the middle class businessman and craftsman heading for bankruptcy and to the farmers threatened with a fall in agricultural prices.

How does Interpretation B differ from Interpretation A about Hitler's appeal to the people of Germany?

[4 marks]

Why might the authors of Interpretations A and B have a different interpretation about Hitler's appeal to the people of Germany?

[4 marks]