

AQA GCSE History: Germany 1890-1945: Democracy and Dictatorship



YEAR 11

Mock Exa...

1A: AQA GCSE History:

Germany 1890-1945: Democracy and

Dictatorship

Part Three: The experiences of German people under the Nazis

1A: AQA GCSE History: Germany 1890-1945: Democracy and Dictatorship

Part Two: Germany during the Great Depression and the Rise of Extremism

1A: AQA GCSE

History:
Germany 18901945:
Democracy and
Dictatorship

Part One: The Unification of Germany and the issues this raised



2A: AQA GCSE History:

Britain, Health and the People c.1000- Present Day



2A: AQA GCSE History: Britain, Health and the People c.1000- Present Day

2) The Beginnings of Change How did the Renaissance influence Medical Progress? 2A: AQA GCSE History: Britain, Health and the People c.1000- Present Day

3) A Revolution in Medicine
To what extent did the Industrial
Revolution influence Medical
Progress?

2A: AQA GCSE History: Britain, Health and the People c.1000- Present Day

4) Modern MedicineHow did War influence
Medicine?



2A: AQA GCSE History: Britain, Health and the People c.1000-Present Day

1) Why did Medicine Stand Still?
A study of the Ancient and Medieval
Worlds, discussing how issues such as
Religion and Public Health held
Medicine back

Assessment Objectives

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts.



AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

By the End of Year 10:

develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience engage in historical enquiry to develop as independent learners and as critical and reflective thinkers

✓ develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context

✓ develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.