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POWER AND THE PEOPLE

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Covers the specification content
through **in-depth narrative**
written by expert authors

How this book will help you to achieve your best in AQA GCSE History

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Context pages help students
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Exam Focus

Introduction: The big story of power

FOCUS

A thematic unit covers a vast period of time – 800 years – and includes a lot of detail. Each chapter covers one event or development that helped change who held power in Britain. But you will need to keep on connecting these little stories to the big story. That is what this introduction helps you with. It gives you an overview of the themes you will be studying and some activities to help you see the patterns over time. Good luck!

What’s this all about?

Think of a time when you knew something was wrong, or you disagreed with someone who insisted that they were right. How did you feel? What could you do about it? How could you put it right? Was it easy to assert your opinions and ideas, or was it hard? Did anyone listen to you, or take any notice? Did you manage to change anything?

This book looks at the history of Britain from around 1200 to today largely through the eyes of people who thought something was wrong and wanted to put it right. Either the law was, in their eyes, wrong and ought to be changed; or they thought those in control were doing something wrong and it ought to be put right.

This is *the story of power* – of who runs the country, about who makes the laws, who is in control.

This is also *the story of protest* – and there have been lots of protests over the last 800 years. One academic has counted at least 300 serious attempts to take power away from the rulers and give it to someone else. That’s far too many protests for us to look at in any great detail, so we are going to focus on a few, perhaps the most important ones that brought about the greatest change. Perhaps when you have finished your studies you might disagree with our choice!

In one sense, it is also *the story of the spread of DEMOCRACY*. At the start of our period the king ruled the country largely at his own whim. He could do as he wished. Absolute power was in his hands. There were some constraints – the pope in Rome ruled over the Church and thus had influence over kings. And, of course, other rulers tried to chip away at a country’s borders so a country could only be as strong as its monarch. Over time the rich demanded a say in the running of the country and gradually more and more people have

become involved in making laws until today, when we have universal suffrage, where all men and women (over the age of eighteen) can vote at election time to choose the government, and therefore have a very direct say in the way Britain is run and hold our rulers to account.

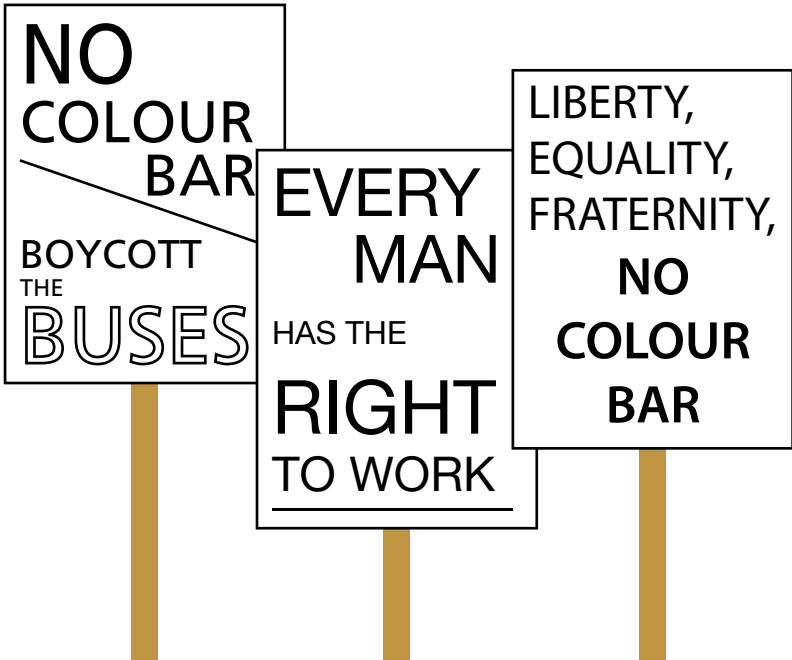
Protest!

Look carefully at the placards below. Can you decide what is happening and what this protest is about?

The placards in Source 1 were carried at the protests known as the Bristol Bus Boycott. The Bristol Omnibus Company, although it was short of drivers and conductors, refused to employ black or Asian bus crews. For four months there were protests in the city led by the West Indian Development Council until finally the bus company backed down and agreed to the demands of the protesters. In this case the protest – totally peaceful – was successful. It was no doubt inspired by the American civil rights movement and its successful bus boycott in Montgomery in 1955–56.

Now look carefully at Source 2. What is happening in it? When do you think it was produced? Can you work out what the people are protesting about? Why have they set Newgate Prison on fire? Why are they letting the FELONS [prisoners] out? What kind of protest is it? Why are the protesters labelled as ‘The Mob?’ What is the attitude of the person who produced this source towards the protesters? How can you tell?

SOURCE 1



SOURCE 2



The picture is from 1780 and shows the Gordon Riots in London. The Government passed the Papists Act in 1778 intending to reduce discrimination against Catholics. This led to protests and riots, not just about religion but also about unemployment and low wages. It was at the time of the American War of Independence and feelings were running high. The riots were thought to be London’s worst for a century – a time labelled as a period of ‘mob rule’ by historians such as George Rude.

THINK

Compare the two images (Sources 1 and 2) then discuss what they tell you about protest through time.

- 1 What has changed? What has stayed the same?
- 2 Who is challenging authority in each of the pictures, and how are they doing this?
- 3 Can you tell from the image how those in power responded to each of these protests?
- 4 How reliable a conclusion can you draw about protest from these two images?
- 5 What else do you want to know about these protests? Where can you find out?

Large visuals are used for investigation and to stimulate class discussion

Think questions direct students to what they should be noticing in the text or sources

The big story of power and the people

On this page you can see some of the events that help us to tell the story of the changing relationships between rulers and ruled over the last 1,000 years or so. Can you place them in the appropriate place on the timeline? (For the answers, see the bottom of page 0.)

A All black people are ordered to leave the country. It is feared they are taking jobs from Englishmen and as 'infidels' are weakening the Church.

B The House of Lords is abolished, along with the monarchy. Britain is therefore a republic.

C William is invited to become King of England as long as he allows Parliament to rule the country.

D Women are stopped from voting. A small number of women could vote but the Reform Bill specifically uses the words 'male suffrage', not 'adult suffrage', thus prohibiting women from voting.

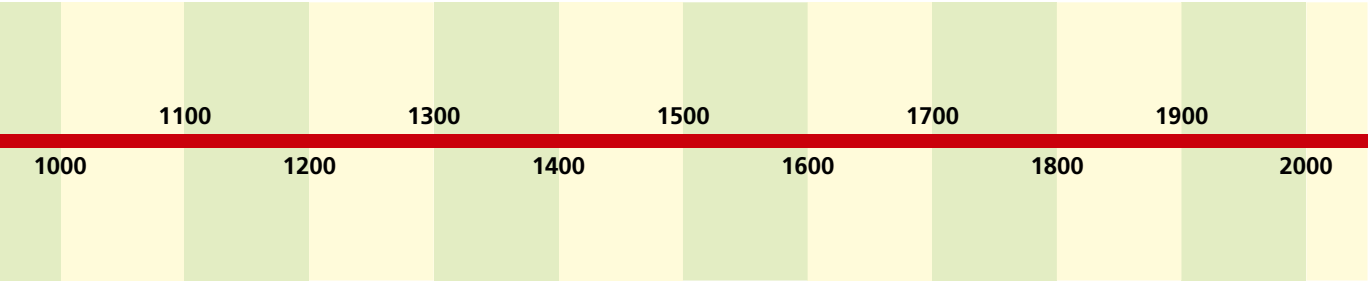
E 300,000 consumers boycott sugar in protest over the way it is grown.

F All men can vote.

G 33 per cent of taxpayers disappear from the tax list so they do not have to pay the Poll Tax.

H Arthur Beardsmore is sent to the Tower of London for calling the King's mother 'a whore'. So much for free speech!

I Trade unions propose a 'national holiday' or general strike over pay and conditions.



J The House of Commons debates giving the vote to all sixteen year olds.

K A pamphlet is published that argues 'all property is theft' and 'all men are equal'.

L The King and his council of barons work together to run the country. The King is elected or chosen by the leading barons.

M First female Prime Minister is elected.

N The King has his head chopped off after being put on trial by the House of Commons for treason.

O An MP is sent to prison for not paying his Poll Tax.

P Villagers of Harmondsworth refuse to work part of the week for their Lord of the Manor for free.

Q Only five percent of adults can vote.

R All women can vote

Engaging Focus Tasks encourage clear thinking about the issues

FOCUS TASK

Stage 1: Create your timeline

- 1 Sort the events into chronological order.
- 2 Draw your own version of the timeline 1000–2000 and pencil in each of the events in the appropriate place.
- 3 Check your answers at the bottom of page 12. Plot the correct dates onto your timeline. Which of these answers do you find surprising?

Stage 2: Look for the patterns

- 4 Now colour code your timeline into sections that show what you think is the changing balance of power throughout the period we are studying:
 - when only the king had power
 - when 10 per cent of people had power
 - when 33 per cent of people had power
 - when 50 per cent of people had power
 - when 100 per cent of people had power.

Save your timeline. You will be coming back to it after you have studied each period in detail and you will then be able to amend your thinking.

Stage 3: What do you think?

- 5 When, in your opinion, did Britain become a democracy?
- 6 If you are not allowed to vote, does that mean you have no way to influence the policies of rulers? Think about how you influence family decisions, or decisions in your friendship groups or at school.
- 7 If adults – both men and women – can't select the government, as was the case before the twentieth century, what might they do to get their voices heard?
- 8 What does your timeline tell you about the big story of power and the people?

The right to vote



One of the big stories in this book is how ordinary people won the right to vote.

Some historians argue that there was an Anglo-Saxon ‘Golden Age’ when England was very democratic. The Witan, or Council, helped the king make decisions and rule the country. Then, with the arrival of the Normans, barons and knights depended on the king for their land, wealth and power so became subservient to him.

Since then, according to these same historians, British history has been a conflict between those in power and those wanting power. First, the barons forced the king to share power with them, then in turn the merchants, the business people, then the workers and, finally, women, all won the right to vote and have some say in who governed them. However, it was a slow process. It was 1928 before everyone over 21 could vote, and 1969 before that age was reduced to eighteen.

This was the result of a long hard struggle over many centuries. Attitudes changed slowly and those in power were often reluctant to introduce democracy.

THINK

Study this table which shows the turnout at British general elections since 1945, then discuss the questions below it.

Election date	% of eligible voters who turned out to vote	Political party which won the election
July 1945	72.6	Labour
Feb 1950	83.6	Labour
Oct 1951	81.9	Conservative
May 1955	76.8	Conservative
Oct 1959	76.7	Conservative
Oct 1964	77.1	Labour
Mar 1966	75.8	Labour
June 1970	73	Conservative
Feb 1974	78.8	Labour (minority government)
Oct 1974	72.8	Labour
Oct 1974	76	Conservative
June 1983	72.7	Conservative
June 1987	75.3	Conservative
April 1992	77.7	Conservative
May 1997	71.3	Labour
June 2001	59.4	Labour
May 2005	61.4	Labour
May 2010	65.1	Coalition (Conservative + Lib Dem)

- 1 What has happened to the number of voters in British general elections since 1945?
- 2 Why, after spending more than 800 years demanding more input into government, do you think fewer people now vote?
- 3 In May 2010 nearly half of all women under 35 didn't vote. Why do you think so few younger women use their right to vote?
- 4 Do you think that voting is a good way to assert power?
- 5 Will you vote in the next election?
- 6 Do you think the voting age should be reduced to sixteen?
- 7 In some countries, like Australia and Brazil, voting is compulsory – you **must** vote in elections. But in Britain it is up to you whether you vote or not. Which system do you think is best?

Who holds power?

One way to keep track of changes in the relationship between people and power is to use a ‘living graph’, like the one below. At regular points through this unit you will be asked to decide who, in your opinion, at this point in time has political power and who does not; and who has gained influence and power through the period you have been studying and who has lost power. Revisiting this graph at the end of each chapter will

help you keep track of the changes taking place, and help you to think about the question ‘what has changed, and why?’

Powerful people

Here are the groups you are going to analyse. Each group has an icon. As you study each period decide whether, as a result of the events you have studied, each of these groups has *more* power or *less*, and how much change there has been.

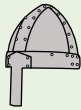
King

At the start of our study in 1170 the king had absolute power. Under the FEUDAL SYSTEM, the King owned all the land and thus controlled wealth and power. He would get advice from his barons but did not necessarily follow it!



Barons

In the early Middle Ages the barons depended on the king for their power and influence. A king could take away their land and destroy them. On the other hand, it was not unknown for the barons to remove a king they thought was not behaving as he should!



Bishops

In the Middle Ages, Church leaders (bishops) were as powerful as barons. They advised the king. They owned lots of land. Sometimes bishops refused to do what the king wanted.



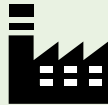
Commons

The COMMONS become increasingly important throughout our story. The merchants, traders, businessmen and minor landowners become increasingly wealthy and rulers therefore depended on their taxes. In return for paying taxes, the Commons demanded a say in the running of the country.



Workers

Later in our study workers begin to appear as towns and cities grow, and industry begins. They depend on the wages they can earn. Some skilled workers (craftsmen) become quite well off, but most workers struggle to make ends meet.



Women

For much of our period women were regarded as different to men. They had different strengths, characteristics and roles in life. Most poor women had to work as well as bring up families, but wealthy women were expected to stay at home. They had very few rights in law until late in the nineteenth century.



Minorities

These were often regarded with suspicion. Anyone ‘different’ whether in religion, appearance or beliefs, was often treated as an outsider with few, if any, rights.



Peasants

In the twelfth century the peasantry was almost everyone in Britain! They were farmers who worked the land growing enough food to feed themselves and their families. They might be free peasants, with a small amount of land they own for themselves or, more likely in medieval times, they were serfs or VILLEINS under the authority of the lord of the manor. They could not even leave their village without permission.

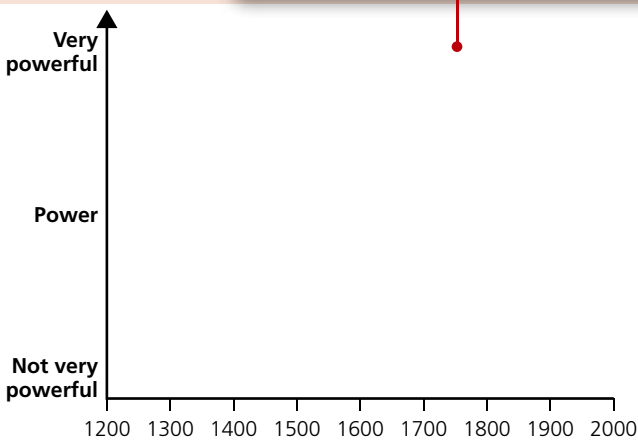


FOCUS TASK

Who holds power?

To start your living graph make your own large copy of the graph on the right. Then using the information on this page plus what you already know about England in the Middle Ages, show where you think each group lies on the power graph in 1200.

- 1 Start with the king. How much power do you think he has? Where should he appear on the graph? Then do the same for all the other groups in society and mark them on your graph around the date 1200.
- 2 Compare your graph with other students’ in your group. How similar is your graph, and how different?
- 3 What conclusions can you make about people and power from your graph? Keep your graph safe as you will be referring to it regularly as we progress through this unit.



Focus Tasks build understanding through the thematic units

Why things change

History is not just about what has changed. We also need to think about *why* changes occur, and the consequences of these changes. This factor chart identifies eight factors that influenced the story of power in British history.

FACTOR	How each factor might influence the story of power	Example
War	After a war or an invasion new rulers can take over with new ideas on how to run a country	
Religion	One group with strong religious views might force their religion on others	
Chance	Some things happen purely by accident or good (or bad) luck	
Government	Government decisions can change the balance of power – deliberately or not	
Communication	Protest groups might use improved communication to spread ideas more effectively	
The economy	Economic depressions cause hardship and can make people desperate for change	
Ideas	New ideas can emerge about who should have power and how they should use it	
Role of the individual	One person who strongly believes in something can inspire others to protest	

FOCUS TASK

Start your factor chart

This is another task that you will use throughout your study. You will be looking for examples of these factors in action.

- 1

Here are some examples that you may have come across in previous history lessons. Which factor are they examples of?

a

After they conquered England **the Normans** used the feudal system as a way of controlling and ruling England.

b

In 1812 **handloom weavers** broke into factories and smashed new weaving machines that they thought were putting them out of work.

c

King Charles I believed in the Divine Right of Kings (that God had put him in charge of England) and this led to clashes with Parliament, which believed that the King’s power must be controlled.

2

Create your own factor chart – in your notebook or on a poster. Then add some more examples of your own. Try to fill in as many rows as possible based on what you already know from your earlier history lessons.

As you go through the course keep adding to your factor chart whenever you find another good example.

Wesley Royle

AQA
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ELIZABETHAN
ENGLAND
c1568–1603

DYNAMIC
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LEARN MORE

Answers for Focus Task on page 00: A: 1596; B: 1649; C: 1688; D: 1832; E: 1789; F: 1918; G: 1381; H: 1763; I: 1834; J: 2015; K: 1649; L: Before 1066; M: 1979; N: 1649; O: 1991; P: 1278; Q: 1832; R: 1928; S: 1170

12

1.1 Elizabeth's background and character

SOURCE 1

The family of Elizabeth I, painted in c. 1545. Henry VIII is in the centre. His wife Jane Seymour is to the right of Henry and his son Edward is to the left, although in reality Jane actually died giving birth to Edward. To the left is Henry's elder daughter, Mary and to the right is his younger daughter, Elizabeth.

FOCUS

Elizabeth I, the younger daughter of Henry VIII, was only the second QUEEN REGNANT to rule in England. She became Queen after the brief reign of her half-sister Mary Tudor. She inherited the throne at a very tricky time yet maintained her authority for a reign that lasted almost 45 years. In 1.1 you will:

- examine Elizabeth's background and personality and consider how far her character was shaped by her early experiences
- judge how well-prepared Elizabeth was for her role as Queen.

At the end you will be able to compile a life story for Elizabeth up to her accession as Queen.



Visual sources are used to deepen understanding and develop evaluative skills

Henry VIII's Great Matter

Elizabeth was the product of a notorious affair between her father, King Henry VIII, and his mistress Anne Boleyn. Her birth in September 1533 had been a huge disappointment to King and country. Her father had by this point been King for over twenty years and his first marriage to the Spanish princess Katherine of Aragon had failed to produce a surviving male HEIR. A tragic series of miscarriages, stillbirths and infant deaths had left just one heir to the throne, a daughter, Mary. The only historical precedent for this situation did not bode well. England had never had a Queen Regnant, as the last time England had had a female heir – Matilda, the daughter of Henry I in the twelfth century – she had been bypassed in favour of her male cousin when her father died, triggering a long and bloody civil war. At a time when the Tudor dynasty was still relatively new and with civil war within living memory – the Wars of the Roses having only ended in 1485 – Henry saw the situation as a disaster. Enchanted by the unconventional and manipulative Anne Boleyn, Henry did not simply fall in love with another woman. As Katherine had previously been married to Henry's brother Arthur, Henry convinced himself

THINK

Why do you think Henry VIII asked for his family to be painted as shown in Source 1 towards the end of his life?

that his first marriage was invalid. He claimed that it was against biblical law, and that as a result God had punished the royal couple for their sin by denying them any surviving sons. Furthermore, Henry persuaded himself that Anne provided a perfect solution to his dynastic problem, as she was young enough to become pregnant and bear him his longed-for male heir.

Author text explains the key content clearly and comprehensively

Years and years of diplomatic pressure and bullying had no effect, as the Pope refused to grant Henry a divorce. In the end, Henry took the drastic step of breaking with Rome and making himself the Supreme Head of the Church of England. In this way, Henry was able to free himself of his first wife and marry Anne Boleyn as his second. Elizabeth's impending birth gave Henry the final push into splitting with the Roman Catholic Church, as events were hurried along when Anne fell pregnant and Henry secretly married Anne months before officially annulling his first marriage. It was essential that the marriage took place before the birth so that nobody could later call into question the child's legitimacy as a royal heir. Elizabeth, named in honour of her two grandmothers, was born at the Palace of Greenwich on 7 September 1533. An Act of Succession was passed a year later to quash any doubts that people might still have had. It confirmed the legitimacy of Henry's children with Anne Boleyn and declared his older daughter, Mary, ILLEGITIMATE.

Profiles highlight important facts about historical figures

PROFILE

King Henry VIII



- Born June 1491, the younger son of Henry VII and Elizabeth of York, he became heir to the throne on the death of his older brother, Arthur, in 1502.
- Became King in 1509, aged 17. He was very popular, and regarded as handsome and intellectual when young.
- Married six times. His wives were Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard and Katherine Parr. (Note that Katherine was spelt with a 'K' at the time.)
- Had three surviving legitimate children – the future Edward VI, Mary I and Elizabeth I.
- Broke from Rome in the early 1530s, setting up the Church of England, and dissolved the monasteries in the later 1530s.
- Had a reputation for laziness, often relying on the work of chief advisors, such as Wolsey and Cromwell.
- Went to war repeatedly against France and Scotland.
- Executed many of his close friends and relatives, such as Thomas More, Thomas Cromwell and Margaret Countess of Salisbury, for opposing him. As many as 72,000 people were executed in what has been referred to as a 'reign of terror'. By the end of his reign, he was a bloated, paranoid tyrant.
- Died January 1547, aged 55.

PROFILE

Anne Boleyn



- Born c. 1501, the daughter of Sir Thomas Boleyn and Elizabeth Howard. Related to the English nobility.
- Lady in waiting at the COURT to Katherine of Aragon.
- Spent much of her youth in France.
- Very well educated, Anne had Lutheran (Protestant) sympathies.
- Began a liaison with Henry in the mid-1520s.
- Refused to become Henry's mistress, demanding to be his wife.
- Charismatic, ambitious, arrogant and manipulative.
- Became Henry's second wife. They were married for three years.
- One daughter, Elizabeth.
- Accused of adultery, TREASON and witchcraft.
- Executed May 1536.

The King's daughter

Henry's marriage to Anne Boleyn quickly unravelled after the disappointment of the birth of another daughter. In May 1536, when Elizabeth was aged just two and a half, her mother was executed on trumped up charges of treason, incest, adultery and witchcraft. Elizabeth herself would have no memory of her mother.

A Second Act of Succession declared Elizabeth, like her older half-sister, to be illegitimate with no right to inherit the throne. The birth of a male heir the following year to Henry and his third wife, Jane Seymour, seemed to relegate Elizabeth to a position of political irrelevance. As Henry VIII aged, his style of government became more tyrannical. In the late 1530s and early 1540s, many of Elizabeth's remaining Yorkist cousins were arrested and executed, as the paranoid King felt his position and that of the dynasty to be threatened. Exiled from court, lonely and isolated from her family, Elizabeth rarely saw her father – meeting him only a few times throughout her life – but this distance only served to strengthen the immense love and admiration she appears to have felt towards him.

Although lacking a normal family life, Elizabeth was far from alone in these years. She lived with her own household in various royal residences in the country, the most significant being Hatfield in Hertfordshire. Initially, Elizabeth was taught by a governess, Kat Ashley, who became a lifelong friend. Later, despite her sex, Elizabeth was given a brilliant education and was able to share some of the tutors employed to school her brother. The greatest intellectual influence on Elizabeth was undoubtedly her tutor, the Cambridge scholar Roger Ascham who replaced her previous tutor, William Grindal, when the latter died of plague. Ascham himself revelled in teaching such a conscientious and

talented student as Elizabeth, and her love of learning gave her a reputation for seriousness. She was taught to use the modern italic style of handwriting, as favoured by Ascham, that had been developed in Italy during the RENAISSANCE. It contrasted sharply with the 'secretary hand' used by most people in England at the time, and it demonstrated how modern and advanced an education she had received. An accomplished linguist, by fourteen she could speak French, Italian, Spanish and Latin fluently, and was able to read Greek. Elizabeth was good at history and enjoyed writing poetry. Nor was Elizabeth just an intellectual. She was musical, athletic – being an accomplished horsewoman and dancer – and was skilled at needlework too.

During Elizabeth's teenage years, Henry's sixth wife, the Protestant reformer Katherine Parr, acted as a mother figure to Elizabeth. The two women got on well and Katherine influenced Elizabeth's Protestant religious views and the direction of her education. At this time, Elizabeth's position in the family did start to improve. She visited Court more often and lived for some of the time with her siblings. A Third Act of Succession, confirmed in 1544, had restored Elizabeth as an heir to the throne (although it did not technically make her legitimate), but stated that she could succeed only after her younger half-brother Edward and her older half-sister Mary. One or the other, or both, would be expected to produce children of their own. Therefore, while the arrangement raised Elizabeth's status, it also made it highly unlikely that Elizabeth would ever succeed to the throne.

SOURCE 2

A portrait of the teenage Elizabeth (attributed to Guillaume Scrots.



SOURCE 3

Extract from a letter by Roger Ascham, Elizabeth's tutor, in 1550.

My illustrious mistress, the Lady Elizabeth, shines like a star. So much solidity of understanding, such courtesy and dignity, which I have never observed at so early an age. She hath the most ardent love of the true religion and the best kind of literature. Her mind is free from female weakness and she is endued [blessed] with a masculine power for hard work. No memory is more retentive than hers.

THINK

- 1 What impression does the painting in Source 2 give you of Elizabeth?
- 2 How might Elizabeth's education have affected her future ability as a Queen?

The King's sister

In January 1547, Henry VIII died, to be succeeded by his nine-year-old son, Edward. Elizabeth reportedly wept uncontrollably when told of her father's death. Elizabeth had been fairly close to her brother Edward until this point, but once he became King, Edward VI quickly became aloof and arrogant. Like Elizabeth, he had been born after the break with Rome and was a staunch Protestant. Unlike Henry VIII, who had simply put himself in charge of the English Church but remained a Catholic at heart, Edward and his government brought about radical changes to actual religious practice and beliefs. Colourful images and stained glass windows were removed from churches, and the English language rather than Latin became widely used in sermons and prayer. How far the boy king really drove his government, or whether he was simply manipulated by his ministers, is a matter of debate, but either way Edward's reign was certainly tainted by political instability. Until the end of 1549, the power behind the throne was his uncle, his mother's brother the Duke of Somerset. Following serious rebellions and having alienated many, including the King, through his arrogance, Somerset fell from power and was later executed on charges of treason.

It was Somerset's younger brother, Thomas Seymour, who embroiled Elizabeth in her first serious political crisis. He had married Elizabeth's step-mother, Katherine Parr – soon after Henry VIII's death – and Elizabeth lived in their household. An outrageous flirtation between Elizabeth and Seymour developed, which led to a grave scandal that had the potential to place Elizabeth's life in considerable danger. Seymour was accused of treason and executed in 1549. As part of the investigation, Elizabeth was questioned as it was suggested that Thomas Seymour was plotting to overthrow Edward and marry Elizabeth. Elizabeth managed to convince her investigators of her innocence in the matter and she escaped from the affair, embarrassed but nevertheless maintaining her freedom, status and, most importantly, her life. The episode, humiliating as it was for Elizabeth, probably taught her some invaluable political lessons about how to behave in future. She learned to keep her distance and to trust nobody.

Four years later, Elizabeth's young brother lay on his deathbed at just fifteen. Unmarried and childless, the dying boy was manipulated by his advisor the Duke of Northumberland into overriding the Third Act of Succession and Henry's will (source 4). Edward was persuaded to name his Protestant cousin Lady Jane Grey as his heir in place of his two half-sisters, and the Privy Council was bullied into accepting the change. Thus, when Edward died in the summer of 1553 it was Jane, not Mary, who was proclaimed Queen.

SOURCE 4

Extract from Henry VIII's will.

As to the succession of the Crown, it shall go to Prince Edward and heirs of his body. In default to his daughter Mary and heir of her body, upon condition that she shall not marry without the written and sealed consent of the majority of the members of the Privy Council appointed by him to his son Prince Edward. In default to his daughter Elizabeth upon like condition. In default to the heirs of the body of Lady Frances, eldest daughter of his late sister the French Queen.

PROFILE

Edward VI



- Born October 1537, the son of Henry VIII and his third wife Jane Seymour. His mother died within days of his birth.
- Became King aged only nine years old.
- The country was initially ruled by his uncle, the Duke of Somerset, as Lord Protector, until his fall from power and execution.
- The Duke of Northumberland later emerged as Somerset's replacement as Edward's chief minister.
- A strict Protestant who introduced an English prayer book and destroyed images in churches.
- Poverty grew as massive inflation was a problem throughout his reign.
- He faced serious rebellions in 1549 because of his changes to the Church and the country's economic problems.
- Declared Lady Jane Grey his heir on his deathbed.
- Died of tuberculosis in July 1553, aged fifteen.

Written sources add memorable detail and colour to the narrative

PROFILE

Mary I



- Born February 1516, the daughter of Henry VIII and Katherine of Aragon.
- Parents' marriage annulled, making her illegitimate, in 1533.
- Restored to the succession in 1543.
- Became Queen July 1553, aged 37.
- Married her cousin, Philip of Spain. There were no children.
- Wyatt's Rebellion threatened her position in 1554.
- A strict Roman Catholic, she restored the authority of the Pope in England.
- Burned 282 Protestant heretics at the stake.
- Massive inflation, two harvest failures and epidemics of disease blighted the reign.
- England and Spain went to war against France, and England lost Calais, its last French possession, in 1558.
- Died November 1558, aged 42.

THINK

- 1 Why do you think Elizabeth's accession was welcomed by the English people?
- 2 What does Elizabeth's letter to her sister (source 5) suggest about her personality?

SOURCE 5

Elizabeth's protestation of innocence.

I protest before God ... that I never practised, counselled, nor consented to anything that might be prejudicial to your person anyway, or dangerous to the state by any means.

This picture shows part of the letter written by Elizabeth to her sister Mary in March 1554 after Wyatt's Rebellion. You can see the lines she drew across the page so that nothing else could be added later.



The Queen's sister

Lady Jane Grey, 'The Nine Days' Queen', was soon defeated. Shortly afterwards Mary and Elizabeth rode into London together triumphantly but this public show of unity disguised the deep gulf that divided the sisters. The accession of Mary, known ever since as 'Bloody Mary', made Elizabeth's position very difficult. A zealous Catholic, Mary was fiercely proud of her Spanish heritage. The new Queen passionately hated Elizabeth's mother Anne Boleyn for displacing her own mother as Queen, and she hated Elizabeth personally as the product of what she regarded as a bigamous marriage. She also hated Elizabeth's youth and beauty, and her Protestant faith. While Mary's regime rounded up Protestant heretics, burning nearly 300 of them over five years, Elizabeth outwardly conformed by attending the Catholic mass, but Mary viewed her sister with deep suspicion.

The situation was further complicated by the fact that, at 37 years old, Mary was as yet unmarried and childless, thus making Elizabeth her heir. Mary swiftly negotiated marriage to her kinsman, Philip of Spain, provoking Wyatt's Rebellion in 1554. Outraged at what was seen as a Spanish takeover, thousands of rebels marched into London, but the rebellion quickly collapsed. Mary commanded Elizabeth to go to Whitehall Palace, where the Queen could keep an eye on her, but Elizabeth claimed she was ill and unable to make the journey. Elizabeth, suspected of working secretly with the rebels, faced a terrifying ordeal when Mary ordered her arrest and had her imprisoned in the Tower of London. Under torture, Wyatt claimed that he had written to Elizabeth and that she had approved of the rebellion, but he later retracted his statement about her involvement just before his execution. Imprisoned at the Tower for two horrendous months, Elizabeth wrote a long letter to her sister protesting her innocence. She was eventually released when no solid evidence against her could be found. Elizabeth was not free, however, and was kept under HOUSE ARREST firstly at Woodstock in Oxfordshire and later at her own palace of Hatfield.

Accession

Elizabeth's tense relationship with Mary continued until Mary's death. Childless and having suffered two phantom pregnancies, borne out of her desperate desire to secure a Catholic succession, Mary gradually weakened in 1558. Then, on a single day, two deaths momentarily changed the course of English history. Although she knew that the end was near, Mary had obstinately refused to officially proclaim Elizabeth her heir until just a few days before her death. The 42-year-old Queen finally died shortly after hearing mass at about 7 o'clock in the morning of 17

November, followed twelve hours later by her cousin and key Catholic advisor, Cardinal Reginald Pole. Messengers rode from St James' Palace to Hatfield, where Elizabeth was living. Legend has it that Elizabeth, found sitting underneath an oak tree in the park, was informed of her sister's death and her own accession by being handed the coronation ring. She is said to have proclaimed, 'This is the Lord's doing, and it is marvellous in our eyes!' Having consulted the advice of an astrologer, Dr John Dee, Elizabeth selected a date for her coronation. In a solemn and spectacular ceremony, Elizabeth was anointed with holy oil and crowned Queen in Westminster Abbey on 15 January 1559, beginning a reign of over 40 years.

Conclusion

Elizabeth's life before her accession was unhappy, dysfunctional and brimming with danger. Having lost her own mother as a toddler, and lacking a harmonious relationship with either her father or siblings, Elizabeth twice came dangerously close to execution for treason. However, unlike her sister Mary, whose traumatic life experiences left her embittered and emotionally damaged, Elizabeth's early life did the opposite. Elizabeth's miraculous survival served to strengthen her character and mould her into the cautious, clever and courageous Queen she became.

SOURCE 7

Hatfield House in Hertfordshire where Elizabeth spent much of her childhood and early adult life.



FOCUS TASK

- 1 Draw up a simple timeline to summarise the main events in Elizabeth's life up to her accession in 1558. You could illustrate it or turn it into a story strip.
- 2 Then annotate your timeline or story strip with comments on the following issues:
 - Her family's background
 - Her relationship with her parents
 - Her relationship with her siblings
 - Her personality
 - Her education
 - The impact of religion
 - The dangers she faced
 - The reaction of the English people at her accession

TOPIC SUMMARY

Elizabeth's background and character

- The Tudors were a relatively new dynasty, having only come to power with Elizabeth's grandfather at the end of the Wars of the Roses in 1485.
- Elizabeth's father, Henry VIII, had broken with Rome in order to marry her mother Anne Boleyn.
- Elizabeth was declared illegitimate before the age of three but was later restored to the succession in the 1540s.
- Elizabeth was highly intelligent and well educated, with firm Protestant views.
- Elizabeth had an awkward and dangerous position during the reigns of her siblings, facing two separate allegations of treason.
- Elizabeth succeeded her Catholic half-sister, Mary, in November 1558 at a time of intense crisis in England.

SOURCE 6

From *Elizabeth I* by W. MacCaffrey (1993).

Elizabeth had undergone a useful apprenticeship in the art of politics, but the skills she learned were necessarily those derived from her own circumstances of extreme vulnerability. She had developed a strategy of caution, of immobility, of playing as few cards as possible, waiting and hoping on events. She was yet to learn the skills required for the exercise of rulership – making decisions, giving commands and ensuring those commands were obeyed ... Elizabeth's experience was very limited. Her life had been led almost exclusively in the seclusion of country houses, with only an occasional short visit to the court.

THINK

- 1 According to MacCaffrey in Source 6, how well equipped was Elizabeth to be Queen?
- 2 How might Elizabeth's life away from court at Hatfield (source 7) have affected her personality?

TIP

Try to identify at least three events from Elizabeth's childhood and early adulthood that had an effect on her personality. For each event make sure you can say *how* it affected her.

KEYWORDS

Try to learn what these words mean so you are able to use them confidently in your own writing. See the glossary on page 93 for definitions.

- Accession
- Court
- Dynasty
- Heir
- Heretic
- Illegitimate
- Queen Regnant
- Renaissance
- Treason

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AQA
GCSE
History

UNDERSTANDING THE MODERN WORLD



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2.1 Germany and the growth of dictatorship

Focus boxes outline the learning objectives for the topic and establish clear lines of enquiry. They are linked to **Focus Tasks** that help students gather the information they need

FOCUS

In the quarter-century before the First World War, Germany was ruled by Kaiser Wilhelm II. This was at a time when Germany, as a new nation, was ambitious and keen to increase its power and expand its territory. In 1918 Germany faced the consequences of defeat and in the 1920s a period of attempted recovery.

In this part of the topic you will study the following:

- Kaiser Wilhelm II, the difficulties of ruling Germany and the strength of autocracy by 1914.
- The impact of the First World War and the extent to which Germany was altered by 1918.
- The Weimar Republic: Economic and political challenges and its condition by 1929.

• Kaiser Wilhelm II and the difficulties of ruling Germany

Germany had only been a united country since 1871. Before that what we call Germany had been made up of several independent states, the most important of which was Prussia.

FIGURE 1

The German Empire, 1871.



This new empire was created in 1871 after victory against France in 1870. Berlin, the capital of Prussia, became the capital of the empire. The KAISER (Emperor) had complete control over the appointment of the Chancellor, the chief minister of Germany. The Chancellor had power over policies and appointments and was answerable only to the Kaiser. There was a parliament – the REICHSTAG – but this had very limited power and could be ignored by the Chancellor.

In the 1870s and 1880s, Otto von Bismarck was Chancellor, and in practice wielded more power than the Kaiser, Wilhelm I. Bismarck had done much to unify the country, by introducing a national coinage, postal service, law system, railway network and army. Bismarck also attempted to assimilate ethnic minority groups within the new empire, such as the Poles in the east, the Danes in the north and the French in Alsace-Lorraine in the west. However, he was less successful in making these other nationalities adopt German IMPERIAL ambitions.

Germany wanted an empire, like Britain, and therefore wanted to expand its territory in Europe and in other continents.

Wilhelm I's son became Kaiser in 1888 at the age of 31. Unlike his father, Kaiser Wilhelm II was determined to control German affairs himself rather than the Chancellor. Indeed, none of his four Chancellors could rival the power that Bismarck had enjoyed. Wilhelm II's youthful optimism seemed to match well the ambitions of the new empire.

However, Wilhelm II's character did not suit his position as Kaiser. He was somewhat unstable in mood and prone to violent rages. It has also been suggested that he was a repressed homosexual. He had been born with a withered left hand and was acutely aware of this defect, especially in his capacity as Commander-in-Chief of the armed forces. Historians are not in full agreement about his character, but they all agree that he lacked the ability to govern effectively or command the army.

Kaiser Wilhelm II was determined not to rule Germany in the same way as Bismarck. He wanted Germany to adopt a new course with the focus on its international position and status. He wanted a world policy (WELTPOLITIK). He believed that with Germany's industrial growth, rising population and nationalist ambition, it could achieve its 'place in the sun'. He had seen the European powers seize colonies in Africa (the so-called 'Scramble for Africa'), and wanted Germany to join in – to build an overseas empire in Africa and elsewhere, for example in the Far East. To achieve this he believed that Germany needed a navy to match Great Britain's and an army that could defeat all other powers in Europe. Many Germans agreed with him.

FACTFILE

Wilhelm II's European relations

A complicating factor in Germany's foreign policy was the inter-relationship of the royal families of Europe. Wilhelm was a grandchild of Queen Victoria, and therefore her eldest son, Bertie, who became Edward VII in 1901, was his uncle. He resented his uncle (a mere heir to the throne!) treating him, not as Kaiser, but just as a nephew. He was a first cousin of Bertie's eldest son who became George V in 1910. He was also a cousin of Nicholas who became Tsar Nicholas II of Russia in 1894 and also a cousin of his wife, Alexandra. He was also related to other royal families in Norway, Spain, and Greece. Wilhelm's character did not endear him to many of the royal family members who found him overbearing and arrogant. Nevertheless, Wilhelm stayed on close terms with Queen Victoria, and was at her bedside when she died in January 1901. However, this relationship did not prevent the two countries going to war against each other in 1914.

SOURCE 2

From a letter to Philip Eulenburg, Wilhelm's close friend, from von Bülow shortly after he became Chancellor in 1900.

I place my faith increasingly in the Emperor. He is so impressive! He is the most impressive Hohenzollern [family name] who has ever lived. In a manner which I have never seen before, he combines genius – the most genuine and original genius – with the clearest good sense.

SOURCE 3

From a secret letter written by Eulenburg to Bülow, during the Kaiser's North Sea cruise in 1903.

His [Wilhelm's] face is completely distorted by rage ... There can no longer be any question of self-control ... I predict a breakdown of the nerves.

SOURCE 4

From *Kaiser Wilhelm II, New Interpretations* by J. G. C. Rohl, 1982.

There were periods when Wilhelm II became totally obsessed with one idea to such a degree that everything touching upon it even remotely produced in him a violent rage ... It was at this stage, surely, with his utterly relentless pursuit of one goal and angry determination to brook no opposition, that Kaiser Wilhelm's personality had the greatest impact on policy making.

THINK

- 1 Study Sources 1–3. For each of the three sources, summarise what is said about the character of Kaiser Wilhelm II.
- 2 In what ways do the sources agree or disagree?

Think questions develop the source evaluation skills required to improve in history

The growth of parliamentary government

The Kaiser had extensive powers. He alone had the right to appoint and dismiss the Chancellor and his State Secretaries, completely independently of any views in the Reichstag. Government ministers were answerable only to the Kaiser. No major decision could be taken without the Kaiser’s agreement.

The Reichstag could discuss, amend and vote on new legislation, but it could not decide on the topics in question. That was totally under the control of the Kaiser and his ministers. Even if it had had more powers, the Reichstag would have been limited in its decision-making.

Yet, at the same time as the Kaiser dominated decision-making, political parties developed in terms of organisation and importance. There were several main political parties, but never in the years 1871–1914 did any one of them come close to gaining a majority. In the early years of Wilhelm II’s reign, the RIGHT-WING conservative parties usually joined together to pass government laws. However, by 1914 these parties had declined in influence. Others gained support, especially the more LEFT-WING SOCIAL DEMOCRAT PARTY, which appealed to Germany’s growing numbers of industrial workers.

Each of Germany’s 25 states had control over their own domestic matters. However, this control diminished as the national government passed legislation in areas such as communications, expansion of the army and navy, and social insurance schemes.

This meant that, while all men were eligible to vote, in practice the direction of government policy was controlled almost entirely by the Kaiser and his ministers. Many members of the middle class were happy with this right-wing dominated government because they were afraid of the growing political strength of the industrial workers. This meant that the people in power were mostly nationalist in their views. They were also traditionally hostile to the Jews. This is known as anti-Semitism.

Industrialisation

The industrial strength of Germany increased rapidly under Wilhelm II. For example, in 1880 Germany had only been producing half the amount of steel produced by Britain, but by 1914 was producing more than twice as much. By 1914 Germany was producing one-third of the world’s electrical goods. Its telephone system was more advanced than that of any other country. Germany led the world in the chemical and steel industries. The engineering firms of Bosch and Siemens were known worldwide. Foreign trade flourished as exports rose rapidly.

The population grew from just over 40 million in 1871 to nearly 68 million in 1914. This rapid increase helped to

provide manpower for the growing industrial cities. By 1914 only one-third of the labour force still worked in agriculture, and as a result food imports rose quickly, reaching about one-fifth of Germany’s needs by 1914.

Social reform and the growth of socialism

German society was dominated by the traditional ruling classes – both in the cities and on the land. AUTHORITARIANISM was accepted by most as the norm in society as a whole. In particular, the middle-class elements in society supported the social structure of the empire, happy to thrive in its developing wealth and power. Thus most political parties, both right-wing and centre, accepted the authoritarian nature of German rule.

However, the growing numbers of industrial workers did pose a possible threat to the traditional structure of society based on a land-owning aristocracy – as they did in other European countries. The ruling classes were afraid of the socialist movement that was growing in strength. Successive governments had tried to pacify socialist demands by enacting social reforms, such as the introduction of old age pensions in 1889 – twenty years before their introduction in Britain. Sickness and accident insurance schemes were also introduced at the same time, and by 1911 this covered nearly 14 million Germans. However, many workers remained dissatisfied and this led to a continued growth in support for the Social Democrat Party (SPD), whose socialism encompassed the COMMUNIST ideology of Karl Marx. In 1912 the Social Democrats gained nearly one-third of the seats in the Reichstag.

The influence of Prussian militarism

Prussia was by far the most important of the 25 states within Germany. It had two-thirds of the population and over half the territory. Prussia had a proud tradition of military activity and the army swore an oath of allegiance to the Kaiser. The influence of the military chiefs often determined German foreign policy which was concerned with expansion. Long-established countries on Germany’s borders were often viewed with suspicion. This special status of the army did not help the development of democratic systems of government. Indeed, the government and many civilians admired the army and what it stood for in this newly created country.

The domestic importance of the Navy Laws

To Wilhelm II a large powerful navy was essential to his ambitions for Germany. In addition to expanding the size of the German army, he wanted to develop a navy that could match the British Royal Navy. It was Admiral von Tirpitz who argued that Germany needed large battleships that could compete with those of Britain. Success over the British navy would ensure that Germany could achieve world power for itself. A large ship-building programme would frighten the British government which would then be more amenable to Germany gaining colonies and trade overseas. Thus, after Tirpitz became State Secretary of the Navy in 1897, a series of laws were passed. These had a profound effect on Anglo-German relations, as well as affecting the lives and attitudes of millions of Germans.

The First Navy Law was passed in 1898, in spite of opposition from the Conservative Party and the Social Democrat Party. The law allowed for the addition of seven battleships, which would be built in the next three years in addition to the twelve Germany already possessed. These extra battleships would not be enough to match either the British or the French navies, but this law marked a turning point in German foreign policy.

FACTFILE

Right-wing political parties

Parties that supported traditional values and the rights of landowners and property owners. They were usually nationalistic and keen to support the expansion of the German Empire.

Left-wing political parties

Parties that were more concerned with the rights of the workers. They gained most support from the expanding numbers working in German industries.

The author text is recast as **revision podcasts** in the Dynamic Learning Teaching and Learning Resources

SOURCE 5

A photograph of the Krupp Steel Works in the 1880s. It shows Bessemer converters in action. The process was the first cheap method for mass production of steel.

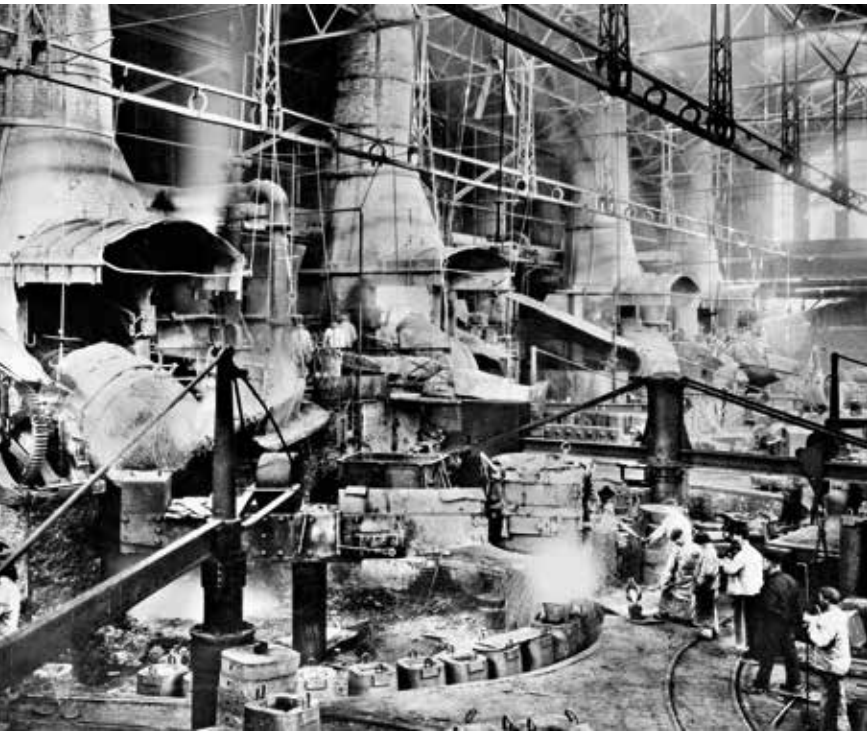


FIGURE 6

Germany’s foreign trade (in millions of marks).

Year	Marks
1880	2,977
1890	3,410
1900	4,753
1910	7,475
1913	10,097

FACTFILE

Karl Marx and Communism

Karl Marx (1818–83) was a German writer. He believed that history was dominated by class struggle – that is, conflict between the different classes in society. Those who believed in his theories believed that the middle classes would take over from the aristocracy and monarchy, and then a further revolution would result in rule by the working classes.

Marx is regarded as the founder of modern Communism.

Factfiles summarise key information clearly, gathering it in one place to support learning and revision throughout the course

In 1900, during the Boer War conflict in South Africa, the Second Naval Law was passed. The German government took the opportunity to sympathise with the Boers, who were fighting against the British. This second Naval Law doubled the size of the fleet to 38 battleships. It was clear that the German navy was not just patrolling its coastlines; it saw its primary objective as rivalling the British navy. In Germany the policy had the effect of encouraging imperialist attitudes and a fear of British ambitions.

Before the First World War the Reichstag passed three more Naval Laws. International crises (see Chapter 5) encouraged the belief among many Germans that Britain had ambitions to be even more powerful and that its policy was to deny German ambitions to become a colonial empire. Therefore, from 1902 onwards an Anglo-German naval arms race developed.

The Kaiser was an enthusiastic supporter of naval expansion. He believed that it was the key to fulfilling his ambitions for the creation of a more powerful German Empire. Meanwhile, traditional military leaders argued that it would be the army that would be the key to success in future conflict, and therefore the armed forces also needed to be maintained ready for any conflict.

SOURCE 7

SMS Rhineland, launched in 1908. This battleship was 146 metres long, it could travel at 20 knots and could carry over 1000 men. It had 40 guns of different sizes and 5 torpedoes. This image was part of a series of picture postcards of warships made by a German publisher in the 1900s.



FOCUS TASK

How strong was autocratic rule in Germany by 1914?

- 1 Create your own spider diagram to assess the strength of autocratic rule in Germany. In the centre of your page write the following statement: 'Strength of traditional, autocratic rule'
- 2 On one side of your diagram, in one colour, add points that show that the Kaiser had full control and autocracy was strong in Germany. On the other side, in a different colour, note the factors that were threatening to weaken autocracy.
- 3 Once you have completed your diagram, write a paragraph to sum up the strength of autocratic rule in Germany by 1914.

Focus Tasks are supported by Task and Help-Zone worksheets in the Dynamic Learning Teaching and Learning Resources

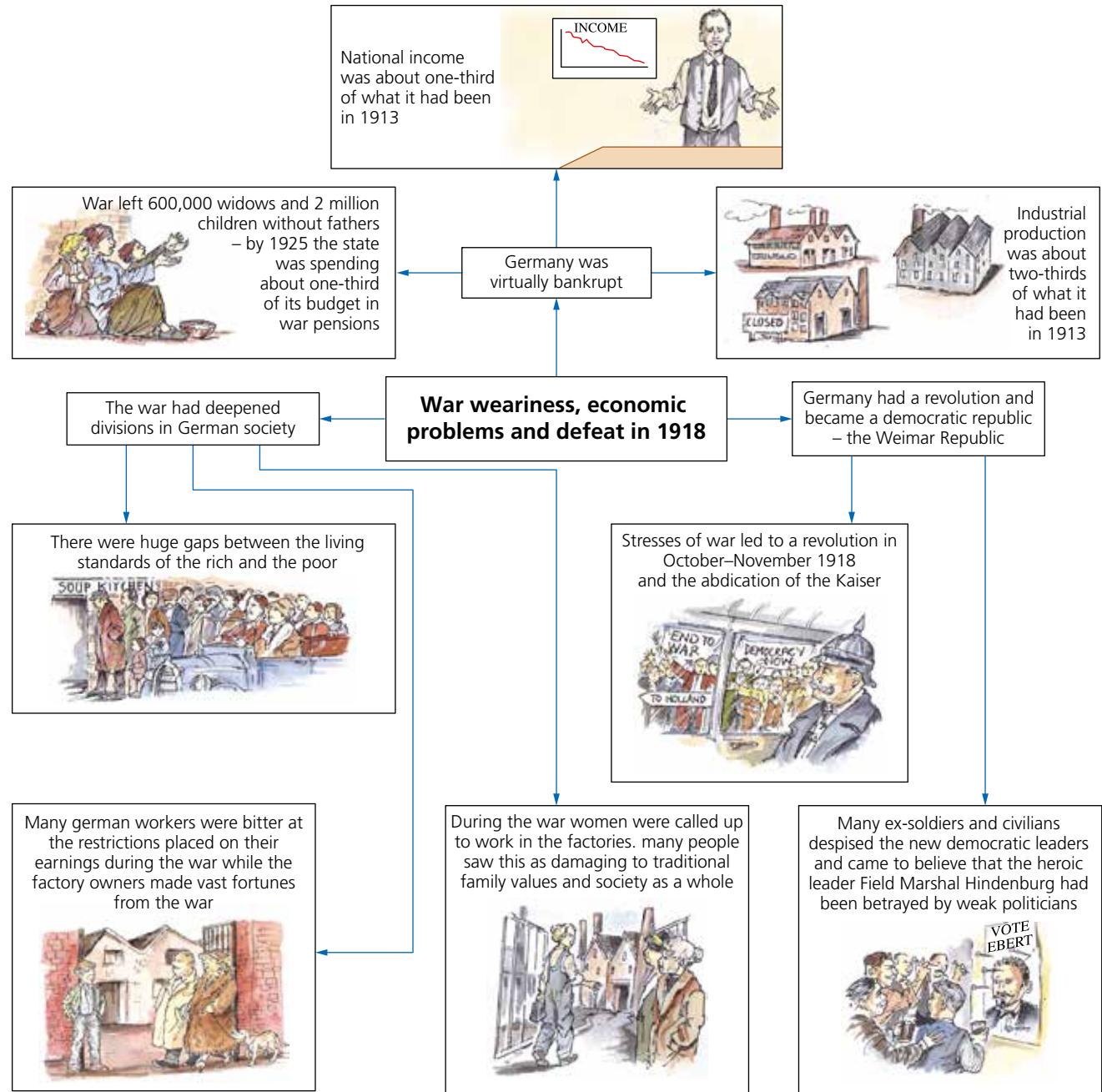
• The impact of the First World War

In 1914 the Germans were a proud people. Their Kaiser, virtually a dictator, was celebrated for his achievements. Their army was probably the finest in the world. A journey through the streets of Berlin in 1914 would have revealed prospering businesses and a well-educated and well-fed workforce. There was great optimism about the power and strength of Germany.

Four years later a similar journey would have revealed a very different picture. Although little fighting had taken place in Germany itself, the war had still destroyed much of the old Germany. The proud German army was defeated. The German people were surviving on turnips and bread. A flu epidemic was sweeping the country, killing thousands of people already weakened by rations.

FIGURE 8

War weariness, economic problems and defeat in 1918.



The end of the monarchy, November 1918

In autumn 1918 the Allies had clearly won the war. Germany was in a state of chaos, as you have seen in Figure 3. The Allies offered Germany peace, but under strict conditions. One condition was that Germany should become more DEMOCRATIC. When the Kaiser refused, sailors in northern Germany mutinied and took over the town of Kiel. This triggered other revolts. The Kaiser’s old enemies, the Socialists, led uprisings of workers and soldiers in other German ports. Soon, other German cities followed. In Bavaria an independent Socialist REPUBLIC was declared. On 9 November 1918 the Kaiser, realising he had little choice, abdicated his throne and left Germany for the Netherlands.

FACTFILE
Terms of the Treaty of Versailles

- Germany:
- was blamed for the war (war guilt clause)
 - lost its overseas empire
 - lost some territory in Europe
 - was forbidden to join with Austria
 - could not join the League of Nations
 - was limited in its armed forces.
- As a result of the Treaty of Versailles, Germany lost:
- 10 per cent of its territory
 - 12.5 per cent of its population
 - 16 per cent of its coal fields and almost half of its iron and steel industry.

Post-war problems in Germany

Germans felt betrayed. The end of the war had come suddenly and unexpectedly; their Kaiser had run away; the new government had to face all the problems that existed – political uncertainties, economic problems, and a crisis in German society. In addition, a devastating outbreak of flu had swept across western Europe and killed many Germans who were suffering from malnourishment and had little resistance to germs.

German reparations

At the end of any conflict, the victorious countries sought compensation (REPARATIONS) from those nations responsible for starting the war. At the conclusion to the First World War, Germany’s were spelt out in the Treaty of Versailles, decided upon by the British, American and French leaders.

The details of this are covered in Chapter 6 but the main terms are given in the Factfile to the left.

Financial reparations were also enforced by the treaty. The bill, announced in April 1921, was set at £6,600 million, to be paid in annual instalments. This was 2 per cent of Germany’s annual output. The Germans protested that this was an intolerable strain on the economy, which they were struggling to rebuild after the war, but their protests were ignored.

The invasion of the Ruhr

The first instalment of £50 million was paid in 1921, but in 1922 nothing was paid. Ebert, Socialist leader and German Chancellor, did his best to play for time and to negotiate concessions from the Allies, but the French in particular ran out of patience. They too had war debts to pay to the USA. So in January 1923 French and Belgian troops entered the Ruhr, an industrial area of Germany near the French border. This was quite legal under the Treaty of Versailles. They began to take what was owed to them in the form of raw materials and goods.

The results of the occupation of the Ruhr were disastrous for Germany. The government ordered the workers to carry out passive resistance, which meant to go on strike. That way, there would be nothing for the French to take away. The French reacted harshly, killing over 100 workers and expelling over 100,000 protesters from the region. More importantly, the halt in industrial production in Germany’s most important region caused the collapse of the German currency.

SOURCE 9
The memories of Jutta Rudiger, a German woman living in the Ruhr during the French occupation.

There was a lot of official harassment. There was widespread hunger, squalor and poverty and – what really affected us – there was humiliation. The French ruled with an iron hand. If they disliked you walking on the pavement, for instance, they’d come along with their riding crops and you’d have to walk in the road.

SOURCE 10

A 1923 German poster discouraging people from buying French and Belgian goods, as long as Germany is under occupation.



EXAM PRACTICE

Read Interpretations A and B and then answer the questions that follow.

Interpretation A The imposition of reparations on the Weimar Republic. This was written in 1976 by Egon Larsen, who had been a German journalist in the 1920s.

As the terms of peace became known, we came to realise what it meant to lose a war against two dozen countries. The cost of reparations, to be paid by a Germany which had lost its economic power, was shattering.

Interpretation B Another view of reparations. It is taken from a recent history textbook.

Reparations to be paid by Germany were agreed in 1921 by the League of Nations. The sum of £6,600 million was only half of what France had demanded. It was less than the sum that Germany would have demanded if they had won the war, and Germany had until 1984 to pay off the debt in instalments.

- 1 How does Interpretation B differ from Interpretation A about the impact of reparations on Germans in the early 1920s? Explain your answer using Interpretations A and B.
- 2 Why might the authors of Interpretations A and B have a different interpretation about the impact of reparations on Germans? Explain your answer using Interpretations A and B and your contextual knowledge.
- 3 Which interpretation do you find more convincing about the impact of reparations on Germans in the early 1920s? Explain your answer using Interpretations A and B and your contextual knowledge.

FOCUS TASK

How had the war and post-war settlement changed Germany?

Use the information on pages 22–29 and your own research to complete the following task.

- 1 Use the map on page 22 to draw a simple outline of Germany in 1914. Annotate your map in one colour with words and images to indicate the situation in Germany at that time. Include who was in charge, the population of Germany, its main industries, etc.
- 2 Now annotate your map in a similar way, using a second colour, to show how things have changed by 1918. Shade in any areas of land which have been removed, and cross out any resources which have been lost. Add words and drawings to indicate the situation by 1918.
- 3 Now write a paragraph under your map to summarise the main changes which have taken place in Germany between 1914 and 1918.

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David Ferriby, Dave Martin and Ben Walsh are experienced teachers and writers with examining experience.

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Dave Martin (@DaveMartin46) was the lead author of the bestselling textbook *The American West 1840–1895*.

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