The new AQA course offering trusted expert support from Jon Cloake and Aaron Wilkes

All Student Books have been approved by AQA. The Kerboodle: Exam Practice and Revision, Teacher Handbook and Revision Guides have not been approved by AQA.
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Oxford AQA GCSE History has been written to match the new AQA GCSE History specification and was developed by an expert team led by an experienced Head of History and an author with extensive examining experience.

- All Oxford AQA GCSE History Student Books have been approved by AQA
- Compelling, authoritative but accessible narrative is combined with essential assessment support and skills practice
- Student Books cover the most popular topics for Paper 1 with a clear and precise match to the new AQA specification
- NEW! Revision Guides provide a clear, structured approach of Recap, Apply and Review with step-by-step exam practice strategies for all AQA question types to give students the confidence to succeed in exams

Authors

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5* Amazon review of America 1920–1973: Opportunity and Inequality Student Book

Great for anyone doing GCSE history – clear, concise with great pointers and advice for answering questions.
5* Amazon review of Germany 1890–1945 Democracy and Dictatorship Revision Guide

Visit our website to find out more and order Student Books, Revision Guides or the Teacher Handbook on inspection, free for 30 days.
www.oxfordsecondary.co.uk/gcsehistory
The German people hoped that the Treaty of Versailles would be a fresh start for their country. However, many were shocked by the severity of the treaty. The German people were shocked by the severity of the treaty. Many wanted to reject the Treaty, but they knew that they had no choice but to agree to the Treaty of Versailles.

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1. Study Sources A and B.
   - How useful are Sources A and B to a historian studying the sacking of General MacArthur?
   - Explain your answer using Sources A and B and your contextual knowledge.
   - 12 marks

Sources A
- [Source A text]

Sources B
- [Source B text]

Study Tip
- Remember that to assess the usefulness of a source, you could write about the type of source, the author and their role, the place and date of publication, as well as the content of the record itself.

Chapter 1
The Russian strength in the Far East is 35 Russian divisions – about 100,000 men. This is also the provenance. Over to you extended assessment support

Study Sources A and B.
- How useful are Sources A and B to a historian studying the sacking of General MacArthur?
- Explain your answer using Sources A and B and your contextual knowledge.
- 12 marks

Check your understanding
- There are no goods for the French to take and prints more paper currency.
- A merger of the two would make Rohm incredibly important to Hitler, as well as the army leaders.
- This alarmed Hitler, as well as the army leaders.
- Why do you think Hitler executed the SA leaders, but not the SS leaders?
Providing support for all options in AQA GCSE History Paper 2: Shaping the nation. The Thematic Studies c790–Present Day Student Book (covering Britain: Health and the people, Power and the people, and Migration, empires and the people) helps students to understand change and continuity across a long sweep of history, while the British Depth Studies c1066–1685 Student Book covers key political, economic, social and cultural developments in four crucial periods of British history.

The British Depth Studies c1066–1685 Student Book (covering Norman England, Medieval England, Elizabethan England and Restoration England) includes support for the brand new Historic Environment requirement. The book explores a site in its context, and looks at the relationship between a place and historical events and developments, providing you with the flexibility to support a variety of British depth historical environments.

### Key Biography

Edward, heir to the throne, witnessed the problems that a king’s weakness could cause. Whilst he always pursued his own interests, he was determined not to make the same mistakes. Edward had witnessed the problems that a king’s weakness could cause. Whilst he always pursued his own interests, he was determined not to make the same mistakes.

### Study Tip

Although it happened before Edward’s reign, the Second Barons’ War had a huge impact on the king that Edward became. The new king’s financial problems were largely caused by the previous king’s inability to pay his soldiers in the Netherlands to fight the Spanish, and English sailors had been21 July: Sets sail
2 Aug: Sails past the Scilly Isles
Aug–Sept: Sails past Scotland and Ireland
9 Aug: Armada sails off north of Scotland
27 Aug: Armada is sighted by the English fleet
30 Aug: Armada turns north en route to the English coast
12 Sept: Begins bombardment of Plymouth
16 Sept: The battle begins
By 6 August 1588 the Armada had anchored off the Dutch coast, but Philip II and his commanders were not ready to attack the English fleet. The well-disciplined fleet was now plunged into chaos and confusion, with Philip II ordering his ships to scatter. The English shore batteries and warships had already begun to pound the Spanish ships with cannon fire. By 7 August the English fleet was facing the Spanish Armada. The route taken by the Armada

### Interpretation A

What was political leadership like in Edward’s reign? Although it happened before Edward’s reign, the Second Barons’ War had a huge impact on the king that Edward became. The new king’s financial problems were largely caused by the previous king’s inability to pay his soldiers in the Netherlands to fight the Spanish, and English sailors had been

### Practice Questions

#### a

Historic Environment: The Spanish Armada

For many years, there had been tension between England and Spain. Edward, heir to the throne, witnessed the problems that a king’s weakness could cause. Whilst he always pursued his own interests, he was determined not to make the same mistakes.

Edward was keen to be a king, but he was also a warrior. He wanted to prove himself as a military leader, and he was determined to show that he was a better military leader than his father. Edward felt he was a better military leader than his father.

### Extension Box

The new king’s financial problems were largely caused by the previous king’s inability to pay his soldiers in the Netherlands to fight the Spanish, and English sailors had been

### Support for all options

The Thematic Studies c790–Present Day Student Book (covering Britain: Health and the people, Power and the people, and Migration, empires and the people) helps students to understand change and continuity across a long sweep of history, while the British Depth Studies c1066–1685 Student Book covers key political, economic, social and cultural developments in four crucial periods of British history.

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The Teacher Handbook is written specifically to match the new AQA GCSE History specification. It covers all 16 options, and offers professional, practical support filled with subject knowledge, classroom ideas and exam support.

- Filled with subject knowledge, differentiation and enrichment ideas, along with exam advice and AQA specification support
- Contains specification overview and information on assessment, including mark schemes, early planning and CPD prompts
- Helps you prepare to teach the new specification, with topic overviews, brief histories, links and further reading
- Provides full support and ideas for delivering the new Historic Environment requirement

**Teacher Handbook: support for all 16 options includes…**

- Early planning and CPD prompts
- Assessment objectives in detail
- Mark schemes and assessment advice
- Historic Environment support
- Exam practice questions
- Sample curriculum plans: 2-year and 3-year routes
- Topic overviews, including detailed guidance on specification content, links and further reading, differentiation and enrichment support

Norman England c1066–c1100

This section offers detailed guidance on each of the exam assessment objectives to your AQA History classroom

Exam Practice and Revision

The Exam Practice and Revision Kerboodle provides exam practice, revision, and continuing support for the entire AQA specification – all 16 options. Kerboodle provides two purchasable options: Exam Practice and Revision (which includes teacher access to the Kerboodle Books) and student access to the Kerboodle Books.

- 2-year and 3-year Curriculum Plans
- Specially commissioned exam walk-through film clips
- History skills animations and interactives
- Full mock exam papers
- On Your Marks: ‘How to answer different exam questions’ presentations
- On Your Marks: Sample answers and mark schemes
- On Your Marks: Core Worksheets [Grade 4–6] and Lower ability Worksheets [Grades 1–4]
- Knowledge tests
- Teacher notes for the exam practice resources
- Student Book answers guidance
- Full mock exam papers answers guidance
- Student revision quizzes
- Revision technique animations and interactives
- Self-assessment checklists

**AQA GCSE History Kerboodle contains:**

- Comprehensive support to help you plan and deliver the new AQA specification confidently with topic overviews, differentiation, and coverage of the Historic Environment
- In-depth AQA specification and assessment guidance for each of the 16 options, including practice exam questions, assessment structure and mark schemes
- Clear guidance and ideas for the practical delivery of the knowledge and skills required in the new specification
- Auto-marked tests help students check their knowledge and understanding, and save you time setting questions and marking

**Also available**

Kerboodle Books

An online version of each Student Book with an added bank of tools for students to truly personalize the book

The Kerboodle versions of the Student Textbooks are entered in an AQA approval process. Other Kerboodle resources are not part of the AQA approval process.
Revised exam practice questions and examiner tip guidance for all AQA question types, giving you the confidence that students will succeed in their exams.

- Matched to our popular Student Books
- Contents checklists help monitor revision progress
- Example student answers to exam questions and suggested activity answers help students review their work

### What has changed?

#### Topics

- Some topics have changed and some new topics have been introduced.
- Your students will need to study three eras of history: Medieval (500–1500), Early Modern (1450–1750) and Modern (1700–present day).
- There is a requirement to study at least 40% British History (the current requirement is 25%).
- Your students will be required to study the history of a locality and the wider world.
- There will be a thematic study over time; a period study of at least 50 years; at least one British and one wider world depth study, and a study of a historic environment.

#### Assessment

- The GCSE qualification will be 100% externally examined with no controlled assessment.
- All exams will be at the end of the course.
- There will be a minimum of 3.5 hours assessment.
- The new Assessment Objectives now include:
  - 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.

### Useful links

You can find out more about the new AQA GCSE History specification on AQA’s website at www.aqa.org.uk/subjects/history/gcse
History from Oxford

For more information on our full range of History titles, visit www.oxfordsecondary.co.uk/history

KS3 History

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Third Edition

Gripping history that embeds key skills for GCSE success

Oxford AQA History for A Level

Trusted expert support developed by Sally Waller for the new AQA specification