



**History Department**

## **GCSE History**

**Overview**  
**Content, Revision & Assessment**

The GCSE (9-1) History Edexcel course is a study of *FOUR* historical periods, assessed at the end of the two-year course, in *THREE* examinations.

### Course Overview

|               |   |
|---------------|---|
| <b>Term 1</b> | Period study (Option 26/27): <i>Superpower relations &amp; the Cold War, 1941–91</i>  |
| <b>Term 2</b> | Modern depth study (Option 33): <i>USA c.1954-1975</i>  |
| <b>Term 3</b> | Modern depth study: <i>USA</i> / British depth study: <i>Henry VIII and his ministers</i>   |
| <b>Term 4</b> | British depth study (Option B3): <i>Henry VIII and his ministers</i>  |
| <b>Term 5</b> | Thematic study (Option 10): <i>Crime and Punishment in Britain, c.1000-Present</i><br>Historic environment: <i>Whitechapel, c.1870-c.1900: Crime &amp; Policing</i> |
| <b>Term 6</b> | Revision and final examinations   |

### Assessment Overview

|                                    |  |                    |            |
|------------------------------------|--|--------------------|------------|
| (Option 10)                        | <b>Paper 1: Crime &amp; Punishment from c.1000</b>       | <b>1hr 15m</b>     | <b>30%</b> |
| <b>Section A</b>                   | <b>Whitechapel c.1870-1900</b>                           | 25 mins            |            |
|                                    | Answer 2 questions   16 marks                            |                    |            |
| <b>Section B</b>                   | <b>Crime &amp; Punishment from c.1000</b>                | 50 mins            |            |
|                                    | Answer 3 questions   36 marks                            |                    |            |
|                                    | <b>Paper 2 Period &amp; Depth Studies</b>                | <b>1hr 45m</b>     | <b>40%</b> |
| <b>Section A</b><br>(Option 26/27) | <b>Period Study: Superpower relations</b>                | 50 mins            |            |
|                                    | Answer 3 questions   32 marks                            |                    |            |
| <b>Section B</b><br>(Option B3)    | <b>Tudor Depth Study: Henry VIII &amp; his Ministers</b> | 55 mins            |            |
|                                    | Answer 1 question   32 marks                             |                    |            |
| (Option 33)                        | <b>Paper 3 Modern Depth Study: USA c.1954-75</b>         | <b>1hr 20 mins</b> | <b>30%</b> |
| <b>Section A</b>                   | Answer 2 questions   16 marks                            | 20 mins            |            |
| <b>Section B</b>                   | Answer 4 questions   32 marks + 4 SPAG                   | 60 mins            |            |

At the end of Year 10 students will be tested on Section A of Paper 2 and the whole of Paper 3.

**Paper One: Crime & Punishment in Britain, from c.1000. 1 hr 15 mins (52 marks)**

Question Types & Examples, Timings, Marks & Key Tips

| <b>Section A: Whitechapel, c.1870-1900 (16 marks)</b>                       |                              | <b>25 mins</b>   |
|---|------------------------------|--|
| <b>Question types. Key Tips. Timings</b>                                    |                              |  |
| <b>Question 1</b>   | <b>4 marks</b>               | <p><b>'Describe TWO key features of ...'</b><br/>           State a key feature (1 mark) and use <u>specific information</u> to support your explanation (1 mark). State a second key feature (1 mark) and provide supporting information for it (1 mark).<br/> <u>Key Tip:</u> Write concisely. No more than 4 sentences.</p>   |
| <b>Question 2a</b>  | <b>8 marks</b>               | <p><b>'How useful are Sources A and B for an enquiry into ... Explain your answer, using Source A and B and your own knowledge of the historical context.'</b><br/> <u>Key Tips:</u> 1. Read &amp; <u>annotate the sources</u> carefully first. 2. Make points that are <u>directly relevant to the stated enquiry</u>. 3. Focus your points about the <b>PROVENANCE</b> (Nature, Origin, Purpose) of each source and its <b>CONTENT</b> (what it actually says). 4. Don't compare sources. 5. Identify at least <b>ONE LIMITATION/WEAKNESS</b> of either Provenance <b>OR</b> content for each source.<br/> <u>Key Tip:</u> Own knowledge is only credited if it is used to support your evaluation of the sources.</p>                       |
| <b>Question 2 b</b>   | <b>4 marks</b>               | <p><b>How would you follow up Source X to find out more about ...? In your answer, write the question you would ask and the type of source you could use.</b><br/>           This question tests your ability to think like an historian. Answer concisely, in four sentences, following the table format given: detail I would use (paraphrase from Source), Question I would ask, What type of sources I could use, How this might help answer my question. 1 mark each.<br/> <u>Key Tip:</u> If you can't decide what type of source would provide information about a detail from the source, choose another detail.</p>   |
| <b>Section B: Crime &amp; Punishment in Britain, from c.1000 (36 marks)</b> |                              |  |
| <b>Question 3</b>   | <b>4 marks</b>               | <p><b>'Explain ONE way in which [crime] in [period] was similar or different to [crime] in [period].</b> e.g. <i>'Explain one way in which poaching was similar in the period before 1750 to poaching after 1750.'</i><br/> <u>Key tips.</u> Write TWO concise sentences:<br/>           1. Explain a similarity<br/>           2. Add specific information to support your comparison.</p>  |
| <b>Question 5 OR 6</b>  | <b>16 marks &amp; 4 SPAG</b> | <p>Wording of this question can vary, but will focus on an important feature of crime and punishment in an historical period: <b>"The main purpose of ... was ..."</b> or <b>" X was the most important factor affecting Y during [period]."</b> <b>How far do you agree with this view?</b> Two stimulus bullet points are given.<br/> <u>Key Tips:</u> Use a points for/points against structure. Your explanation should be <u>clear and logical</u>, and be supported by <u>detailed knowledge/understanding</u> of the event/issue.<br/> <u>Key tips:</u> 1. State the criteria for your judgement clearly at the outset. 2. Plan and structure your answer in two parts: arguments 'For stated factor' and 'Against (Other factors)'</p> |

## Crime and Punishment Content Outline & Revision Topics

|  |
|--|
| <b>Crime &amp; Punishment c.1000-1500</b>  |
| <b>Nature &amp; changing definitions of criminal activity</b><br>Crimes against the person, property & authority E.g. Poaching, changes after Norman Conquest  |
| <b>Law enforcement &amp; punishment</b><br>Role of authorities in Anglo-Saxon, Norman & later Medieval England. E.g. Tithings, hue & cry, & parish constable. Deterrence, retribution, fines, corporal & capital punishment. The use and end of the Saxon Wergild.   |
| <b>Case studies</b><br>Role of Church, Sanctuary & Benefit of the clergy; the use of trial by ordeal and reasons for its ending.   |
| <b>Crime &amp; Punishment c.1500-1700</b>  |
| <b>Nature &amp; changing definitions of criminal activity</b><br>Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. New definitions of crime in the sixteenth century: vagabondage and witchcraft.  |
| <b>Law enforcement &amp; punishment</b><br>The role of the authorities and local communities in law enforcement, including town watchmen. The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.   |
| <b>Case studies</b><br>The Gunpowder Plotters, 1605: their crimes and punishment. Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted.  |
| <b>Crime &amp; Punishment c.1700 - 1900</b>  |
| <b>Nature &amp; changing definitions of criminal activity</b><br>Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.   |
| <b>Law enforcement &amp; punishment</b><br>The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry. |
| <b>Case studies</b><br>Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation.<br>Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.  |
| <b>Crime and punishment c.1900 - the Present</b>   |
| <b>Nature &amp; changing definitions of criminal activity</b><br>Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling.<br>Changing definitions of crime, including driving offences, race crimes and drug crimes.  |
| <b>Law enforcement &amp; punishment</b><br>The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science  |

and technology and the move towards prevention. The abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.

### **Case studies**

The treatment of conscientious objectors in the First and Second World Wars. The Derek Bentley case: its significance for the abolition of the death penalty.

### **Whitechapel, c1870–c1900: crime and policing**

*Introduction to historic environment.* The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime. *Types of source relevant to this option.*

Effects of large numbers of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants: Irish & Jewish. The growth of socialism and anarchism in Whitechapel. *Source utility*

The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum areas. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee. *Following up a source.* Investigative policing in Whitechapel: developments in techniques of detective investigation; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. *Source utility.*

The national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. *Following up a source.*

**Paper Two: Period Study and British Depth Study** | hour 45 minutes (64 marks)

Question Types & Examples, Timings, Marks & Key Tips

| <b>Section A: Superpower Relations &amp; the Cold War 1941-1991 (32 marks)</b> |  | <b>55 mins</b> |
|--|--|----------------|
|  |  | <i>Timings</i> |
| <b>Question 1</b>  | <p><b>8 marks</b></p> <p><b>‘Explain TWO consequences of ...’</b><br/>                     For each, use <u>specific information</u> to support your explanation. Show your <u>understanding of key features</u> of the period to give a <u>detailed explanation</u>.<br/> <b>Key Tip:</b> Big events in the Cold War had several consequences. Pick out some of the biggest events and practise explaining TWO consequences of each.</p>  | <b>10 mins</b> |
| <b>Question 2</b>  | <p><b>8 marks</b></p> <p><b>Write a narrative account analysing the key events ...</b> e.g. ‘... leading to the building of the Berlin Wall in 1961.’ You may use the following in your answer: 1959 Geneva Conference 1961 Vienna Conference. You <b>must</b> also use <u>information of your own</u>. Your answer should be a <u>clear sequence</u> of events leading to an <u>outcome</u>. Use <u>detailed information</u> to explain the events and show <u>how one event links to another</u>.<br/> <b>Max 5 marks if you don’t add info of your own</b><br/> <b>Key Tip:</b> plan your answer <u>before</u> starting to write. Decide on a <u>third main event to include in the sequence of your narrative</u> apart the prompts given. E.g. for this example, the 1958 Refugee Crisis.</p> | <b>15 mins</b> |
| <b>Question 3</b>  | <p><b>16 (2 x 8) marks</b></p> <p><b>‘Explain the importance of ... for ...’</b> e.g. ‘<i>Explain the importance of the ‘Star Wars’ Initiative for relations between the US and the USSR.</i>’<br/>                     Your explanation should be <u>clear and logical</u>, and be supported by <u>detailed knowledge/understanding</u> of the event/issue.<br/> <b>Key tips.</b> 1. Answer must be fixed on question focus: ‘the importance for ...’ 2. <u>3-part structure to your answer</u>. e.g. a) Explain the state of ‘US-Soviet relations’ at the time, b) explain why Reagan introduced ‘Star wars’, c) explain its impact on US-Soviet relations.</p>  | <b>25 mins</b> |

**Superpower Relations Revision Topics**

| <b>Topic 1: Early Cold War</b>                           | <b>Topic 3: The End of the Cold War</b>           |
|--|---|
| Differences and distrust between the superpowers 1941-49 | Détente: SALT talks, Helsinki Accords etc.        |
| 1948-9 Berlin Crisis: causes & consequences              | Soviet Invasion of Afghanistan & Olympic boycotts |
| The Arms Race 1950-58                                    | Reagan & the Second Cold War                      |
| <b>Topic 2: Cold War Crises</b>                          | Gorbachev’s new thinking                          |
| Hungarian Uprising                                       | Summit Meetings 1985-89                           |
| Berlin 1958-63   | End of Soviet rule in E Europe                    |
| Cuban Revolution & Missiles Crisis                       | Fall of Berlin Wall & its consequences            |
| Czechoslovakia 1968-9                                    | End of the Warsaw Pact                            |

| <b>Paper 2 Section B: Henry VIII and his Ministers, 1509-40</b> |  | <b>55 mins</b> |
|---|--|----------------|
| <b>Question type. How to get full marks</b>                     |  | <i>Timings</i> |
| <b>Question 4 a</b>   | <p><b>4 marks</b></p> <p><b>‘Describe TWO key features of ...’</b><br/>           State a key feature (1 mark) and use <u>specific information</u> to support your explanation (1 mark). State a second key feature (1 mark) and provide supporting information for it (1 mark).</p> <p><u>Key Tip:</u> Write concisely. No more than 4 sentences.</p>   | <b>5 mins</b>  |
| <b>Question 4 b</b>   | <p><b>12 marks</b></p> <p><b>‘Explain why ...’</b> e.g. ‘Explain why Anne Boleyn was executed in 1536.’ You may use the following in your answer: the succession, Thomas Cromwell. You <b>must</b> also use <u>information of your own</u>. Your answer should be a <u>clear explanation</u> of the reasons for the event. Use <u>detailed information</u> to explain the <u>reasons</u>.</p> <p><b>Max 8 marks if you don’t add info of your own</b></p> <p><u>Key Tip:</u> plan your answer <u>before</u> starting to write. Decide on a <u>third main event to include in your answer</u> apart the prompts given. E.g. for this example, Jane Seymour.<br/>           The best answers <u>identify the most important reason(s)</u>; showing the relationship between one cause and another.</p> | <b>20 mins</b> |
| <b>Question 4 c</b>   | <p><b>16 marks</b></p> <p><b>‘[Quotation]’ How far do you agree? Explain your answer</b><br/>           e.g. ‘The most important change to Henry VIII's system of government and finance in the years 1534-40 was a greater role for Parliament.’ You may use the following in your answer: statute law, government departments. <b>You must also use information of your own.</b></p> <p><b>Max 12 marks if you don’t add info of your own</b></p> <p>Use a points for/points against structure. Your explanation should be <u>clear and logical</u>, and be supported by <u>detailed knowledge/understanding</u> of the event/issue.</p> <p><u>Key tips:</u> Plan and structure your answer in two parts: arguments 'For stated factor' and 'Against (Other factors)'</p>                          | <b>30 mins</b> |

### Henry VIII & his Ministers Revision Topics

|                                      |  |
|--------------------------------------|--|
| <b>Topic 1: Henry &amp; Wolsey</b>   | Cromwell, Anne Boleyn & Jane Seymour                     |
| Henry’s early life & character       | The fall of Cromwell                                     |
| Rise of Wolsey & domestic policies   | <b>Topic 3: The Reformation &amp; its Impact 1529-40</b> |
| Wolsey’s foreign policy              | The break with Rome                                      |
| Wolsey, Catherine & the annulment    | Opposite to and impact of the Reformation                |
| <b>Topic 2: Henry &amp; Cromwell</b> | The dissolution of the monasteries                       |
| Cromwell’s rise to power 1529-34     | The Pilgrimage of Grace, 1536                            |

| <b>Paper 3 - The USA, 1954–75: conflict at home and abroad</b> |                 | <b>1 hr 20 mins</b>   |
|--|-----------------|---|
|  |                 | <i>Timings</i>  |
| <b>Question type. How to get full marks</b>                    |                 |   |
| <b>Question 1</b>  | <b>4 marks</b>  | <p><b>‘Give two things you can infer from Source A ...</b></p> <p>For each, <u>state the inference</u> (1 mark) and <u>use information from the source</u> to support your choice (1 mark)</p> <p><u>Key tips:</u> 1. <u>An inference is a judgement</u> you make based on information in a source. <i>It is not directly stated, but implied.</i> 2. Your answer need only be <b>FOUR</b> sentences.</p> <p style="text-align: right;"><b>5 mins</b></p>   |
| <b>Question 2</b>  | <b>12 marks</b> | <p><b>‘Explain why ...’</b> e.g. Explain why there was opposition to the civil rights movement during the years 1954-60. You may use the following in your answer: NAACP, KKK. You <b>must</b> also use information of your own.</p> <p><u>Key Tips:</u> Top answers are logical, coherent explanations of <b>AT LEAST THREE reasons</b> showing <u>detailed knowledge</u> of the period.</p> <p><b>Max 8 marks if you only explain the TWO factors given.</b></p> <p>No need to decide on the most important factor, but if you are confident of one, finish with a sentence stating it and explaining your choice.</p> <p style="text-align: right;"><b>15 mins</b></p> |
| <b>Question 3a</b>   | <b>8</b>        | <p><b>‘How useful are Sources A and B for an enquiry into ...’</b></p> <p><u>Key Tips:</u> 1. Read &amp; <u>annotate the sources</u> carefully first. 2. Make points that are <u>directly relevant to the stated enquiry</u>. 3. Focus your points about the <b>PROVENANCE</b> (Nature, Origin, Purpose) of each source and its <b>CONTENT</b> (what it actually says). 4. Don’t compare sources. 5. Identify at least <b>ONE LIMITATION/WEAKNESS</b> of either Provenance <b>OR</b> content for each source.</p> <p style="text-align: right;"><b>15 mins</b></p>  |
| <b>Question 3b</b>   | <b>4 marks</b>  | <p><b>‘Study Interpretations 1 and 2. The give different views about ... What is the main difference between them?’</b></p> <p><u>Key Tips:</u> Aim to write <u>3-5 sentences maximum</u>. 1. State the main difference in the way they view ... 2. Cite evidence from Interpretation 1 and explain it. (1-2 sentences) 3. Cite evidence from Interpretation 2 to show how it differs and explain it. (1-2 sentences)</p> <p style="text-align: right;"><b>10 mins</b></p>  |
| <b>Question 3c</b>   | <b>4 marks</b>  | <p><b>‘Suggest ONE reason why Interpretations 1 and 2 differ about ...’</b></p> <p><u>Key Tips:</u> <b>ONE</b> of the following reasons can explain the difference:</p> <ol style="list-style-type: none"> <li>1. Historians have given weight to different sources</li> <li>2. They are partial extracts, and so may only appear to differ</li> <li>3. The authors have different emphases</li> </ol> <p>Explain your answer using either the Sources (in the case of 1) or the interpretation’s <b>PROVENANCE</b> (nature, origin, purpose).</p> <p style="text-align: right;"><b>5 mins</b></p>  |

|                    |                          |   |                |
|--------------------|--------------------------|---|----------------|
| <b>Question 3d</b> | <b>16 marks + 4 SPAG</b> | <p><b>‘How far do you agree with Interpretation X about ...? Explain your answer, using both interpretations and your knowledge of the historical context.’</b></p> <p>Top answers are <u>detailed, logical and well-reasoned</u>, considering <u>BOTH interpretations</u> and <u>supported by own knowledge</u>.</p> <p><u>Key tips:</u></p> <p>1. Use a <u>3-part structure</u>: a) What evidence is there for and against Interpretation X (explain using the Interpretation &amp; own knowledge)? b) What evidence is there for and against Interpretation Y (explain using the interpretations &amp; own knowledge)? c) Come to an overall conclusion; summarising reasons for choice.</p> <p>2. Write one or two paragraphs for a) and b) and 1 paragraph for c).</p> | <b>30 mins</b> |
|--------------------|--------------------------|---|----------------|

### USA & Vietnam Revision Topics

|  |  |
|--|--|
| <b>Topic 1: Development of Civil Rights 1954-60</b>            | <b>Topic 3: US involvement in the Vietnam War 1954-75</b>              |
| Black Americans in the early 1950s                             | US involvement in Vietnam 1954-63                                      |
| Progress in Education  | Escalation under Johnson   |
| Montgomery Bus Boycott & Impact                                | The Nature of the conflict 1964-68                                     |
|  | Changes under Nixon 1969-73  |
| <b>Topic 2: Protest, progress &amp; radicalisation 1960-75</b> | <b>Topic 4: Reactions to US involvement in the Vietnam War 1964-75</b> |
| Progress in civil rights 1960-62                               | Opposition to the war  |
| Peaceful protests & their impact 1963-70                       | Support for the war  |
| Malcom X & Black Power 1963-70                                 | The war ends   |
| Civil Rights Movement 1965-75                                  | Why did the USA fail in Vietnam?                                       |

### Dividing up revision time

Whether you are revising for Year 10 exams, Year 11 trial exams or the actual GCSEs, the ratio of time you devote to these following two activities should be as follows:

Core Knowledge revision – two-thirds

Practising GCSE exam questions – one-third

Be creative and thorough! Investing time now in making revision cards will give you an enormous advantage for both trial exams and the real thing!

### How to revise for History exams

1. Knowledge Organisers are the key to your success. Knowing their content is absolutely key to your GCSE success.
2. Use the excel files on SMH to make your own flash cards and/or brief revision notes, based around key questions – use exam style questions and those found in the revision notes on SMH.
3. Prepare model answers to the most important exam questions for the most important topics – see exam details and revision topics above.