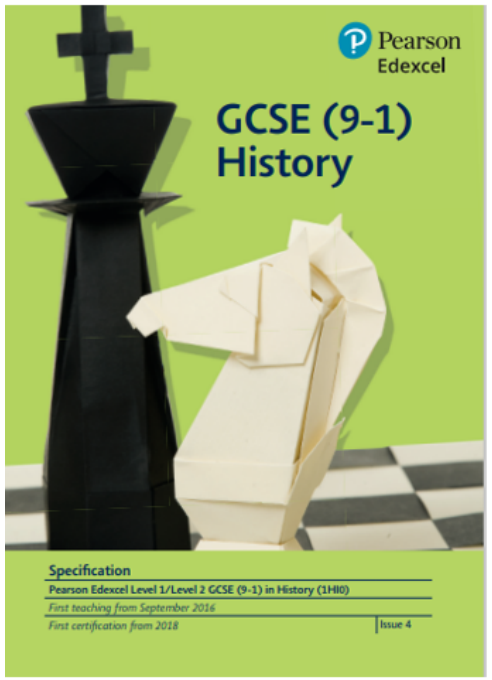
# Helping our students get the most out of GCSE History




(Pearson) Edexcel

History

Paper 1 Crime and punishment and Whitechapel (30%)

Paper 2 Early Elizabethan England and the Cold War 1941-91 (40%)

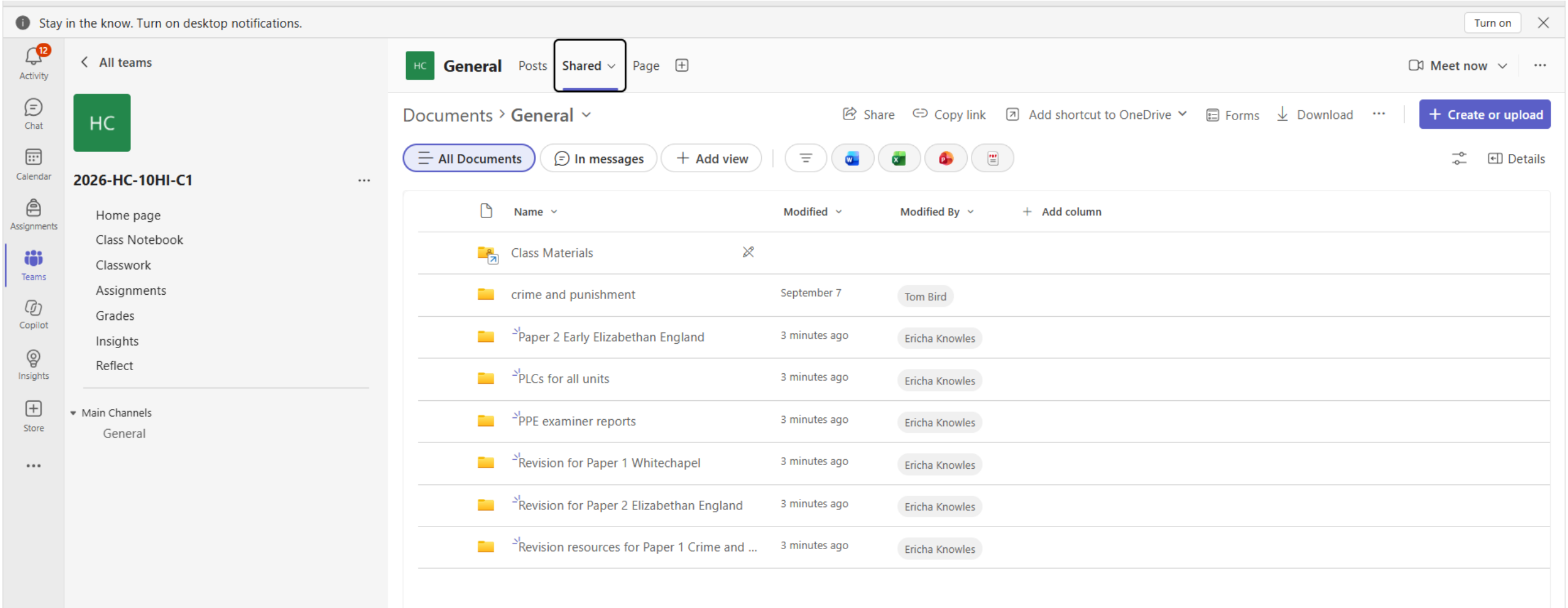
Paper 3 Weimar and Nazi Germany 1919-39

# 100% exam

It is a marathon not a sprint

Every lesson counts

The exercise books are your revision guides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crime and punishment
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HC

**2026-HC-10HI-C1**

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- Class Notebook
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Main Channels
- General

General › crime and punis... › **topic two**

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# Targets

These will come from end of KS2 data and we want all students to make progress

History is an ‘open paper’ 9-1 grades

Paper 1 Crime and punishment and Whitechapel

Focus on how confident you are with each topic and what you need to do, use this as a checklist for your revision notes and then to keep track of the topics you have revised. Tick and date once you have completed the tasks.

| | How confident am I? | | | What do I need to do to improve my understanding – create a mind map, write revision note cards, use online tests, attempt some practice question papers, read and highlight my notes....<br>OR<br>What questions do I need to ask from someone who can help me? | I have made my revision notes on this topic | I have revised this topic | I am confident on this topic | Evidence |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | I could teach | I would need to look at my notes | I don't know | | | | | |
| Area of Study: Crime and Punishment c1000- c1500 in Medieval England | | | | | | | | |
| Crimes against the person, property and authority, including poaching as an example of 'social' crime | | | | | | | | |
| Changing definitions of crime as a result of the Norman conquest including William I's Forest Laws | | | | | | | | |
| The role of the authorities and local law enforcement in Anglo-Saxon, Norman and later medieval England; including tithings, the hue and cry and the parish constable | | | | | | | | |
| The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon wergild | | | | | | | | |
| The influence of the church on crime and punishment in the early C13th; the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and the reasons for ending it | | | | | | | | |
| Area of Study: Crime and Punishment c1500-c1700 in Early Modern England | | | | | | | | |
| Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason | | | | | | | | |
| New definitions of crime in the C17th: vagabondage and witchcraft | | | | | | | | |

We issue Personal learning Checklists (PLCs) for all units

These are also on TEAMS

| c1500–c1700: Crime and punishment in early modern England | |
|---|---|
| **1 Nature and changing definitions of criminal activity** | • Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.<br>• New definitions of crime in the sixteenth century: vagabondage and witchcraft. |
| **2 The nature of law enforcement and punishment** | • The role of the authorities and local communities in law enforcement, including town watchmen.<br>• The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. |
| **3 Case studies** | • The Gunpowder Plotters, 1605: their crimes and punishment.<br>• Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted. |
| **c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain** | |
| **1 Nature and changing definitions of criminal activity** | • Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling.<br>• Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. |
| **2 The nature of law enforcement and punishment** | • 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.<br>• 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. |
| **3 Case studies** | • 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. |
| **c1900–present: Crime and punishment in modern Britain** | |
| **1 Nature and changing definitions of criminal activity** | • 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. |
| **2 The nature of law enforcement and punishment** | • 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.<br>• 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. |
| **3 Case studies** | • The treatment of Conscientious Objectors in the First and Second World Wars. |

# Cold War (Paper 2 20%) is the most challenging

## Describe to features of…. 8 marks

**1** Explain two consequences of the Truman Doctrine 1947.

## Write a narrative account of…… 8 marks

- **2** Write a narrative account analysing the key events of the Berlin Wall Crisis 1961.**(8)**
- You may use the following in your answer:
  - The Refugee crisis in between East and West Germany
  - The construction of the Berlin Wall

  You must also use information of your own

## Explain why X is important in the development of Y (2 from a choice of 3)

- **3** Explain two of the following:**(16)**
- • The importance of Soviet expansion in Eastern Europe for the development of international relations.
  • The importance of the Arms Race on the development of the Cold War
  • The importance of the Cuban Missile Crisis in 1962 on the development of The Cold War

# Assessment

- Class and Homelearning
- HL is on classcharts, using exercise books
- Rehearsal of exam questions throughout the course- this requires resilience

| Question | | |
|---|---|---|
| **4** | | Explain why there were changes in the prison system in the period c1700–c1900.<br><br>You **may** use the following in your answer:<br>• John Howard<br>• hard labour<br>You **must** also use information of your own.<br><br>**Target**: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 6 marks.<br>**AO1**: 6 marks. |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–3** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1] |
| **2** | **4–6** | • An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] |
| **3** | **7–9** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*Maximum 8 marks for answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **10–12** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>*No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.* |

# 12 markers on other papers

- Explain why Mary Queen Scots created a problem for Elizabeth when she came to England in 1568?
- Explain why the Spanish Armada was defeated in 1588?
- Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth
- Explain the main events of the Babington Plot of 1586. The following may be used in your answer 1) Mary Queen of Scots' response to Babington 2) Francis Walsingham. You must also use your own information
- Explain Walsingham's methods for ensuring Elizabeth's security. The following may be used in your answer 1) networks of spies and agents 2) interogation and torture. You must also use your own information
- Explain how commercial rivalry increased between England and Spain in the years before 1585. The following may be used in your answer 1) the decline of Antwerp wool market 2) Francis Drake. You must also use your own information
- Explain how Phillip II intended to defeat the English with the Spanish Armada. the following may be used in your answer 1) Duke of Parma 2) the support of English Catholics. You must also use information of your own.
- Explain how children's education was often linked to their social class. The following may be used in your answer 1) university education 2) growth of grammar schools. You must also use information of your own.
- Explain why the Treaty of Versailles was unpopular?
- Explain why the Weimar Republic experienced challenges 1919-24
- Explain why the Weimar Republic experienced a Golden Age from 1924-29
- Explain why the Weimar Republic faced financial problems from 191-24
- Explain why the Weimar Republic experienced political problems from 191-24
- Explain why the Munich Putsch failed?
- Explain why the Nazi Party grew from 1929-33
- Explain how German society was affected by Nazi social policy
- Explain how Nazi rule affected young people
- Explain how Nazi rule affected women
- Explain how Nazi rule affected minority groups

| Question | | |
|---|---|---|
| **5** | | 'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.'<br>How far do you agree? Explain your answer.<br><br>You **may** use the following in your answer:<br>• tithings<br>• trial by ordeal<br>You **must** also use information of your own.<br><br>**Target**: Analysis and evaluation of second order concepts: causation and consequence [AO2];<br>Knowledge and understanding of features and characteristics [AO1].<br>**AO2**: 10 marks.<br>**AO1**: 6 marks.<br>**Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks. |
| **Level** | **Mark** | **Descriptor** |
| | 0 | No rewardable material. |
| **1** | **1–4** | • A simple or generalised answer is given, lacking development and organisation. [AO2]<br>• Limited knowledge and understanding of the topic is shown. [AO1]<br>• The overall judgement is missing or asserted. [AO2] |
| **2** | **5–8** | • An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]<br>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]<br>• The overall judgement is given but its justification is asserted or insecure. [AO2] |
| **3** | **9–12** | • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]<br>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]<br>*Maximum 11 marks for answers that do not go beyond aspects prompted by the stimulus points.* |
| **4** | **13–16** | • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]<br>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]<br>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]<br>*No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.* |

**Question type** – How far? In the exam you get a choice of 2 questions. Always worth 16 marks. Paper 1 and 2 are marked in the same way
A suggested structure. Miss Knowles recommends you start with the factor/cause/event that is in the question

**The factor/event in the question**

**Other factors/events/reason. You will have two stimulus points in the exam but you are expected to use and deploy your own knowledge**

***Make sure you describe and explain and link back to the question***

Structure
1st paragraph is based on the statement given in the question

2nd, 3rd and 4th other reasons. You knowledge will effect how much you can write. It needs to be relevant though
Link/refer back to the question

***DO NOT sit on the fence – make a decision.***

Conclusion
Use the language of the question I partially/fully agree or totally/strongly disagree with the statement ***because*** ….
Doing this will make your conclusion justified which is essential to get in to level 3 and 4 in the markscheme

**Don't forget to 'seal' the deal with a conclusion! If you disagree rewrite the statement in a way that you do agree with AND explain why**

# Formal exams….

- End of Year 10 – A full paper 1  (all indicated on PLCs)
- Late summer term a full Elizabeth exam

- Yr 11 November PPE
- Full Paper 1 and 2 (Elizabeth and Cold War)

# Revision

- Flashcards and mind-maps are a good thing…… to an extent.

@mrthorntonteach

# How do we revise for history?

Three common revision techniques that are **LEAST** effective in helping you revise are:

- Highlighting texts
- Re-reading
- Summarising text

Whilst these methods may feel like you are revising, there are many better methods to help you revise.

## Flashcards

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.

Post its can be also useful for key words and timelines

### Using Flashcards

Using the Leitner Method, using the video below
https://youtu.be/C20EvKtdJwQ YouTube

You can also create excellent flashcards online or on your phone using Quizlet which also had an app. Quizlet

### How to use in history

There are a variety of ways to use flashcards in revision for the skills you need

**Key Terms**
Create for key words and terms

**Causation**
Create for the causes of events or progress

**Judgments**
Create an agree or disagree argument against a quote

**Narrative**
Create to show a narrative of events in order

## Retrieval Practice

Testing what you know is a powerful tool in revision, the effort to remember something really strengthens your memory

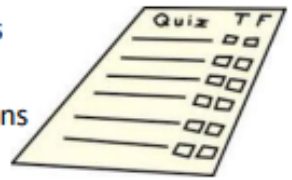
Apps such as Memrise and Quizlet allow you to use or create your own quizzes based on topics.

Create them, test yourself or get someone to test you, it's works!

### Types

There are a number of types you can create:

- Multiple Choice Questions
- True or False
- Short Explanation Questions
- Odd One Out
- If this is the answer then what is the question




### How to use in history

**Spaced**
Test on old and new topics mixed up

**Knowledge Organisers**
Use to create *'must know'* quizzes for a topic

**Factors/Causes/Consequences**
To identify 2-3 factors, causes of an event/person e.g. The rising against Tostig

**Examples**
*'Give two examples of……'*

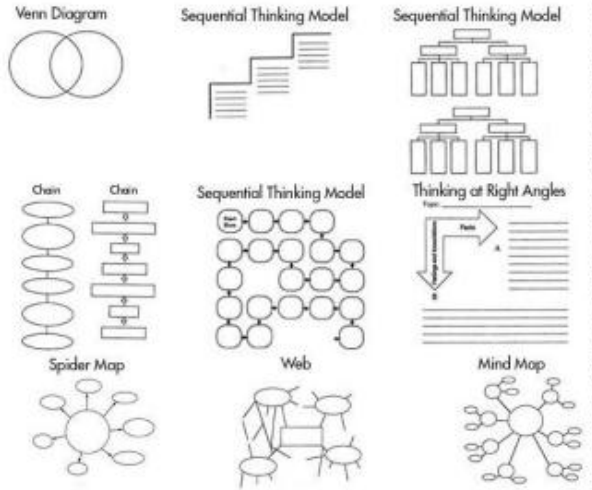
## Transform It

Graphic organisers are a great way of 'transforming' your notes/information into visual revision topics.

They can be used to create links, show a narrative, identify the causes/consequences and importance of something.

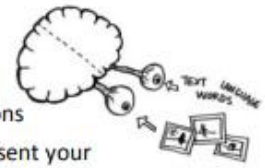
### How to use in history

1. **Causation –** Create a visual flow diagram of the chronological events in a time period e.g. American West
2. **Change and Continuity** – Create a Venn diagram to show what changed and did not in medical time period
3. **Concept Mapping**– At the end of a week, mind map all you can remember about a topic and link area together. Then add to your mind map using a different colour using notes




### How to:

1. Use simple drawings with matching simple descriptions
2. The drawing should represent your understanding of the topic
3. Try to draw links between images



## Dual Coding

Dual coding' is the method of putting your knowledge into visual form alongside words. It increases the chances of you remembering it.

An example activity you can do its creating a comic strip to represent the events of the Battle of Hastings

@mrthorntonteach

# How do we revise for history?

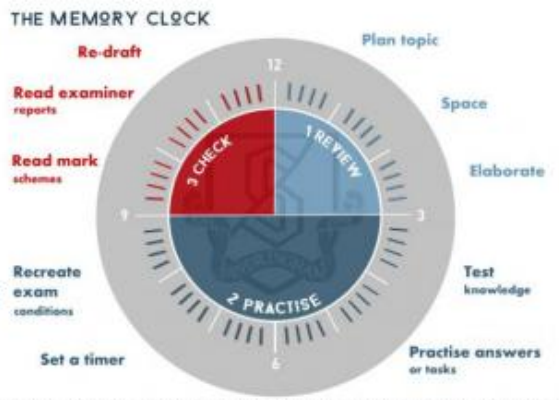
## Deliberate Practice

Set aside time to practice improving your knowledge or historical skills. Choose what you need to do, it must be tough enough to challenge you, and practice, practice, practice!

You should focus on something that you are *almost* able to do but *not just yet!*

### How to use in history

1. Use a model answer from the teacher, pull it apart and identify the key parts. Then answer a similar question and try to replicate
2. Study material, complete practice questions in timed conditions. Then use your notes to correct / improve your answer. A week later, redo a similar question. Repeat as necessary.

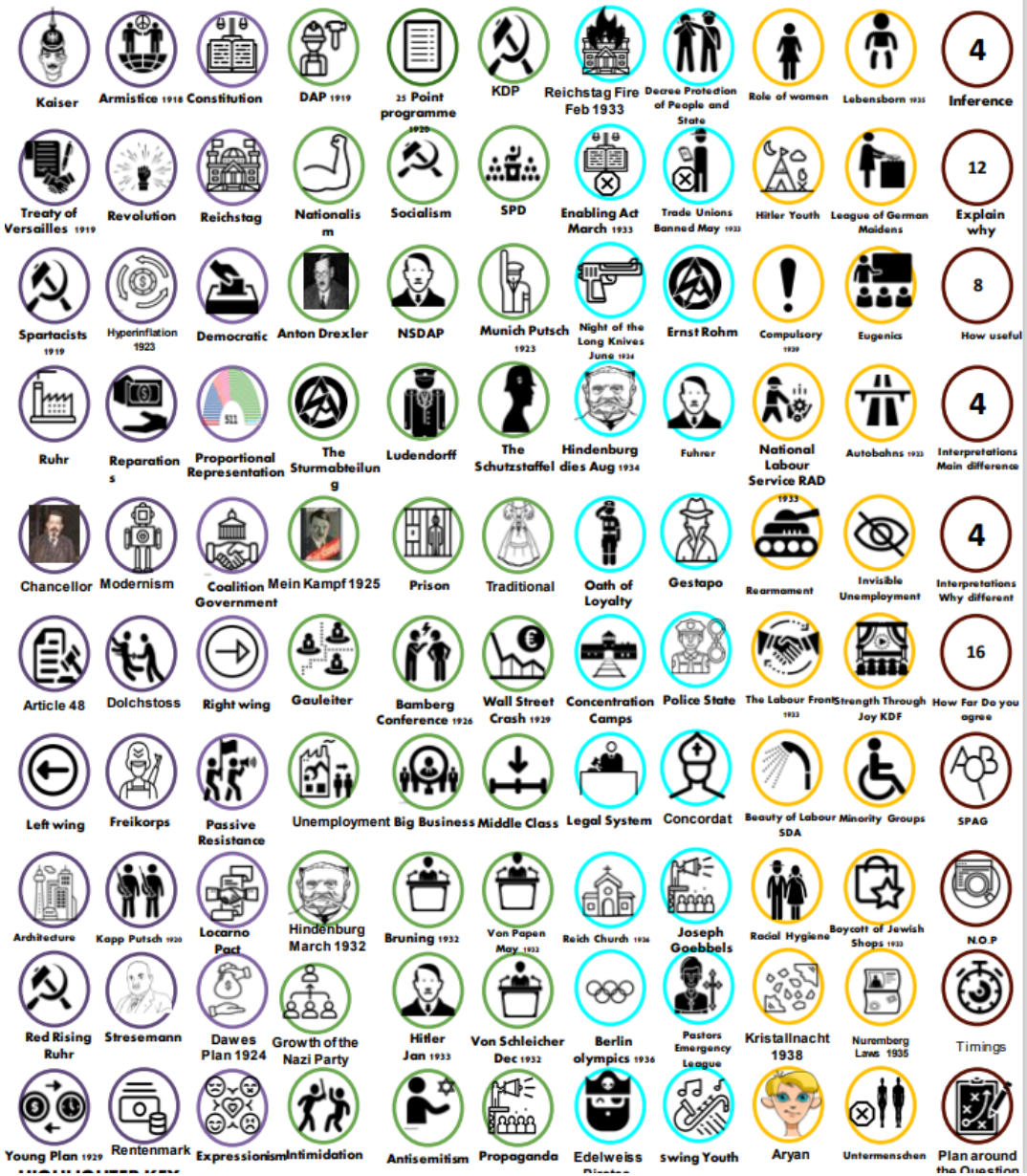


# Introduction to Elizabeth

| Tell me 5… | You need to revisit this urgently | Starting to improve | Competent but still work to do | Knowledge is progressing well | Getting exam ready Keep it up! | Total |
|---|---|---|---|---|---|---|
| Features of Elizabethan England in 1558 | | | | | | |
| Roles in Elizabethan Government | | | | | | |
| Elizabeth's family | | | | | | |
| Elizabeth's characteristics | | | | | | |
| Problems Elizabeth faced at home in 1558 | | | | | | |
| Problems Elizabeth faced from abroad in 1558 | | | | | | |
| Pieces of legislation | | | | | | |
| What happened in these years? | 1558 | 1568 | 1570 | 1587 (3) | 1588 | |

**DEFINITION DOTS:** *This task requires you to define each of the dots below. You must start with your own recall, then reference from your book and finally revise at home the definitions you could not remember.*

| The Weimar Republic 1918-1929 | Hitler's rise to power 1919-1933 | Nazi Control 1933-1939 | Life in Nazi Germany |
|---|---|---|---|



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Hampton Academies...

**Announcement** As part of a recent update, some Teams you may have previously hidden are now visible again. If you'd prefer not to see them, you can easily hide them from your Teams view.

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| Paper 1 Crime and Punishment | October 10, 2023 | Ericha Knowles | |
| Paper 2 COLD WAR | September 26 | Ericha Knowles | |
| Paper 2 Early Elizabethan Engl... | May 20, 2024 | Ericha Knowles | |
| PLCs for all units | September 26 | Ericha Knowles | |
| Revision for Paper 1 Whitechapel | September 16 | Ericha Knowles | |
| Revision for Paper 2 Elizabetha... | September 16 | Ericha Knowles | |
| Revision resources for Paper 1 ... | September 16 | Ericha Knowles | |