

## Dallam History GCSE

### Parent's Guide

#### What History specification does my child do?

Your child completes the Pearson Edexcel GCSE History grades 1-9.

#### What is my child assessed in?

Your child is assessed in four different skills known as 'Assessment Objectives' (AO's). These differ depending on the exam paper that is being sit, and are listed in the summary of the topics so you know the differences:

- AO1 – Knowledge. Being able to give detailed facts about the period in question.
- AO2 – Analysis. Being able to explain events. Students should be able to use words such as cause, consequence, significance, change, continuity, similarity and difference.
- AO3 – Sources. Being able to infer from sources (work out information based off certain details) and being able to assess how useful a source is for an enquiry.
- AO4 – Interpretation. Being able to summarise the argument of a historian and back it up using quotes. Being able to explain why interpretations can differ on the same topic.

#### What topics does my child sit exams in?

<b>Paper 1 – Crime and Punishment through time, c.1000 to the present day AND historic environment (Whitechapel)</b>	<b>Paper 2 – Anglo-Saxon &amp; Norman England c.1060-1088 AND Superpower Relations &amp; the Cold War, 1941-1991</b>	<b>Paper 3 – Weimar and Nazi Germany, 1918-1939</b>
<ul style="list-style-type: none"><li>• 1 hour and 15 minute exam.</li><li>• 52 marks.</li><li>• 30% of GCSE.</li></ul>	<ul style="list-style-type: none"><li>• 1 hour and 5 minute exam (2 x 55 minute exams)</li><li>• 64 marks</li><li>• 40% of GCSE</li></ul>	<ul style="list-style-type: none"><li>• 1 hour and 20 minute exam</li><li>• 52 marks</li><li>• 30% of GCSE</li></ul>

#### What does my child need to know for each paper?

This is a long question to answer! Please see an outline of what your child needs to be comfortable on, and links to websites that may help you to understand the topic too. Please also see an outline of the question types on this paper, a recommended structure and possible sentence starters.

<b>Paper 1 – Crime and Punishment through time AND Whitechapel</b>		
<ul style="list-style-type: none"><li>• <u><a href="#">Crime, punishment and law enforcement in Medieval England, c.1000-c.1500</a></u></li><li>• Different examples of crimes against the person, property and authority in Anglo-Saxon England.</li><li>• Different examples of Anglo-Saxon punishment, including stocks and pillory, corporal and capital punishment, the blood feud and Wergild.</li><li>• Different examples of Anglo-Saxon law enforcement,</li></ul>	YouTube links (Click to open): <a href="#">Crime and Punishment in Medieval England Playlist</a>  <a href="#">Crime and Punishment in Early Modern England Playlist</a>	<u>Section A – Whitechapel</u>  1. Describe two features of... <ul style="list-style-type: none"><li>• One feature is... (state a feature)</li><li>• For example... (Describe in more detail)</li><li>• Another feature is... (state a feature)</li></ul>

<p>including tithings, hue and cry, trial by ordeal.</p> <ul style="list-style-type: none"> <li>• Examples of how crime changed under the Normans, including poaching as a 'social crime'.</li> <li>• Examples of Norman changes to punishment, such as increased use of capital and corporal punishment and the Murdrum.</li> <li>• Examples of Norman continuity and changes to law enforcement, including trial by combat</li> <li>• Examples of changing nature of crime in later medieval England, including the Statute of Labourers (1351) and heresy (1381).</li> <li>• Examples of changing nature of punishment in later medieval England, including burning at the stake and hanged, drawn and quartered.</li> <li>• Examples of changing nature of law enforcement, such as constables, coroner, Justices of the Peace, the end of trial by ordeal.</li> <li>• Case study – role of the Church in medieval justice. Including trial by ordeal, Church Courts, Benefit of the Clergy and Sanctuary.</li> </ul>	<p><a href="#">Crime and Punishment 18th to 19th century Playlist</a></p> <p><a href="#">Crime and Punishment modern period Playlist</a></p> <p><a href="#">Whitechapel Playlist</a></p> <p>BBC Bitesize (Click to open):</p> <p><a href="#">Crime and Punishment in Medieval England</a></p> <p><a href="#">Crime and Punishment in Early Modern England</a></p> <p><a href="#">Crime and Punishment in 18th to 19th century England</a></p> <p><a href="#">Crime and Punishment in modern England</a></p> <p><a href="#">Whitechapel</a></p>	<ul style="list-style-type: none"> <li>• For example... (Describe in more detail)</li> </ul> <p>2a. How useful are sources A and B for an enquiry into...</p> <p>For both sources, do the following:</p> <ul style="list-style-type: none"> <li>• Judgement – how useful are the sources for the enquiry – very, quite, partially etc.</li> <li>• Content – Pick a quote/detail from the source. What can we learn about the enquiry from this?</li> <li>• Own knowledge – What do you know to support or challenge the content?</li> <li>• Provenance – What type of source is it, where/who is it from? Why might this affect how useful it is?</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#"><u>Crime, punishment and law enforcement in Early Modern England, c.1500-c.1700</u></a></li> <li>• Continuity and change in nature of crime, including heresy and treason. New crimes such as vagabondage and witchcraft and why these emerge.</li> <li>• Continuity and change in punishment, the introduction of transportation and start of the Bloody Code.</li> <li>• Continuity and change in law enforcement, including town watchmen, sergeants and reasons why these emerge.</li> <li>• Case study: Gunpowder Plotters of 1605. Their crimes and punishments.</li> <li>• Case study: Matthew Hopkins and the growing belief in witchcraft.</li> </ul>		<p>2b. How could you follow up source...</p> <ul style="list-style-type: none"> <li>• Pick detail from source to follow up.</li> <li>• Decide a question you could follow up on this detail.</li> <li>• Pick a source of information you could find out more about this.</li> <li>• Explain why you picked this source.</li> </ul> <p><a href="#"><u>Section B – Crime and Punishment</u></a></p> <p>3. Explain one way in which...was similar/different in X compared to Y.</p>

<p><u>Crime, punishment and law enforcement in the 18<sup>th</sup> and 19<sup>th</sup> centuries, c.1700-c.1900</u></p> <ul style="list-style-type: none"> <li>• Continuity and change in nature of crime, including highway robbery, poaching and smuggling. Changing definitions of crime, such as ending of witchcraft and how the Tolpuddle Martyrs were treated.</li> <li>• Changing views towards punishment. How transportation changed and ended, the end of public execution and the Bloody Code, prison reform including John Howard and Elizabeth Fry.</li> <li>• Changing nature of law enforcement, including work of Fielding Brothers and the Bow Street Runners, the development of police forces and the beginning of the CID.</li> <li>• Case study: Pentonville Prison and the separate system.</li> <li>• Case Study: Robert Peel's reforms to prisons and the development of the Metropolitan Police Force</li> </ul>		<ul style="list-style-type: none"> <li>• One way in which... was similar/different in X compared to Y was...</li> <li>• For example, in X... (Give detail on this period of time)</li> <li>• Similarly/Where in Y... (Give detail on this period of time)</li> </ul> <p>4. Explain why...</p> <ul style="list-style-type: none"> <li>• Three paragraphs.</li> <li>• Two piece of evidence per paragraph.</li> <li>• Last sentence of each paragraph, answer the question!</li> </ul> <p>5. "... How far do you agree?</p> <ul style="list-style-type: none"> <li>• Three main paragraphs, and a conclusion.</li> <li>• First paragraph must talk about whatever is in the quotes. Then two paragraphs on what you want.</li> <li>• Conclusion – answer the question! How far do you agree with the statement and why?</li> </ul>
<p><u>Crime, punishment and law enforcement in the modern period, c.1900 to present day</u></p> <ul style="list-style-type: none"> <li>• Continuity and changes in crime, including smuggling, changing forms of theft, new crimes (racism, homophobia) and reasons for their emergence.</li> <li>• Changing nature of punishment: why the death penalty was abolished, changed within prisons such as specialised treatment of young offenders and open prisons, development of non-custodial sentences.</li> <li>• Changing nature of law enforcement: Neighbourhood Watch, specialisation of police, use of science and technology</li> <li>• Case Study: treatment of Conscientious Objectors in the First and Second World Wars.</li> <li>• Case study: Derek Bentley and why the case contributed to the end of the death penalty.</li> </ul>		
<p><u>Whitechapel, c.1870-c.1900</u></p> <ul style="list-style-type: none"> <li>• Context of Whitechapel: housing and overcrowding, workhouses, lack of employment.</li> </ul>		

<ul style="list-style-type: none"> <li>• Issues in Whitechapel: cheap alcohol and pubs, immigration of Irish and Jewish adding to tension.</li> <li>• Organisation of police: work of H Division, problems caused by alcohol, prostitution, protection racket.</li> <li>• Jack the Ripper investigation: techniques available to police including sketching, photography and interview. Problems faced by police including lack of technology, competition with City of London Police, media and Whitechapel Vigilance Committee</li> </ul>		
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<b>Paper 2 – Anglo-Saxon and Norman England</b>		
<p><u>1. Anglo-Saxon England and the Norman Conquest</u></p> <ul style="list-style-type: none"> <li>• Power of monarchy under Anglo-Saxons, the Anglo-Saxon social system, Anglo-Saxon economy, influence of Church in Anglo-Saxon England.</li> <li>• House of Godwin – reason for their power, why there was a rising against Earl Tostig.</li> <li>• Reasons for the succession crisis in 1066 including William of Normandy, Harald Hardrada, Edgar Atheling and Harold Godwinson. Reasons for and significance of the outcomes of the battles of Gate Fulford and Stamford Bridge.</li> <li>• Battle of Hastings, reasons William won including fortune, leadership and tactics.</li> </ul>	<p>YouTube links (Click to open):</p> <p><a href="#">Anglo-Saxon and Norman England playlist</a></p> <p>BBC Bitesize (Click to open):</p> <p><a href="#">Anglo-Saxon Society pre-1066</a></p> <p><a href="#">Edward's death and claimants to the throne</a></p> <p><a href="#">Battles of 1066</a></p> <p><a href="#">How William established control</a></p>	<ol style="list-style-type: none"> <li>1. Describe two features of... <ul style="list-style-type: none"> <li>• One feature is... (state a feature)</li> <li>• For example... (Describe in more detail)</li> <li>• Another feature is... (state a feature)</li> <li>• For example... (Describe in more detail)</li> </ul> </li> <li>2. Explain why... <ul style="list-style-type: none"> <li>• Three paragraphs.</li> <li>• Two piece of evidence per paragraph.</li> <li>• Last sentence of each paragraph, answer the question!</li> </ul> </li> </ol>
<p><u>2. William I in power</u></p> <ul style="list-style-type: none"> <li>• Submission of the earls, Williams reward to followers, Marcher Earldoms and motte and bailey castles.</li> <li>• Causes and outcomes of the revolt of Edwin and Morcar (1068), Edgar the Aethling and the rebellions in the North (1069) and Hereward the Wake and the rebellion at Ely (1070-71)</li> <li>• Legacy of resistance: Harrying of the North, short-term and long-term consequences, changes in landownership, how William maintained royal power.</li> </ul>	<p><a href="#">Norman rule</a></p> <p><a href="#">Motte and bailey castles</a></p> <p><a href="#">Church in Norman England</a></p>	<ol style="list-style-type: none"> <li>3. "... " How far do you agree? <ul style="list-style-type: none"> <li>• Three main paragraphs, and a conclusion.</li> <li>• First paragraph must talk about whatever is in the quotes. Then two paragraphs on what you want.</li> </ul> </li> </ol>

<ul style="list-style-type: none"> <li>Revolt of the Earls: causes, events and consequences.</li> </ul>		<ul style="list-style-type: none"> <li>Conclusion – answer the question! How far do you agree with the statement and why?</li> </ul>
<p><u>3. Norman England</u></p> <ul style="list-style-type: none"> <li>Feudal System – the role of each group in it.</li> <li>Changes to the Church under Lanfranc</li> <li>Changes to society, economy and government.</li> <li>Domesday Book.</li> <li>Norman aristocracy – culture and language.</li> <li>Bishop Odo – career and significance.</li> <li>Robert Curthoses revolt against his father (1077-80)</li> <li>William's death and the disputed succession.</li> </ul>		

<b>Paper 2 – Superpower relations and the Cold War</b>		
<p><u>1. Origins of the Cold War</u></p> <ul style="list-style-type: none"> <li>Grand Alliance: the outcomes of the Tehran, Yalta and Potsdam conferences.</li> <li>Ideological differences between the superpowers, attitudes of Stalin, Truman and Churchill</li> <li>Impact on US-Soviet relations of atomic bomb, Long and Novikov telegrams and creation of Soviet satellite states in Eastern Europe.</li> <li>Truman Doctrine and Marshall Plan</li> <li>Cominform, Comecon and NATO</li> <li>Berlin Crisis and Airlift – Causes, events and consequences.</li> <li>Significance of the arms race</li> <li>Hungarian Uprising – Causes, events and consequences.</li> </ul>	<p>YouTube links (Click to open):</p> <p><a href="#">Cold War Playlist - Lots of short videos!</a></p> <p>BBC Bitesize (Click to open):</p> <p><a href="#">Cold War origins 1941-56</a></p> <p><a href="#">Cold War Crises 1958-1970</a></p> <p><a href="#">End of the Cold War, 1972-1991</a></p>	<p>1. Explain two consequences of...</p> <ul style="list-style-type: none"> <li>One consequence of... is... (state a consequence)</li> <li>For example... (give fact)</li> <li>In addition... (Give another fact)</li> <li>This is significant because... (what was the effect of this consequence)</li> </ul> <p>Do this twice!</p> <p>2. Write a narrative account outlining....</p> <ul style="list-style-type: none"> <li>Three paragraphs – causes, events and consequences.</li> <li>Include specific detail.</li> <li>LINK the causes to the events. EXPLAIN how the events came to an end.</li> </ul>
<p><u>2. Cold War crises</u></p> <ul style="list-style-type: none"> <li>Causes, events and consequences of the Berlin Crisis (1958-1961)</li> <li>Causes, events and consequences of the Cuban Missile Crisis</li> <li>Causes, events and consequences of the Soviet invasion of Czechoslovakia</li> </ul>		
<p><u>3. The end of the Cold War</u></p> <ul style="list-style-type: none"> <li>Détente in the 1970s (SALT 1, Helsinki and SALT 2)</li> <li>End of détente – Soviet invasion of Afghanistan, Carter Doctrine and Olympic boycotts</li> </ul>		<p>3. Explain the importance of two of the following...</p> <ul style="list-style-type: none"> <li>2 x 8 mark question.</li> </ul>

<ul style="list-style-type: none"> <li>• Importance of Ronald Reagan – Second Cold War</li> <li>• Importance of Gorbachev's 'new thinking'</li> <li>• Relaxation of tensions, lack of Soviet control in Europe, fall of Berlin Wall and collapse of Soviet Union.</li> </ul>		<ul style="list-style-type: none"> <li>• For each – two paragraphs.</li> <li>• One reason... is important is... (why does this matter?)</li> <li>• For example... (Give a fact)</li> <li>• In addition... (Give another fact)</li> <li>• This is important because... (why is this important)</li> </ul>
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<b>Paper 3 – Weimar and Nazi Germany</b>		
<p>1. <u>Weimar Republic, 1918-29</u></p> <ul style="list-style-type: none"> <li>• Legacy of First World War and the German Revolution</li> <li>• Strengths and weaknesses of the Weimar Constitution</li> <li>• Why the Republic was unpopular – Treaty of Versailles</li> <li>• Challenges from Left and Right – Spartacists, Freikorps and Kapp Putsch</li> <li>• Challenges of 1923 – invasion of Rhur and hyperinflation</li> <li>• Reasons for economic recovery under Stresemann</li> <li>• Stresemann's' achievements abroad</li> <li>• Changes in standard of living, women and culture</li> </ul>	<p>YouTube links (Click to open):</p> <p><a href="#">Weimar and Nazi Germany Playlist</a></p> <p>BBC Bitesize (Click to open):</p> <p><a href="#">Weimar Republic 1918-1929</a></p> <p><a href="#">Hitler's rise to power, 1919-1933</a></p> <p><a href="#">Nazi control and dictatorship</a></p>	<ol style="list-style-type: none"> <li>1. Give two things you can infer from Source A about... <ul style="list-style-type: none"> <li>• Infer= to work out.</li> <li>• Pick out an inference, and a detail to support.</li> </ul> </li> <li>2. Explain why... <ul style="list-style-type: none"> <li>• Three paragraphs.</li> <li>• Two piece of evidence per paragraph.</li> <li>• Last sentence of each paragraph, answer the question!</li> </ul> </li> </ol>
<p>2. <u>Hitler's rise to power, 1919-1933</u></p> <ul style="list-style-type: none"> <li>• Hitler's early career: joining German Worker's Party and setting up Nazi Party. The SA and the Twenty-Five Point Programme.</li> <li>• Reasons for, events and consequences of the Munich Putsch.</li> <li>• Reasons for limited support – party reorganisation, Mein Kampf and Bamberg Conference.</li> <li>• Growth of unemployment and failure of Weimar governments to deal with it. Growth of support for Communists.</li> <li>• Reasons for growing support of Nazis, including appeal of Hitler, propaganda and SA.</li> <li>• Political developments in 1932. Role of Hindenburg, Brüning, von Papen and von Schleicher</li> </ul>	<p><a href="#">Life in Nazi Germany</a></p>	<p>3a. How useful are Source B and C for an enquiry into... For both sources, do the following:</p> <ul style="list-style-type: none"> <li>• Judgement – how useful are the sources for the enquiry – very, quite, partially etc.</li> <li>• Content – Pick a quote/detail from the source. What can we learn about the enquiry from this?</li> <li>• Own knowledge – What do you know to support or challenge the content?</li> <li>• Provenance – What type of</li> </ul>
<p>3. <u>Nazi control and dictatorship</u></p>		

<ul style="list-style-type: none"> <li>• Reichstag Fire, Enabling Act, banning of other political parties and trade unions.</li> <li>• Night of Long Knives, death of Hindenburg.</li> <li>• Role of Gestapo, SS, SD and concentration camps.</li> <li>• Control of legal system.</li> <li>• Policies towards Church.</li> <li>• Propaganda and censorship, including media, rallies and sport and the Berlin Olympics</li> <li>• Control of art, architecture, literature and film.</li> <li>• Opposition from churches and young</li> </ul>		<p>source is it, where/who is it from? Why might this affect how useful it is?</p> <p>3b. What is the main difference between interpretation one and two on...</p> <ul style="list-style-type: none"> <li>• Summarise argument of both interpretations in your own words.</li> <li>• Give quote to support summary.</li> </ul>
<p><u>4. Life in Nazi Germany</u></p> <ul style="list-style-type: none"> <li>• Nazi policies towards women including marriage, employment and appearance.</li> <li>• Nazi policies towards young, including youth groups and control of education.</li> <li>• Nazi policies to reduce unemployment and improve standard of living.</li> <li>• Nazi racial beliefs and policies towards Slavs, 'gypsies', homosexuals and the disabled.</li> <li>• Persecution of Jews: boycott of shops, Nuremberg Laws and Kristallnacht.</li> </ul>		<p>3c. Suggest one reason why interpretations one and two give different views on...</p> <ul style="list-style-type: none"> <li>• Reasons historians have different views: use different sources, focus on different things.</li> </ul> <p>3d. How far do you agree with interpretation one/two about...</p> <ul style="list-style-type: none"> <li>• Paragraph on both interpretations and a conclusion on how far you agree.</li> <li>• State how far you agree. Give a quote, suggestion and evidence to support for both interpretations.</li> </ul>