HISTORY GCSE REVISION BOOKLET

This booklet contains everything you need to support your GCSE History revision, including information about the exams, guidance on different question types and exam technique, personalised learning checklists, support for answering source and interpretation questions, and useful vocabulary and sentence starters for writing strong History answers. Revision fact sheets for each topic can be found in the reference section at the end of the booklet. Students should also make regular use of the Pearson Edexcel revision booklets, which provide additional content knowledge, practice activities and exam-style questions.

Exam information:

Paper 1: Crime and Punishment in Britain, c1000–present | Total marks: 52	Paper 2: Early Elizabethan England, 1558–88 and The American West, c1835–c1895 | Total marks: 64
Section A: Historic Environment | 16 marks This section focuses on the historic environment study of **Whitechapel, c1870–c1900: crime, policing and the inner city**. ● **Question 1:** Describe two features of the historic environment. **4 marks** ● **Question 2a:** How useful are Sources A and B for an enquiry into a historical issue? **8 marks** ● **Question 2b:** How could you follow up Source A/B to find out more about a historical issue? **4 marks** **Section B: Thematic Study | 36 marks** This section focuses on **Crime and Punishment in Britain, c1000–present**. ● **Question 3:** Explain a similarity / difference between two historical periods or developments. **4 marks** ● **Question 4:** Explain why a historical event, development or situation occurred. **12 marks** ● **Question 5:** How far do you agree with the statement? **16 marks + 4 SPaG**	**Early Elizabethan England, 1558–88 | 32 marks** This section is the British depth study. ● **Question 1a&b:** Describe two features of a historical development or situation. **4 marks** ● **Question 2:** Explain why a historical event, development or situation occurred. **12 marks** ● **Question 3:** How far do you agree with the statement? **16 marks** **The American West, c1835–c1895 | 32 marks** This section is the period study. ● **Question 1a&b:** Explain two consequences of a historical development or event. **8 marks** ● **Question 2:** Write a narrative account analysing the events involved in a historical development or process. **8 marks** **Question 3:** Explain the significance of two historical events, developments or individuals. **16 marks**

Additional Revision Resources

Paper 1: Crime and Punishment in Britain, c1000–present

- **BBC Bitesize Crime and punishment in Britain, c.1000 to the present day:** BBC Bitesize – Crime and Punishment in Britain

- **Save my Exams Crime and Punishment for GCSE History: A Guide -** https://www.savemyexams.com/learning-hub/exam-guides/crime-and-punishment-for-gcse-history-a-guide
- **Quizlet: Crime and punishment in Britain, c1000–present -** https://quizlet.com/gb/content/edexcel-gcse-history-crime-punishment-flashcards
- **Quizlet: Whitechapel, c1870–c1900: crime, policing and the inner city -** https://quizlet.com/gb/content/edexcel-gcse-history-whitechapel-flashcards

Paper 2: Early Elizabethan England, 1558–88

- **BBC Bitesize Elizabeth I:** BBC Bitesize – Elizabeth I
- **Save my Exams Elizabethan England for GCSE History: Everything You Need to Know -** https://www.savemyexams.com/learning-hub/exam-guides/elizabethan-england-for-gcse-history-everything-you-need-to-know
- **Seneca: Edexcel GCSE Early Elizabethan England, 1558-88 -** https://senecalearning.com/en-gb/seneca-certified-resources/early-elizabethan-england-1558-88-gcse-edexcel

Paper 2: The American West, c1835–c1895

- **Save my Exams The American West for GCSE History: Everything You Need to Know -** https://www.savemyexams.com/learning-hub/exam-guides/the-american-west-for-gcse-history-everything-you-need-to-know/
- **Quizlet: The American West, c1835–c1895 -** https://quizlet.com/gb/content/edexcel-gcse-history-american-west-flashcards

- **Seneca: Edexcel GCSE The American West, c1835-c1895 -** https://senecalearning.com/en-gb/seneca-certified-resources/the-american-west-c1835-c1895-gcse-edexcel

Question Types and Exam Technique

Question	Technique
Describe one feature 2 marks	**What are you trying to do?** Give one specific feature and support it with a relevant example. **How should you structure your answer?** One feature was... For example,...
Explain one consequence 4 marks	**What are you trying to do?** Explain what happened as a result of an event or development. **How should you structure your answer?** Point → Evidence → Explanation **Useful sentence starters** One consequence was... | For example,... | This led to... | As a result,... | This meant that...
Explain one similarity or difference 4 marks	**What are you trying to do?** Explain one similarity or difference between the earlier period and the later period. **How should you structure your answer?** Make the comparison clear, then support it with specific historical knowledge. **Useful sentence starters**

	One similarity was... | One difference was... | In the earlier period... | By the later period... | This was similar because... | This was different because...
Explain why 12 marks	**What are you trying to do?** Explain the reasons why an event, development or situation happened. **How should you structure your answer?** Use PEE: Point → Evidence → Explanation **Useful sentence starters** One reason / Another reason / A final reason was... | For example,... | This shows that... | This meant that...
Write a narrative account 8 marks	**What are you trying to do?** Give a clear, chronological account of how an event or development unfolded, explaining the links between events. **How should you structure your answer?** Follow the sequence of events and explain how one event led to another. **Useful sentence starters** Initially,... | This led to... | As a result,... | In response,... | This meant that... | Consequently,... | This then led to...
Explain the importance of 8 marks	**What are you trying to do?** Explain why an event, development or person was important in its historical context. **How should you structure your answer?** Make a point, support it with specific evidence and explain its importance. **Useful sentence starters** This was important because... | For example,... | This meant that... | This shows that... | This was significant because...
How useful are the sources? 8 marks	**What are you trying to do?** Assess how useful the sources are for the specific enquiry in the question. **How should you structure your answer?** Consider what each source shows, use quotes or description, add what you know from your own knowledge, who made it, when it was made and what its purpose was, and how these things affect its usefulness. **Useful sentence starters** The source shows that... | The source suggests that... | From my own knowledge, I know that... | The source was made by... | It was produced in... | Its purpose was to... | This makes the source useful because... | However, the source is limited because...
Follow-up enquiry 4 marks	**What are you trying to do?** Use a detail from the source to identify something you would like to investigate further. **How should you structure your answer?** Formulate a follow-up question, identify a source you could use to investigate it and explain why that source would help.
How far do you agree? 16 marks	**What are you trying to do?**

	Decide how far you agree with the statement, considering evidence on both sides and reaching a clear judgement. The question gives you two stimulus points. Use these as two areas of knowledge and add a third area from your own knowledge. **How should you structure your answer?** Use five paragraphs: 1. Introduction → 2. Agree → 3. Disagree → 4. Your own information → 5. Conclusion Use PEEJ: Point → Evidence → Explanation → Judgement **Useful sentence starters** Introduction: I agree with the statement to a large extent /some extent / mostly / partially because... Agree: On the one hand, the statement is convincing because… | For example,... | This shows that… | This meant that… | Therefore,... Disagree: On the other hand, the statement is less convincing because... | However,... | For example,... | This shows that… | This meant that… | Therefore,... Your own information: Another factor to consider is... | For example,... | This shows that… | This meant that… | Therefore,... Conclusion: Overall, I agree with the statement to a large extent / some extent / partially because...
SPaG 4 marks	Two of the How far do you agree? questions include 4 additional marks for spelling, punctuation, grammar and specialist terminology. These marks reward clear, accurate historical writing, so make sure your answer is written in full sentences and uses accurate historical vocabulary.

Success Criteria
● Have you used the language of the question? ● Have you supported your points with precise historical evidence? ● Have you explained your points fully? ● Have you used the source/interpretation where required? ● Have you addressed all parts of the question? ● Have you made a clear, supported judgement where required? ● Have you stayed focused on the question throughout?

Personalised Learning Checklists (PLCs)

Use these checklists to identify the topics you know well and the topics you need to revise.

Use your **Revision Fact Sheets** to fill the gaps in your knowledge.

Green = I am confident with this and could use my knowledge to answer an exam question.
Amber = I know some of this but need to revise it before answering an exam question.
Red = I know very little about this and need to revise it carefully.

Paper 1: Crime and Punishment in Britain, c1000–present

The process of change

Topic	Green	Amber	Red
I can explain how attitudes in society, individuals and institutions, and science and technology influenced changes in crime and punishment.	☐	☐	☐
I can identify patterns of change, continuity and turning points across the whole period.	☐	☐	☐

c1000–c1500: Crime and punishment in medieval England

Topic	Green	Amber	Red
I know the nature of crimes against the person, property and authority, including poaching and the changing definition of crime after the Norman Conquest.	☐	☐	☐
I know how law enforcement and punishment worked, including tithings, the hue and cry, the parish constable, fines, corporal and capital punishment, and Wergild.	☐	☐	☐
I know the influence of the Church, including Sanctuary, Benefit of Clergy and trial by ordeal, and why trial by ordeal ended.	☐	☐	☐

c1500–c1700: Crime and punishment in early modern England

Topic	Green	Amber	Red
I know how crimes changed, including heresy, treason, vagabondage and witchcraft.	☐	☐	☐
I know how law enforcement and punishment changed, including town watchmen, transportation and the Bloody Code.	☐	☐	☐
I know the Gunpowder Plotters and their punishment, and the witch-hunts led by Matthew Hopkins in 1645–47.	☐	☐	☐

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

Topic	Green	Amber	Red

I know the changing nature of crimes including highway robbery, poaching and smuggling, and changing definitions of crime including witchcraft prosecutions and the Tolpuddle Martyrs.	☐	☐	☐
I know the development of law enforcement, including the Fielding brothers, police forces and CID.	☐	☐	☐
I know changes in punishment, including transportation, public execution, the Bloody Code and prison reform, including John Howard and Elizabeth Fry.	☐	☐	☐
I know Pentonville Prison and the separate system.	☐	☐	☐
I know Robert Peel's contribution to penal reform and the development of the Metropolitan Police.	☐	☐	☐

c1900–present: Crime and punishment in modern Britain

Topic	Green	Amber	Red
I know changes in the nature and definition of crime, including new forms of theft and smuggling, driving offences, race crimes and drug crimes.	☐	☐	☐
I know changes in law enforcement, including Neighbourhood Watch, police specialisation, science and technology, and crime prevention.	☐	☐	☐
I know changes in punishment, including abolition of the death penalty, changes to prisons, treatment of young offenders and non-custodial punishments.	☐	☐	☐
I know the treatment of Conscientious Objectors in the First and Second World Wars.	☐	☐	☐
I know the Derek Bentley case and its significance for the abolition of the death penalty.	☐	☐	☐

Whitechapel, c1870–c1900

Topic	Green	Amber	Red
I know the local context of Whitechapel, including housing, overcrowding, the Peabody Estate, workhouses, poverty and the links between the environment and crime.	☐	☐	☐

I know about the inhabitants of Whitechapel, including poverty, employment, lodging houses, pubs and migration from Ireland and Eastern Europe.	☐	☐	☐
I know how Whitechapel was policed, including beat constables, H Division and the difficulties of policing rookeries, alleys and courts.	☐	☐	☐
I know the problems faced by the police, including alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people.	☐	☐	☐
I know how detectives investigated crime, including sketches, photographs and interviews, and the problems of cooperation between different police forces.	☐	☐	☐
I know the investigation of the Jack the Ripper murders, the role of the media and the Whitechapel Vigilance Committee.	☐	☐	☐
I know the national context of policing, including the Metropolitan Police, recruitment, CID, the Home Secretary, Sir Charles Warren and public attitudes towards the police.	☐	☐	☐
I know which local and national sources could be used to investigate Whitechapel and the strengths and weaknesses of different sources for different enquiries.	☐	☐	☐

Paper 2: Early Elizabethan England, 1558–88

Key Topic 1: Queen, government and religion, 1558–69

Topic	Green	Amber	Red
I know the situation Elizabeth inherited in 1558, including society, government, legitimacy, gender, marriage, finance, religious divisions and the French threat.	☐	☐	☐
I know Elizabeth's religious settlement of 1559 and the role of the Church of England.	☐	☐	☐
I know the Puritan and Catholic challenges to the religious settlement.	☐	☐	☐
I know the problem of Mary, Queen of Scots, including her claim to the throne and her relationship with Elizabeth.	☐	☐	☐

Key Topic 2: Challenges to Elizabeth at home and abroad, 1569–88

Topic	Green	Amber	Red
I know the Revolt of the Northern Earls and its significance.	☐	☐	☐
I know the Ridolfi, Throckmorton and Babington plots and the role of Walsingham and his spies.	☐	☐	☐
I know why Mary, Queen of Scots was executed in 1587 and the significance of her execution.	☐	☐	☐
I know the political, religious and commercial rivalry between England and Spain, including privateering and Drake.	☐	☐	☐
I know why relations with Spain deteriorated, including English involvement in the Netherlands and the actions of Robert Dudley.	☐	☐	☐
I know Drake's raid on Cadiz and the Spanish Armada, including the reasons for the English victory.	☐	☐	☐

Key Topic 3: Elizabethan society in the Age of Exploration, 1558–88

Topic	Green	Amber	Red
I know about education, sport, pastimes and the theatre.	☐	☐	☐
I know the reasons for increasing poverty and vagabondage and changing attitudes and policies towards the poor.	☐	☐	☐
I know why exploration increased, including new technology, trade and Drake's circumnavigation of the globe.	☐	☐	☐
I know why England attempted to colonise Virginia, the significance of Raleigh and why the first settlement failed.	☐	☐	☐

Paper 2: The American West, c1835–c1895

Key Topic 1: The early settlement of the West, c1835–c1862

Topic	Green	Amber	Red
I know the beliefs, social structures, ways of life and means of survival of Indigenous peoples of the Plains.	☐	☐	☐

I know Indigenous beliefs about land and nature and attitudes towards war and property.	☐	☐	☐
I know why migrants moved west, including the Oregon Trail, Manifest Destiny and the California Gold Rush.	☐	☐	☐
I know the experiences of early migrants, including the Donner Party and Mormon migration, and the problems of early settlement.	☐	☐	☐
I know the causes of tension with Indigenous peoples, including government policy, the Permanent Indian Frontier, the first Fort Laramie Treaty and the Indian Appropriations Act.	☐	☐	☐
I know the problems of lawlessness in early towns and attempts to establish law and order.	☐	☐	☐

Key Topic 2: Development of the Plains, c1862–c1876

Topic	Green	Amber	Red
I know the importance of railroads, the Pacific Railroad Act and the First Transcontinental Railroad.	☐	☐	☐
I know the Homestead Act, the problems faced by homesteaders and attempts to overcome them using new methods and technology.	☐	☐	☐
I know how law and order developed and the increasing influence of the federal government.	☐	☐	☐
I know the growth of the cattle industry, including Iliff, McCoy, Goodnight, Abilene and the railroads.	☐	☐	☐
I know how the role of the cowboy and the nature of ranching changed, including relations between ranchers and homesteaders.	☐	☐	☐
I know how railroads, cattle, gold prospecting and government policy affected Indigenous peoples, including the second Fort Laramie Treaty.	☐	☐	☐
I know the conflicts on the Plains, including Little Crow's War, the Sand Creek Massacre and Red Cloud's War.	☐	☐	☐

Key Topic 3: Later developments in the West, c1876–c1895

Topic	Green	Amber	Red

I know changes in farming, ranching and settlement, including new technology, the winter of 1886–87, the Exoduster movement and the Oklahoma Land Rush.	☐	☐	☐
I know how law and order developed, including sheriffs, marshals, Billy the Kid, Wyatt Earp and the OK Corral.	☐	☐	☐
I know the range wars, including the Johnson County War.	☐	☐	☐
I know the Battle of the Little Big Horn and Wounded Knee and their significance.	☐	☐	☐
I know the destruction of Indigenous ways of life, including the buffalo, reservations and the Dawes Act.	☐	☐	☐

Historical Sources

Assessing the usefulness of a source

Different sources provide different types of evidence. Their usefulness depends on **what the question is asking** and what the source can tell us.

In a usefulness question, you must reach a **judgement about how useful the source is for answering the question**.

When assessing how useful a source is, consider **Content, Context and Provenance**.

Content: What does the source say?

Select specific details from the source that help you answer **the question**. You can use a quotation or describe what the source shows.

Context: What do you know from your own historical knowledge?

Use your own historical knowledge to explain or assess what the source says and how useful it is for **the question**.

Provenance: Who made the source? When was it made? Why was it made?

Explain how these factors affect how useful the source is for **the question**.

Historic Environment Sources: Whitechapel, c1870–c1900

For the Whitechapel historic environment 'how would you follow up' question, you will suggest one of the following sources depending on the question you have identified?

- Census returns
- Charles Booth's survey
- Workhouse records
- H Division Police records
- Coroners' reports

- Old Bailey records

Historical Language and Writing

Explaining causes	● One reason for this was... ● Another reason was... ● A further reason was... ● This was important because... ● This meant that... ● This made it more likely that... ● This contributed to... ● This was significant because...
Explaining consequences	● This led to...

	● As a result... ● Consequently... ● This meant that... ● This resulted in... ● The immediate consequence was... ● In the longer term... ● This had a significant impact because...
Explaining change	● This represented a change because... ● In contrast to... ● This was different from... ● Over time... ● This marked a turning point because... ● However, there was continuity because... ● Despite this change... ● The extent of change was...
Making comparisons	● Similarly... ● In both periods... ● Both developments... ● In contrast... ● Whereas... ● Unlike... ● The main difference was... ● A key similarity was...
Explaining significance	● This was significant because... ● Its importance can be seen in... ● This had a lasting impact because... ● This was particularly important because... ● In the short term... ● In the longer term... ● This represented a turning point because...
Developing an argument	● This suggests that... ● This shows that... ● This is important because... ● This was partly because... ● To some extent... ● However... ● Nevertheless... ● This was more important because... ● This was less important because... ● This can be seen in...

Making a judgement	● Overall... ● On balance... ● The most important reason was... ● This was more significant than... ● Although..., the more important factor was... ● Therefore... ● To a large extent... ● However, the extent of change was limited because...

Revision Fact Sheets on the next pages