GCSE History Exam Preparation

Exam Board: Pearson Edexcel

Specification: 1HI0

GCSE (9-1) History Specification Issue 6

Contact details:

Miss R Hamalienko – rhamalienko@bournemouth-school.org

History Year 10 Assessment Criteria: Autumn Term

Paper 2: Superpower relations 1941 - 1992 GCSE Edexcel **Cold War** Crises 1958 – 70 and end of the Cold War 1970 – 91
Paper 2: Early Elizabethan England 1558-88 GCSE Edexcel; Key Topic 1: Queen Government and Religion 1558-69

Autumn Term: (Sept to December 2026) **Paper 2 Cold War: Key Topics 2 & 3 and** **Elizabeth: Key Topic 1**	**Extra information: Success Criteria**
Assessment Methods: Do Now tasks Sample papers/past questions Knowledge check: quick quizzes **EAD: 14th Sept: 16 mark 'Importance' question: Cold War Crises 1958 – 70** **EAD: 9th November: Cold War exam section** **AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2:** Explain and analyse historical events and periods studied using second order historical concepts: cause and consequence. Students could be tested **on any of the following:** (Continuation of Unit 2 from Year 9 Summer 2) **Key Topic 2: Cold War Crises 1958 - 70** Increased tension: Opposition in Czechoslovakia to Soviet control and the Prague Spring. Cold War crises: The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. Reaction to the crisis: International reaction to soviet measures in Czechoslovakia Attempts to reduce superpower relations in the 1970's Détente and attempts to reduce tensions in the 1970s. The significance of SALT 1, the Helsinki Accords, and SALT 2. **Key Topic 3: The End of the Cold War 1970 - 1991** The end of détente and the 'Second Cold War': The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative (SDI). The significance of Reagan and Gorbachev in reducing tensions. 3 The collapse of Soviet control of Eastern Europe, 1985-91	**Qu 1a & b: AO1 and AO2: Explain one consequence of: 'SE' (state / explain)** I must know specific information about the topic and I can add it to support the explanation, showing good knowledge and understanding of the period I must analyse features of a period to explain as a consequence **Qu 2: AO1 and AO2: Write a narrative account… 'ELELEO' (event, link, event, link, event, outcome) (linkage phrases and process words)** I must provide accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. I must organise selected material into a clear sequence of events leading to an outcome: a beginning, middle and end. I must write an account of events that analyse the linkages between them and demonstrate coherent and logical structure to my writing **Qu 3: AO1 and AO2: Explain the importance of: 'PIE' (point of importance explained)** I must include accurate and relevant information, showing good knowledge and understanding of the required features or characteristics of the period studied. I must give an explanation that shows analysis of importance and this must show a line of reasoning that is coherent and logically structured. Lessons and revision are on TEAMS in student resources. **Edexcel Website:** GCSE (9-1) History Specification Issue 6

Collapse of Soviet control:
The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe.

The significance of the fall of the Berlin Wall.

The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

Edexcel Paper 2 Depth Study:

Early Elizabethan England, 1558–88 Key Topic 1.1-1.4

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2: Explain and analyse historical events and periods studied using second order historical concepts: cause and consequence.

Students could be tested **on any of the following:**

Key Topic 1: Queen Government and Religion 1558-69:

The situation on Elizabeth's Accession: Elizabethan England in 1558: society and government; the problem of her legitimacy, gender, marriage. Her character and strengths; Challenges at home and from abroad

The 'settlement' of religion:
Elizabeth's Religious Settlement (1559): features and impact; the Church of England and its role in society.

Challenge to the Religious Settlement:
The nature and extent of the Puritan and Roman Catholic.

The problem of Mary, Queen of Scots:
Her claim to the English throne; Relations between Elizabeth and Mary, 1568–69.

Paper 2 Elizabeth questions

Q1a & 1b: AO1 Describe one feature of... (2 x 2 marks) ID (Identify, Develop)
I must be able to identify key features and characteristics of the period in my description and support my description with accurate and relevant information

Q2: Explain why….? AO1 &AO2 (12 marks)
3x PEEL (Point, evidence, explain, Link) paragraphs
I must be able to analyse causation & know and support my explanation with accurate and detailed information

Q3: How far do you agree? Explain your answer (16 marks)
Intro; 3x PEEL (Point, evidence, explain, Link) paragraphs; conclusion
I must be able to analyse cause /consequence & know and support my explanation with accurate and detailed information; I must be able to justify and apply criteria to reach a sustained & overall judgement.

Lessons and revision are on TEAMS in student resources.
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History Year 10 Assessment Criteria: Spring Term

Paper 2: Early Elizabethan England 1558-88 GCSE Edexcel

Spring Term 2027: (January – March 2027)	Extra information: Success Criteria
Early Elizabethan England, 1558–88 Key Topic 2 **Assessment Methods:** Do Now tasks Sample papers/past questions Knowledge check: quick quizzes **EAD: 12 mark 'Explain why' question mid-January: Plots against Elizabeth & Execution of Mary Queen of Scots** **EAD: 16 mark 'Do you agree?' question early March: Elizabethan Society in the Age of Exploration 1558=88** **AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **AO2:** Explain and analyse historical events and periods studied using second order historical concepts: cause and consequence. Students could be tested **on any of the following:** **Key Topic 2: Challenges to Elizabeth at home and abroad, 1569–88:** 1. Plots and revolts at home: the Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies; The reasons for, and significance of, Mary Queen of Scots' execution in 1587. 2. Relations with Spain: Political, religious and commercial rivalry; privateering & the activities of Drake. 3. Outbreak of war with Spain, 1585–88: Reasons for deteriorating relations with Spain: the Netherlands& Dudley's actions; 'Singeing the King of Spain's beard'. 4. The Armada: Spanish invasion plans. Events of the Spanish Armada; The reasons for the English victory **Key Topic 3: Elizabethan society in the Age of Exploration, 1558–88:** 1.Education and Leisure: Education, sport, pastimes and the theatre. 2.The 'problem' of the poor: Reasons for the increase in poverty; changing attitudes & policies towards the poor 3.Exploration and voyages of discovery: Factors prompting exploration; Drake's circumnavigation of the globe. 4.Attempted colonisation of Virginia: Reasons for the attempted colonisation of Virginia & for the failure of the first settlement in Virginia	**Q1a & 1b: AO1 Describe one feature of… (2 x2 marks) ID (Identify Develop)** I must identify key features and characteristics of the period in their description and support my description with accurate and relevant information **Q2: Explain why….? AO1 &AO2 (12 marks)** 3x PEEL (Point, evidence, explain, Link) paragraphs I must be able to analyse causation & know and support my explanation with accurate and detailed information **Q3: How far do you agree? Explain your answer (16 marks)** Intro; 3x PEEL (Point, evidence, explain, Link) paragraphs; conclusion I must be able to analyse cause /consequence & know and support my explanation with accurate and detailed information; I must be able to justify and apply criteria to reach a sustained & overall judgement. Lessons and revision are on TEAMS in student resources. **Edexcel Website:** GCSE (9-1) History Specification Issue 6

History Year 10 Assessment Criteria: Summer Term

Paper 1: Section B: Crime & Punishment in Britain c.1000 – present day. GCSE Edexcel

Summer Term: (April to July)	Extra information: success criteria

Paper 1 Crime & Punishment: Units 1, 2 & 3	
Assessment Methods: Do Now tasks Sample papers/past questions Knowledge check: quick quizzes **EAD: 7th June 12 mark 'Explain why…' Unit 1, 1000 - 1500** **Unit 1: 1000 – 1500: Medieval Period** 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 Forest Laws. The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later Medieval England, including Tithings, Hue and Cry, parish constable. The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Wergild. The influence of the Church on crime and punishment in the early 13th Century, the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. **Unit 2: 1500 – 1750: Early Modern Period** 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. 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. The Gunpowder Plotters, 1605: their crimes and punishment.	Explain why… AO1 & AO2 (12 marks) 3x PEEL (Point, Evidence, Explain, Link) paragraphs: I must be able to analyse causation & know how to support my explanation with accurate and detailed information (evidence).

Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted. **Unit 3: 1750 – 1900: Industrial Period** 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.	