

GCSE History

at Central Lancaster High School



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Central Lancaster High School

“What’s the point in studying history?”



1. You will broaden your **knowledge** of the past in a manner that allows you to understand the world in which we live today.
2. The critical thinking skills such as **analysis** of cause, consequence, significance.
3. Develop your skills in using **various forms of information**.
4. Develop skills that allow you to **identify, verify and evaluate different opinions**.

Your History GCSE overview

 **An overview of your History GCSE** 

You are studying Pearson Edexcel GCSE History (1H10) which will be examined 2022. The full specification can be found: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>

Your History GCSE studies are split into three component parts:

Component / Paper	Component Title	% of final mark	Marks on the paper	Time
1). Thematic study and historic environment	Crime and punishment in Britain, c1000–present <i>and</i> Whitechapel, c1870–c1900: crime, policing and the inner city. (AO1 and AO3)	30%	52	1 hour 15 min
2). Period study and British depth study	Anglo-Saxon and Norman England, c1060–88 <i>and</i> Superpower relations and the Cold War, 1941–91 (AO1 and AO2)	40%	64	1 hour 45 min
3). Modern depth study	The USA, 1954–75: conflict at home and abroad. (AO1, AO2, AO3, AO4)	30%	52	1 hour 20 min

While studying the above units you will be mastering the following **Assessment Objectives**:

Assessment Objective	Explanation	% of final mark
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35%
AO2	Explain and analyse historical events and periods using second order historical concepts. Change and Continuity, Cause and Consequence, Significance, Similarity and Difference	35%
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15%
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15%

Paper 1:
 Section A: *Whitechapel, c1870–c1900: crime, policing and the inner city.* (16 marks)
 Q1: *Describing* features Q2: a) *Usefulness* of 2 sources for a specific enquiry, b) suggest a *follow up enquiry* based on one source



Section B: *Crime and punishment in Britain, c1000–present* (36 marks)
 Q3: *Similarity and difference* over 100 years+, Q4: *why* there was a rapid *change/slow change/why* change continued over 100 years+ Q5: *change and consequence* over 200 years+ (change, continuity, factors, turning points, causation)

Paper 2:
 Section A: *Superpower relations and the Cold War, 1941–91* (32 marks)
 Q1: focuses on *consequence*, Q2: description of events, *cause, consequence, change, impact, connections*, Q3: focuses on the *significance* of an event, person or development

Section B: *Anglo-Saxon and Norman England, c1060–88* (32 marks)
 a) *dealing* with event b) focuses on *causation* c) make a judgement focusing on *similarity, difference, change, continuity, causation or consequence*.

Paper 3:
 Section A: *The USA, 1954–75: conflict at home and abroad.* (16 marks)
 Q1: you will need to make an *inference from a source* Q2: focuses on *causation*




Section B: *The USA, 1954–75: conflict at home and abroad.* (36 marks)
 Q3: a) *usefulness of two sources* for a specific historical enquiry, b) *how two interpretations differ* c) *why two interpretations differ*, d) *evaluate an interpretation and make use of* another

Your teacher: **Mr M Auger**  augerm@baylearningtrust.com 





Your Personalised Learning Checklists (PLC)



Superpower relations and the Cold War, 1941–91

Target grade:  Good understanding
 Developing understanding
 Understanding not sufficient



Key topic 1: The origins of the Cold War, 1941–58

1 Early tension between East and West			support materials
The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.			
The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.			
The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.			

2 The development of the Cold War

2 The development of the Cold War			support materials
The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.			
The significance of <i>Cominform</i> (1947), <i>Comecon</i> (1949) and the formation of NATO (1949).			
Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.			

3 The Cold War intensifies

3 The Cold War intensifies			support materials
The significance of the arms race and the formation of the Warsaw Pact.			
Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.			
The international reaction to the Soviet invasion of Hungary.			

Paper 2 is 40% of your final mark. It is 1 hour 45 minutes and has 64 marks available.
AO1 - 20%, **AO2** - 20%

Section A: 32 marks: Q1 Explaining *consequences* Q2 Describe what happened, find *connections* and explain why events unfolded in the way they did. Will use skills such as *cause, consequence, change*. Q3 Choose 2 out of 3 events, developments or a person and explain what difference they made (consequence and significance)



GCSE History (Edexcel)

Paper 1:

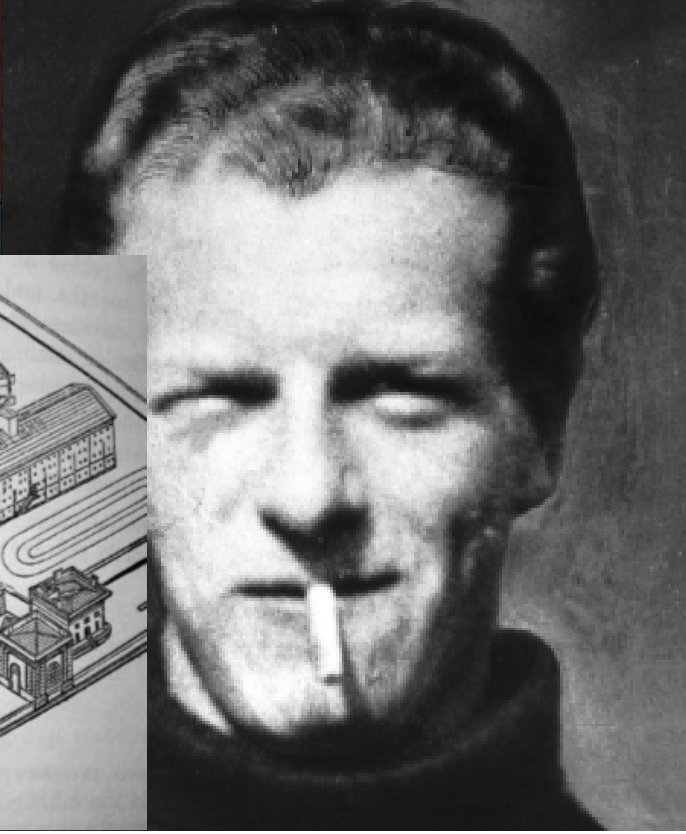
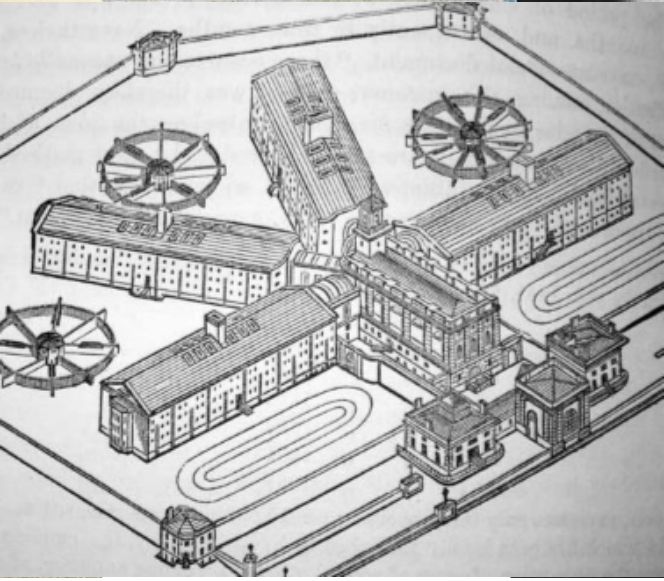
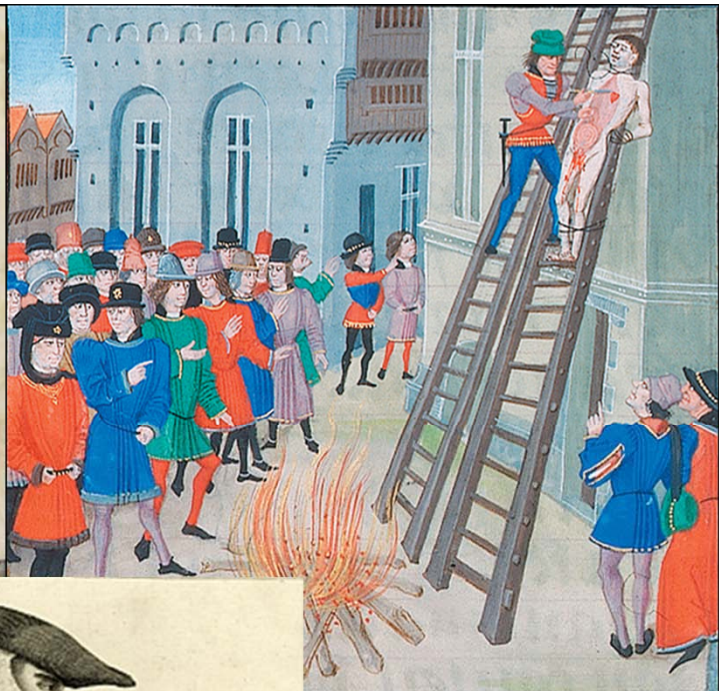
Crime and Punishment 1000 – Present



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Paper 2:

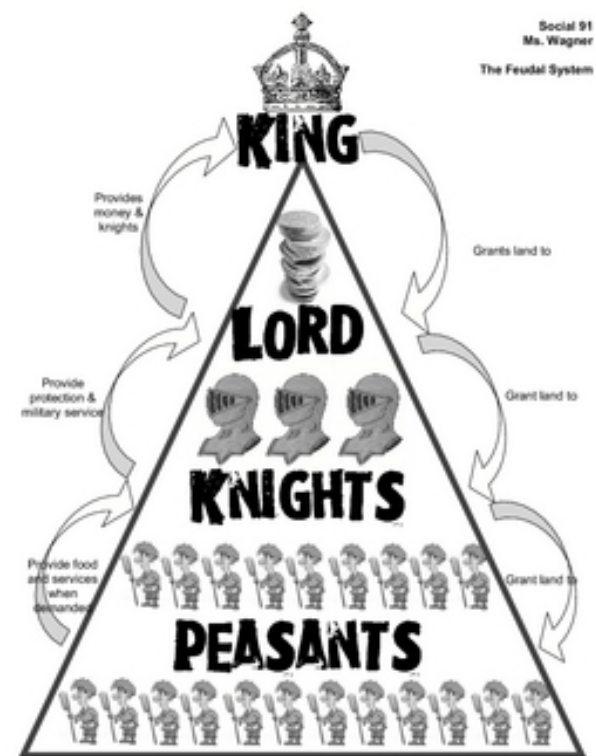
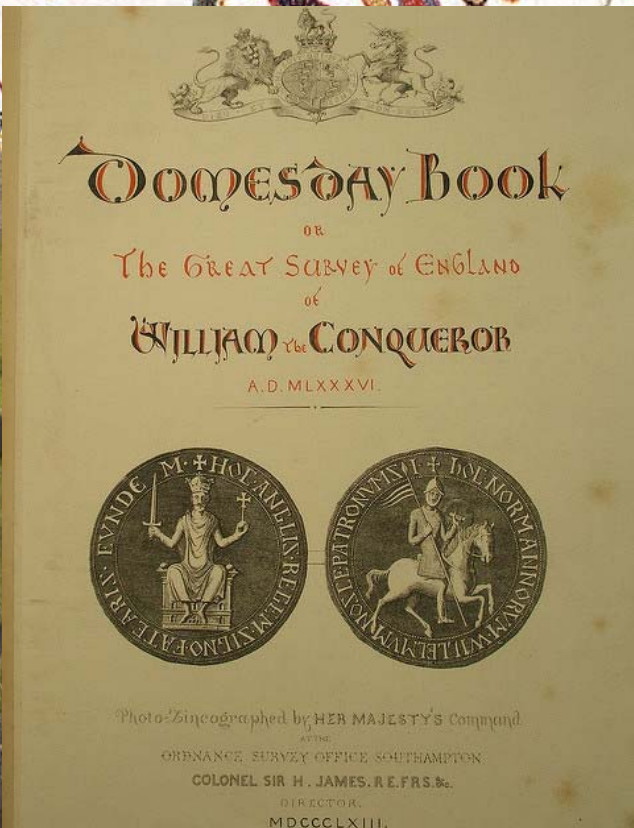
Norman Conquest and Cold War



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Social 91
Ms. Wagner
The Feudal System

GCSE History (Edexcel)

Paper 2:

Norman Conquest and Cold War



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The Fall of the Berlin Wall, 1989



GCSE History (Edexcel)

Paper 3

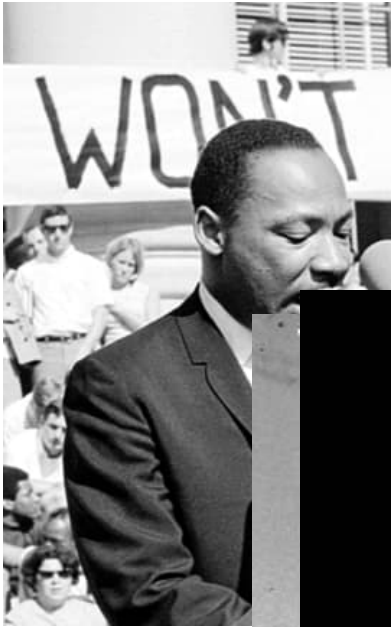
USA – Civil Rights and Vietnam



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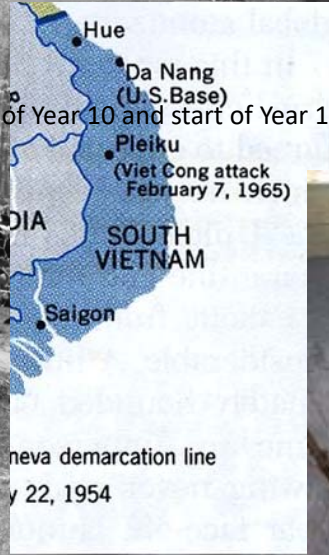
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Studied at the end of Year 10 and start of Year 11.



Pathways for post-16 study

- Pupils can go onto to any of the local 6th form providers to study A' Level History
- Post-18 students can progress to a wide range of History degrees at universities both nationally or internationally, or, they may choose to pursue an apprenticeship or go into employment.

For more information about the course, please speak to your child's history teacher at progress evening on Thursday 9 March 2023.

