

## Edexcel GCSE History Exams

Paper 1: Thematic study and historic environment	Paper 2: Period study and British depth study	Paper 3: Modern depth study
<p><b>What's assessed</b></p> <p><u>Thematic study</u></p> <p>Crime and punishment in:</p> <ol style="list-style-type: none"> <li>1. medieval England, c1000-c1500</li> <li>2. early modern England, c1500-1700</li> <li>3. eighteenth- and nineteenth century Britain, c1700-1900</li> <li>4. modern Britain, c1900-present</li> </ol> <p><u>Historic environment</u></p> <ol style="list-style-type: none"> <li>5. Whitechapel, c1870-c1900: crime and policing</li> </ol>	<p><b>What's assessed</b></p> <p><u>British depth study</u></p> <p>Henry VIII and his ministers:</p> <ol style="list-style-type: none"> <li>1. Henry VIII and Wolsey, 1509-29</li> <li>2. Henry VIII and Cromwell, 1529-40</li> <li>3. The Reformation and its impact, 1529-40</li> </ol> <p><u>Period study</u></p> <p>Superpower relations and the Cold War, 1941-91:</p> <ol style="list-style-type: none"> <li>1. Origins of the Cold War, 1941-58</li> <li>2. Cold War crises, 1953-70</li> <li>3. The end of the Cold War, 1970-91</li> </ol>	<p><b>What's assessed</b></p> <p><u>Modern depth study</u></p> <p>Weimar and Nazi Germany:</p> <ol style="list-style-type: none"> <li>1. The Weimar Republic, 1918-29</li> <li>2. Hitler's rise to power, 1919-33</li> <li>3. Nazi control and dictatorship, 1933-39</li> <li>4. Life in Nazi Germany, 1933-39</li> </ol>
<p><b>How it's assessed</b></p> <p>Written exam: 1 hour and 15 minutes</p> <p>30% of GCSE</p> <p>52 marks (36 thematic study, 16 historic environment)</p>	<p><b>How it's assessed</b></p> <p>Written exam: 1 hour and 45 minutes</p> <p>40% of GCSE</p> <p>64 marks (32 period study, 32 depth study)</p>	<p><b>How it's assessed</b></p> <p>Written exam: 1 hour and 15 minutes</p> <p>30% of GCSE</p> <p>52 marks</p>
<p><b>Questions</b></p> <p>Section A: Historic environment (all)</p> <ol style="list-style-type: none"> <li>1. Describe two features of X (4)</li> <li>2 (a). How useful are Sources A and B for an enquiry into X (8)</li> <li>2 (b). Follow up Source A (4)</li> </ol> <p>Section B: Thematic study (3 and 4, 5 OR 6)</p> <ol style="list-style-type: none"> <li>3. One way in which X was similar to Y (4)</li> <li>4. Explain why there were changes in X (12)</li> <li>5, 6. How far do you agree with X (16 + 4 SPaG)</li> </ol>	<p><b>Questions</b></p> <p>Section A: Period study (all)</p> <ol style="list-style-type: none"> <li>1. Explain two consequences of X (8)</li> <li>2. Write a narrative account of X (8)</li> <li>3. Explain 2/3 statements (16)</li> </ol> <p>Section B: British depth study (4a and 4b, 4c(i) OR 4c(ii))</p> <ol style="list-style-type: none"> <li>4 (a). Describe two features of X (4)</li> <li>4 (b). Explain why X happened (12)</li> <li>4 (c). How far do you agree with X (16)</li> </ol>	<p><b>Questions</b></p> <p>Section A (all)</p> <ol style="list-style-type: none"> <li>1 Infer two things from Source A (4)</li> <li>2 Explain why X (12)</li> </ol> <p>Section B (all)</p> <ol style="list-style-type: none"> <li>3 (a) How useful are sources B and C (8)</li> <li>3 (b) What is the main difference between these views [interpretations] (4)</li> <li>3 (c) Suggest one reason why they give different views (4)</li> <li>3 (d) How far do you agree with Interpretation 1/2 about X (16 + 4 SPaG)</li> </ol>