GCSE HISTORY

EXAM GUIDEBOOK


Paper 2 - Superpower relations and the Cold War 1941-91 and Anglo-Saxon and Norman England 1060-88

Paper 3 - Germany 1918-39
Preparing for your GCSE Paper 1 exam: Section A.

Whitechapel, c1870-1900-Crime, Policing and the inner city.

25 minutes

10%/ 16 marks of the whole GCSE

Question 1
Describe two features of...

Model answer:
Describe two features of life in the Whitechapel Workhouse (4 marks)

1. Describe two features of life in the Whitechapel workhouses.

   Feature 1
   One feature is that workhouses engaged hard labor, and were often seen as a last resort. The workhouse residents had to perform daily tasks, such as garbage picking.

   Feature 2
   Another feature is that the workhouses had very strict rules to prevent crime and disorderly behavior. One of these rules was that families were often split up to prevent communication.
Study Sources A and B.

How useful are Sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area? Explain your answer, using Sources A and B and your own knowledge of the historical context (8 marks)

Source A is an illustration published in the English Illustrated Magazine in 1890. It is useful, because it shows us what conditions were like in the Jews Temporary Shelter. It shows Jews sitting at a table and eating soup. This suggests that Society welcomed these Jewish immigrants and helped them while they found work. It shows us that many immigrants struggled to find work and pay for their own lodging. However, Source A is limited, because it was published in a magazine so the relatively good conditions shown may have been due to sensationalism. As many Jews immigrants at the time were disliked and the public blamed them for the lack of work availability.

Source B is useful. It is a report from an assistant inspector of factories which was sent to a government for an official report. This is useful because it is likely to be honest, due to the fact that inspectors were employed in order to be honest. Also, it was used in an official report so it is unlikely to be exaggerated. It explains the conditions in a workshop, like others in which many Jewish immigrants would have worked. This is useful, because it shows us the unpleasantness in which they worked and this would have been a very problem faced by Jewish immigrants at the time. The workshop is usually found in a basement or attic hidden from the outside world. "The immigrants were imprisoned day and night... and are paid a starvation wages." This suggests that many immigrants were starving.
(The nature, origin and purpose of the source) to evaluate the strength of the evidence.

Make judgements about the usefulness of each source, giving clear reasons. These should be based on the importance of the content of the sources and should also take into account the provenance of the source.

Question 2 (b)

Study Source...

How could you follow up Source... to find out more about...?

Model answer:

Study Source A.

How could you follow up Source A to find out more about problems facing immigrants in the Whitechapel area? In your answer, you must give the question you would ask and the type of source you could use.

(4 marks)

<table>
<thead>
<tr>
<th>Detail in Source B that I would follow up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The **** family sleep in the same room”</td>
</tr>
</tbody>
</table>

Question I would ask:

Was it really that hard to accommodate the increasing population of immigrants?

What type of source I could use:

**Sensus of 1881**

How this might help answer my question:

Compare the local population with the immigrants and see if there were more immigrants than locals to accommodate.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3.</td>
<td>The type of source you could use to find the information</td>
</tr>
<tr>
<td>4.</td>
<td>Your explanation of how this information would help answer the question</td>
</tr>
<tr>
<td></td>
<td>• Keep your answer brief and in the space given.</td>
</tr>
</tbody>
</table>
Preparation for your GCSE Paper 1 exam: Section B.

Crime and Punishment through time 1000-Present

50 minutes

20%/ 36 marks of the whole GCSE

<table>
<thead>
<tr>
<th>Question 3</th>
<th>Model answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain one way in which the nature of punishment during the year's c1500-c1700 was different from the nature of punishment in the period c1900-present. (4 marks)</td>
<td></td>
</tr>
</tbody>
</table>

Identify a similarity or difference then explain why.

Explain ONE way in which the nature of punishment during the year's c1500-c1700 was different from the nature of punishment in the period c1900-present.

One way in which the nature of punishment has changed is that in the period c1900-present, punishment is focused more on reform. During c1500-c1700, criminals were usually punished by a number of methods such as execution, mutilation, or fines (for petty crimes). However, the change is represented through the abolition of the death penalty in 1998 and use of alternative methods like punishment such as community service which aims to reform people and make them reflect on their actions rather than a harsh punishment deforming whole people rather than speaking in delloans' affairs.
Explain why there were new definitions of crimes against authority in the years c.1000-c1700.

You may use the following in your answer:

- Poaching
- Heresy

You MUST also use information of your own.

Model answer:

After the Norman conquest in 1066, when Duke William of Normandy invaded England and declared himself king, there was much opposition to his rule. In order to show his authority, William introduced new laws which aimed to protect Normans, increase the treasury, and suppress the Anglo-Saxons, some of which aimed to undermine his control over the country. The forest laws were created to protect forest trees and hunting ground by eliminating wood and forbidding for fish themselves, both of which became crimes against authority. Also, the14"was changed to the kings power, compensation for murder or injury was paid directly to the king, as it was no longer a crime against the king or a crime against the best king. All of this was done to increase Williams control over the country.

After the reformation, when Henry VIII changed the English church from Roman Catholicism to English Protestantism, there was much greater opposition to the changes. As Henry was the supreme head of the Church of England, any opposition to Protestantism was opposition to him, and could become rebellion. Therefore, to protect his power, Henry made Heresy, opposition to the state, a crime against a capital crime. Henry was also considered to be a crime against the king as per the law. This meant that all Catholics who openly opposed Protestantism were executed. Initially, by burning. In this way, Henry VIII secured his position over the king of England and head of the church.

In the late 1600s, society the rich landowners sought to protect their wealth from the poor. This was because of several factors due to an increased population and poor honesty there was an increase in crime and the rich landowners used to use the poor against crime. As a result, as a response of increased political power the rich landowners were able...
<table>
<thead>
<tr>
<th>Question 5 or 6</th>
<th>Model answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement] How far do you agree? Explain your answer.</td>
<td>‘The establishment of Pentonville prison was a turning point in the use of prisons in the years c1700–present’. How far do you agree? Explain your answer. You may use the following in your answer: • the separate system • open prisons You must also use information of your own (16 marks + 4 marks SPAG)</td>
</tr>
</tbody>
</table>

- You must give an extent to whether you agree or not.
- You must have both sides of the argument.
- Have a clear line of argument (e.g. If you said you agree, continue with that theme don’t switch)
- You must have an overall

Model answer:

‘The establishment of Pentonville prison was a turning point in the use of prisons in the years c1700–present’. How far do you agree? Explain your answer. You may use the following in your answer: • the separate system • open prisons You must also use information of your own (16 marks + 4 marks SPAG)
Conclusion supported with evidence.
Preparing for your GCSE Paper 2 exam: Section A.

Superpower relations and the Cold War 1941–91

50 minutes

20%/ 32 marks of the whole GCSE

**Question 1**

Explain two consequences of...

- Identify a key consequences and explain them.

**Model answer:**

Explain two consequences of the fall of the Berlin Wall (8 marks)

SECTION A: Superpower relations and the Cold War, 1941–91

Answer ALL Questions in this section.

1. **Explain two consequences of the fall of the Berlin Wall.**
   - **Consequence 1:**
     
     One consequence of the fall of the Berlin Wall was the break-up of the Eastern Bloc. The fall of the Berlin Wall signified the end of communism and other countries followed the pattern of the Eastern Bloc. The collapse of the Eastern Bloc saw democratic elections and the end to communism. The Eastern Bloc which was such a strong buffer zone for the Soviet Union has collapsed.
<table>
<thead>
<tr>
<th>Question 2</th>
<th>Model answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a narrative account analysing...</td>
<td>Write a narrative account analysing the key events of Détente during the 1970s.</td>
</tr>
<tr>
<td></td>
<td>You may use the following in your answer:</td>
</tr>
<tr>
<td></td>
<td>• SALT 1 (1972)</td>
</tr>
<tr>
<td></td>
<td>• Afghanistan (1979)</td>
</tr>
</tbody>
</table>

(8 marks)
### Question 3

Explain two of the following:

- The importance of X for Y.

**Model answer:**

<table>
<thead>
<tr>
<th>Explain two of the following: The importance of X for Y.</th>
<th>: 16 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The importance of the USA's development of the atomic bomb for relations between the superpowers in the years 1945-49. (8)</td>
<td></td>
</tr>
<tr>
<td>- The importance of the Bay of Pigs incident for relations between the USA and the Soviet Union. (8)</td>
<td></td>
</tr>
<tr>
<td>- The importance of the Brezhnev Doctrine for the Soviet Union's control of Czechoslovakia. (8)</td>
<td></td>
</tr>
<tr>
<td>16 marks</td>
<td></td>
</tr>
</tbody>
</table>
of the consequence of these events. Include specific events, dates and people.
## Preparing for your GCSE Paper 2 exam: Section B.
### Anglo-Saxon and Norman England c.1060–1088

- **55 minutes**
- **20%/ 32 marks of the whole GCSE**

<table>
<thead>
<tr>
<th>Question 4a</th>
<th><strong>Describe two features of...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 marks</strong></td>
<td><strong>5 minutes</strong></td>
</tr>
</tbody>
</table>

- The answer is only worth 4 marks so try to keep the answer brief. 4 sentences is plenty.

### Model answer:

Describe two features of the role of Tenants-in-chief in Norman England, **(4 marks)**

1. **Feature 1:**
   - Tenants-in-chief were responsible for collecting taxes. This meant they would collect taxes for the king in their area.

2. **Feature 2:**
   - Another feature was proving the king with an army. This meant that when there was an invasion each tenant-in-chief would have to provide a certain amount of soldiers for the army.
**Question 4b**

Explain why Anglo-Saxon Monarchs had so much power.

You may use the following in your answer:
- landholding
- Law-making

You MUST include information of your own.

(12 marks)

**Model answer:**

Explain why Anglo-Saxon Monarchs had so much power.

You may use the following in your answer:
- landholding
- Law-making

You MUST include information of your own.

(12 marks)

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**Question 4ci or ii**


You must give an extent to whether you agree or not.

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**Model answer:**

‘The main reason for William’s victory at the Battle of Hastings was the tactics used by the Normans.’ How far do you agree? Explain your answer.

16 marks

You may use the following in your answer:
- mounted Norman knights
- the march from Stamford Bridge

You must also use information of your own.
You must have both sides of the argument.

Have a clear line of argument (e.g. If you said you agree, continue with that theme don’t switch)

You must have an overall conclusion supported with evidence.

You may argue that William IV won at the battle of Hastings due to the tactics used by the Normans. One reason for this is because William had the superior army. This consisted of archers, who also used crossbows, and the use of mounted Norman knights. Mounted knights could lead devastating charges against the opposition. The horses were specially trained to bite and kick and the knights were armoured which combined to make a dangerous enemy in battle. However, it is debatable what weather it was the use of these troops that won the battle as their charge almost had no effect when going uphill into a shield wall.

On the other hand, you could argue that the reason for William IV winning at the battle of Hastings was not because of the tactics used by the Normans, but because of the march from St James Bridge. Initially, Harold Godwinson was planning on waiting for William to land in Wessex, but due to a storm at sea, he was late. While this was happening, Harold Hardrada had defeated Edwin and Morcar at Gaste Fulford and was waiting for hostages at St James Bridge. In response to this, Harold Godwinson had to march his army up to Northumbria, defeat Hardrada and Tostig Godwinson and then march his already tired and battle worn army back down to Wessex where William was waiting to proceed. Harold Godwinson had already tried and won at the start of the battle of Hastings which would have been the main factor why William succeeded.

Alternatively, you could argue that it was William's tactics that were employed that won the Battle of Hastings. After the first charge, William realized that it was useless to attack the shield wall head on since it was uphill. Therefore reordering his mounted knights and ending useless, William used a popular Norman trick: the feigned retreat to win. His soldiers would march up the hill, pretend they were beaten and run away. This caused many of Harold Godwinson's men to chase them downhill which blinded the bulk of the battle. William's men and the cavalry turned around and killed...
any of the passing men from Godwin's army. This had left gaps in the shield wall where William's men were able to push through. Once the shield wall had collapsed, the battle was over. William's archers could then shoot into Harold's army, with Harold himself reportedly being shot through the eye, and the rest of the knights could charge through. The rest of Godwin's army collapsed, poor men and it could have been William's Norman troops that won the Battle of Hastings.

However, one could argue that the battle was not won by Norman tactics, but by the poor leadership and inferiority of Harold Godwin. Most of the Anglo-Saxon army consisted of the Feudal Lord. This was a group of men who were conscripted into the army when their Earl or king called upon them. These were inexperienced soldiers compared to the Norman knights. They may have lost Godwin's the battle when they fell for the feigned retreat. This is because the only strength they had was in the shield wall. When the shield collapsed, they had no discipline unlike the few Saxon Housecarls, which were the actual trained soldiers. In addition to this, Harold's bad leadership could have been a factor in losing the battle. He lacked discipline. When Godwin had taken his men, he was able to rally his troops by riding ahead of them with his helmet up. When they thought he had died, Harold Godwin, on the other hand, was unable to keep his troops in the shield wall during the feigned retreat. If Godwin had managed to do this, he may have won the battle.

In conclusion, I think that it was

William's tactics that won him the Battle of Hastings. I believe this because there was no way that William would have been able to break through Harold Godwin's shield wall. It was possible to stop a hill and it made William's archers and mounted knights useless. It was only through the feigned retreat and William inspiring his troops that he was able to defeat Harold Godwin. For that reason, I believe that it was the tactics that the Normans used, which allowed William to win the Battle of Hastings.
Preparing for your GCSE Paper 3 exam: Section A and B

Germany 1918-39

1 hour 15 minutes

30% / 52 marks of the whole GCSE

| Section A Question 1 | Give two things you can infer from Source A about... | Model answer:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 marks</td>
<td>Give two things you can infer from Source A about the success of the Berlin Olympic Games in 1936.</td>
</tr>
<tr>
<td></td>
<td>5 minutes</td>
<td>4 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Source A: From Berlin Diary by William L. Shirer. Shirer was an American journalist living in Berlin at the time of the Olympic Games. He wrote this diary entry in August 1936.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Olympic Games finally came to an end today. Hitler and the others showed up this afternoon for the final ceremony, which continued until well after dark. The Nazis have succeeded with their propaganda. First, the Nazis have run the games on an extravagant scale never before experienced, and this has appealed to the athletes. Second, the Nazis have put on a good show for the general visitors, especially those who are big businessmen.</td>
</tr>
</tbody>
</table>

1 Give two things you can infer from Source A about the success of the Berlin Olympic Games in 1936.

Complete the table below to explain your answer.

(i) What I can infer:  
The Olympic Games were successful in helping the Nazis spread their message.

Details in the source that tell me this:  
"The Nazis have succeeded with their propaganda."
Question 4b

Explain why... : 12 marks

: 20 minutes

- This question is asking you to explain the causes of events, do not just describe them.
- No intro needed.
- 3 PEEL paragraphs.
- Don’t have to use the provided bullet points.
- Provided bullet points may not be the causes but the consequences of the causes.

Model answer:

Explain why the Nazis were able to reduce unemployment in Germany in the years 1933-39.
(12)

You may use the following in your answer:
- rearmament
- autobahns

You must also use information of your own.

One way the Nazis reduced unemployment was through huge public work projects such as the autobahns and German railways. These would stretch for thousands of kilometers, and thus the Nazis helped to boost employment in the construction industry. Furthermore, the existence of efficient transport routes enabled German goods to be moved around more quickly, which helped create furtheer jobs in German trade and industry. As a result, these growing trade sectors helped reduce unemployment whilst boosting other sectors of the economy, creating more jobs. Thus, Hitler’s autobahn projects helped reduce unemployment by providing plenteous of new jobs that had not previously existed.
Question 3a

How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919-23?

Explain your answer, using Sources B and C and your knowledge of the historical context.

Model answer:

Study Sources B and C.

How useful are Sources B and C for an enquiry into the challenges facing the Weimar Republic in the years 1919-23?

Explain your answer, using Sources B and C and your knowledge of the historical context.
• You should analyse the sources.

3. What useful information do they give? Only choose points that are directly relevant to the question.

4. What can you infer? Work out what evidence they can provide that is not actually stated in the source.

You must also evaluate the source...

3. Use contextual knowledge to evaluate the accuracy or completeness of the source.

4. Use the provenance (The nature, origin and purpose of the source) to evaluate the strength of the evidence.

Make judgements about the usefulness of each source, giving clear reasons. These should be based on the importance of the content of the sources and should also take into account the provenance of the source.
<table>
<thead>
<tr>
<th>Question 3b</th>
<th>What is the main difference between these views?</th>
<th>Model answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(b) Study Interpretations 1 and 2. They give different views about the challenges facing the Weimar Republic in the years 1919-23. What is the main difference between these views? Explain your answer, using details from both interpretations. (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Model Answer:</td>
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<tr>
<td></td>
<td></td>
<td>(c) Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Weimar Republic in the years 1919-23. You may use Sources B and C to help explain your answer.</td>
</tr>
</tbody>
</table>
more **WEIGHT** to whichever source they match.

- You can also consider the different emphasis they may have used e.g. political, economic or social.

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**Question 3d**

How far do you agree with interpretation 1/2 about...?

- 16 marks + 4 marks for SPAG

- 20 minutes

- You must say how far you agree with the given interpretation.
- You MUST use both interpretations
- You MUST include your own knowledge.

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**Model answer:**

Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23? Explain your answer, using both using both interpretations and your knowledge of the historical context.

I do not agree with the approach taken by Interpretation 2 about the challenges facing the Weimar Republic in the years 1919-23. The words "monstrous" and "total collapse" used by the writer create the idea that the Weimar Republic had no other option and that hyperinflation led to their fall. To a certain extent I agree that the French in 1919 posed a threat to the stability of Germany. However, I don't believe that the Weimar government was helpless in this situation. When Stresemann in 1923, changed the approach to the Hyperinflation, he called the process of hyperinflation. The Inflation has increased, but the government had the power to control it. The<a href="http://www.arabteacher.com">arabteacher.com</a> Chancellor and foreign minister in 1923, allowed a more stable Germany immediately.
I do think, however, that the basis that 1 interpreted under 2 as a new interpretation, 2 as a complex interpretation, 3 as a complex interpretation, 4 as a complex interpretation, 5 as a complex interpretation, 6 as a complex interpretation, 7 as a complex interpretation, 8 as a complex interpretation, 9 as a complex interpretation, 10 as a complex interpretation, 11 as a complex interpretation, 12 as a complex interpretation, 13 as a complex interpretation, 14 as a complex interpretation, 15 as a complex interpretation, 16 as a complex interpretation, 17 as a complex interpretation, 18 as a complex interpretation, 19 as a complex interpretation, 20 as a complex interpretation, 21 as a complex interpretation, 22 as a complex interpretation, 23 as a complex interpretation, 24 as a complex interpretation, 25 as a complex interpretation, 26 as a complex interpretation, 27 as a complex interpretation, 28 as a complex interpretation, 29 as a complex interpretation, 30 as a complex interpretation, 31 as a complex interpretation, 32 as a complex interpretation, 33 as a complex interpretation, 34 as a complex interpretation, 35 as a complex interpretation, 36 as a complex interpretation, 37 as a complex interpretation, 38 as a complex interpretation, 39 as a complex interpretation, 40 as a complex interpretation, 41 as a complex interpretation, 42 as a complex interpretation, 43 as a complex interpretation, 44 as a complex interpretation, 45 as a complex interpretation, 46 as a complex interpretation, 47 as a complex interpretation, 48 as a complex interpretation, 49 as a complex interpretation, 50 as a complex interpretation, 51 as a complex interpretation, 52 as a complex interpretation, 53 as a complex interpretation, 54 as a complex interpretation, 55 as a complex interpretation, 56 as a complex interpretation, 57 as a complex interpretation, 58 as a complex interpretation, 59 as a complex interpretation, 60 as a complex interpretation, 61 as a complex interpretation, 62 as a complex interpretation, 63 as a complex interpretation, 64 as a complex interpretation, 65 as a complex interpretation, 66 as a complex interpretation, 67 as a complex interpretation, 68 as a complex interpretation, 69 as a complex interpretation, 70 as a complex interpretation, 71 as a complex interpretation, 72 as a complex interpretation, 73 as a complex interpretation, 74 as a complex interpretation, 75 as a complex interpretation, 76 as a complex interpretation, 77 as a complex interpretation, 78 as a complex interpretation, 79 as a complex interpretation, 80 as a complex interpretation, 81 as a complex interpretation, 82 as a complex interpretation, 83 as a complex interpretation, 84 as a complex interpretation, 85 as a complex interpretation, 86 as a complex interpretation, 87 as a complex interpretation, 88 as a complex interpretation, 89 as a complex interpretation, 90 as a complex interpretation, 91 as a complex interpretation, 92 as a complex interpretation, 93 as a complex interpretation, 94 as a complex interpretation, 95 as a complex interpretation, 96 as a complex interpretation, 97 as a complex interpretation, 98 as a complex interpretation, 99 as a complex interpretation, 100 as a complex interpretation.
...faced by the federal government in 1919-23 to avoid...n the "issue of hyperinflation," rather than the... of "printing more paper money." To reiterate, I dislike...the word "ruined" is not a correct representation...of the challenges faced by the federal government...in 1919-23 in the economy. Also, to...To recapitulate, I do not agree with...interpretation. I about the challenges faced by the federal...Reagan in 1919-23. I believe that...I focus...more on the bigger issues. They feared...hyperinflation was a major issue, the breads were a...consistent problem from 1919-23. Also, I don't agree...with the perspective that the writer of interpretation...2 reasons, as it made the government sound helpless...and that the issue was a long-drawn-out process...when in fact it was solved by America in the...same year.