

GCSE History

Paper 2 British Depth Study Overview



Who are we?



Sam Slater
Subject Specialist
Pearson Edexcel

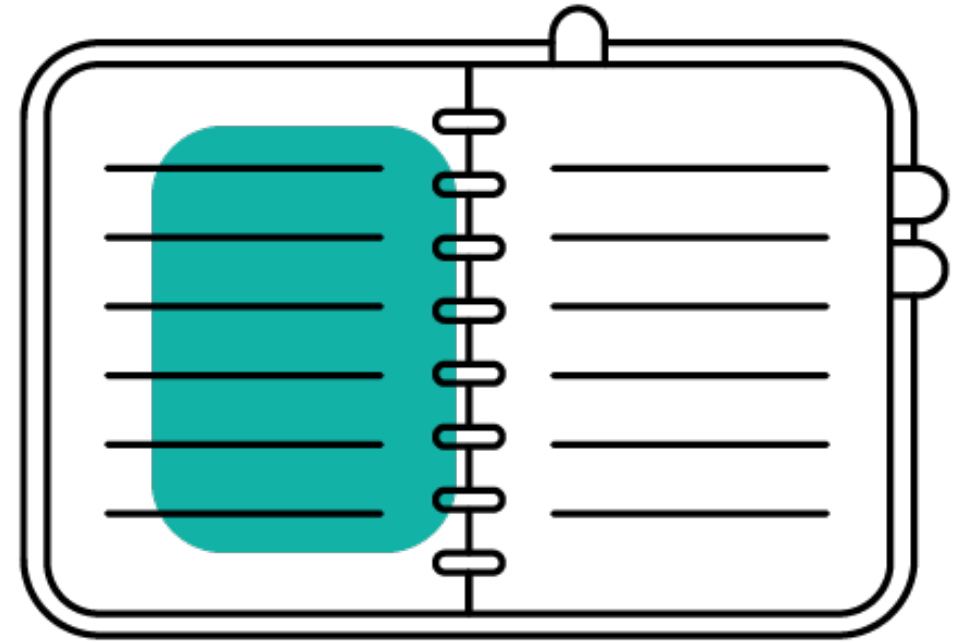


Katie Matthews
Deputy Lead History and Senior
Consultant, Harris Federation

What are we going to cover?

In this session we are going to look at:

- What does Paper 2 British Study look like?
- How can you do well on this paper?



Paper 2 overview: Two Booklets

1 hr 50 mins (ET: 2 hr 17.5 mins) 64 marks

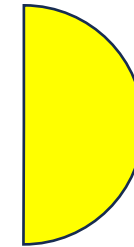
Period study 32 marks 50%

Period studies involve examining historical events within a specific timeframe. They focus on how developments or a sequence of events are connected through the overall narrative of the period.

British depth study 32 marks 50%

Depth studies focus on a short time period and require you to understand the complexity of a society or historical situation in British history.

20% of your GCSE



1/2 of this exam
about 55 mins
(ET: about 68mins)

20% of your GCSE



1/2 of this exam
about 55 mins
(ET: about 68mins)

Pearson Edexcel GCSE (9-1)
Spring 2024
1H10/P4
History
BOOKLET P4: Superpower relations and the Cold War
1941-91

You must have
the accompanying booklet B.

Instructions

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your centre number and candidate number.
- There are seven booklets in this question paper. This is booklet P4.
- Answer all questions in the spaces provided.
- Check you have the correct booklet B.
- Answer the questions in the spaces provided.
- There may be more space than you need.

Information

- The total mark for this booklet is 24.
- The total time for both questions in booklet B and this booklet is 45 minutes.
- Do not forget to complete booklet B.

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each booklet.
- Check your answers if you have time at the end.

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Paper 2 British Study: Which option are you studying?

B1: Anglo-Saxon and Norman England, c1060–88

B2: The reigns of King Richard I and King John, 1189–1216

B3: Henry VIII and his ministers, 1509–40

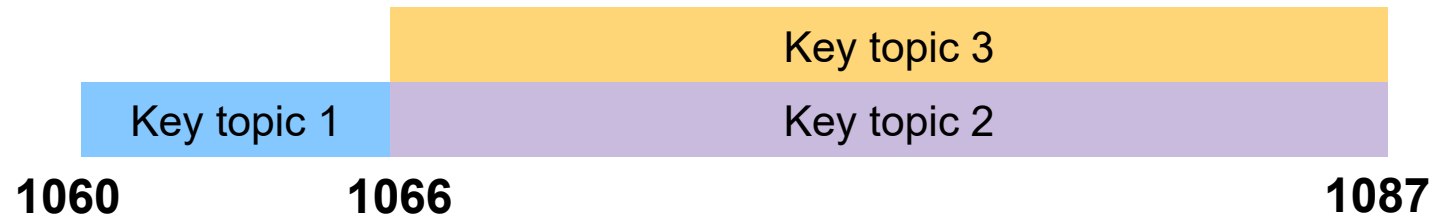
B4: Early Elizabethan England, 1558–88

A depth study is a chance to look at a short period of British history in detail.

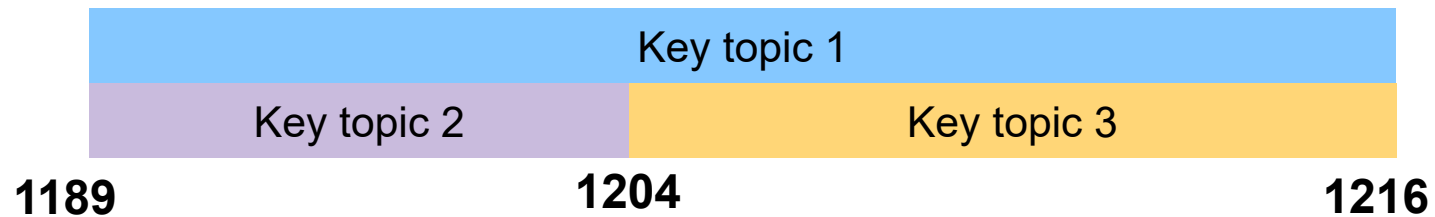
It is not just about what happened, but also exploring patterns of the past, for example, social, economic, political and religious aspects and how they interacted.

British Depth Studies: Key Topics

Anglo-Saxon and Norman England, c1060–88

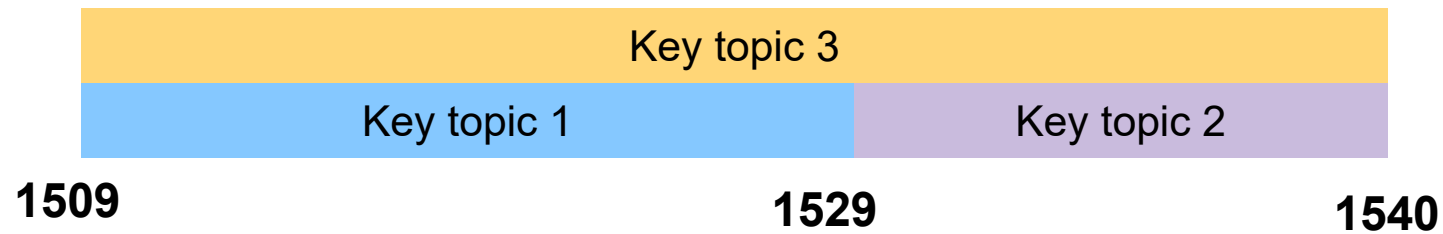


The reigns of King Richard I and King John, 1189–1216

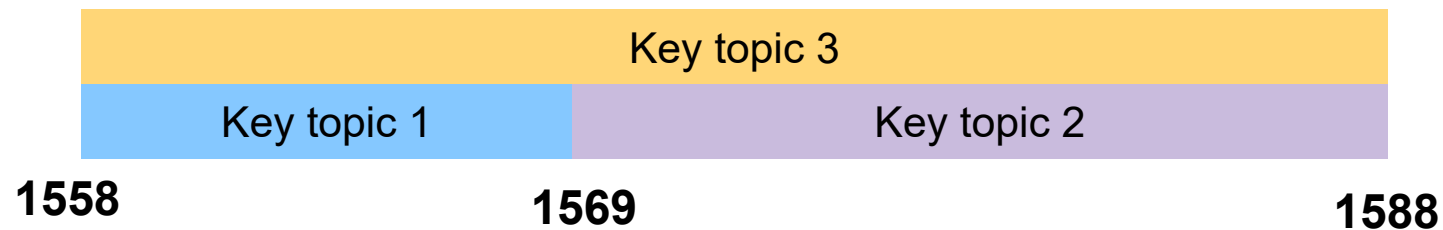


British Depth Studies: Key Topics

Henry VIII and his ministers, 1509–40

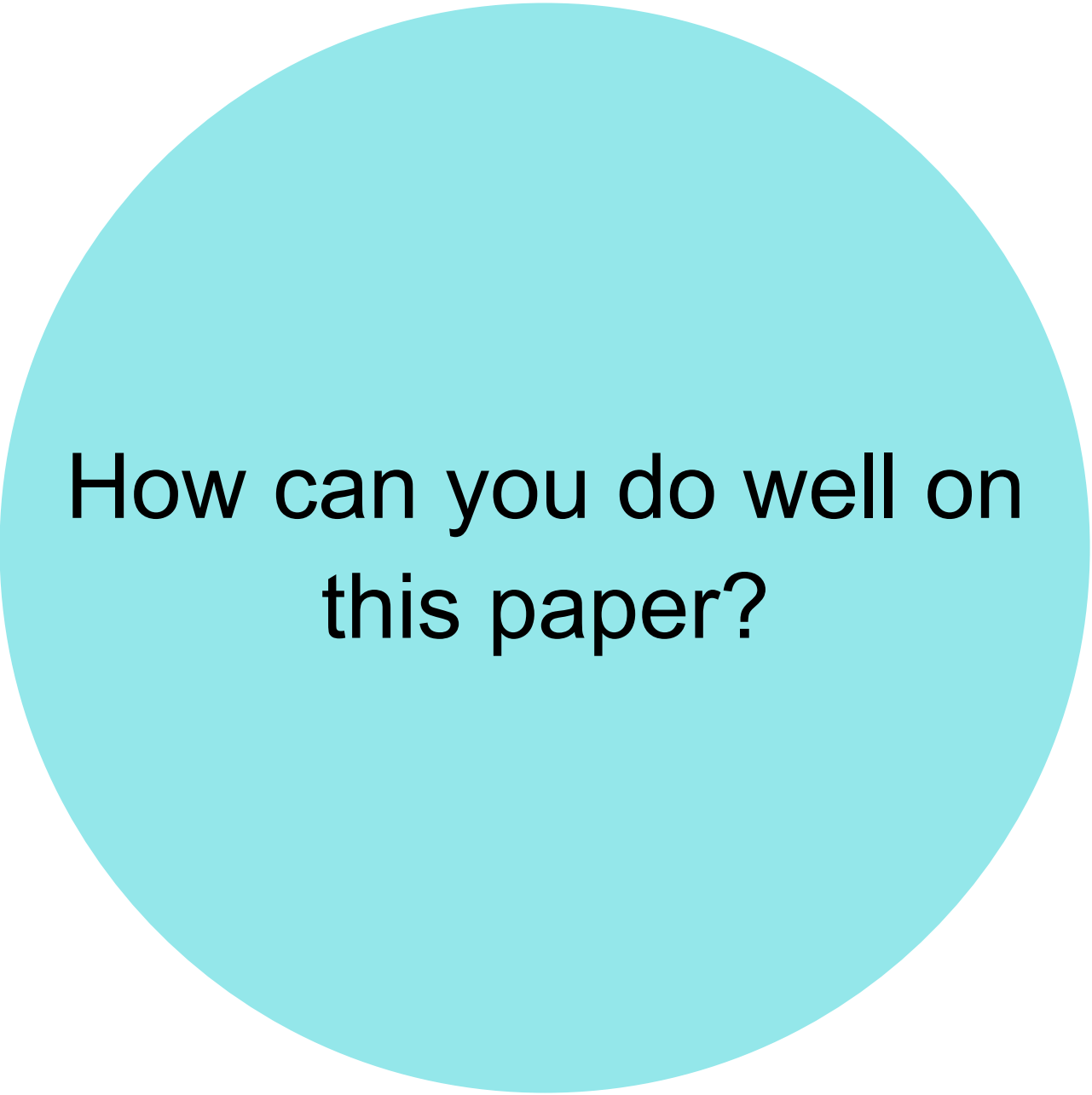


Early Elizabethan England, 1558–88



Paper 1 overview: What are the questions?

Question		Marks
British Study		
Q1a	Describe one feature of...	2
Q1b	Describe one feature of...	2
Q2	Explain why...	12
Q3 / Q4	'Statement.' How far do you agree? Explain your answer.	16

A large, solid light blue circle is centered on a white background. Inside the circle, the text "How can you do well on this paper?" is written in a black, sans-serif font, centered horizontally and vertically.

How can you do well on
this paper?

Know your stuff!

Henry VIII and his ministers, 1509–40

Key topic 1: Henry VIII and Wolsey, 1509–29

1 Henry VIII, Renaissance Prince

- England in 1509: society and government. The young Henry and his accession to the throne.
- Henry's character and views on sovereignty and monarchy. His personal style of government.
- Strengths, weaknesses and aims as monarch.

2 The rise of Wolsey and his policies

- Reasons for Wolsey's rise to power. His personality, roles and wealth.
- Wolsey's reforms: enclosures, finance and justice. The Eltham Ordinances.
- Reasons for and reactions to the Amicable Grant.

Henry VIII

What was his character like?
What were his views on sovereignty and monarchy?
What was his personal style of government?
What were his strengths/weaknesses?
What were his aims as monarch?

-His character was...
-His views were...
-...
-...

Wolsey's
rise

Wolsey's
policies

Know your stuff!

William Duke
of Normandy



King John



Mary, Queen
of Scots



Know your stuff!

Challenges at home and from abroad

Challenges at home

1. Draw lines to match the key terms to their definitions.

A. Finance; financial
B. Inflation
C. The Crown
D. Income
E. Debt

i. Money received from work done or from investments
ii. When prices rise and money loses value
iii. The management of large amounts of money; to do with managing large amounts of money
iv. The queen and her advisers
v. Money that is owed (still to be paid)

2. When Elizabeth came to the throne in 1558, were England's finances strong or weak?

3. Which **three** of the following are reasons for the state of England's finances? Tick (✓) the correct answers.

- A. The Crown had huge debts – more than its annual income. ☐
- B. Mary I, Elizabeth's sister, had sold off Crown lands during her reign to pay for wars with France. ☐
- C. The Crown's income from renting land was rising. ☐
- D. Money had lost value, resulting in inflation. ☐

4. Add **two** more ideas to this concept map.

From rents and income
from Crown lands

From profits of justice, such
as fines

Knowledge booster quizzes:

Anglo-Saxon and Norman
England, c1060–88

Early Elizabethan
England, 1558–88

5. Complete the table. Add **one** risk for each of Elizabeth's options.

How Elizabeth could solve her financial problems	The risk
She could raise taxes.	
She could improve the quality of money by increasing the amount of gold and silver in the coinage.	

6. Decide which statements are true and which are false. Circle your answers.

- A. Elizabeth needed money to be a strong, secure ruler. True False
- B. Elizabeth could decide to raise taxes without consulting parliament. True False
- C. Elizabeth didn't want to rely too heavily on parliament for her income. True False

Challenges from abroad

7. Name the country which posed the biggest threat to Elizabeth in 1558.

8. Elizabeth's cousin was married to the French king, Francis II. What was her name?

9. The Auld Alliance was an alliance between which two countries?

10. Decide which statements are true and which are false. Circle your answers.

- A. England was richer than France and had a bigger population. True False
- B. Mary, Queen of Scots, had a strong claim to the English throne. True False
- C. Mary, Queen of Scots, was a Protestant, like Elizabeth. True False
- D. Scotland was ruled by Mary of Guise, the mother of Mary, Queen of Scots. True False
- E. French soldiers were kept in Scotland and might attack England. True False
- F. England's border with Scotland was easy to defend. True False

11. England had lost its last territory on the continent to France. Name the territory.



Have secure chronological understanding



Have secure chronological understanding

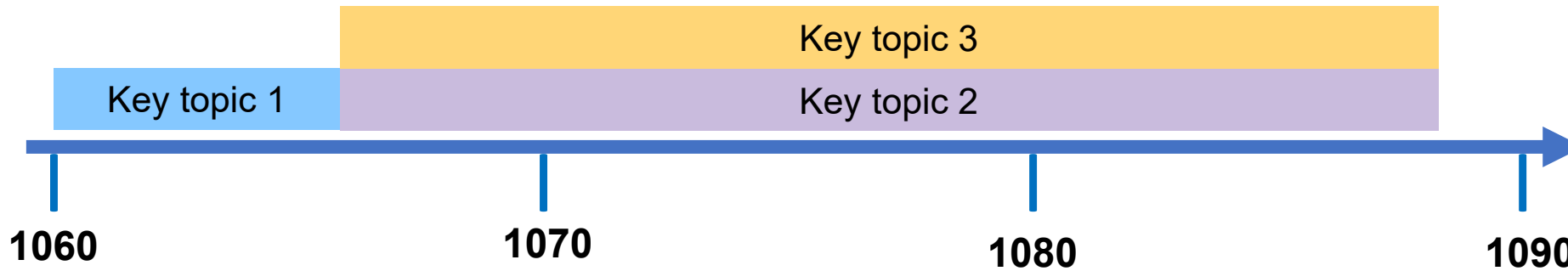
Anglo-Saxon and Norman
England, c1060–88

**Battle of
Hastings**

**Domesday
survey**

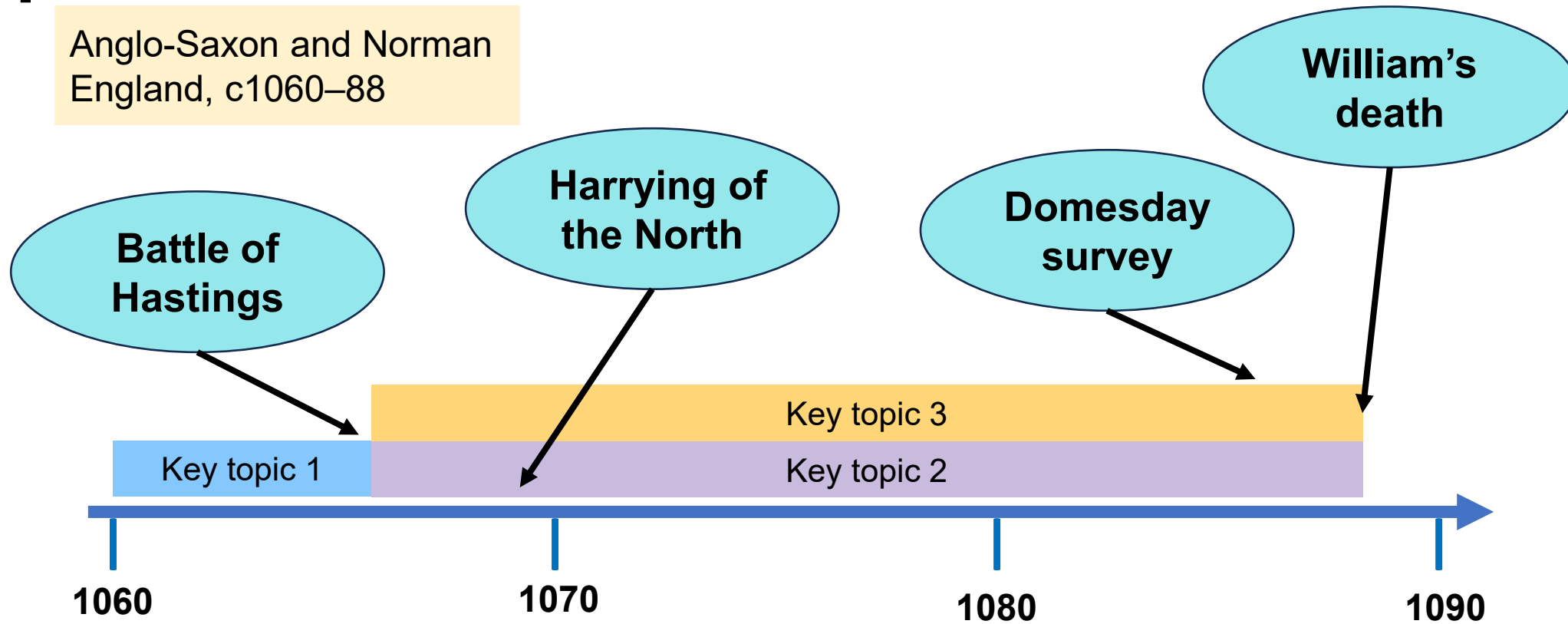
**Harrying of
the North**

**William's
death**



Have secure chronological understanding

Anglo-Saxon and Norman
England, c1060–88





Know the terminology



Know the terminology

Early Elizabethan
England, 1558–88

- (c) (i) 'The attitude of the Papacy was the main reason why Catholic opposition to Elizabeth increased in the years 1559–88.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- excommunication
- Mary, Queen of Scots

You **must** also use information of your own.

Know the terminology

Early Elizabethan
England, 1558–88

- (c) (i) 'The attitude of the Papacy was the main reason why Catholic opposition to Elizabeth increased in the years 1559–88.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

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You **must** also use information of your own.

“Weaker answers...suggested that excommunication was a problem Elizabeth had with communicating with her subjects.”

Know the terminology

Anglo-Saxon and Norman
England, c1060–88

(b) Explain why there was a succession crisis after the death of Edward the Confessor.

(12)

You may use the following in your answer:

- the Witan
- William of Normandy

You **must** also use information of your own.

- demesne
- earldom
- feudal(ism)
- finance
- forfeiture
- fyrd
- hierarchy
- homage
- housecarl
- itinerant kingship
- local government

- motte and bailey
- Normanisation
- papacy
- sheriff
- submission
- succession
- thegn
- Welsh Marches
- wergild
- Witan
- writ

Use past exam questions

- (c) (ii) 'The Revolt of the Northern Earls was the most significant challenge to Elizabeth's rule in the years 1569–86.'

How far do you agree? Explain your answer.

You **may** use the following in your answer:

- the Earl of Northumberland
- Babington's execution (1586)

You **must** also use information of your own.

(16)

1. Revolt of Northern Earls
 2. Other plots
 3. MQS
- MQS is, most significant due to longevity of the threat

Use past exam questions

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- (c) (ii) 'The Revolt of the Northern Earls was the most significant challenge to Elizabeth's rule in the years ~~1569–86~~. 1558–1569

How far do you agree? Explain your answer. 1558–1586

1558–1588

(16)

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You **must** also use information of your own.

Use past exam questions

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- (c) (ii) ~~'The Revolt of the Northern Earls was the most significant challenge to Elizabeth's rule in the years 1569–86.'~~

How far do you agree? Explain your answer.

Mary, Queen of Scots

The Spanish Armada
1558–1588

(16)


You **may** use the following in your answer:


- the Earl of Northumberland
- Babington's execution (1586)

You **must** also use information of your own.

Other revision tips



 Pearson
Edexcel



Top revision tips for students: Summer 2025 onwards

Introduction

With the summer exam series just around the corner, these are some useful revision tips for Pearson Edexcel GCSE History students, covering aspects of assessment that some students struggle to get to grips with.

We've made some small changes to the assessment model, starting in Summer 2025.

- **Extra time on each paper:** you will be given an extra 5 mins on Paper 1, 5 mins on Paper 2, and 10 mins on Paper 3. Use the extra time in the exam hall to think and plan your answers – you aren't expected to write more!
- **Splitting up opening questions:** on Paper 1 and Paper 2B, you will now be asked to describe **one** key feature each of two separate topics, and on Paper 2P, you will now be asked to explain **one** consequence each of two separate events or developments.
- **Choice of explain why questions on Paper 3:** you will now have a choice of two questions for Paper 3 Q2 Explain why.
- **Renumbering on Paper 2B:** the question numbering will now be Q1a, Q1b, Q2, Q3/4. (This is a tidying-up exercise.)
- **Language amendments:** we've changed a few terms which are considered outdated and problematic. Only a few options are affected: the main changes are from 'Plains Indians' to 'Indigenous peoples', and from 'slaves' to 'enslaved people'. We will gloss the term 'Indigenous peoples' on any questions where it appears, to remind you that we previously used the term 'Plains Indians'. The American West is the option most affected – check with your teacher if you're unsure.

Make sure you know your stuff!

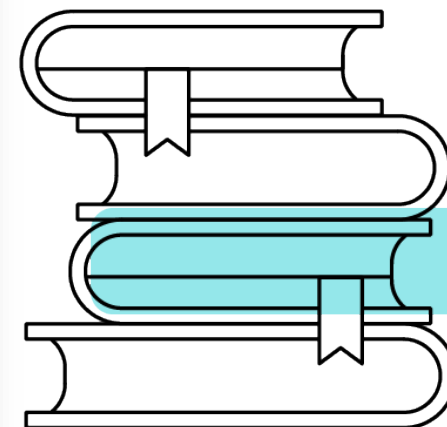
70% of the marks on your GCSE History exams are for knowledge and understanding so it's important that you know your topics well. Evidence shows that increased confidence in using and applying knowledge helps students to tackle questions in exams. Try creating revision flash cards and mind maps to help you to understand and memorise content and make sure familiarise yourself with key words from the specification and textbooks.

If you find part of a topic complicated, try talking it through with someone else, like a friend or member of your family. You could even give them a copy of the textbook or revision guide and get them to ask you some questions in the process. This will help ensure you have a confident grasp of the content. Another idea for challenging content is to read around the topic so don't just rely on your class notes – try reading a history website, watch a YouTube video or listen to a podcast.

When revising content try to think about it in terms of the questions you will be asked on that paper. For example, on the Paper 2 period study a lot of the question types focus on consequence or importance, so you need to be able to think about and explain the content on this paper in that way.

Dates and chronology are important

Try to understand the correct dates and order in which things happened – you can do this by creating basic timelines. In the Paper 1 thematic studies you need to have a good understanding of the terminology of the different time periods in history such as early modern, renaissance, modern etc. When answering a question in the exam pay close attention to any dates in the question – you need to make sure your response stays within the correct dates because you can't get any credit from examiners for content which is outside of these. Many students lose valuable time in exams by spending too much time scene-setting or describing later events which are outside of the time frame of the question.





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