

Edexcel GCSE History Paper 1 – CRIME & PUNISHMENT Revision Checklist

| Section/topic | Revised (how?) | Practised? |
|--|----------------|------------|
| Whitechapel | | |
| Background and context to Whitechapel, living conditions in Whitechapel, rising tensions, policing in Whitechapel, obstacles to the Ripper investigations | | |
| Middle Ages: Crime, punishment and law enforcement, 1000-1500 | | |
| Saxons Crimes, punishments and law enforcement. <u>CRIMES</u> - Crimes against individuals, property, authority. <u>PUNISHMENTS</u> - Capital Punishment (hangings), Corporal punishments (whippings & mutilation), Stocks & pillory, Wergild (fines). <u>LAW ENFORCEMENT</u> - Tithing, Hue and cry, Court trials, Trial by ordeal | | |
| Normans Crimes, punishments and law enforcement, <u>CRIMES</u> - Poaching, crimes against property, crimes against authority (treason). <u>PUNISHMENTS</u> - Capital punishment, Corporal Punishments (whipping and mutilation), Stocks & pillory, Fines given to the king, Murdrum fine. <u>LAW ENFORCEMENT</u> - Trial by combat, Trial by ordeal, Tithings, Royal Forest Laws, Hue and Cry, Court trials. | | |
| Later Middle Ages <u>CRIMES</u> - Statute of Labourers, treason, heresy. <u>PUNISHMENTS</u> - Capital Punishment (hung drawn and quartered) Burning at the stake, Murdrum Fine ended but fines continued. <u>LAW ENFORCEMENT</u> - Constables, night watchmen, Hue and Cry, trial by ordeal ends, Coroners, Justices of the Peace, Justices in the Eyre, Court trials. | | |
| Role of the Church in the Middle Ages Sanctuary, Benefit of the Clergy, trial by ordeal, Church courts | | |
| Early Modern Period: Crime, punishment and law enforcement, 1500-1700 | | |
| Early Modern crimes Heresy and Treason, Witchcraft, Poaching, Vagabondage, Smuggling, Moral Crimes | | |
| Early Modern punishments Prisons (rarely used), Transportation to America, Bloody Code, Public shamings including stocks and pillories, Whippings | | |
| Early Modern law enforcement Town constable, Hue and Cry, Night Watchmen, Professional thief takers, Rewards, Justice of the Peace | | |
| Industrial Revolution: Crime, punishment and law enforcement, 1700-1900 | | |
| Industrial crimes Smuggling, Poaching, Highway robbery, Swearing an Illegal Oath (Tolpuddle Martyrs) | | |
| Industrial punishments Transportation to Australia (ends in the 1800s), Bloody Code (ends in the 1800s), Prisons (heavily used from 1800s) | | |
| Industrial law enforcement Town constable and night watchmen (in the 1700s), Bow Street Runners, Metropolitan Police, Mounted patrols (for highway robbery). | | |
| Modern Period: Crime, punishment and law enforcement, 1900-today | | |
| Modern crimes Homosexuality, abortion, domestic violence, driving offences including drink driving, drugs, cybercrimes, extortion, fraud, copyright theft, terrorism, people trafficking. | | |
| Modern punishments Prison (most severe punishment by end of 20 th century), death penalty slowly reduces and finally ends in 1960s, Youth borstals and then eventually young offender's institutes, community service, non-custodial sentences e.g. tagging, fines | | |
| Modern law enforcement Women in police, Police training college, Use of science and forensics (e.g. DNA, fingerprints), Specialist departments, Fraud squads, Drug units, Sniffer dogs, Modern surveillance equipment, Special branch to deal with national threats, counter-terrorism, Neighbourhood watch. | | |

Skills Checklist

Question 1 (Whitechapel): “Describe two features of...” (4 marks)

Key Skill: Name a feature (1 sentence), then describe it, showing the examiner you know some key factual details (1-2 sentences).

Question 2a (Whitechapel): “How useful are Sources A and B for an enquiry into...” (8 Marks)

Key Skills:

- Describe the content of the source
- Use your own knowledge to show why content is useful
- Identify one of Nature/Origin/Purpose
- Say how this makes the source useful
- Say how this could limit its usefulness

Question 2b (Whitechapel): “How could you follow up Source A/B...” (4 marks)

Key Skills:

- Identify a detail in the source to follow up (MUST link to the question).
- Name question you would ask
- State a source you could use (when revising, revise types of sources to use)
- Explain how this would help you to answer your question

Question 3 (C&P): Similarity/Difference between two periods (4 marks)

Key Skills:

- Clearly name the similarity/difference
- Describe the situation in the earlier period.
- Describe the situation in the later period.

Question 4 (C&P): “Explain why...” (12 marks)

Key Skill: Identify 3 factors that caused the change mentioned in the question. 3 clear PEE paragraphs, one of which goes beyond the bullet points.

Use the factors we have studied in class (e.g. individuals, technology, etc)

Question 5/6: “How far do you agree?” (16 marks + 4 SPAG)

Key Skills:

- Write an introduction giving your view, supported by evidence
- Two paragraphs giving your side of the argument, using detailed knowledge.
- At least one paragraph giving the other side, using detailed knowledge
- Write a conclusion giving your view and referring back to the knowledge used in the central paragraphs.