

Year 10 History PPE Revision tasks

Section A: Crime and Punishment, c.1250 to present

Question types

1. Three short-answer questions

Tip: Do this question quickly – it is only worth 3 marks

2. Write a clear and organised summary that analyses Support your summary with examples.

[9]

Tip: try to develop three separate points with examples. Explain why it was like it

3. What caused? Explain your answer. [10]

Tip: try to develop at least three points and explain how they answer the question.

Answer either question 4 or question 5. [18]

These questions will require you to discuss a statement.

Tip: look at evidence that supports the statement AND evidence against. Try to develop three points for each side of the argument. Give clear reasoning for your judgement in your conclusion.

TASKS:

1. Give 3 officials that helped enforce law and order in the Medieval Period

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- *
- *

2. How were the following crimes usually punished in the Tudor Period?

- Heresy
- Treason
- Witchcraft

3. Give three reasons why vagabonds were hated so much in the Tudor Period.

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- *
- *

4. What was the hue and cry system of law enforcement?

5. Give TWO reasons why it was ineffective in the period 1750-1830.

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*

6. How was law enforcement changed by Robert Peel? Circle the correct answers.

| | | |
|-------------------------------|--------------------------|--|
| It became professional. | It was more expensive. | Police officers were trained. |
| Police officers wore uniforms | It was able to use guns. | It was more effective at catching criminals. |

7. Give THREE reasons why transportation was used as a punishment in the C19th.

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8. Match the person to their achievement:

| | |
|--------------------|--|
| John Howard | Designed new prisons that used a system of wings around a central hub. |
| Elizabeth Fry | Wrote "The State of Prisons in England and Wales" that made people aware of the problems in C18th prisons. |
| Joshua Jebb | Introduced the Gaols Act that improved conditions in prisons, such as access to doctors and priests. |
| Robert Peel | Improved conditions for women in Newgate prison based on the idea of reform. |
| Alexander Paterson | Used the idea of rehabilitation of prisoners in the C20th. |

9. State THREE ways in which technology has changed policing in the C20th

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10. State THREE concerns that the Derek Bentley Case raised about the use of the death penalty

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11. State THREE changes to prisons since 1900

a)

b)

c)

Year 10 History PPE Revision task 2

Section A: Crime and Punishment, c.1250 to present

TASKS:

10. The following are examples of crimes linked to the influence of religion. Which period do they most relate to?

| Crime | 1250-1500 Medieval | 1500-1750, Early Modern | 1750-1900 Industrial Revolution | C20th + |
|------------|-----------------------|-------------------------------|---------------------------------------|---------|
| Heresy | | | | |
| Witchcraft | | | | |
| Vagabonds | | | | |
| Adultery | | | | |
| Murder | | | | |

11. What was the Bloody Code?

12. Give THREE changes to the use of the death penalty since 1800:

- *
- *
- *

13. Name THREE alternatives to prison which have been used since 1970 as a punishment

- a)
- b)
- c)

3. Prison has several purposes in the C20th. What is meant by the following?

- a) reform
- b) rehabilitation

Optional challenge tasks:

1. Write a paragraph that discusses the following statements:

- a) "Technology made crime easier and law enforcement more difficult". Do you agree?
- b) "Policing has become much more specialised in the twentieth century". Do you agree?
- c) "The abolition of the death penalty was a result of the growing liberal attitudes of the 'swinging sixties'". Do you agree?

Section B: Life in Nazi Germany 1933-45

This unit is part of an exam paper with 50 minutes to cover three questions.

Question 6 (inference from a source) This will ask you to use a source as information. Quote the source and show how it answers the question. Use own knowledge to explain points in the source. (7 marks)

Question 7 (evaluation of sources). This will ask you to evaluate the usefulness of three sources to a historian studying a particular issue.

The first source will be an extract giving the view of a historian.

The second and third sources will be contemporary sources produced at the time of the events. (15 marks)

Discuss their usefulness by mentioning:

- The **content** of the sources (What do they say?)
- Evaluate the focus of the historian's view and the **Nature, Origin and Purpose** of the contemporary sources.
- Use **own knowledge** to support/challenge what the sources say.

Try to compare the sources, especially in your conclusion. How do the sources fit together to answer the question?

Question 8 or 9 - you have a choice. Argument.

This is an essay question so it requires an introduction and conclusion and detailed examples used to answer the focus of the question. It will require you to **ARGUE** and **EXPLAIN YOUR VIEW** rather than describe. Examine evidence **FOR** and evidence **AGAINST** and come to a reasoned conclusion. This question carries **18 marks** so you will need to spend about 25 minutes on it. This answer will also be marked for SPAG (Spelling punctuation & grammar).

Tasks:

1. How did Hitler become Chancellor in January 1933?
2. Who was blamed for the Reichstag Fire?
3. What extra powers was Hitler given in March 1933 as a result of the fire?
4. What happened to the Nazi vote in the March election of 1933?
5. What powers did Hitler get in the Enabling Act?

6. Give THREE reasons for the Night of the Long Knives
 - *
 - *
 - *

7. Why were each of these forms of propaganda a) effective b) limited?

| | Ways in which it was effective | Ways in which this form of propaganda was limited |
|------------|--------------------------------|---|
| Film | | |
| Radio | | |
| Newspapers | | |
| Music | | |

Year 10 History PPE Revision task 3

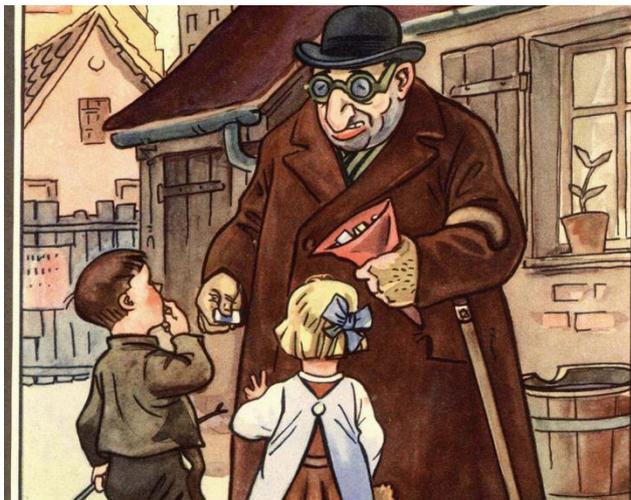
Section B: Life in Nazi Germany 1933-45

Tasks:

7. Match the resistance group to the correct description:

| | |
|--------------------|---|
| Edelweiss Pirates | Students at Munich university to printed anti-Nazi leaflets. |
| Swing | A Communist spy network. |
| White Rose | A plot by generals to kill Hitler and seize power. |
| Red Orchestra | Led opposition to the Euthanasia campaign |
| Catholic Church | Young people who attacked Hitler Youth and sprayed anti-Nazi graffiti on walls. |
| Bishop Galen | Young people who listened to Jazz |
| Operation Valkyrie | Organised opposition to crucifix removal from schools. |

8. Which TWO of these resistance groups only operated during the Second World War?
9. Why might a source written by Goebbels be particularly useful?
10. If a source states that young people liked Hitler Youth what own knowledge would you give to support this view?
11. What own knowledge would you give to challenge this view?
12. If a source states that the industrial workers liked the Nazis, what own knowledge would you give to support this view?
13. What own knowledge would you give to challenge this view?
14. Look at the source below. Label THREE details in the source that you could use to support the point that this is propaganda against the Jews.



15. Does this source prove any of the following statements?
 - a) The Nazis were anti-Semitic (hated the Jews)?
 - b) The German people believed the image of Jews in this picture was true.
 - c) Nazi propaganda against the Jews was effective.

16. Match the following descriptions to the correct key term:

| | | | |
|----------------|--|----------------------|--|
| Indoctrination | Hitler's bodyguard and elite soldiers | Gestapo | A car that was designed by the Nazis |
| Conformity | All people acting in the same way | People's Receiver | Doing the same as those around you. |
| Individuality | Making people believe certain ideas | Peer pressure | An organisation that offered leisure activities to people. |
| SS | The Nazi Party's private army. | Strength Through Joy | A radio that was cheap to buy. |
| SA | Acting as you want and not following somebody else's wishes. | Volkswagen | The secret police |

17. Why was life in IN Germany not affected very much BEFORE 1942?

18. Which battle marked a turning point for Germany in the Second World War?

19. Which of these statements describe the impact of the Second World War BEFORE 1942 and which AFTER?

| | | | |
|--------------------|--|---------------------------------------|--|
| Curfews | | Women encouraged to work in factories | |
| Bombing of Cologne | | Hitler Youth being used as home guard | |
| Bombing of Dresden | | Rationing | |
| Evacuation | | The July Bomb Plot | |

20. How were the following methods used against the Jews?

- The shop boycott
- The Nuremburg Laws
- The Crystal Night
- Education

21. Give TWO ways in which education for girls differed to that of boys in Nazi Germany.

- *
- *

16. What were Napolas?

22. Give THREE ways in which Nazi actions against the Jews changed during the Second World War?

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- *
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