

ENTRY LEVEL CERTIFICATE

Entry Level History

R435

Exemplar Tasks

Thematic study: 40 marks

Depth study: 30 marks

Task 1: Thematic Study

Options 1–5

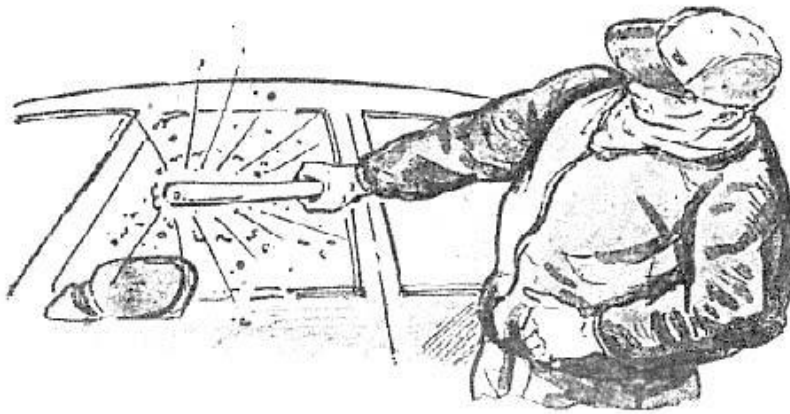
Option One: Crime and Punishment

- 1 (a) Study the **Sources** that follow. Some of them show crimes and some show punishments. Put a tick in either the 'crime' or 'punishment' column to show which **Sources** are about crimes and which are about punishments. One has been done for you.

Source	Crime	Punishment	
Source 1			[1]
Source 2			[1]
Source 3			[1]
Source 4			[1]
Source 5			[1]
Source 6			[1]
Source 7	✓		
Source 8			[1]

Source 1: A man being hanged**Source 2:** A highwayman holding up a stagecoach

Source 3: A man breaking into a vehicle



Source 4: People throwing rotten food at people in the stocks



Source 5: A woman being burned alive



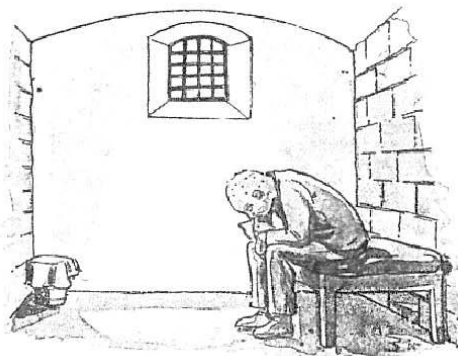
Source 6: People smuggling barrels of rum



Source 7: Poaching



Source 8: A man in a prison cell



- (b) (i) Look at **Source 2**. Describe what you know about this type of crime and criminal.

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..... [2]

- (ii) Look at **Source 7**. Describe what you know about this type of crime and criminal.

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..... [2]

- (c) Look again at the four punishments. Put them in the correct order.

The earliest punishment is

Then came

Then came

The punishment still used today is

[4]

- (d) Today we no longer use three of these punishments. Why do you think this is?

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..... [5]

2

- (a) Study **Sources 9, 10** and **11**. They all show prisons in the 19th century. Make a list of four differences you can see between these prisons.

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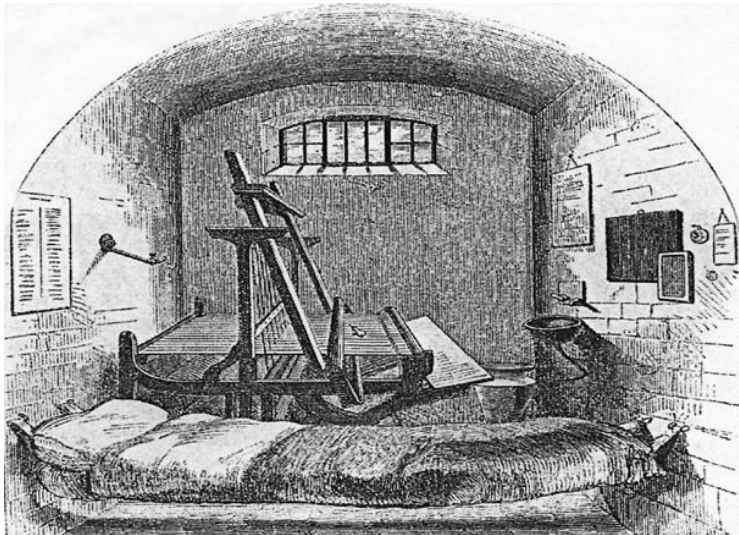
2.....
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3.....
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4.....
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[4]

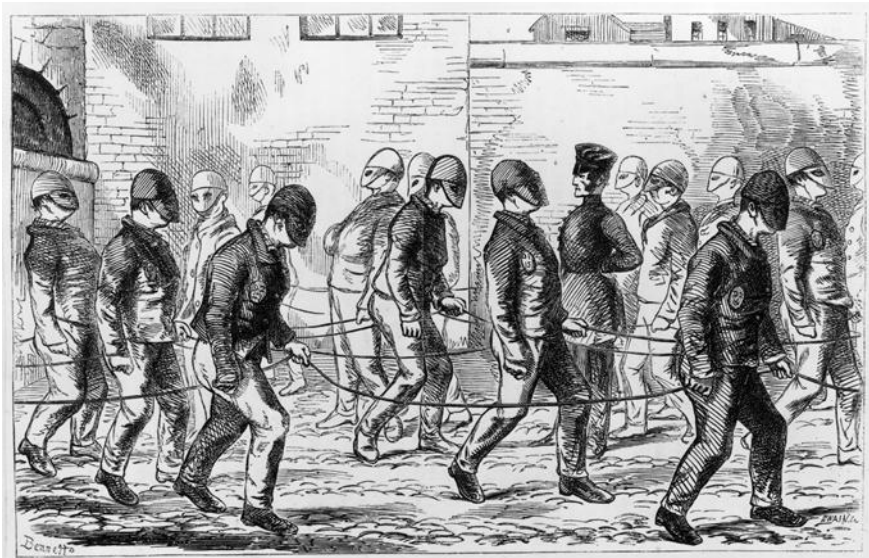
Source 9



A cell in a nineteenth century prison

Source 10

Prisoners on a treadmill in the nineteenth century

Source 11

Prisoners in the exercise yard in a nineteenth-century prison

- (b) Read **Source 12**. Tick any of the following statements if they are supported by **Source 12**. One example has been done for you.

Source 12

'People believed that criminals should be punished harshly. They also believed prisoners would get worse if they mixed with each other. The Separate System was introduced into prisons to make sure they did not mix.'

Prisoners spent nearly all their time in their cells by themselves. Weaving machines were put in their cells so they did not have time to leave them. They were given short periods of exercise but even then they had to wear masks and ropes were used to keep the prisoners apart. On Sunday they were allowed to go to the chapel.

Many prisoners could not cope with this isolation. In eight years in one prison, 22 prisoners went insane, 26 had nervous breakdowns and 3 committed suicide.'

- An account of the Separate System in nineteenth-century prisons.

Statement	Tick if supported by Source 12	Tick if not supported by Source 12	
They thought that the job of prisons was to reform criminals			[1]
Prisoners would make each other worse if they mixed	✓		
The Separate System was a success.			[1]
Prisoners spent most of their time outside their cells			[1]
The prisoners were given work to do			[1]
Many prisoners enjoyed the Separate System			[1]
The effects on some prisoners were very serious			[1]
People thought that the job of prisons was to punish criminals			[1]

- (c) Study **Source 9**. Do you think the prison shown in **Source 9** was punishing for criminals? Give two reasons to explain your answer.

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..... **[4]**

- (d) 'Life for all prisoners in the nineteenth century was the same.' How far do you agree with this statement?

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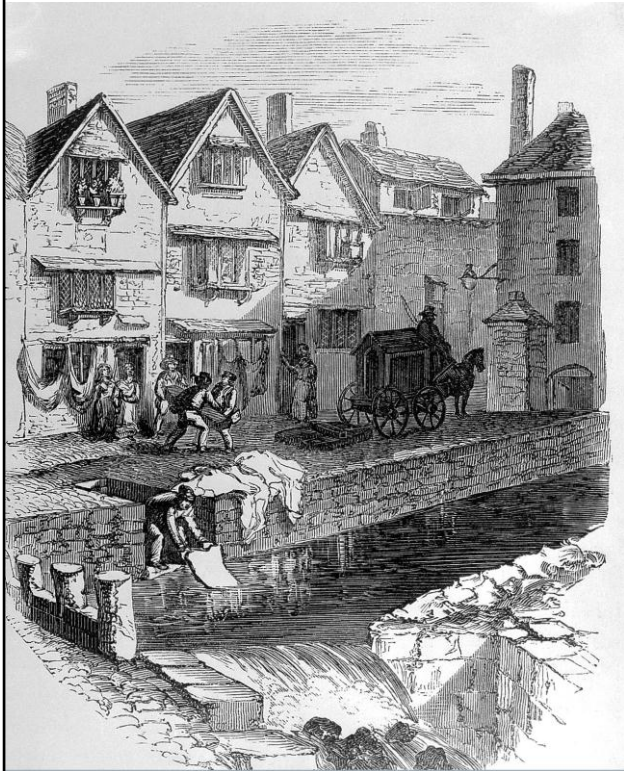
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Option Two: The People's Health

Source A



A drawing of the clothes of a person who died of cholera being washed in the Mill Stream, Exeter 1832. The stream was used for drinking water.

Source B

"The houses have no drains. The narrow streets are full of mud and disgusting rubbish. In one street, there is one toilet for 380 people. Its muck flows into the nearby houses."

A description of living conditions in Manchester, written in 1832.

Source C

"The houses were surrounded by an open filthy drain. In one house, there were six people living in one room. Two of the people were ill with fever."

A description of living conditions in London, written in 1838.

- 1 Find three threats to health in **Sources A–C**. Write down each one and explain why each was a threat to health.

1.....

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2.....

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3.....

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[6]

2 Sources A–C were all produced in the early 19th century.

(a) Give two reasons why people were concerned about health in the early 19th century.

One reason for concern over health was.....

.....

A further problem that raised health concerns was.....

.....

[2]

(b) What did Members of Parliament think about the people's health at this time? Explain why this was.

(i) Most MPs felt that.....

..... **[1]**

(ii) Give two reasons they took this view

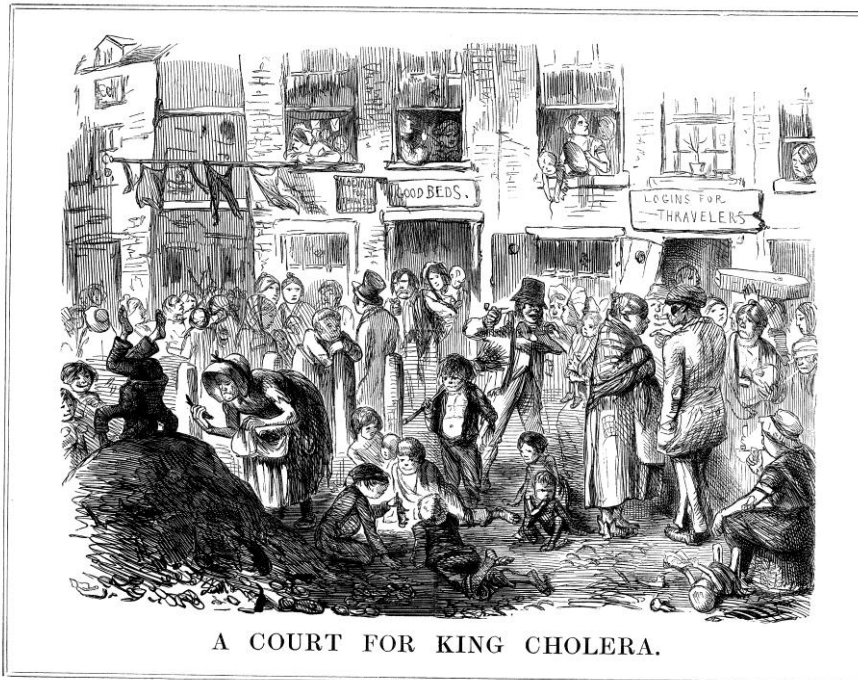
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..... **[2]**

3 Study Sources D and E.

Source D



A drawing of London streets in the 1850s

- (a) Do you think the artist of this picture has;
- (i) drawn this picture to show people how good living conditions were in the early 19th Century?
- OR
- (ii) drawn this picture to show people how bad living conditions were and to try and get them improved?

I think that reason (.....) is the right one.

[1]

- (b) Give two reasons from the **Source** to explain your decision.

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[4]

Source E



(c) Study **Source E**. What do you think the skeleton represents?

..... [1]

(d) Explain the message the artist wanted to give by drawing **Source E**.

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 [3]

(e) Circle three of these words that you think best describe the people in **Source E**.

Frightened	Desperate	Happy
Excited	Rich	Sad

[3]

- 4 (a) Name two people that improved public health between 1800 and 1880.

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..... [2]

- (b) Give five ways in which these two people improved public health between 1800 and 1880.

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..... [5]

Public Health Act 1848	Public Health Act 1872
Public Health Act 1875	Public Health Act 1891

The effects of this Act were:

[5]

[5]

Option Three: Migration to Britain

- 1 (a) Look at the following list of statements. Which of these is a reason why people migrated to Britain c.1250–1900 and which of these is a consequence of migration? Put a tick in the correct column. One has been done for you.

Statement	Reason	Consequence	
People were being persecuted in their own countries			[1]
Names such as 'Fleming' became more common			[1]
British ports became 'melting pots' of sailors and merchants from all over the world		✓	
Some richer people wanted cheap labour and servants			[1]
People wanted better jobs and lives			[1]
Local authorities introduced restrictions on where different groups of people could live			[1]

- (b) Match up the following groups of people who migrated to Britain 1500–1750 to their descriptions by drawing a straight line.

Their lives were in danger after Louis XV made their form of worship illegal in France, so came to England and many became very wealthy		Hansa merchants	[1]
Descendants of nomadic tribes who set up their tents and carts in temporary camps on common land and in forests, working as pedlars, pot-menders, animal-dealers and herbalists		Huguenots	[1]
Often wealthy they played a crucial part in English trade, their ships carrying English wool to northern Germany		Palatines	[1]
Started returning to England in 1656 after Oliver Cromwell relaxed restrictions on them, often fleeing religious persecution		Gypsies	[1]
Originally from Germany, a group of Protestants in desperate conditions heard about an invitation to come to Britain. They were poor farmers suffering from bad harvests, war and persecution by their Catholic landlords		Jews	[1]

- 2 Explain why people had differing attitudes to migrants in the period from 1900 to the present.

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..... [5]

- 3 Look at **Sources A, B, C, and D**, and answer the questions below.

Source A: From the London Gazette, January 1694

Run away from Thomas Sherwin a Black named Johanne, aged about 26, with 2 rings burnt in his forehead almost wore out. Whoever secures him shall be well rewarded.

Source B: From the London Gazette, June 1694

A Guinea Negro Boy, about 8 years old, named Jack, straight limb, no mark in his face ...has strayed away from Mr Peter Paggerts, in Cross-Lane, on St Mary Hill near Billingsgate ...Whoever shall bring the said Negro boy or discovers where he is, so that he may be had again, shall have 20 shillings reward.

Source C: From the British Apollo, February 1708

Run away from his master on 2nd February, David Marat, a Black about seventeen years of age, with short woolly hair. He had on a whitish cloth livery, lined with blue ... with a turban on his head. He plays a trumpet. Whoever secures him and brings him to Edward Talbot Esq, by King Street near Soho, shall have five guineas reward.

What can you learn from the **Sources** about:

- (a) Attitudes to black people? Explain your answer.

.....

 [2]

- (b) The experiences of black people in England at the time? Explain your answer.

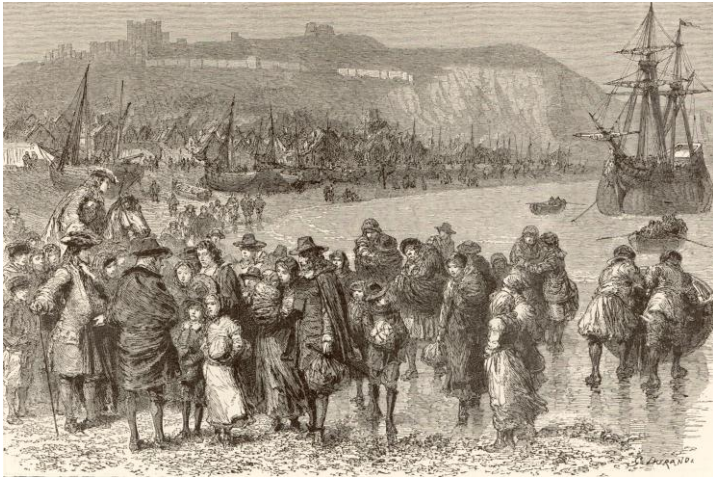
.....

 [2]

- (c) Why do you think the **Sources** focus on the appearance of the black people? Explain your answer with reference to the **Sources**.

.....

 [3]

4 Study **Source D**.

Source D: Huguenots arriving in England

- (a) How are the Huguenots presented in this picture? Use details from the **Source** to explain your answer.

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..... [3]

- (b) Write an account of the experiences of the Huguenots when they were living in England.

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..... [5]

5 Study Source E.

Source E

‘Surrounded on all four sides by tall factories and high embankments, covered with buildings, stand two groups of about 200 cottages, built chiefly back to back, in which live about 4,000 human beings, most of them Irish. The cottages are old, dirty, and of the smallest sort, the streets uneven, fallen into ruts and in part without drains or pavement; masses of refuse, offal, and sickening filth lie among standing pools in all directions...The race that lives in these ruinous cottages, behind broken windows, mended with oilskin, sprung doors, and rotten door-posts, or in dark, wet cellars, in measureless filth and stench must surely have reached the lowest stage of humanity.’

A description of living conditions in Manchester from ‘The Condition of the Working-Class in England’ by Friedrich Engels (1844).

(a) Does the writer show Irish people in Britain had a good life or a bad life?

I think the writer shows Irish people in Britain had a life.

[1]

(b) Explain two ways in which the writer does this.

Two ways in which the writer does this are

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..... [4]

6 Put the following events in order from earliest to latest.

- The expulsion of Jews from England under Edward I
- Many migrants are killed as a result of the Peasants’ Revolt
- King Edward III persuades lots of Flemish weavers to move to England
- The Battle of Hastings leads to the Norman Conquest
- By 1071 William has conquered all of England

The earliest event is....

Then comes...

Then comes...

Then comes...

The latest event is...

[5]

Option Four: Power, Monarchy and Democracy

- 1 (a) Look at the list of events showing the early development of Trade Unions. Does each one show progress in development or set-backs? Put a tick in the correct column. One has been done for you as an example.

Event	Progress in development	Set-back	
The Grand National Consolidated Trades Union was founded in 1833			[1]
Workers who belonged to a union were locked out of work and starved into submission			[1]
A campaign to abolish the anti-union laws succeeded in 1824			[1]
Six farm labourers from the village of Tolpuddle were sentenced to transportation for giving an oath			[1]
There was a mass demonstration in support of the Tolpuddle farm workers in London at Copenhagen Fields			[1]
Some of the working class turned to political means to protest with the Chartists		✓	

- (b) Look at this table of events showing the development of unions after 1850.

The Trade Union Act of 1871
New Unionism in the 1880s
The Labour Party was formed in 1900
The Osborne Judgement
The General Strike of 1926

- (i) Choose one event that helped unions develop. Describe the event and explain how it helped.

Description of event

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Explanation of how it helped.

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[5]

- (ii) Choose one event that held back the development of the unions. Describe the event and explain how it held the unions back.

Description of event

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Explanation of how it held them back

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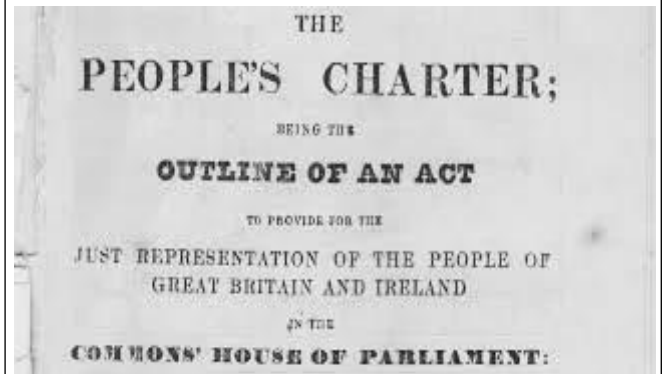
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[5]

2 Look at **Sources A** and **B**.**Source A**

ALARMING CHARTIST RIOTS AT NEWPORT.
(From a second edition of the Times on Tuesday.)
We have just received the following from our correspondent at Newport:—
“Newport, Monday, 11 o’clock A.M town. 7,000 or 8,000 have marched in from the hills, and attacked the Westgate Inn, where the magistrates are sitting. I have heard 30 or 40 shots fired, and learned that several of the Chartists, as well as soldiers, are killed.”

From the Times report on the Newport Rising

Source B

The front page of the petition

- (a) Identify two methods these **Sources** suggest the Chartists used?

Method 1

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Method 2

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[2]

- (b) **Source A**'s headline describes the riots at Newport as 'alarming'. Identify and explain two ways in which the **Source** does this.

Way 1

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Way 2

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.....

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[4]

- (c) The Chartist petition was delivered three times. Circle the correct dates from the list below to show when the petition was delivered.

1815	1839
1842	1848
1868	1900

[3]

- 3 Look carefully at **Sources C** and **D**.

Source C



Source D



- (a) Circle three words that correctly describe how the Chartists are shown in **Source C**.

Forceful	Little support	Disorganised
Peaceful	Calm	Well supported

[3]

- (b) Circle three words that correctly describe how the Chartists are shown in **Source D**.

Respectable	Mass support	Peaceful
Violent	Disorganised	Unpopular

[3]

- (c) **Source C** shows the reception of the Charter by Parliament. What is the message of the **Source** about how the charter is received? Explain your answer.

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..... [3]

- 4 (a) Write down three groups who challenged power in the period since 1900.

1.....

2.....

3.....

[3]

- (b) Explain one way in which two of the groups you have chosen above were similar in their aims, methods or successes.

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..... [2]

- (c) Explain one way in which two of the groups you have chosen above were different in their aims, methods or successes.

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..... [2]

Option Five: War and British Society

- 1 (a) Match up the conflict to its description by drawing a straight line.

Two wars in the 18 th century between Scottish supporters of Bonnie Prince Charlie and the British kings George I and George II		First World War	[1]
A war led by the UK and the USA to get rid of Saddam Hussein		English Civil War	[1]
Wars in South Africa between the British and groups of Dutch-speaking settlers		Iraq War	[1]
Also called 'the Great War' fought between 1914 and 1918		Jacobite Wars	[1]
Wars between king and parliament in the 1640s and 1650s resulting in the execution of Charles I		Boer Wars	[1]

- (b) Look at this list of the impacts of war on everyday people and governments. Tick the correct column if the impact was mainly on the people, or on the government. One has been done for you.

Impact	People	Government	
Rationing was introduced on items such as bread, butter and meat during the Second World War			[1]
People could go to prison for talking about the war in case enemy spies overheard them			[1]
The monarchy was abolished in 1649 and Cromwell ruled the country instead			[1]
By defeating the Spanish Armada, England and its monarch were secure		✓	
Vikings destroyed homes, villages, boats and stores of food			[1]
Britain gained large territory in North America in 1763			[1]

- (c) Give three examples of things that changed people's lives during the First World War. Explain how each one changed people's lives.

1.....

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2.....

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3.....

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[6]

- 2 Choose any two reasons below. For each one, give an example of a war which was fought for that reason, and the effects of that war on British society.

Wars of defence	Wars of conquest
Wars of religion	Civil wars

Reason 1.....

Example.....

Explain the effects of this war on British society

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Reason 2.....

Example.....

Explain the effects of this war on British society

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[6]

- 3 Look at **Sources A, B** and **C**. The **Sources** show some of the effects of the Second World War on the people of Britain.



Source A: People sheltering in a tube station during the Blitz



Source B: A man providing entertainment on the piano for people at an air raid shelter, September 1940

Study **Sources A** and **B**.

- (a) Identify one similarity between the two **Sources** and explain your answer.

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..... [3]

- (b) Identify one difference between the two **Sources** and explain your answer.

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..... [3]

(c) Why do you think this poster was produced at the time? Explain your answer.

..... [5]

- (d) Explain two ways in which the **Sources** show the role of women during the Second World War. Use details from the **Sources** to support your answer.

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..... [4]

- 4 'The Cold War did not have a big impact on life in Britain.' Do you agree? Explain your answer.

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..... [3]

Task 2: Depth Study

Options 1–8

Option One: International Relations 1918–2001

- 1 Read this list of some of the main terms of the Treaty of Versailles 1919. These terms were aimed at:

- Punishing Germany
- Keeping the peace in future

For each term put a tick in the correct column to show if it was aimed at punishing Germany or keeping the peace in the future. One has been done for you.

Term	Punishing Germany	Keeping the peace in the future	
The German army was limited to 100 000 men			[1]
The League of Nations was set up			[1]
Germany's colonies were taken away			[1]
Germany lost land to France			[1]
Germany had to pay £6600 million for the damage caused by the war			[1]
Germany was not allowed to keep any troops in the Rhineland (the part of Germany nearest to France)		✓	

- 2 How successful was the League of Nations in the 1920s? Explain your answer.

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[5]

- 3 Look at the following table of events that happened between 1969 and 1989. Put a tick in the correct column to show if these were a change in relations between the USA and the USSR or things staying the same in the relationship. One example has been done for you.

Event	Change in relations	Things staying the same
US President Ford signs more agreements with the Soviets that lead to continuing co-operation		✓
The US stops co-operating with the USSR and boycotts the Moscow Olympics because the Soviets invaded Afghanistan		
Chernenko replaces Andropov as leader of the USSR in 1984		
Reagan becomes President and spends lots of money on weapons and missile defence		
Gorbachev promises to reduce nuclear weapons and the size of the army		
In 1989 the Berlin Wall comes down and Communism collapses in Eastern Europe		

[1]

[1]

[1]

[1]

[1]

- 4 (a) Study **Interpretation A**. Does the author support appeasement?

Interpretation A

'The right policy at the right time.'

Text book author Ben Walsh on Appeasement

..... [1]

- (b) Give two reasons to describe why some historians think Appeasement was the right policy.

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..... [2]

- (c) Do you agree Appeasement was the right policy at the time? Explain your answer.

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..... [3]

- 5 Give three reasons historians have come up with to explain who started the Cold War. For each one explain why you think the historian does this.

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2.....

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[9]

Option Two: Germany 1925–55

- 1 Read the following statements. Some of them are reasons why Hitler came to power in Germany. Some of them are the results of Hitler coming to power. Decide which ones are reasons and which are results. Put a tick in the correct column. One has been done for you as an example.

Statement	Reason	Result	
Many Germans disliked the way Germany was punished in the Treaty of Versailles			[1]
Jews in Germany were persecuted			[1]
Germany ended up fighting the Second World War			[1]
Many Germans were unemployed at the beginning of the 1930s	✓		
The Weimar Republic was very unpopular			[1]
Many of the opponents of the Nazis were put into concentration camps			[1]

- 2 (a) Explain how unemployment helped Hitler come to power.

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 [2]

- (b) Explain how Hitler coming to power changed the lives of women in Germany.

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 [3]

- 3 Hitler became very popular with the youth of Germany as suggested by the Hitler Youth's membership. Use **Interpretations A** and **B** to see some reasons for German youngsters joining the movement. Both are later **Interpretations** by people who were young Germans at the time.

Interpretation A

'The newspapers and cinemas were soon full of it (the Hitler Youth)... perfect images of blond young athletes in white vests and flannels, shot-putting, hurdling, running, javelin throwing, swinging on the parallel bars; whole fields of them putting on a display of gymnastics at some Nazi rally, row upon row of perfect Aryan specimens, muscles taut, eyes blank, all facing the Führer standing on a distant stand covered with laurel leaves and swastikas, flanked by Himmler, Göring, Goebbels and the rest.'

Bert Trautmann's recollections of being young in Nazi Germany.

Interpretation B

'It is rather amazing from today's point of view that Hitler was so strongly supported by the teachers and the German middle class. This was not the case, however, when he was still struggling, not before 1933. They were all against him then. But after 1933, they discovered that he was actually just what the country needed... More than anybody, the teachers immediately changed their minds and embraced Nazism.'

Adam Grolsch interviewed by the authors of What We Knew: Terror, Mass Murder and Everyday Life in Nazi Germany.

- (a) How does **Interpretation A** present the Hitler Youth?

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..... [3]

- (b) How does **Interpretation B** present teachers in Nazi Germany?

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..... [3]

- 4 (a) Name one of the groups that opposed the Nazis in Germany between 1933 and 1945.

..... [1]

- (b) Give two reasons to explain why they opposed the Nazis.

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..... [2]

- (c) Two important events in Nazi Germany were the Night of the Long Knives and Kristallnacht.

Look at the list of dates below and write the event next to the correct date.

1933	
1934	
1938	
1939	
1945	

[2]

- 5 Choose three words that historians have used to describe Hitler. For each word, explain why you think the historian uses this word.

Hitler was

I think the historian used this word because.....

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Hitler was

I think the historian used this word because.....

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Hitler was

I think the historian used this word because.....

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[9]

Option Three: The USA 1918–74

- 1 Many factors made the USA grow after the First World War. Look at the table of statements below and put a tick in the correct column to show if it helped the USA to grow or did not really help.

Statement	Did help	Did not help	
The end of the war	✓		
Prohibition was introduced			[1]
The USA had lots of money			[1]
The introduction of technical changes such as the production line			[1]
Hire purchase and store catalogues were introduced			[1]
There was lots of prejudice and discrimination in 1920s America			[1]

- 2 Herbert Hoover was President of the USA from 1929 to 1933. Look at this **Interpretation** of Hoover.

Interpretation A

'Hoover was regarded as a 'do nothing' president. This was not entirely fair on Hoover. He tried to restart the economy...'

Text book author Ben Walsh

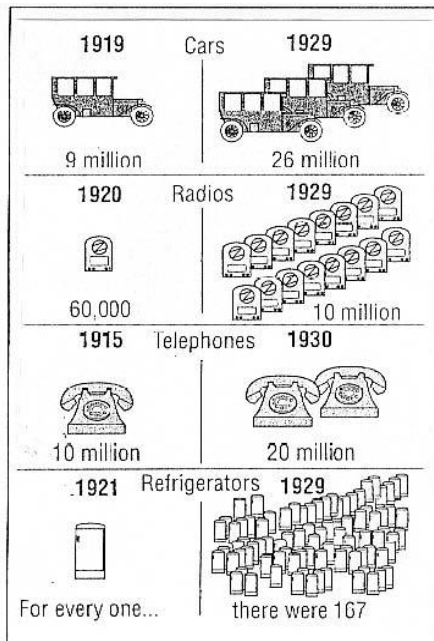
Tick the phrases that match what the author is saying about Hoover.

People thought Hoover did nothing	
People thought Hoover really helped America a lot	
People were unfair to Hoover	
People were very fair to Hoover	
Hoover tried to help the economy	
Hoover gave everyone jobs	

[3]

- 3 (a) Study **Interpretation B**. It shows life getting better for Americans in the 1920s. Identify one way the **Interpretation** does this.

Interpretation B



.....
..... [1]

- (b) Explain one reason why this would have made life better.

.....
.....
..... [2]

- 4 Look at this list of famous and important Americans from the 1950s and 1960s. Choose two of these people and explain why they were important for America and its people.

Joseph McCarthy	Martin Luther King, Jr.
John F. Kennedy	Lyndon B. Johnson

Person 1

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Person 2

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[10]

- 5 Give three words historians have used to describe Franklin Delano Roosevelt's presidency. For each one, explain why you think the historian describes Roosevelt in this way.

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2.....

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3.....

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[9]

Option Four: The Norman Conquest

- 1 Match up the correct statement to the correct year by drawing a straight line.

1066		William decides to find out about his English kingdom and starts the Domesday Book
1069		William of Normandy invades England and takes the crown from King Harold
1071		William dies and is replaced by his son William Rufus
1085		William marches on York and crushes a rebellion
1087		By this date William has conquered the north and stone castles are starting to be built

[5]

- 2 (a) Study **Interpretation A**.

Interpretation A: The Bayeux Tapestry. A Norman knight on horseback is attacking a Saxon soldier. The Saxon soldier has arrows in his shield fired by Norman archers.



Do you think this **Interpretation** was made for a Norman or a Saxon audience? Explain using details from the **Interpretation**.

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[3]

(b) Study Interpretation B.**Interpretation B – An extract from the script of The Normans, a BBC television series, 2010.**

In 1069, William marched on York and crushed the rebellion. The Normans devastated the North of England. They sacked every village and farmstead as they went. Then William divided his troops into smaller bands who destroyed any crops and livestock they could find ...

A huge area across northern and central England was laid waste by this 'scorched earth' on the northern rebels. Plotting the settlements destroyed by the Normans shows the scar that was carved across the country by William's army. Sixteen years later, these areas were still desolate wasteland.

Interpretation B says the Normans were really cruel to the people of England. Identify four words from the **Interpretation** that show this.

- 1.....
- 2.....
- 3.....
- 4.....

[4]

- 3 'Harold Godwinson had the strongest claim to the throne of England in 1066'. Do you agree? Explain your answer.

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[5]

- 4 'The Normans won at Hastings because they had better weapons.' Do you agree? Explain your answer.

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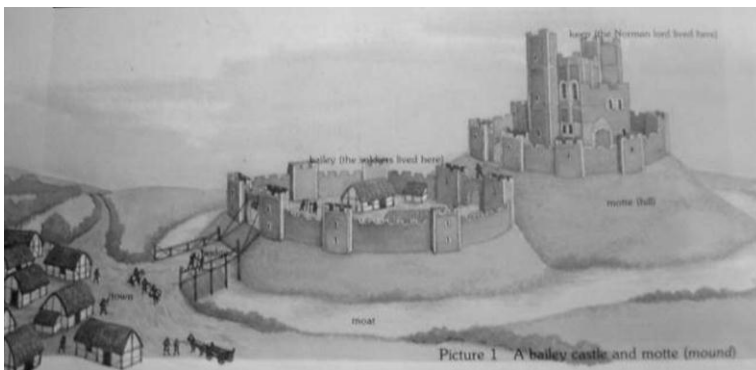
.....

[5]

5 Study **Interpretations C** and **D** of motte and bailey castles.



Interpretation C: An illustration of the Norman castle at Pickering in Yorkshire by the reconstruction artist Simon Hayfield. The illustration is in the book: *Picturing the Past*. The book was published in 1997 and was aimed at adults.



Interpretation D: An illustration of a typical Norman castle in *Living in the Past: The Middle Ages*, a history textbook written for primary school children in 1983.

(a) Give two similarities and two differences between the two **Interpretations**.

Similarity.....

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Similarity.....

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Difference.....

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Difference.....

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- (b) Why do you think the **Interpretations** differ? Explain two reasons. Think about what you know about Norman castles, and who the **Interpretations** were produced for.

Reason 1

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Reason 2

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[4]

Option Five: The Elizabethans 1580–1603

1 Who am I?

Match each of the descriptions which follow to the correct name below.

- **The Duke of Medina Sidonia**
- **Sir Francis Drake**
- **King Philip II of Spain**
- **Lord Howard**
- **The Armada**

(a) I was a large fleet of Spanish ships. I was meant to invade England.

My name is..... **[1]**

(b) I was in charge of the English navy.

My name is..... **[1]**

(c) I was one of the captains in the English navy. I was playing bowls at Plymouth when the Spanish ships came into sight. I was in charge of the Spanish navy.

My name is..... **[1]**

(d) I sent the Spanish navy to invade England because I wanted to become King of England.

My name is..... **[1]**

(e) I commanded the Spanish navy.

My name is..... **[1]**

- 2 (a) Below are some statements about the Spanish Armada. Some of them are reasons why the Spanish Armada tried to invade England. Some are results of the defeat of the Spanish Armada. Put a tick in the correct column to show whether they were reasons or results. One example has been done for you.

Statement	Reason	Result	
King Philip II of Spain wanted to be King of England			[1]
The Spanish fleet was destroyed			[1]
Francis Drake became a great hero			[1]
Raids on Spanish treasure ships by the English	✓		
Elizabeth was safe as Queen of England			[1]
King Philip II of Spain wanted England to be a Roman Catholic country			[1]
Mary Queen of Scots was executed by Queen Elizabeth			[1]

- (b) One of the reasons for the Spanish Armada attempting to invade England was raids on Spanish treasure ships. How does this explain why the Spanish Armada tried to invade England?

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..... [2]

- (c) After the defeat of the Spanish Armada, Spain never again threatened England seriously during the reign of Elizabeth. Explain why this was.

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..... [2]

- 3 (a)** Look at **Interpretation A**. Identify two ways in which the illustrator portrays the wealth and comfort of this person's home and explain your answers.



..... [6]

- (b)** Give three words historians have used to describe Elizabeth. For each one explain why you think the historian describes Elizabeth in this way.

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2.....

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3.....

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[9]

Option Six: Britain Peace and War 1900–18

- 1 (a) Read the list of orders from the Defence of the Realm Act (DORA).

No civilian could:

- talk about naval or military matters in public places
- spread rumours about military matters
- buy binoculars
- trespass on railway lines or bridges
- use invisible ink when writing abroad.

Choose two of the actions from the list. For each, explain why the government took these actions.

Action One:

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The reason this was carried out was.....

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Action Two:

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The reason this was carried out was.....

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[4]

- (b) Give one more order from the Defence of the Realm Act in 1914.

..... **[1]**

- (c) 'Life changed completely for people during the First World War'. Do you agree? Explain your answer.

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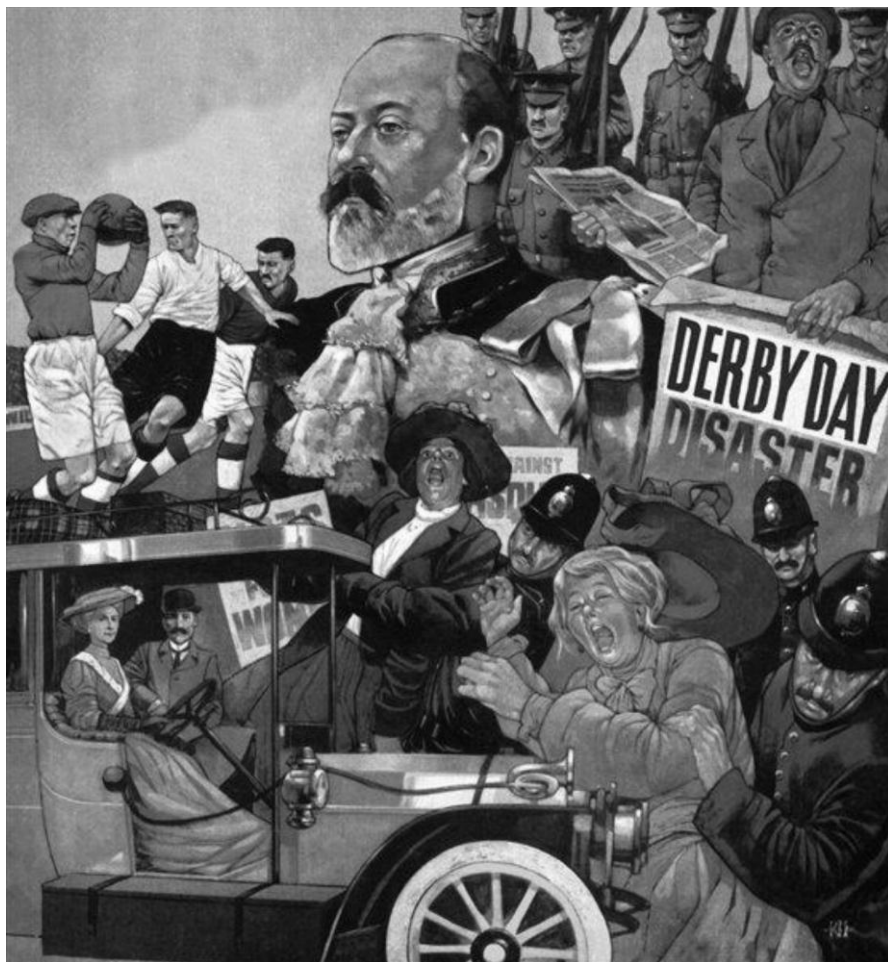
[5]

- 2 Think about the Liberal government of 1906–18 and its policies. It introduced a new type of thinking called 'New Liberalism'. Tick the boxes below to show whether each statement was a reason for New Liberalism or a result of it. One has been done for you as an example.

Statement	Cause of 'New Liberalism'	Consequence of 'New Liberalism'	
Lots of older people faced starvation or the workhouse because they had no money			[1]
The House of Lords was always blocking what the Liberals wanted to do			[1]
Every pensioner of 'good character' over 70 received a pension			[1]
Over 200,000 free school meals were given out			[1]
Job centres were set up to help people look for work			[1]
There was concern about the number of unemployed and sick people	✓		

- 3 Look at **Interpretation A** which portrays the drama of life in Edwardian Britain. Identify and explain three ways the artist does this.

Interpretation A – A painting by the artist Richard Hook c.1980. The title of the painting is The Edwardians.



- 1.....
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- 2.....
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- 3.....
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[6]

- 4 Give three words historians have used to describe the treatment of Suffragettes in this period. Explain why the historians have used these words.

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[9]

Option Seven: The Viking Age c.750–c.1050

- 1 Look at the following list of places. Which of these did the Vikings settle in? Circle five correct answers.

Iceland	England	China	Greenland
Ireland	Orkney	Egypt	Australia

[5]

- 2 (a) Choose one of the above places that the Vikings settled in. Explain why the Vikings settled there.

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..... [3]

- (b) 'The Vikings lived in exactly the same way in all these places.' Do you agree? Explain your answer.

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..... [5]

- 3 Look at this table of Viking rulers. Explain which ruler you think was the most important.

Harold Bluetooth	Svein Forkbeard	Cnut
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I think was the most important ruler because

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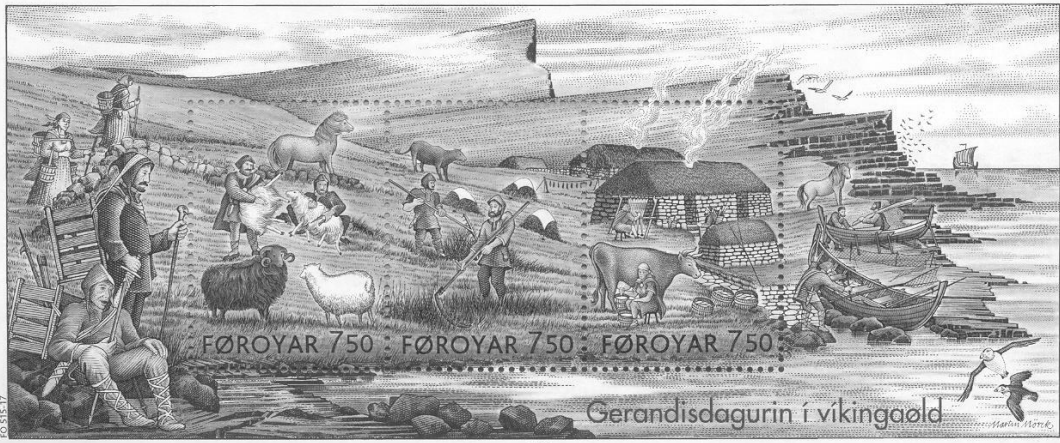
[2]

- 4 Look at the two **Interpretations** below.



VIKINGS SET

Interpretation A: A picture of a toy set of Vikings, made by an American toy company.



Interpretation B: A Faroe Islands stamp called 'Everyday life in the Viking Age'. The Faroe Islands were settled by the Vikings.

Give six similarities or differences in the way the Vikings are shown in the **Interpretations**.

- 1.....
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- 2.....
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- 3.....
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- 4.....
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- 5.....
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- 6.....
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[6]

- 5 Give three words historians have used to describe what sort of people the Vikings were. Explain why you think historians describe them in this way.

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[9]

Option Eight: The Making of America 1789–1900

- 1 (a) People moved to the American West to set up homesteads for many reasons. Some of them are '**push**' factors – these pushed people away from where they were already living. Some of them are '**pull**' factors – these are good things about the American West that pulled people there. Put a tick in the correct column to show whether these were push or pull factors. One has been done for you.

Reason	Push	Pull
Poverty in the east of America		
Advertisements made the West sound great		
Cheap or even free land in the West		
Some people wanted to make a fresh start after disasters in their lives	✓	
In Europe people were attacked because of their religious beliefs		
The hope that they would be free to live as they wanted		

[5]

- (b) Explain why the journey for early American West settlers might have been difficult.

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..... [3]

- 2 'The biggest change to the Plains Indians' way of life between 1861 and 1900 was losing the buffalo.' Do you agree? Explain your answer.

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..... [5]

- 3 Name two groups of indigenous Americans affected by the changes in the period 1789–1900.

1.....

2.....

[2]

- 4 (a) Look at **Interpretation A**.

Interpretation A

'At the end of the Civil War the southern states were devastated: buildings, roads and railways had been destroyed, law and order was not restored for months or even years after the formal end of hostilities and the police and court systems had broken down everywhere. Churches and schools stood derelict.'

David Paterson, Doug Willoughby, Susan Willoughby, Civil Rights in the USA 1865–1992

This says that the effects of the civil war on southern States were very bad. Identify three words or phrases that show how bad these effects were.

1.....

2.....

3.....

[3]

(b) Look at Interpretation B.

Interpretation B – Universal Studios Wild West film set



It shows a film set from a movie about life in the West. Do you think this is an accurate view of what life in the West was really like? Explain your answer.

[3]

- 5 Give three words historians have used to describe the lives of African Americans in the period 1789–1900. Explain why you think historians describe their lives in this way.

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2.....

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[9]

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Task One: Thematic Study

Option One: Crime and Punishment

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Option Two: The People's Health

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Option Three: Migration to Britain

Question 3 Source A: London Gazette, January 1694

Question 3 Source B: London Gazette, June 1694

Question 3 Source C: British Apollo, February 1708

Question 4 Source D: © Chronicle / Alamy Stock Photo

Question 5 Source E: Friedrich Engels, Condition of the Working Class in England, page unknown, Institute of Marxism-Leninism, 1969.

Option Four: Power, Monarchy and Democracy

Question 2 Source A: ©The British Library Board, The Ipswich Journal, 9th November 1839

Question 2 Source B: www.chartist.net, Chartist Ancestors

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Option Five: War and British Society

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Task Two: Depth Study**Option One: International Relations 1918–2001**

Question 4 Interpretation A: Adapted from Ben Walsh, GCSE Modern World History, 2nd Ed., p273, Hodder Education, 2001.

Option Two: Germany 1925–55

Question 3 Interpretation A: Catrine Clay, Trautmann's Journey: From Hitler Youth to FA Cup Legend, p28, Yellow Jersey, 2011.

Question 3 Interpretation B: www.spartacus-educational.com, Spartacus Educational

Option Three: The USA 1918–74

Question 2 Interpretation A: Adapted from Ben Walsh, GCSE Modern World History, 2nd Ed., p216, Hodder Education, 2001.

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Option Four: The Norman Conquest

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Option Five: The Elizabethans 1580–1603

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Option Six: Britain Peace and War 1900–18

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Option Seven: The Viking Age

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Option Eight: The Making of America 1789–1900

Question 4 Interpretation A: David Paterson, Doug Willoughby, Susan Willoughby, Civil Rights in the USA 1865-1992, p11, Heinemann, 2009

Question 4 Interpretation B: © Robert Harding Productions / Robert Harding World Imagery / Universal Images Group

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