

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 26 marks

Part E — The Era of the Great War, 1900–1928

Attempt the following **four** questions using recalled knowledge and information from the sources where appropriate.

17. To what extent was the machine gun the most effective weapon on the Western Front during the Great War?

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A describes the restrictions introduced under the Defence of the Realm Act.

Source A

The Defence of the Realm Act (DORA) was introduced in August 1914. It stated that no-one was allowed to talk about the navy or the army in public places. You were also not allowed to spread rumours about military matters. You could not trespass on railway lines or bridges. It was added to as the war progressed and listed all the things that people were not allowed to do in wartime. In addition, British Summer Time was introduced to give more daylight hours for extra work.

18. How fully does **Source A** describe the restrictions introduced under the Defence of the Realm Act? (Use the source and recall to reach a judgement.)

6

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Source B is from a newspaper interview with Prime Minister David Lloyd George, published on 22 August 1918.

Source B

I admire the splendid manner in which female volunteers came forward to work in administrative offices of all kinds. We would have been unable to cope during the past few months without women working in hospitals. The heroines who have flocked to work behind the front lines as ambulance drivers have faced daily danger. My message is: "Well done, carry on. You are helping to create a new world for yourselves and for your children".

19. Evaluate the usefulness of **Source B** as evidence of women's work during the Great War. 5
(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)
20. Explain the reasons why the Suffragettes harmed the cause of votes for women. 6

[Now go to SECTION 2 starting on page 14]

Q3/2

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17) The machine gun was an effective weapon on the western front as it could fire around 100 bullets per minute and was particularly deadly against advancing infantry over no mans hand. There was also other effective weapons on the western front, the tank.

The tank was an effective weapon on the western front as it provided cover for advancing troops and crushed barbed wire also for advancing troops. Another effective weapon on the western front was the aircraft. The aircraft was used to fly over the enemy and spy on them, later on though the aircraft was used to bomb and shoot at the enemy.

Also poison gas was an effective weapon in the western front as it disabled enemy soldiers by blinding and burning them this could also leave permanent injuries



* X 8 3 7 7 5 0 1 0 3 *

8

Q3/3

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
18)	<p>Source A does not fully describe the restrictions introduced under the Defence of the Realm Act even though it does mention that no-one could speak about the army or navy in public places, that you could not spread rumours about military matters and that you could not trespass on railway lines or bridges. The source fails to mention that that you could not buy binoculars as they could be used for for spying or make bonfires as it could be used a signal to the enemy. Also loitering was prohibited.</p>
19)	<p>Source B is useful as evidence of women's work during the great war as it was written in 1918 which makes it a primary source. Also it was by Prime Minister David Lloyd George who's job it was to win the war. Also it was written</p>



* X 8 3 7 7 5 0 1 0 4 *

Q3/4

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
19)	in a newspaper so it was for people to read.	
20)	Suffragettes harmed the cause of votes for women as they caused damage to property and attacked people so men they weren't mature or sensible enough to vote.	



MARKS

SECTION 2 — BRITISH CONTEXTS — 29 marks

Part C — The Atlantic Slave Trade, 1770–1807

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

31. To what extent did tribal conflict encouraged by the slave trade cause the most harm to African societies? 9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is about the impact that trade with the Caribbean had on the British economy.

Source A

British trade with the Caribbean continued for many years. Slave-produced goods such as sugar and coffee were imported into British ports, helping them to become rich and powerful trading centres. Work was provided in many ports as men were employed as sailors, shipbuilders and dock workers. The profits made from the slave trade were also invested in the development of other British industries. Wealthy colonial families built huge mansions in many of the British cities where they traded.

32. How fully does **Source A** explain the impact that trade with the Caribbean had on the British economy? (Use the source and recall to reach a judgement.) 6
33. Describe the methods used to discipline slaves on the plantations. 4

MARKS

Sources B and C are about the methods used by the abolitionists.

Source B

The abolitionists used a variety of methods to put a stop to the slave trade. Personal accounts changed public opinion, as the dreadful experiences of the slaves during the Middle Passage were told by survivors. Many slavers backed these up, giving similar accounts about the horrors of the trade. Abolitionists such as Clarkson toured the country with equipment used on slaves to show the public how badly they were treated.

Source C

The Committee for the Abolition of the Slave Trade was set up by Thomas Clarkson and Granville Sharp. Clarkson travelled around Britain with instruments such as manacles and thumbscrews to gain support for the cause. John Newton, former slaver, published a pamphlet outlining the horrific conditions of the slave trade and confirming slave accounts. Some slaves, such as Olaudah Equiano, published autobiographies sharing their experiences and changing the views of the public.

34. Compare the views of Sources B and C about the methods used by the abolitionists. (Compare the sources overall and/or in detail.) 4
35. Explain the reasons why it took so long to abolish the slave trade in Britain. 6

[Now go to SECTION 3 starting on page 24]

Q3/4

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31) Tribal conflict did cause harm to African societies as tribes would harm, kidnap and murder each other to be more powerful. If the tribe was more powerful they ~~could~~ could use people kidnaped from smaller tribes to trade with slave traders for guns and metal. Also the slave traders caused harm to African societies as they destroyed villages and killed and captured many Africans. The slave traders would take the younger stronger Africans and this made the population in Africa decrease.



* X 8 3 7 7 5 0 1 0 5 *

Q3/5

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
32)	<p>Source A fully explains the impact that trade with the Caribbean had on the British economy as it mentions that slave-produced goods such as sugar and coffee were imported, work was provided in many ports, helping them to become rich and powerful trading centres. Also it goes on to say wealthy Colonial families built huge mansions in many of the British cities where they traded.</p>
33)	<p>Floggings is a method used to discipline slaves on the plantation as they would be brutally whipped which would scare other slaves. Also cutting off a slave's hand or feet this was mostly if a slave tried to run away. Also a plantation owner would kill a slave in front of other slaves to scare them to work harder.</p>



* X 8 3 7 7 5 0 1 0 6 *

nnp006

Q3/6

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34) Sources B and C agree about Clarkson travelling around Britain showing how slaves were treated. We see this when source B says "Abolitionists such as Clarkson toured the country with equipment used on slaves to show the public how badly they were treated" and when source C says "Clarkson travelled around Britain with instruments such as manacles and thumb screws to gain support for the ~~cause~~ cause."

Sources B and C also agree about slaves sharing their experience to the public. We see this when source B says "Personal account changed public opinion, as the dreadful experiences of the slaves during the middle passage were told by survivors." and when source C says "Some slaves, such as Olaudah Equiano, published autobiographies sharing their experiences and changing the views of the public."



* X 8 3 7 7 5 0 1 0 7 *

naae 07

Q3/7

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35) It took so long to abolish the slave trade in Britain because many supported it as it created jobs in lots of cities and increased the population of the cities as well. Also many wealthy people with influence and politicians earned a lot of money from the slave trade so wouldn't want it to end.



* X 8 3 7 7 5 0 1 0 8 *

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 25 marks

Part G — Free at Last? Civil Rights in the USA, 1918–1968

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

76. Describe the difficulties faced by immigrants to the USA in the 1920s. 4

Source A is from a textbook written by modern historians, published in 2013.

Source A

Slavery had been abolished in the 1860s but the Southern states of the USA used Jim Crow laws to maintain a segregated society. Black children were forbidden to attend school with white children. At work, black Americans collected their pay separately from whites. There were also strict bans on whites and blacks marrying. In 1896, the Supreme Court ruled that such segregation of black people from white people was acceptable. Their ruling was called the 'separate but equal' decision.

77. Evaluate the usefulness of **Source A** as evidence of the ways in which the Jim Crow laws segregated black and white Americans. 5
(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)
78. Explain the reasons why sit-ins were an important step forward in the campaign for civil rights. 6

MARKS

Source B describes events in Birmingham, Alabama in 1963.

Source B

Birmingham was probably the most racist and segregated place in the USA. Martin Luther King led a protest march through Birmingham against the discrimination and inequality faced by black Americans in the city. The march was led by children with over 30,000 demonstrators taking part. Chief of Police, Bull Connor, ordered the arrest of protestors and many children aged 6 to 18 were jailed. On the following day water cannons were used to disperse the marchers. The events in Birmingham caused an outcry across America.

79. How fully does **Source B** describe the civil rights protest in Birmingham in 1963? (Use the source and recall to reach a judgement.)

6

Sources C and **D** describe the beliefs of Malcolm X.

Source C

Malcolm X was a leading figure in the Nation of Islam. Malcolm was a racist who hated white Americans, in much the same way that members of the KKK hated black Americans. His answer to the discrimination faced by black Americans was to call for segregation of the races — to separate black Americans from the 'white enemy'. In promoting 'Black is Beautiful', Malcolm argued that black Americans were a superior people to other races.

Source D

Malcolm X never once argued for segregation of white Americans from black Americans. He believed that black Americans should be in control of black communities and equally believed in white power for white people. Malcolm never believed that black people were superior to anyone else. Malcolm didn't hate white Americans, he just distrusted them, not because of their skin colour but because of the way they treated his people.

80. Compare the views of **Sources C** and **D** about the beliefs of Malcolm X. (Compare the sources overall and/or in detail.)

4

Q3/8

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76) Faith, language ~~and~~ culture or religion coming to America.

Hindsight
Historical
Expertise
Research

77) Source A is useful as ~~is~~ evidence of the ways in which the Jim Crow laws segregated black and white Americans because it was written by a historian who has expertise and researched the topic. Also the historian would have hindsight to look back on the topic.

78) Sit ins were an important step forward in the campaign for civil rights as they created publicity for the cause and gained support by showing how racist the South was by not serving ~~to~~ black people at a white only counter in a restaurant.



* X 8 3 7 7 5 0 1 0 9 *

nae 09

Q3/9

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
79)	<p>Source B does not fully describe the civil rights protest in Birmingham in 1963 as even though it mentions that the march was led by children with over 30,000 demonstrators and that chief of police Bull Connor, ordered the arrest of protesters and used water cannons. The source fails to to mention that police dogs released and police used batons on demonstrators.</p>
80)	<p>Sources C and D disagree about the views of Malcolm X on white Americans. We see this when Source C says "Malcolm was a racist who hated white Americans" and when source D says "Malcolm didn't hate white Americans".</p> <p>Sources C and D also disagree about Malcolm X's view on black Americans. We see this when [*]Source C says "Malcolm argued</p>



* X 8 3 7 7 5 0 1 1 0 *

Q3/10

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
80)	that black Americans were a superior people	
	to other races" and when source D says	
	"Malcolm never believed that black people were	
	superior to anyone else."	

