



EXAM QUESTION BOOKLET!



Each paper has a range of exam questions for you to try independently.

- Use your revision checklists to select a topic—revise for 10 mins.
- Then practice a question which applies to that topic! Time yourself to make it realistic!
- Bring to your teach for feedback!

Paper 1—Crime and Punishment, c.1000-2000 & historical environment

CRIME &



PUNISHMENT

EXAM DATE: MONDAY 4TH JUNE—MORNING (9AM)

Q3) Explain one way in which X were different/similar incentury
and ...century

(4 marks)

Success List!

- Identify a clear difference or similarity
- Add DETAILED AND RELEVANT info to expand upon this! Aim to describe it in the one era, and then describe it in the second—to show how they are similar or different!

Q3) Explain one way in which attitudes to poaching in the 11th century and the 17th century were different.

Q3) Explain one way in which punishments for crimes against authority were different in the 11th century and in the 16th century.

Q3) Explain one way in which corporal punishment in the 11th century and the 17th century were different.

Q3) Explain one way in which the crime of heresy remained the same in the 14th century and 16th century.

Q3) Explain one way in which crimes involving ownership of land changed between the 11th century and the 16th century.

Q3) Explain one way in which the ideas of policing were the same in the 12th century and the 16th century.

Q3) Explain one way in which the role of the church changed between the 11th century, and the 19th century.

Q3) Explain one way in which the crime of Vagabondage changed in the 11th century and the 15th century.

Q3) Explain one way in which attitudes towards witchcraft changed in the 11th century and the 17th century.

Q3) Explain one way in which attitudes towards witchcraft changed in the 17th century and the 19th century.

Q3) Explain one way in which the role of the night-watchmen changed from the 11th century to the 16th century.

Q3) Explain one way in which the use of prisons has continued between the 19th century and present day.

Q3) Explain one way in which the treatment of petty criminals has changed between the 16th century and present day.

Q3) Explain one way in which prison conditions have changed from the c1600-c.1900.

Q3) Explain one way in which the unfair treatment of women continued between the 12th century and the 20th century.

Q3) Explain one way in which the crime of smuggling continued between the Early Modern Period (c.1500-c.1700) and the Modern Period (c.1700-c.1900).

Q3) Explain one way in the use of the death penalty changed from c.1700 to c.2000.

Q3) Explain one way in which Pentonville Prison was different to previous prison systems used.

Q3) Explain one way in Trial by Ordeal changed from 11th century to the 13th century.

Q3) Explain one way in which the system of law and order changed from the Anglo-Saxon periods to the Norman period.

Q3) Explain one way in which the method of policing changed between the 19th century and 21st century.

Q3) Explain one way in which the method of policing changed between the 16th century and 19st century.

Q4) Explain why 'trial by ordeal' was used c1000-c1200.

You may use:

- Trial by hot iron
- Church courts

You must use one of your own!

(12)

Success List!

- 3 points to show act as causes!
- Clear connection between the cause and the BIG event ie causing threat to grow....
- Lots of specific detail!
- 3 PEE paras (ideally)
- You DON'T need to use the stimulus points if you know others!

Q4) Explain why the use of executions increased in the 16th century.

You may use:

- The Marian Persecutions
- Heresy Laws

You must use one of your own!

(12)

Q4) Explain why the crime of treason rose between the 16th and 18th centuries.

You may use:

- The Gunpowder Plot
- Religious divisions

You must use one of your own!

(12)

Q4) Explain why technology has influenced 20th century crime.

You may use:

- Use of technology
- cars

You must use one of your own!

(12)

Q4) Explain why the Derek Bentley Case led to changes in the criminal justice system in the 20th century.

You may use:

- Changing social attitudes
- Role of the media

You must use one of your own!

(12)

Q4) Explain why religion had an impact on attitudes towards crime and punishment in the middle ages.

You may use:

- Trial by Ordeal
- Attitudes towards authority

You must use one of your own!

(12)

Q4) Explain why the power of the church diminished after the 12th century.

You may use:

- Henry II
- Role of monarch

You must use one of your own!

(12)

Q4) Explain why the use of the 'Bloody Code' increased from the 17th century.

You may use:

- Deter crime
- Increase in heresy and treason

You must use one of your own!

(12)

Q4) Explain why the attitudes and treatment of witches escalated during the 17th century.

You may use:

- The role of Matt Hopkins
- Development in technology

You must use one of your own! (12)

Q4) Explain why the Bloody Code became less popular c.1700-c.1900

You may use:

- Changing social attitudes
- Australia

You must use one of your own! (12)

Q4) Explain why Vagabonds were treated as criminals in the Tudor period.

You may use:

- Printing press
- Negative propaganda

You must use one of your own! (12)

Q4) Explain why the Tolpuddle Martyrs were eventually pardoned in 1838.

You may use:

- Changing social attitudes towards crime
- Role of the press

You must use one of your own! (12)

Q4) Explain why the Church was used in medieval criminal practice.

You may use:

- Deter crime
- Trial by Ordeal

You must use one of your own! (12)

Q4) Explain why there were reforms to the prison system throughout the 19th and 20th centuries.

You may use:

- The role of Elizabeth Fry
- Purpose of punishment changing

You must use one of your own! (12)

Q4) Explain authorities stopped using transportation as a punishment in the 19th century

You may use:

- Gaol Act (1823)
- cost

You must use one of your own! (12)

Q4) Explain why there was an increase in crime in the 19th century.

You may use:

- Growth of population
- New crimes

You must use one of your own! (12)

Q4) Explain why laws against poaching were so difficult to enforce in the 17th and 18th centuries.

You may use:

- Social Crimes
- The Game Act (1671)

You must use one of your own! (12)

Q4) Explain why the Church could be considered a hindrance in medieval crime and punishment.

You may use:

- Sanctuary
- Trial by Ordeal

You must use one of your own! (12)

Q4) Explain why the social attitudes towards Vagabonds were so negative during throughout the medieval and Early Modern periods

You may use:

- Increase in number of vagabonds
- Fear of crimes against property

You must use one of your own! (12)

Q4) Explain why prisons became a more popular form of punishment in the 1800s.

You may use:

- Changing social attitudes to punishment
- Separate and silent systems

You must use one of your own! (12)

Q4) Explain why the police force was changed during the Victorian period.

You may use:

- Actions of Robert Peel
- Changes to population

You must use one of your own! (12)

Q4) Explain why technology has had such an impact on modern policing in the 20 and 21st centuries.

You may use:

- DNA
- CCTV

You must use one of your own! (12)

Q5/6) The role of the church was greatly limited during the middle ages. How far do you agree?

you may use:

- o Trial by Ordeal
- o Role of Henry II

You must use one of your own

Success List!

(16 marks)

- This is a two sided essay—you just support and challenge the statement using THREE events or things to focus upon!!
- Intro at beginning, and conc at the end!
- Each para must have: lots of SPECIFIC and RELEVANT detail, link to the question constantly, use the checklist to help you if you want!
- In your conc, compare all the factors to pick the idea you agree with the most!

Q5/6) The introduction of new laws during the 16th and 17th century was mainly due to the religious divisions in England. How far do you agree?

you may use:

- o Moral laws (1650)
- o Vagabondage

You must use one of your own.

Q5/6) The main aim of punishment in the early modern period was to act as a deterrent. How far do you agree?

you may use:

- o Public humiliation
- o The Bloody Code

You must use one of your own.

Q5/6) The changing role of prisons in the Victorian period was mainly due to changing social attitudes towards transportation. How far do you agree?

you may use:

- o The decline of the Bloody Code
- o Changing attitudes towards punishment

You must use one of your own.

Q5/6) Police organisation changed in the Victorian period due to the government's decision to standardise policing across England. How far do you agree?

you may use:

- o The Bow Street Runners
- o 1856 Police Act

You must use one of your own.

Q5/6) The increase in the use of capital punishment throughout the Medieval period is due to the role of the King in ruling England. How far do you agree?

you may use:

- o Actions of King William I
- o The role of the church

You must use one of your own.

Q5/6) The main aim of punishment in the early modern period was to act as a deterrent. How far do you agree?

you may use:

- o Public humiliation
- o The Bloody Code

You must use one of your own.

Q5/6) The main purpose of medieval punishment was to reinforce the authority of the King. How far do you agree?

you may use:

- o Fines payable to the King
- o Cutting out the tongue

You must use one of your own.

Q5/6) The reforms to prison conditions in the 19th century were mainly due to the actions of individuals. How far do you agree?

you may use:

- o Elizabeth Fry
- o The End of the Bloody Code

You must use one of your own.

Q5/6) The biggest changes in the punishment of offenders between c.1500 and c.1900, occurred in the 20th century. How far do you agree?

you may use:

- o Prison conditions
- o The Bloody Code

You must use one of your own.

Q5/6) In the period 1750 and 1900, there were significant changes to policing. How far do you agree?

you may use:

- o Robert Peel
- o Bow Street Runners (1822)

You must use one of your own.

Q5/6) Reinforcing the authority of the monarch continued to influence the authorities' actions in punishment throughout the period c.1300-c.1700. How far do you agree?

you may use:

- o Use of Sanctuary
- o Burning at the Stake (Heresy)

You must use one of your own.

Q5/6) The Norman Invasion had a significant impact on changing the system of crime and punishment in England after 1066. How far do you agree?

you may use:

- o Forest Laws
- o Role of the church

You must use one of your own.

Q5/6) The individual opinion of the monarch was the most important reason in the changing nature of crime during the early modern period. How far do you agree?

you may use:

- o Heresy
- o The English Civil War

Q5/6) The emergence of 'Social Crimes' show that crime and punishment does not reflect the people's opinion. How far do you agree?

you may use:

- o Smuggling
- o Poaching

You must use one of your own.

Q5/6) 'The greatest prison reformer c. 1750-c.1900 was Elizabeth Fry.' How far do you agree?

you may use:

- o Robert Peel
- o Gaol Act (1774)

You must use one of your own.

Q5/6) 'New Crimes are just 'old crimes' in a new format.' How far do you agree? -----

you may use:

- o Human trafficking
- o Smuggling

You must use one of your own.

Q5/6) Campaign groups were vital in helping domestic violence against women being made a crime in the 20th century. How far do you agree?

you may use:

- o National Women's Aid Federation (NAAF)
- o Actions of the government

Q5/6) The abolition of capital punishment in Britain was due to the changing social attitudes. How far do you agree?

you may use:

- o rehabilitation
- o Derek Bentley

You must use one of your own.

Paper 2—Elizabeth (& American West)

Elizabeth



EXAM DATE: FRIDAY 8TH JUNE—MORNING (9AM)

Q5a) Describe two features of the attempts to colonise Virginia in the 1580s (4 marks)

Success List!

- Identify a clear feature (usually a consequence or part of the plan)
- Add DETAILED AND RELEVANT info to expand upon this! Aim for two more sentences MAX!

Q5a) Describe two key features of the religious problems in England, when Elizabeth ascended the throne in 1553.

Q5a) Describe two key features of The Revolt of the Northern Earls, 1569.

Q5a) Describe two key features of Elizabethan social structure om 1553.

Q5a) Describe two key features of governmental organisation during Elizabeth's rule.

Q5a) Describe two key features of the Privy council.

Q5a) Describe two key features of the argument challenging Elizabeth's legitimacy to the throne.

Q5a) Describe two key features of Treaty of Edinburgh, 1560.

Q5a) Describe two key features of Mary Queen of Scots claim to the throne.

Q5a) Describe two key features of the Protestant Religion.

Q5a) Describe two key features of the Catholic Religion.

Q5a) Describe two key features of Elizabeth's religious settlement, 1559.

, 1559. Q5a) Describe two key features of enforcing Elizabeth's religious settlement.

Q5a) Describe two key features of Puritanism opposition to the Religious settlement of 1559.

Q5a) Describe two key features of Elizabeth's concern about Spain, from 1560.

Q5a) Describe two key features of the Dutch Revolt, 1566.

Q5a) Describe two key features of Elizabeth's response to the Dutch Revolt.

Q5a) Describe two key features of Mary queen of Scots threat to Elizabeth's power.

Q5a) Describe two key features of the Ridolfi Plot, 1571.

Q5a) Describe two key features of the Throckmorton Plot, 1583

Q5a) Describe two key features of the Papal Bull, 1570.

Q5a) Describe two key features of the Babington Plot, 1576.

Q5a) Describe two key features of Mary Queen of Scots execution, 1587.

Q5a) Describe two key features of Francis Walsingham's role in politics from 1573.

Q5a) Describe two key features of the Act for the Preservation of the Queen's Safety, 1585.

Q5a) Describe two key features of Spain's actions during the Dutch Revolt.

Q5a) Describe two key features of Francis Drake's circumnavigation of the globe, 1577-80.

Q5a) Describe two key features of Elizabeth's intervention in the Dutch Revolt, from 1566.

Q5a) Describe two key features of the 'Spanish Fury' (1576)

Q5a) Describe two key features of the Pacification of Ghent, 1577.

Q5a) Describe two key features of the Treaty of Joinville, 1584

Q5a) Describe two key features of Elizabeth's change in foreign policy, from 1585.

Q5a) Describe two key features of the Treaty of Nonsuch, 1585.

Q5a) Describe two key features of the 'Singeing of the King's Beard' (1587)

Q5a) Describe two key features of the Spanish Armada, 1588.

Q5a) Describe two key features of the British defence against the Spanish Armada, 1588.

Q5a) Describe two key features of the Battle of Gravelines, 1588

Q5a) Describe two key features of Education in Elizabethan England.

Q5a) Describe two key features of education for girls during the Elizabethan era.

Q5a) Describe two key features of the leisure activities experienced by the nobility.

Q5a) Describe two key features of spectator sports popular with the working people.

Q5a) Describe two key features of the role of theatre in Elizabethan England.

Q5a) Describe two key features of changes in sheep farming during Elizabeth's reign.

Q5a) Describe two key features of the population growth in England.

Q5a) Describe two key features of the enclosure of farm land during the 16th century.

Q5a) Describe two key features of poor relief.

Q5a) Describe two key features of the way vagabonds were treated.

Q5a) Describe two key features of the Statute of Artificers, 1563.

Q5a) Describe two key features of the Vagabonds Act, 1572.

Q5a) Describe two key features of the Poor Relief Act, 1576.

Q5a) Describe two key features of the growing interest in exploration during the 16th century.

Q5a) Describe two key features of ship design during the 16th century.

Q5a) Describe two key features of Drake's landing at Nova Albion, 1579.

Q5a) Describe two key features of Walter Raleigh's role in exploration.

Q5a) Describe two key features of the colonisation of Virginia (1585).

Q5a) Describe two key features of the problems experienced by the colonists in Virginia, 1587-90.

Q5b) Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

You may use:

- Mary, Queen of Scots
- Foreign threat

You must use one of your own!

(12)

Success List!

- 3 points to show act as causes!
- Clear connection between the cause and the BIG event ie causing threat to grow....
- Lots of specific detail!
- 3 PEE paras (ideally)
- You DON'T need to use the stimulus points if you know others!

Q5b) Explain why religion was a threat to Queen Elizabeth when she came to the throne in 1553.

You may use:

- The Marian Persecutions
- Religious divisions

You must use one of your own!

(12)

Q5b) Explain why Protestants and Catholics were divided by their religious beliefs.

You may use:

- The role of the monarch
- Miracles

You must use one of your own!

(12)

Q5b) Explain why Elizabeth's religious settlement (1559) was opposed.

You may use:

- Puritan opposition
- Catholic opposition

You must use one of your own!

(12)

Q5b) Explain why Elizabeth's religious settlement (1559) was able to control the religious divisions.

You may use:

- The Royal Injunctions
- Middle Way

You must use one of your own!

(12)

Q5b) Explain why the threat foreign powers grew from 1562.

You may use:

- France
- The Dutch Revolt, 1566

You must use one of your own!

(12)

Q5b) Explain why Mary, Queen of Scots became an increased threat to Elizabeth from 1568.

You may use:

- The Scottish Lords
- Legitimacy

You must use one of your own!

(12)

Q5b) Explain why Elizabeth chose to put Mary, Queen of Scots under house arrest from 1567.

You may use:

- Scottish Lords
- Mary's desire to be Queen

You must use one of your own!

(12)

Q5b) Explain why the Revolt of the Northern Earls was organised in 1569.

You may use:

- Role of nobles
- Elizabeth's transformation of court

You must use one of your own! (12)

Q5b) Explain why the Babington Plot was a threat.

You may use:

- Role of Mary, Queen of Scots
- Catholic support

You must use one of your own! (12)

Q5b) Explain why Mary, Queen of Scots was executed in 1587.

You may use:

- The Throckmorton Plot, 1583
- Act for the Preservation of the Queen's safety (1585)

You must use one of your own! (12)

Q5b) Explain why plots against Elizabeth were unsuccessful.

You may use:

- Francis Walsingham
- intelligence

You must use one of your own! (12)

Q5b) Explain why European rivalry surrounding the 'New World' grew during the 16th century.

You may use:

- Actions of privateers
- Spanish control of trade

You must use one of your own! (12)

Q5b) Explain why tensions in Europe grew in the 16th century.

You may use:

- Religious conflict
- Foreign policy

You must use one of your own!

(12)

Q5b) Explain why the Netherlands was a focus of concern for Elizabeth from 1566

You may use:

- Dutch Revolt (1566)
- The Spanish Fury (1576)

You must use one of your own!

(12)

Q5b) Explain why relations with France changed from 1580.

You may use:

- The Treaty of Joinville (1584)
- Death of Duke of Aleçon

You must use one of your own!

(12)

Q5b) Explain why Elizabeth altered her approach to foreign policy from 1585.

You may use:

- The Treaty of Joinville (1584)
- Assassination of William of Orange (1584)

You must use one of your own!

(12)

Q5b) Explain why the Spanish Armada failed in 1588.

You may use:

- weather
- The Battle of Gravelines

You must use one of your own!

(12)

Q5b) Explain why education existed in England during the 16th century.

You may use:

- Nobility
- Merchants and Craftsmen

You must use one of your own!

(12)

Q5b) Explain why the number of vagabonds grew during the 16th century.

You may use:

- Population growth
- Sheep farming

You must use one of your own!

(12)

Q5b) Explain why attitudes towards the poor changed during the 16th century.

You may use:

- Increase in vagabondage
- High unemployment

You must use one of your own!

(12)

Q5b) Explain why Elizabethans focused on exploration during the 16th century.

You may use:

- trade
- technology

You must use one of your own!

(12)

Q5b) Explain why Francis Drake's circumnavigation of the globe was a positive thing for England.

You may use:

- Reputation of England
- Colonies

You must use one of your own!

(12)

Q5b) Explain why Walter Raleigh was important in setting up the colony in Virginia.

You may use:

- Funding
- Selection of colonists

You must use one of your own!

(12)

Q5b) Explain why the colony at Virginia was a failure.

You may use:

- voyage
- Inexperience of colonists

You must use one of your own!

(12)

Q5ci) The threat of invasion was Elizabeth's main problem when she became Queen in 1558. How far do you agree?

you may use:

- o France
- o Elizabeth's legitimacy

You must use one of your own

Success List!

- This is a two sided essay—you just support and challenge the statement using THREE events or things to focus upon!
- Intro at beginning, and conc at the end!
- Each para must have: lots of SPECIFIC and RELEVANT detail, link to the question constantly, use the checklist to help you if you want!
- In your conc, compare all the factors to pick the idea you agree with the most!

(16 marks)

Q5ci) The religious conflict in England was Elizabeth's most pressing problem when she became Queen in 1558. How far do you agree?

you may use:

- o Impact of Reformation
- o Elizabeth's legitimacy

You must use one of your own.

Q5ci) The organisation of Elizabeth's government was simple and effective. How far do you agree?

you may use:

- o Privy council
- o Court

You must use one of your own.

Q5ci) The greatest foreign threat between 1553 and 1585 came from Spain. How far do you agree?

you may use:

- o Dutch Revolt (1566)
- o Mary, Queen of Scots

You must use one of your own.

Q5ci) Elizabeth's religious settlement (1559) was effective in solving religious tensions in England. How far do you agree?

you may use:

- o Act of Uniformity
- o Royal Injunctions

You must use one of your own.

Q5ci) Changes to the law were the main reason Elizabeth chose to execute Mary, Queen of Scots. How far do you agree?

you may use:

- o Catholic plots
- o Act for the Preservation of the Queen's Safety (1585)

You must use one of your own.

Q5ci) The plots from within England were far more threatening to Elizabeth's safety than issues from foreign powers. How far do you agree?

you may use:

- o Mary, Queen of Scots
- o Spain

Q5ci) The Revolt of the Northern Earls (1569) was a result of long term religious tensions in England. How far do you agree?

you may use:

- o The Earls of Northumberland and Westmorland
- o Mary, Queen of Scots

You must use one of your own.

Q5ci) The plots against Elizabeth from 1571-1586 were a result of the Papal Bull. How far do you agree?

you may use:

- o The Papal Bull (1570)
- o Revolt of the Northern Earls (1569)

You must use one of your own.

Q5ci) The Babington Plot was never really a threat to Elizabeth's safety. How far do you agree?

you may use:

- o ciphers
- o Walsingham's intelligence network

You must use one of your own.

Q5ci) Due to Francis Walsingham, England became a safer and more tolerant place. How far do you agree?

you may use:

- o Walsingham's intelligence network
- o Use of torture

Q5ci) The main aim of Elizabeth's foreign policy before 1585, was to keep out of foreign affairs. How far do you agree?

you may use:

- o The Dutch Revolt (1566)
- o Francis Drake

You must use one of your own.

Q5ci) Elizabeth was the main reason why tensions with foreign powers grew from 1580. How far do you agree?

you may use:

- o Actions of Francis Drake
- o Religious conflict in Europe

You must use one of your own.

Q5ci) England's declining relationship with Spain was due to the ongoing issues in the Netherlands. How far do you agree?

you may use:

- o Dutch Revolt (1566)
- o Religious rivalry

You must use one of your own.

Q5ci) Philip of Spain should take the blame for the failure of the Spanish Armada in 1588. How far do you agree?

you may use:

- o weather
- o Planning and communication

You must use one of your own.

Q5ci) Only the elite benefitted from education in the 16th century. How far do you agree?

you may use:

- o Traditional approaches to education
- o Merchants and Craftsmen.

You must use one of your own.

Q5ci) The development of literature and theatre united the population in England during the 16th century. How far do you agree?

you may use:

- o Decline of mystery plays
- o Construction of theatres

You must use one of your own.

Q5ci) The increase in poverty during the 16th century was due to the changes in the countryside. How far do you agree?

you may use:

- o enclosures
- o Sheep farming

You must use one of your own.

Q5ci) The changes to the poor laws reflected a changing attitude to poor people in Elizabethan England. How far do you agree?

you may use:

- o Vagabonds Act (1572)
- o Poor Relief Act (1576)

You must use one of your own.

Q5ci) The development of new technology prompted the Elizabethans to explore. How far do you agree?

you may use:

- o maps
- o navigation

You must use one of your own.

Q5ci) The most difficult thing for Walter Raleigh about organising the colonisation of Virginia was securing funding. How far do you agree?

you may use:

- o Promoting the project
- o Economic considerations

You must use one of your own.

Q5ci) The Native American resistance was the main reason the colony at Virginia failed. How far do you agree?

you may use:

- o Clashes between Native Americans and English
- o Inexperience of colonists

You must use one of your own.

Q5ci) The Virginia colony (1585-90) was always doomed to fail. How far do you agree?

you may use:

- o The voyage
- o The roles of Manteo and Wanchese

You must use one of your own.

American



West

Exam Date: Friday 8th June - Morning (9am)

1. Explain two consequences of the opening of the first Transcontinental Railroad in 1869. [8]
2. Explain two consequences of the Dawes Act of 1887. [8]
3. Explain two consequences of the introduction of barbed wire. [8]
4. Explain two consequences of the Wounded Knee Massacre [8]
5. Explain two consequences of the Battle of the Little Big Horn [8]
6. Explain two consequences of the Johnson County War (1892) [8]
7. Explain two consequences of overstocking the open range [8]
8. Explain two consequences of Red Cloud's War. [8]
9. Explain two consequences of the California Gold Rush [8]
10. Explain two consequences of the Fort Laramie Treaty 1851 [8]
11. Explain two consequences of the Fort Laramie Treaty of 1868. [8]
12. Explain two consequences of the Sand Creek Massacre in 1864. [8]
13. Explain two consequences of the Mexican-American War 1848 [8]
14. Explain two consequences of the defeat of the Seventh Cavalry at the Battle of the Little Big Horn. [8]
15. Explain two consequences of the ending of the Civil War for the African Americans. [8]
16. Explain two consequences of the discovery of gold in the Rocky Mountains around Virginia City in 1862. [8]
17. Explain two consequences of the development of ranching on the Plains in the years 1866-76. [8]

Write a narrative account analysing the ways in which migration to the West grew in the years 1836-1850.

You may use the following in your answer:

- The setting up of the Oregon Trail (1836)
- Economic problems in the East.

You must also use information of your own. **[8]**

Write a narrative account analysing the ways in which the US government policy towards the Plains Indians developed in the period 1835-51.

You may use the following in your answer:

- The Permanent Indian Frontier (c1834)
- The Indian Appropriations Act (1851)

You must also use information of your own. **[8]**

Write a narrative account analysing the ways in which the US government policy towards the Plains Indians developed in the period 1836-61.

You may use the following in your answer:

- The movement of the Bureau of Indian Affairs.
- The Fort Laramie Treaty of 1851.

You must also use information of your own. **[8]**

Write a narrative account analysing why Americans went West in the years 1836-49.

You may use the following in your answer:

- The Oregon Trail from 1836
- The California Gold Rush 1849.

You must also use information of your own. **[8]**

Write a narrative account analysing the development of the railroads in the years 1860-75.

You may use the following in your answer:

- The Railroad Act 1862
- The use of Chinese labour.

You must also use information of your own. **[8]**

Write a narrative account analysing the ways in which homesteaders solved the problems of farming on the Great Plains in the years 1862-76.

You may use the following in your answer:

- The development of the railroads.
- The invention of barbed wire.

You must also use information of your own. **[8]**

Write a narrative account analysing the key stages in the growth of the cattle industry in the years 1861-72.

You may use the following in your answer:

- Joseph McCoy and Abilene.
- Cattle barons.

You must also use information of your own. [8 marks]

Write a narrative account analysing the events of the Indian Wars, 1862-1868.

You may use the following in your answer:

- Little Crow's War (1862)
- The second Fort Laramie Treaty (1868)

You must also use information of your own. **[8]**

Write a narrative account analysing the ways in which the US government policy towards the Plains Indians developed in the period 1836-61.

You may use the following in your answer:

- The Exoduster Movement (1879)
- The Oklahoma Land Rush (1893)

You must also use information of your own. **[8]**

Write a narrative account analysing the key events in the years 1851-66 that led to the beginning of Red Cloud's War.

You may use the following in your answer:

- The Fort Laramie Treaty 1851.
- The discovery of gold in Montana

You must also use information of your own. **[8]**

Write a narrative account analysing the conflict between the Plains Indians and the US government in the years 1876-1890.

You may use the following in your answer:

- The Battle of the Little Bighorn (1876)
- The Ghost Dance (1890).

You must also use information of your own. **[8]**

1. Explain the importance of the Dawes Act 1887, for the way of life of the Plains Indians. [8]
2. Explain the importance of the winter of 1886-7 for the cattle industry. [8]
3. Explain the importance of the strategy of total war for the US army's defeat of the Plains Indians. [8]
4. Explain the importance of cowboys for the cattle industry. [8]
5. Explain the importance of Joseph McCoy to the development of the cattle industry. [8]
6. Explain the importance of the Homestead Act 1862 for the settlement of the West. [8]
7. Explain the importance of the rapid growth of mining settlements for government efforts to bring law and order to the West. [8]
8. Explain the importance of the leadership of Brigham Young to the successful settlements of the valley of Great Salt Lake by the Mormons. [8]
9. Explain the importance of breeding and training horses to the way of life and means of survival of the Plains Indians. [8]
10. Explain the importance of religion to the way of life of the Plains Indians. [8]
11. Explain the importance of Indian Appropriations Act 1851 to the way of life of the Plains Indians. [8]
12. Explain the importance of the warrior societies to Plains Indians. [8]
13. Explain the importance of the buffalo to the Plains Indians. [8]
14. Explain the importance of the Oregon Trail for the early settlement of the West.
15. Explain the importance of the Indian Appropriations Act (1851) for the way of life of the Plains Indians. [8]
16. Explain the importance of the development of new mining towns for law and order in the early West. [8]

WEIMAR



& NAZI

GERMANY

EXAM DATE: TUESDAY 12TH JUNE—AFTERNOON (13.30PM)

Q1) Give two things you can infer from source A about4 marks)

Success List!

- Make the inference apply to the Q—show the connection
- Back up your idea with a relevant quote

Q1) Give two things you can infer from source A about how ordinary Germans felt about the Treaty of Versailles, 1919.

Source A: Front page of the German newspaper - Der Spiegel on the day after the treaty was signed.

Today in the Hall of Mirrors at Versailles a disgraceful treaty is being signed. Never forget it! On the spot where, in the glorious year of 1871, the German Empire in all its glory began, today German honour is dragged to the grave. Never forget it! There will be vengeance for the shame of 1919.

Q1) Give two things you can infer from source A about the events of the Munich Putsch

Source A: Adolf Hitler, in a speech made during the Munich Putsch

The Bavarian Ministry is removed. I propose that a Bavarian government shall be formed consisting of a Regent and a Prime Minister invested with dictatorial powers. I propose Herr von Kahr as Regent and Herr Pohner as Prime Minister. The government of the November Criminals and the Reich President are declared to be removed. I propose that, until accounts have been finally settled with the November criminals, the direction of policy in the National Government be taken over by me.

Q1) Give two things you can infer from source A about the impact of hyperinflation, 1923.

Source A: memories of a German writer of 1923

"Two women were carrying a laundry basket filled to the top with banknotes. Seeing a crowd standing round a shop window, they put down the basket for a moment to see if there was anything they could buy. When they turned around a few moments later, they found the money was untouched, but the basket had been stolen.

Q1) Give two things you can infer from source A about the success of the economic recovery of Germany, from 1923.

Source A: Gustav Stresemann in a speech to the Reichstag, 1928

"Germany is dancing on a volcano. If America calls in their loans, a large section of our economy would collapse."

Q1) Give two things you can infer from source A about living conditions after the Great Depression, 1929.

Source A: Eugen Diesel, a German, describing condition in 1931

"Every fifth child of the German cities is without a bed of its own; it has to live amid poverty and sickness, immorality, dirt and coarseness. Thus millions of people exist in conditions of bitter horror, in half lit dungeons, where six to eight or even fourteen or more human beings are crowded together amid rats and filth."

Q1) Give two things you can infer from source A about the cultural explosion in Germany, 1924-29.

Source A: F. Scott Fitzgerald writing about the 20s in Berlin

"The parties were bigger... the pace was faster, the shows were broader, the buildings were higher, the morals were looser."

Q1) Give two things you can infer from source A about the decline of the Nazi Party, between 1923 and 1928.

Source A: William Shirer, The Rise and Fall of the Third Reich (1959), William Shirer was an American journalist who lived in Germany from 1926 to 1941

Support for the Nazi Party had grown due to the country's problems of hyperinflation and the French invasion of the Ruhr. By 1928 Nazism appeared to be a dying cause. Now that Germany's outlook was suddenly bright, the Nazi Party was rapidly withering away. One scarcely heard of Hitler or the Nazis except as a joke.

Q1) Give two things you can infer from source A about the role Hitler played in gaining support for the Nazis.

Source A: comments from someone listening to Hitler speaking

"He was holding us under a hypnotic spell. I forgot everything but the man; then, glancing around, I saw that his magnetism was holding these thousands as one."

Q1) Give two things you can infer from source A about how the Nazis began to consolidate their power in 1933.

Source A: Excerpts from Hitler's 28th February 1933 decree

"There are now restrictions on personal liberty, on the right of free expression of opinion, including the freedom of the press, on the right of assembly and the right of association."

Q1) Give two things you can infer from source A about women in Weimar Germany.



Source A: Women enjoying cigars in a Berlin café during Weimar Germany



Q2) Explain why the

You may use:

-
-

You must use one of your own

(12 marks)

Success List!

- 3 points to show act as causes!
- Clear connection between the cause and the BIG event ie causing the Munich Putsch
- Lots of specific detail!
- 3 PEE paras (ideally)
- You DON'T need to use the stimulus points if you know others!

Questions below (& NEXT PAGES)—in no particular order!

Q2) Explain why Germany experienced economic crisis in 1923

You may use:

- Occupation of the Ruhr (1923)
- Weimar actions

You must use one of your own

(12 marks)

Q2) Explain why the NSDAP experienced a surge in popularity from 1929-32

You may use:

- High unemployment
- Propaganda

You must use one of your own

(12 marks)

Q2) Explain why Germany experienced a 'Golden Age' from 1924-1929

You may use:

- Boom of arts and culture
- Economic stability

You must use one of your own (12 marks)

Q2) Explain why the Weimar Republic experienced instability 19120-23

You may use:

- The Kapp Putsch
- The Treaty of Versailles

You must use one of your own (12 marks)

Q2) Explain why hyperinflation occurred, 1923.

You may use:

- Occupation of the Ruhr
- The Treaty of Versailles

You must use one of your own (12 marks)

Q2) Explain why the Nazis targeted the youth from 1933.

You may use:

- Race policy
- Nazi control

You must use one of your own (12 marks)

Q2) Explain why the position minority groups changed from 1933 onwards

You may use:

- The Nuremberg Laws (1935)
- Nazi Euthanasia policy

You must use one of your own (12 marks)

Q2) Explain why the conditions of workers changed in the years 1933-39

You may use:

- KDF (Strength Through Joy)
- DAF (The German Labour Front)

You must use one of your own (12 marks)

Q2) Explain why Hitler was able to consolidate his power, 1933-34

You may use:

- The Enabling Act (1933)
- The Night of Long Knives (1934)

You must use one of your own (12 marks)

Q2) Explain why the Nazis was able to prevent opposition, 1933-39

You may use:

- The role of the SA/SS
- Propaganda

You must use one of your own (12 marks)

Q2) Explain why the Third Reich created a police state in Germany.

You may use:

- Prevent opposition
- Nazi control

You must use one of your own (12 marks)

Q2) Explain why the Nazis carried out the Munich Putsch, 1923

You may use:

- Economic Crisis
- Gustav Stresemann

You must use one of your own (12 marks)

Q2) Explain why the Weimar Republic was weak from within.

You may use:

- Proportional Representation (PR)
- Democratic bureaucracy

You must use one of your own (12 marks)

Q2) Explain why Hitler became Chancellor in January 1933

You may use:

- Von Papen
- High Unemployment

You must use one of your own (12 marks)

Q2) Explain why German citizens were critical of the Treaty of Versailles.

You may use:

- The Blame Clause
- Reparations

You must use one of your own (12 marks)

Q2) Explain why the Treaty of Versailles damaged Germany.

You may use:

- Territorial losses
- Economic impact

You must use one of your own (12 marks)

Q3a) Study sources B and C

How useful are Sources B and C for an enquiry into.....

(8 marks)

Success List!

- Look at the NOP of each source
- Evaluate the NOP—weakness and strength for source B and C!
- Explain why this means a strength or limitation
- You must have DETAILED own knowledge!
- A mini-conc at end

Q3a) Study sources B and C

How useful are Sources B and C for an enquiry into popularity of the Hitler Youth under the Third Reich

(8 marks)



Source B: Hitler Youth illustration (c. 1936)

Why do the German people behave so apathetically in face of all these dreadful and inhuman crimes? It is high time we uprooted the 'Brown Horde'. We shall only do this by cooperation between many convinced and bold men who are agreed on how to achieve their aims

Source C: a Leaflet written by Hans Scholl - a leader of the anti-Nazi youth group, the White Rose

Q3a) Study sources B and C

How useful are Sources B and C for an enquiry into the success of the Nazi policies which targeted women (8 marks)

"So that was why we didn't bother about joining the organization... It didn't touch me or my friends very much... We were interested in dancing and ballet, and I didn't care much for politics...we did not like the message that young women should not wear make-up and had to be "naturally beautiful, sporty and healthy, and giving Hitler a lot of children."

Source B: Extract from Traudl Junge's autobiography, *To The Last Hour: Hitler's Last Secretary* (2002). Junge had been part of the Hitler's inner circle—she was his secretary until his suicide.



Source C: Adolf Hitler signing autographs for young women (c. 1936)

Q3a) Study sources B and C

How useful are Sources B and C for an enquiry into how the Nazis viewed the role of women. (8 marks)

"Women has the task of being beautiful and bringing children into the world, and this is by no means as coarse and old-fashioned as one might think. The female bird preens herself for her mate and hatches her eggs for him. In exchange, the mate takes care of gathering the food and stands guard and wards off the enemy. Hope for as many children as possible! Your duty is to produce at least four offspring in order to ensure the future of the national stock."

Source B: An extract from a speech delivered by Joseph Goebbels in 1934.

She said that "Heinrich Himmler had been charged by the Führer with the task of coupling a small elite of German women (who had to be purely Aryan and over five foot tall) with SS men of equally good racial stock in order to lay the foundation of a pure racial breed.... We had to sign an undertaking renouncing all claims to the children we would have there, as they would be needed by the State and would be taken to special houses and settlements for inter-marriage."

Source C: Hildegard Koch recalling a conversation she had with a leader of the BMD (the German Girl's League).

Q3a) Study sources B and C

How useful are Sources B and C for an enquiry into the success of the Nazi policies which targeted women (8 marks)

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Source C: Hildegard Koch recalling a conversation she had with a leader of the BMD (the German Girl's League).

Q3a) Study sources B and C

How useful are Sources B and C for an enquiry into the consequences of the Munich Putsch of 1923?



Source B: A painting of the Munich Putsch of 1923 made later by one of its participants, showing the police opening fire on the Nazis. Hitler is standing with his arm raised and Erich von Ludendorff is on his right.

It was the greatest good fortune for us Nazis that the Putsch collapsed because:

Co-operation with General Ludendorff would have been absolutely impossible.

The sudden takeover of power in the whole of Germany would have led to the greatest difficulties in 1923 because the essential preparations had not been made by the National Socialist Party.

The events of the 9 November 1923, with their bloody sacrifice, have proven the most effective propaganda for the National Socialism.

Source C: From Hitler's recollections of the Munich Putsch, given in 1933

Q3b) Study interpretations 1 and 2. They give different views about

.....

What is the main difference between these views?

(4 marks)

Success List!

- Read the source and interpret what they tell you
- They will always be diff—so what is that diff?
- Identify this in the answer
- Back yourself up with a quote from each interp!

Q3c) Suggest one reason why interpretations 1 and 2 give different views about.....

You may use sources B and C to help explain your answer

(4 marks)

Success List!

- REMEMBER YOUR GOLDEN RULE
- EXPLAIN THIS GOLDEN RULE USING THE CONTEXT OF THE INTERPRETATIONS!

Q3d) How far do you agree with Interpretation 1 about

Explain your answer using both interpretations and your own knowledge.

(16 marks + 4 SPaG marks = 20 total!)

Success List!

- This is a two sided essay—para 1 = interp 1, then para 2 = interp 2!
- Intro at beginning, and conc at the end!
- Each para must have: ways in which interp is correct, lots of OK to support it, ways in which the interp is limited or missing info, lots of OK to support this, link the interps to one another to show links or connections. Quote from the interp!!!
- Fab SPaG to nail those 4 points!

Interpretation 1: Ian Kershaw, *Hitler 1889-1936*, 1998

Without the changed conditions, the product of a lost war, a revolution and a pervasive sense of national humiliation, Hitler would have remained a nobody. His main ability by far, as he came to realise, was that.....he could inspire an audience which shared his basic political feelings, by the way he spoke, by the force of his rhetoric, by the very power of his prejudice, by the conviction he conveyed that there was a way out of Germany's plight, and that only the way he outlined was the road to national rebirth..

Interpretation 2: Amelia Clarke, *How Weimar Fell*, 2008

By mid-1930, amid the economic pressures of the Great Depression, the German democratic government was beginning to unravel. In the good times before the Great Depression the Nazi Party experienced slow growth, barely reaching 100,000 members in a country of over sixty million. The crisis of the Great Depression brought disunity to the political parties in the Reichstag. The German people were tired of the political haggling in Berlin. They were tired of misery, tired of suffering, tired of weakness. These were desperate times and they were willing to listen to anyone, even Adolf Hitler.

Q3b) Study interpretations 1 and 2. They give different views about why the Nazi gained in popularity.

What is the main difference between these views? (4 marks)

Q3c) Suggest one reason why interpretations 1 and 2 give different views about why the Nazi gained in popularity.

You may use sources B and C to help explain your answer (4 marks)

Q3d) How far do you agree with Interpretation 2 that the Nazis rise to power was mainly due to the economic crisis caused by the Great Depression.

Explain your answer using both interpretations and your own knowledge.

(16 marks + 4 SPaG marks = 20 total!)

Interpretation 1: from "German women and Nazi justice: their role in the process from denunciation to death", by Johnson, Eric A. in 1995

The vast majority of German woman apparently »did not perceive the Third Reich as a women's hell.« Most woman conformed, kept their heads down, and had little contact with the machinery of justice and injustice. Women did not leave all political acts to the men, either for or against the regime, however, as a sizable number were involved in enforcing social and political control in everyday life, especially by being ready to inform on non-conformists or simply on neighbours they disliked. So long as women satisfied the political, racial and social requirements, (which meant not being communist, socialist,, Jewish, homosexual) and the vast majority did - then they had little to fear.

Interpretation 2: Adelheim von Saldern, Victims or Perpetrators, published in 1994

Women have often been portrayed as the victims of National Socialism. The Nazi system oppressed women and reduced them to mere objects. There were victims of discrimination in politics, society and the economy, forced out of offices and professions. Many young women had to work in low-paid agricultural work and as housemaids. The list of discriminatory measures could be enlarged considerably and the term 'victim' is quite appropriate.

Q3b) Study interpretations 1 and 2. They give different views about how women were treated by the Nazi regime.

What is the main difference between these views? (4 marks)

Q3c) Suggest one reason why interpretations 1 and 2 give different views about the treatment of women in Nazi Germany.

You may use sources B and C to help explain your answer (4 marks)

Q3d) How far do you agree with Interpretation 2 that women were largely victims of the Third Reich?

Explain your answer using both interpretations and your own knowledge.

(16 marks + 4 SPaG marks = 20 total!)

Interpretation 1: Eric Johnson, *The Nazi Terror*, published in 1999.

"the Nazi terror began to concentrate on silencing potential sources of opposition in religious circles and on removing from society what the regime deemed social outsiders, such as homosexuals, career criminals and the physically and mentally disabled. During the war the terror reached its most drastic phase. Although many German citizens belonged to one or more of the targeted groups, most Germans suffered not at all from the terror. There was no need to target them because most Germans remained loyal to the Nazi leadership and supported it voluntarily from the beginning "

Interpretation 2: David Crew, *Nazism and German Society 1933-1945*, published in 1994.

"The most important part which held people together and kept their belief in the state was Hitler's charismatic leadership. The 'Hitler Myth' secured the loyalty of millions of even those who opposed the Nazi movement itself. Millions of ordinary Germans believed that the Fuhrer would certainly right all the wrongs in Nazi Germany. Hitler's successes convinced ordinary Germans that the Fuhrer was a brilliant, indeed infallible leader who was leading Germany to world power."

Q3b) Study interpretations 1 and 2. They give different views about how the Nazis maintained control from 1933.

What is the main difference between these views? (4 marks)

Q3c) Suggest one reason why interpretations 1 and 2 give different views about how the Nazis maintained control from 1933.

You may use sources B and C to help explain your answer (4 marks)

Q3d) How far do you agree with Interpretation 1 about the most important part of maintaining Nazi rule was the support of the German people.

Explain your answer using both interpretations and your own knowledge.

(16 marks + 4 SPaG marks = 20 total!)

Interpretation 1: Daniel Jonah Goldhagen, *Hitler's Willing Executioners*, published in 1996

"It was not economic hardship, not the coercive means of the Nazi state, but it was ideas about Jews that were deeply set in Germany and had been for decades that caused Germans to kill defenseless, unarmed Jewish men, women and children without pity. The perpetrators were not just SS men, not even Nazi Party members, but were run of the mill, normally decent family men and women."

Interpretation 2: GCSE Modern World History, Ben Walsh in 2009

In November 1938 a young Jew killed a German diplomat in Paris. The Nazis used this as an excuse to launch a violent revenge on Jews....They ran riot, smashing up Jewish shops and workplaces. Ninety-one Jews were murdered. Hundreds of synagogues were burned. Twenty thousand Jews were taken to concentration camps. This event became known as Kristallnacht. Many Germans watched the events of Kristallnacht with alarm and concern.

Q3b) Study interpretations 1 and 2. They give different views about who participated in anti-Semitic acts.

What is the main difference between these views? (4 marks)

Q3c) Suggest one reason why interpretations 1 and 2 give different views about who participated in anti-Semitic acts.

You may use sources B and C to help explain your answer (4 marks)

Q3d) How far do you agree with Interpretation 1 that the discrimination of the Jews, 1933-39, was actively allowed and helped by ordinary Germans.

Explain your answer using both interpretations and your own knowledge.

(16 marks + 4 SPaG marks = 20 total!)

Interpretation 1: From *Germany 1858-1990: Hope, Terror and Revival* by *A. Kitson*, published in 2001.

Kahr was forced to promise Hitler his support, but this support was short-lived. The next day it became clear to Hitler that neither Kahr nor the army were going to support his march. The Bavarian police were sent to stop the few thousand supporters that had gathered and opened fire, killing 16 Nazis. Hitler was driven away. Two days later he and other Nazi leaders were arrested and accused of high treason. The Nazi Party was banned and Hitler was given the minimum sentence of five years' imprisonment.

Interpretation 2: From *Encyclopedia of the Third Reich* by *Louis L. Snyder*, published in 1998.

On the surface the Beer-Hall Putsch seemed to be a failure, but actually it was a brilliant achievement for a political nobody. In a few hours Hitler catapulted his scarcely known, unimportant movement into headlines throughout Germany and the world. Moreover, he learned an important lesson: direct action was not the way to political power. It was necessary that he seek political victory by winning the masses to his side and also by attracting the support of wealthy industrialists. Then he could ease his way to political supremacy by legal means.

Q3b) Study Interpretations 1 and 2. They give different views on the consequences of the Munich Putsch of 1923.

What is the main difference between the views?

Explain your answer using details from both interpretations (4 marks)

Q3c) Suggest one reason why Interpretations 1 and 2 give different views about the consequences of the Munich Putsch of 1923.

You may use Sources B and C to help explain your answer.

(4 marks)

Q3d) How far do you agree with Interpretation 2 about the consequences of the Munich Putsch of 1923.

Explain your answer using both interpretations and your own knowledge.

(16 marks + 4 SPaG marks = 20 total!)