GCSE History OCR SHP B Past Paper Questions

Paper 1
People’s Health 1250-Present
Britain in Peace and War 1900-1918

Paper 2
History Around Us

Paper 3
The Making of America 1789-1900
The First Crusade

Questions come from and will be in this order:

1) June 2018
2) Specimen Paper
3) May Sample Paper 2017
4) December Sample Paper 2017
5) Hodder Education Sample Questions
6) My Revision Notes (People’s Health and Making of America)
7) CGP Revision Guide (People’s Health and Making of America)
Paper 1

People’s Health 1250-Present

1-mark questions

2018
(a) Give one example of what medieval people thought caused the Black Death. [1]
(b) Name one response of the government to the gin craze in the period 1660–1751. [1]
(c) Name one individual who had a positive impact on public health in the nineteenth century. [1]

Specimen Paper
(a) Give one example of the way in which medieval people reacted to the Black Death. [1]
(b) Name one way in which people in towns obtained their water during the period 1500–1750. [1]
(c) Name one of the ‘big killer’ diseases in the period 1750–1900. [1]

December 2017
(a) Name one way in which people disposed of their waste in medieval towns. [1]
(b) Give one example of poor living conditions in Industrial Britain. [1]
(c) Give one example of a government action against smoking in the twentieth century. [1]

May 2017
(a) Name one threat to people’s health in medieval towns. [1]
(b) Give one example of a law passed to improve public health in the nineteenth century. [1]
(c) Give one example of a government response to AIDS. [1]

9-mark questions

2018
Write a clear and organised summary that analyses people’s lifestyles since 1900. Support your summary with examples. [9]

Specimen paper
Write a clear and organised summary that analyses people’s living conditions in the Middle Ages. Support your summary with examples. [9]

December 2017
Write a clear and organised summary that analyses living conditions in towns in the period 1500-1750. Support your summary with examples. [9]

May 2017
Write a clear and organised summary that analyses the responses of local and national government to plague in early modern Britain. Support your summary with examples. [9]

Hodder Education Sample Questions
Write a clear and organized summary that analyses the approaches to public health in the late Middle Ages. Support your summary with examples. [9]
Write a clear and organized summary that analyses the government response to the gin craze of 1660-1751. Support your summary with examples. [9]

**My Revision Notes Samples Questions**
Write a clear and organised summary that analyses people’s living conditions in the medieval period. Support your summary with examples. [9]

Write a clear and organised summary that analyses medieval people’s responses to the Black Death. Support your summary with examples. [9]

Write a clear and organised summary that analyses the strategies used by towns to improve public health in the medieval period. Support your summary with examples. [9]

Write a clear and organised summary that analyses responses to the AIDS epidemic in Britain since 1900. Support your summary with examples. [9]

**CGP Revision Sample Questions**
Summarise town living conditions in the early modern period, using examples in your answer. [9]

Summarise the government’s response to the gin craze. Include examples in your answer. [9]

Summarise living conditions of urban workers in industrial Britain between 1750 and 1900. Use examples to back up your answer. [9]

Write a brief summary of people's living conditions and lifestyles since 1900. Include historical evidence in your answer. [9]

10-mark questions

**2018**
Why were the authorities slow in reforming public health in Industrial Britain? Explain your answer. [10]

**Specimen paper**
Why did people’s attempts to stop the spread of plague in the period 1500-1750 have limited impact? Support your answer with examples [10]

**December 2017**
Why has increased government involvement in public health since 1900 often been unpopular? Explain your answer. [10]

**May 2017**
Why was public health in medieval monasteries so good? Explain your answer. [10]

**Hodder Education Sample Questions**
Why do you think that attitudes to public health changed in the period 1750-1900? [10]

What was the impact of changes in living conditions and lifestyles in the twentieth century? Support your answer with examples. [10]

**My Revision Notes Samples Questions**
Why did the living conditions in the early modern period cause health problems? Support your answer with examples. [10]

Why did the ‘gin craze’ cause so many problems for the government? Support you answer with examples. [10]

Why were the new industrial towns and cities so unhealthy? Support your answer with examples. [10]

Why were there different responses to the cholera outbreaks in the industrial period? Support your answer with examples. [10]

Why were there improvements in public housing during the period 1900-2000? Support your answer with examples. [10]

CGP Revision Sample Questions
Write an explanation of how living conditions in late medieval England contributed to poor public health. Give examples in your answer. [10]

Why were Benjamin Disraeli’s 1875 reforms more successful at improving public health than the 1848 Public Health Act? Support your answer with examples. [10]

Why was the response to the AIDS crisis in 1982-1987 more successful than the response to the Spanish Influenza in 1918-1919? Support your answer with examples. [10]

18-mark questions

2018
'The creation of the NHS was the most significant improvement in public health in the twentieth century.' How far do you agree? Give reasons for your answer. [18]

How far do you agree that living conditions in towns during the Early Modern period (1500–1750) were no better than during the Middle Ages? Give reasons for your answer. [18]

Specimen paper
How far do you agree that the most important changes in public health in Britain took place in the twentieth century? Give reasons for your answer. [18]

'New technology has been the most important factor in improvements to public health in Britain'. How far do you agree with this statement? Give reasons for your answer. [18]

December 2017
How far do you agree that responses to cholera epidemics had little impact on the improvement of living conditions in the nineteenth century? Give reasons for your answer. [18]

'Beliefs and attitudes were the most important factors preventing improvements in public health in the period 1250 to 1750.' How far do you agree? Give reasons for your answer. [18]
May 2017
How far do you agree that the authorities in Industrial Britain made greater attempts to improve public health than the authorities in the Middle Ages? Give reasons for your answer. [18]

How far do you agree that living conditions in Britain have changed little since 1900? Give reasons for your answer. [18]

Hodder Education Sample Questions
‘Beliefs, attitudes and values have been the most important factors in responses to public health’. How far do you agree with this statement? Give reasons for your answer. [18]

How far do you agree that the most important changes in public health were in the nineteenth century? [18]

‘In Medieval Britain there was no concept of public health.’ How far do you agree with this statement?’ Give reasons for your answer. [18]

How far do you agree that the most effective response to epidemics was in the twentieth century? [18]

My Revision Notes Samples Questions
‘Responses to the plague in the early modern period were not really that different that much different from responses in the medieval period.’ How far do you agree with this statement? Give reasons for your answer. [18]

‘Government action has always been the most important factor in improving public health in Britain.’ How far do you agree with this statement? Give reasons for your answer. [18]

CGP Revision Sample Questions
‘The most important improvements to public health in Britain happened between 1750-1900.’ Discuss if you agree or disagree with this statement, using examples to support your answer. [18]

‘Government involvement was the most important factor in the improvement of public health after 1900.’ How far do you agree with this statement? Give reasons for your answer. [18]
Britain in Peace and War 1900-1918

8-mark questions (3 mark + 5 mark)

2018

(a) In Interpretation A, the TV presenter and historian Dan Snow argues that David Lloyd George was a significant British politician. Identify and explain one way in which he does this. [3]

Interpretation A – An extract from the TV documentary Dan Snow on Lloyd George: My Great-Great-Grandfather, which was broadcast in December 2016.

David Lloyd George quickly established himself as one of the most dynamic and remarkable politicians of his generation. His long and extraordinary career earned him a statue which now stands in pride of place at the very entrance to the House of Commons chamber.

He was a ‘Radical Liberal’ and determined to reform the system. And he did. In 1909, after a vicious debate in the House of Commons, he managed to pass ‘The People’s Budget’, one of the most important reforming documents in British history. It established, for the first time, Old Age Pensions and National Insurance. It was a breakthrough which laid the foundations of the modern welfare state.

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand politics in Britain between 1900 and 1914. [5]

Specimen

(a) In Interpretation A the artist Richard Hook tries to portray some of the drama of life in Britain in the early twentieth century. Identify one way in which the artist does this. [3]

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

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand life in Britain in the early twentieth century. [5]
December 2017
(a) In Interpretation A, the makers of the TV drama have tried to portray some of the wealth and luxury of the lives of the upper classes in Edwardian society. Identify and explain one way in which they have done this. [3]

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Edwardian society. [5]

May 2017
(a) In Interpretation A the author argues that Millicent Fawcett’s contribution was vital to the campaigns for women’s suffrage. Identify and explain one way in which the author does this. [3]

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the campaigns for women’s suffrage 1900–1918. [5]
Hodder Education Sample Questions

(a) In Interpretation A the photographer depicts the suffering of people living in the East End of London in 1900. Identify and explain one way in which the photographer does this. [3]

Interpretation A

A family in their home in Bethnal Green, London, circa 1900

(b) If you were asked to do further research on one aspect on Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the suffering endured by some people in 1900. [5]

(a) Interpretation A the illustrator portrays why there was opposition to suffragettes and their campaign for votes for women. Identify and explain one way in which the illustrator does this. [3]

Interpretation A

A poster by the artist John Hassall in the early twentieth century

The poster is called ‘The Suffragette’s Home’. Pinned to the notice saying ‘VOTES FOR WOMEN’ is a small note saying ‘Back in a hour or so’

(b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand why there was opposition towards suffragettes and their campaign for votes for women. [5]
2018 Interpretations B and C both focus on women's campaign for the vote. How far do they differ and what might explain any differences? [12]

**Interpretation B** – A magazine interview with Sarah Gavron, who directed the film Suffragette. The interview was published in a feminist magazine in October 2015, just before the film's release.

I had wanted to make this film for a long time. I hadn’t learned anything about the Suffragettes at school, which is extraordinary because they are such an important piece of our history. I started to learn about the true story, the story we tell in the film. These women sacrificed so much: they were imprisoned, went on hunger strikes, were force-fed, faced great police brutality, and they turned to civil disobedience after 40 years of peaceful protests achieved nothing.

We wanted to put you in the shoes of the women living then and allow you to see the world through their eyes. These women were about ‘deeds not words’, so we wanted to have a lot of action in the film.


The militant Women’s Social and Political Union [Suffragettes] had decisively failed and entered a decline by 1914. Meanwhile, the non-militant Suffragist campaign had expanded into a mass movement. They made an extremely important alliance with the Labour Party and from 1912 to 1914 made massive strides in recruiting thousands of women (and many men) from the better off classes and the working classes. It is with this work, rather than the better known suffragette campaigns, that the central explanation for the eventual success of the women’s suffrage movement can be found.
Interpretations B and C both focus on the force-feeding of suffragettes. How far do they differ and what might explain any differences?

**Interpretation B – An extract from Dying for the Vote, a secondary school textbook written by Jane Richardson and Ian Dawson in 2002.**

The woman was held down and a tube was pushed up her nose. A milky liquid was poured into a funnel connected to the rubber tube. This was extremely painful. The government ordered force-feeding to stop hunger strikers dying as this would cause a lot of bad publicity. In 1913 the government brought in a new law, known as the ‘Cat and Mouse’ Act. This allowed hunger strikers to be released until their health improved and then they would be re-arrested to complete their sentences.

**Interpretation C – An extract from The Making of Modern Britain a history book written for general public by the journalist Andrew Marr in 2009.**

The force-feeding of women in prison who had gone on hunger strike was itself a brutal business. Trying to force mouths open to accommodate metal contraptions resulted in broken teeth and ripped gums; alternatively, the passages of the nose would be bruised by rubber tubes shoved down into the stomach. In Holloway prison in London, a twenty-one-year-old working-class girl from Leicester who had trained as a dancer, Lillian Lenton, was subjected to force-feeding and had the tube accidentally pushed into her windpipe. Her left lung was filled with sloppy food and she nearly died [...] Hurriedly released, her case led to the ‘Cat and Mouse’ Act which provided for very ill suffragettes to be released from prison, watched until they recovered, and then arrested and jailed again.
December 2017
Interpretations B and C both focus on responses of the British people to the Boer War. How far do they differ and what might explain any differences? [12]

Interpretation B – An extract from Robert Eales’ biography of Emily Hobhouse, The Compassionate Englishwoman: Emily Hobhouse in the Boer War, published in 2014. The book focuses on Hobhouse, including her courageous campaign against the Boer War.

Emily Hobhouse was one of the significant British minority who opposed the Boer War. She was competent, hard-working, articulate and committed to promoting peace. However, the war had popular support during this period and persuading the British people to think differently was not easy. Emily began a speaking tour following her report of the concentration camps in South Africa. She made these travels mostly on her own, demonstrating the great strength of character she possessed. She was confronted with rowdy audiences almost everywhere she went, including at Darlington where the audience sang the National Anthem and refused to listen. The police thought it necessary to escort her for her safety.


The violence that accompanied anti-war meetings at the time of the Boer War has generally been laid at the feet of the working-class mob. The enthusiastic volunteering for the war is commonly believed to be evidence of the patriotism of working-class recruits. But working-class volunteering had more to do with economic and social concerns than with feelings of patriotism. Imperialism had little or no meaning to working-class life and society. It was those who considered themselves to be of the higher social orders who volunteered ‘to serve one’s country’.
May 2017
Interpretations B and C both focus on the men who applied to be exempt from conscription into the army, and their treatment by the authorities. How far do they differ and what might explain any differences? [12]

**Interpretation B** – An extract from the website of the Peace Pledge Union, which is a pacifist organisation. The extract was taken from the website in 2016.

There have always been people convinced that their commitment to their ideas or religion must not involve the use of violence or war. They have hung on to that conviction despite being despised, condemned and punished for it.

Conscientious objectors were required to attend a tribunal which were intended to be fair. But most of the people who sat on the panels were strongly patriotic and prejudiced against anyone they thought was not. Each tribunal panel contained one army-selected member whose aim was to get as many men as possible into the army to fill the gaps left by the dead.

The COs came from all walks of life and had to cope with rude and aggressive interviewers. Some didn't get a chance to say a word. Whatever they said, the result was the same: only a handful received full exemption, and many were denied any form of exemption at all.

**Interpretation C** – An extract from The Last Great War, published by the historian Adrian Gregory in 2008.

Conscientious objectors made up a tiny part of the activity of the Military Service Tribunals. For example, less than 10% of appeals at the Banbury local tribunal were because of conscientious objection. The rest appealed because of home or work commitments.

The odds of gaining at least a temporary exemption at a Military Service Tribunal ranged from 20% to as high as 50%. This suggests that the appeals were not just a formality. The audacity of some appeals are beyond belief – for example, one man in Leeds appealed for three months’ delay in order to complete a course of hair restoration treatment. The image of the Tribunals as tyrannical is a myth. One tribunal member, initially suspicious of his colleagues, quickly concluded that they were careful, sympathetic and thorough and that their decisions were fair.
Interpretations B and C both focus on how conscientious objectors were treated during the First World War. How far do they differ and what might explain any differences? [12]

**Interpretation B**

*An extract from Conscription and Conscience; a history, 1916–1919  written by John Graham in 1922*

*John Graham was a Quaker*

The conscientious objector seemed to most people to be merely a shirker. The women he knew cut his acquaintance. His mother and brothers often jeered at him at home. He was chosen by his employer to be dispensed with, and so left open to be punished for his refusal to serve without the business exemption he might otherwise have had. (Some men could be excused military service if they did important jobs such as mining.) Shirker, coward, god were the words they were thought to deserve.

**Interpretation C**

*An extract from an interview with Sergeant C.Lippett, who served in the First World War*

*The interview was conducted many years after the war had ended*

The mean in the line tended to despise conscientious objectors, but it was not until I was appointed regimental policeman that I came in contact with them. The thing I must emphasise is the treatment we were forced to give out to these poor blighters because they thought as they did. We had to take one man to the baths, strip him and force a suit of khaki on him. We took him to the open compound. It was a very cold night. During the night he stripped himself of this khaki and shredded the whole of the suit up and hung it around the barbed wire, and that man walked about all night long without a shred of clothing on him. That was the type of treatment we had to give out, and I am bitterly ashamed that I was forced to take part in it. We had to do it, I suppose that was our excuse. But ever since then I've admired those men intensely.
Interpretation B

A cartoon published in Punch magazine, 6 January 1909

Interpretation C

A cartoon from a Liberal Party leaflet, published in February 1909

Lord Halsbury said that the Old Age Pension offered by the Liberals was too small (paltry). Lord Halsbury was a former Lord Chancellor and he received a pension of £5,000 a year
20-mark questions

2018
In his 2015 textbook, The Experience of Warfare in Britain: Crimea, Boer and the First World War 1854–1929, historian Alan Farmer argued that during the First World War ‘most British people were solidly patriotic and committed to victory’. How far do you agree with this view? [20]

In his 1949 memoir, The House is Gone: A Personal Retrospect, journalist and poet Dudley Carew argued that the Edwardian era was a ‘golden era of prosperity’. How far do you agree with this view of Britain between 1900 and 1914? [20]

Specimen
In an article in the Daily Mail newspaper in 2015 the historian A N Wilson stated that, in the period before the First World War, ‘life for the majority of men and women was hellish’. How far do you agree with this view? [20]

By calling his 1995 book ‘The Age of Upheaval: Edwardian Politics 1899–1914’, the historian David Brooks suggests that there were big changes in British politics during that period. How far do you agree with this view? [20]

December 2017
In her 1996 essay, The Effect of Militancy in the British Suffragette Movement, historian Marcie Kligman argued that the reason that women had not achieved the vote by 1914 was that ‘the actions of the WSPU [the suffragette organisation] made people disapprove of women’s suffrage’. How far do you agree with this view? [20]

In his 2003 article, Britain’s Last Liberal Governments, historian Graham Goodlad argued that the Liberal party’s policies and actions between 1906 and 1914 marked ‘a major break with anything that had gone before’. How far do you agree with this view? [20]

May 2017
In an article in the magazine History Review in 1996, the historian Robert Pearce stated that, in the period before the First World War, ‘Britons – with a relatively small number of exceptions – believed in their right to govern the Empire’. How far do you agree with this view? [20]

In a programme for BBC Radio 4 in 2013, the politician and journalist Michael Portillo stated that ‘industrial relations between employers and workers were so bitter that revolution seemed possible’. How far do you agree with this view of Britain between 1910 and 1914? [20]

Hodder Education Sample Questions
A school textbook written in 1993 tells us that some historians have described the period between 1901 and 1914 as a ‘golden age’. How far do you agree with this view? [20]

In her 1980 book My Life with Nye, Scottish Labour Party politicians Jennie Lee said that Lloyd George ‘was deeply concerned to make life more tolerable for the poo’. Some historians believe that Lloyd George’s concern was the most important reasons why the Liberals introduced welfare reforms. How far do you agree with this view? [20]
In a textbook written in 1993 Greg Hetherton stated that, ‘When Britain declared was on Germany in 1914, the vast majority of British people supported the war.’ How far do you agree with this view that there was popular support for the war? [20]

Historians such as Harold Smith and Sandra Holton argue that the NUWSS (suffragists) were more important than the WSPU (suffragettes) in achieving votes for women. How far do you agree with this view? [20]
Paper 2

History Around Us

All 20 Mark Question Plus 5 SPAG Marks

2018
Explain the reasons why people first created your site within its surroundings. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

How diverse have the activities and people associated with your site been throughout its history? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Choose one period in your site’s history. How far do the physical remains at your site reveal the attitudes and values of people at that time? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Specimen Paper
Choose a turning point in your site’s history. Explain how and why this changed the importance of the site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

What challenges are there when trying to understand the appearance of your site when it was first created and how could someone overcome these challenges? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Imagine that an artist has been hired to do a painting showing the diversity of everyday life at your site, at a particular time in its past. What would you tell the artist to help make the painting historically accurate? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

December 2017
Imagine you are a guide at your site. If you want visitors to understand why your site was important in history, either locally or nationally, which features of the site would you show them and why? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Choose a period when your site was particularly busy. Explain how a historian might use the physical remains of the site to investigate different activities at the site during that period. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Explain what it was about the location of your site that led the people who created it to think that it would meet their needs. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]
May 2017
Choose one important change in the way in which your site was used. Explain how your site was changed and why this change took place. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

What do specific features in the physical remains at your site reveal about the similarities and differences between it and other sites you have studied? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Choose one period in your site’s history. Explain how the site is significant in helping us to understand everyday life and attitudes at that time. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Hodder Education Examples
How has the use of your site and the people associated with it changed over time? Use physical features of the site as well as your own knowledge to support your answer. [20+5 SPAG]

To what extent has your site developed since its creation? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Explain the importance of your site either locally or nationally, and how typical it is of similar sites. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Why was your site created and how has it changed over time? Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Choose a turning point in your site’s history. Explain how and why this changed the use or importance of your site, either locally or nationally. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

Explain why your site was first created. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]

CGP Revision Sample Questions
Choose a turning point in your site’s history. Explain how and why this changed the site and the way it was used. Use physical features of the site as well as your knowledge to support your answer. [20+5 SPAG]
Paper 3

The Making of America 1789-1900

1-mark questions

2018
(a) Name one slave state added to the USA between 1793 and 1838. [1]
(b) Name one Indian tribe living on the Plains between 1839 and 1860. [1]
(c) Give one example of a difficulty faced by Homesteaders farming the Plains. [1]

Specimen Paper
(a) Name one of the states that were added to the USA between 1789 and 1838. [1]
(b) Name one of the Indian wars fought between 1861 and 1876. [1]
(c) Name one of the main industries that provided employment for large numbers of African-Americans in the south after 1877. [1]

December 2017
(a) Name one of the major gold rushes that took place in North America, 1838–60. [1]
(b) Identify one right gained by African Americans due to changes in the Constitution, 1865–77. [1]
(c) Name one way in which reservations tried to change the culture of Plains Indians, 1877–1900. [1]

May 2017
(a) Name one of the five tribes removed from the East between 1830 and 1838. [1]
(b) Name one of the settlements built by the Mormons in Utah, 1838–60. [1]
(c) Name one of the states which joined the Southern Confederacy. [1]

CGP Revision Sample Questions
(a) Name one of the main industries which developed during the ‘Gilded Age’. [1]

9-mark questions

2018
Write a clear and organised summary that analyses the American expansion from 1789 to 1838. Support your summary with examples. [9]

Specimen paper
Write a clear and organised summary that analyses the difficulties faced by early migrants on their journeys to Oregon and California in the 1840s and 1850s. Support your summary with examples. [9]

December 2017
Write a clear and organised summary that analyses the removal of indigenous people from the East, 1830–38. Support your summary with examples. [9]

May 2017
Write a clear and organised summary that analyses the experience of African Americans living in the South during the Civil War, 1861–65. Support your summary with examples. [9]
Hodder Education Sample Questions
Write a clear and organised summary that analyses the impact of the Californian Gold Rush, 1848-49. Support your summary with examples. [9]

Write a clear and organised summary that analyses the difficulties the early Homesteaders faced living on the Plains. [9]

My Revision Notes Samples Questions
Write a clear and organised summary that analyses the impact of the Indian Removal Act of 1830. Support your summary with examples. [9]

Write a clear and organised summary that analyses the culture of the Plains Indians, 1839-60. Support your answer with examples. [9]

Write a clear and organised summary that analyses the changes in the lives of African Americans during the Civil War, 1861-65. Support your summary with examples. [9]

Write a clear and organised summary that analyses the difficulties faced by settlers on the Plains and how they tried to overcome these. Support your summary with examples. [9]

CGP Revision Sample Questions
Write a summary analysing the different stages of Reconstruction. Give examples to support your answer. [9]

Summarise the main conflicts of the Indian Wars. Give examples to support your answer. [9]

Summarise the ways the lives of African Americans changed after 1877. Give examples to support your answer. [9]

10-mark questions

2018
Why did Reconstruction do little to improve the lives of many African Americans? Support your answer with examples. [10]

Specimen paper
What was the impact of the Californian gold rush of 1848-1849? Support your answer with examples. [10]

December 2017
Why do you think the Mormons were able to settle successfully in Utah, 1837–1860? Explain your answer. [10]

May 2017
Why did the Sioux and the United States come into conflict during the Great Sioux War, 1876–77? Explain your answer. [10]

Hodder Education Sample Questions
Explain why early migrants journeyed to the west in the years 1839-60. Support your answer with examples. [10]

Explain why indigenous people were removed from the east in the years 1830-38. Support your answer with examples. [10]
'My Revision Notes Samples Questions
Why did the USA grow so rapidly between 1789 and 1838? Explain your answer. [10]

Why did slavery in the Deep South grow so rapidly between 1789 and 1838? Explain your answer. [10]

Why did many migrants find the journeys to Oregon and California so difficult in the 1840s? Explain your answer. [10]

Why did the American Civil War break out in 1861? Explain your answer. [10]

What was the impact of railroads and the cattle industry on the Plains in the 1860s? Explain your answer. [10]

Why did Red Cloud and the United States come into conflict in the 1860s? Explain your answer. [10]

CGP Revision Sample Questions
Explain the impact of railroads on the Plains Indians. Give examples to support your answer. [10]

18-mark questions

2018
'The discovery of gold was the main reason for migration to the West between 1839 and 1860.' How far do you agree with this statement? Give reasons for your answer. [18]

'The most significant change for the Plains Indians in the period 1877–1900 was the destruction of the buffalo.' How far do you agree with this statement? Give reasons for your answer. [18]

Specimen paper
How far do you agree that the building of railroads across the Plains was the main reason for the destruction of the Plains Indians' culture after 1877? [18]

"The period of Reconstruction from 1863 to 1877 was a time of progress for former slaves in America's southern states". How far do you agree with this statement? Give reasons for your answer. [18]

December 2017
'The existence of slavery in parts of the United States made the Civil War inevitable.' How far do you agree with this statement? Give reasons for your answer. [18]

'The conflict on the Plains between 1861 and 1877 was mainly caused by white Americans and Native Americans competing for limited resources.' How far do you agree with this statement? Give reasons for your answer. [18]
May 2017
“The growth of the cotton industry was the main driving force behind American expansion before the Civil War.” How far do you agree with this statement? Give reasons for your answer. [18]

“The growth of cities was the most significant change in American history between 1877 and 1900.” How far do you agree with this statement? Give reasons for your answer. [18]

**Hodder Education Sample Questions**
How far do you agree that the lives of African Americans improved in the years 1789-1900? Give reasons for your answer. [18]

How far do you agree that the issue of slavery was the main cause for the American Civil War? Give reasons for your answer. [18]

How far do you agree that the mass killing of the buffalo was the main reason for the destruction of the Plains Indians’ culture after 1877? Give reasons for your answer. [18]

How far do you agree that the most dangerous problem facing early settlers on their journeys west in 1839-60 was attacks by Native Americans? Give reasons for your answer. [18]

**My Revision Notes Samples Questions**
‘The Civil War and Reconstruction were a time of great progress for African Americans in the South.’ How far do you agree with this statement? Give reasons for your answer. [18]

‘The destruction of the buffalo was the main reason why Indian culture had been largely destroyed by 1900.’ How far do you agree with this statement? Give reasons for your answer. [18]

‘There was little progress for black Americans between 1877 and 1900.’ How far do you agree with this statement? Give reasons for your answer. [18]

**CGP Revision Sample Questions**
‘The California Gold Rush had a positive impact on America.’ Do you agree with this statement? Explain your answer. [18]

Do you agree that Lincoln’s election was the main cause of the Civil War? Explain your answer. [18]
The First Crusade c.1070-1100

7-mark questions

2018

What can Source A tell us about relations between different religious groups in the Holy Land by 1095? Use the source and your own knowledge to support your answer. [7]

Source A – An extract from Pope Urban’s speech at Clermont in 1095. The speech was a very high profile event and the text of the speech was spread widely by the Pope’s officials.

From Jerusalem and the city of Constantinople a horrible tale has been brought frequently to our ears. The Seljuk Turks, an accursed race, a race alienated from God, has invaded the lands of those Christians and has depopulated them by the sword, theft and fire. These Turks led away many captives to their own country, and killed others by cruel tortures. They have either destroyed the churches of God or turned them for the rites of its own religion.

The kingdom of the Greeks is now broken up by them and deprived of territory so vast that it cannot be covered in a march of two months.

Specimen

What can Source A tell us about the Battle of Dorylaeum? Use the source and your own knowledge to support your answer. [7]

Source A – From The Deeds of the Franks, first publish c.1100

An account of the Battle of Dorylaeum. It was written by a Christian soldier who was there at the time. The battle took place in July 1097 as the crusaders were crossing Muslim lands in what is now Turkey:

The Turks came from all sides, brandishing their weapons and hurling them and shooting arrows from an incredible distance. We knew we could not withstand them or hold the weight of so many enemies, but we went forward to meet them as one. Our women were a great help to us that day, bringing water to drink for the fighters and encouraging those who were fighting and defending […] Our men asked in astonishment where such a multitude of Turks, Arabs, Saracens and others whose name I do not know had come from, because all the mountains, hills and valleys were filled with these people. Then a secret message was sent out among us […] stating, “Come what may, stand firm in the faith of Christ and have faith in the victory of the Holy Cross, because today, if it pleases God, all riches shall be given you.”
December 2017
What can Source A tell us about the crusaders' siege of Antioch over winter 1097–98? Use the source and your own knowledge to support your answer. [7]

Source A – From a letter from Stephen of Blois to his wife, Adela, on 29 March 1098

Stephen of Blois was one of the leaders of the First Crusade as far as Antioch. He wrote this letter from the crusader camp outside the walls of Antioch. He describes the winter of 1097–8.

We found the city of Antioch very extensive, fortified with incredible strength and almost impossible to get into. In addition, more than five thousand bold Turkish soldiers had entered the city, not including the different races that had gathered there. In fighting against the enemies of God and of our own we have endured many sufferings and evils up to the present time. Very many Franks have starved to death. Many also have already exhausted all their resources…Outside the city of Antioch, throughout the whole winter we suffered for our Lord Christ from excessive cold and enormous torrents of rain. What some say about the heat of the sun throughout Syria is untrue, for the winter there is very similar to our winter in the west.

May 2017
What can Source A tell us about the people who responded to the Pope's call to join the First Crusade? Use the source and your own knowledge to support your answer. [7]

Source A – From a letter from Pope Urban to the monks of Vallombrosa, Italy, 7 October 1096.

Pope Urban wrote this letter a few months after calling on Christians to join the crusade to the Holy Land.

“We have heard that some of you want to set out with the knights who are making for Jerusalem with the good intention of liberating Christianity. This is the right kind of sacrifice, but it is planned by the wrong sort of person. For we were stimulating the minds of the knights to go on this expedition, since they might be able to restrain the savagery of the Saracens by their arms and restore the Christians to their former freedoms. We do not want those who have abandoned the world and have promised themselves to spiritual warfare either to take up weapons or to go on this journey; we go so far as to forbid them to do so. And we forbid religious people – clerics or monks – to set out in this company without the permission of their bishops or abbots… We want you to read this letter to the assembled monks …and to let the other monasteries know its contents.”
Hodder Education Sample Questions
What can Source A tell us about Alexios I? Use the source and your own knowledge to explain your answer. [7]

Source A
An illustration from a twelfth-century manuscript
The illustration shows the Byzantine emperor, Alexios I, being blessed by Christ

What can Source A tell us about the Siege of Nicaea in 1097? Use the source and your own knowledge to explain your answer. [7]

Source A
An illustration from the thirteenth
The illustration shows Crusaders throwing the heads of Muslims over the ramparts at the Siege of Nicaea in 1097.
15-mark questions

2018
How useful are Interpretations B and C and Source D for a historian studying why people went on crusade? In your answer, refer to the two interpretations and the source as well as your own knowledge. [15]

Interpretation B – An illustration from Cassell’s History of England, published in 1901. This publication was aimed at children. This illustration shows Peter the Hermit preaching the First Crusade.


Perhaps the most significant insight into the medieval mind offered by the First Crusade is the clear demonstration that genuine Christian devotion and a heartfelt desire for wealth were not completely separate impulses in the eleventh century. Greed cannot have been the dominant motive among the First Crusaders. Recent research has shown, for most participants the Crusade promised to be utterly terrifying and crippling expensive.

To meet the costs of equipment, supplies, horse and servants the average knight would have had to raise five times his annual income.

Source D – An extract from a medieval text called Deeds of God through the Franks. It was written in the period 1104 to 1108. The Franks were the various people who lived in what is now modern France.

At that time there was a great disturbance through the entire kingdom of the Franks. Everywhere people spoke of thieving, highway robbery; endless fires burned everywhere. Battles broke out for no reason except uncontrollable greed. Whatever met the eye of greedy men, no matter to whom it belonged, they took it. Therefore the change of heart they soon underwent was remarkable. They all begged the bishops and priests to give the sign of the cross. All of the feuds of each against the other were put to rest by the hopes put there by Christ himself.
Specimen
How useful are Source B and Interpretations C and D for a historian studying how the crusaders survived the siege of Antioch in June 1098? In your answer, refer to the source and the two interpretations as well as your own knowledge. [15]

Source B – From the chronicle of Raymond d’Aguilers, written c.1101
A crusader’s account of how they discovered an ancient object under the floor of a church in Antioch where they were under siege. Many of them believed that they had found the Holy Lance that pierced Christ’s side as he died on the cross.

After we had dug from morning to evening, some began to despair of finding the Lance. The youth who had spoken of the Lance, saw that we were worn out, and took off his shoes and coat and descended into the pit in his shirt, earnestly begging us to pray that God would give us his Lance for the comfort and victory of His people. Finally, in His mercy, the Lord showed us His Lance. And I, who have written this, kissed it when the point alone had as yet appeared above ground. What great joy and exultation then filled the city I cannot describe […] When our men felt defeated, discouraged and under severe pressure, this divine aid appeared.

Interpretation C – From The Crusades by Thomas Asbridge, 2010
Historian Thomas Asbridge writes about the Battle of Antioch that ended the siege on 28 June 1098.

The Battle of Antioch was a stunning victory. Never before had the crusade come so close to destruction and yet, against all expectation, Christendom had triumphed. Not surprisingly, many saw the hand of God at work and an array of spectacular miracles was reported. It was said that an army of ghostly Christian martyrs, clad all in white and led by soldier saints appeared out of the mountains to aid the Franks. Elsewhere on the battlefield, Raymond of Aguilers himself carried the Holy Lance in among the southern French contingent led by Bishop Adhemar. It was later said that the sight of the relic paralysed Kerbogha, the Muslim leader.

Interpretation D – From a version of the chronicle of William of Tyre, made between 1232 and 1261
The illustration shows the battle at Antioch (June 1098). Bishop Adhemar, a crusader leader, is shown on the left, carrying the Holy Lance.
December 2017
How useful are Sources B and C and Interpretation D for a historian studying the crusaders’ journey from Antioch to Jerusalem? In your answer, refer to the two sources and the interpretation as well as your own knowledge. [15]

Source B – From the chronicle of Raymond of Aguilers, written c.1101

A crusader’s account of the crusaders attacking the walls at Marrat al-Numan, December 1098. Raymond was chaplain to Count Raymond of Toulouse.

Upon hearing the news that Raymond of Toulouse planned to stay in Marrat al-Numan with knights from the army, the poor gossiped: ‘So that’s it! Strife in Antioch, strife in Marrat al-Numan; will there be arguing between princes and weakening of God’s army in every spot? Let us put an end to further strife here, and for the sake of peace among the leaders, let us tear down its walls’. Even the sick and weak, getting up from their beds and hobbling along on sticks, came all the way to the walls. Count Raymond’s friends pleaded against each vandalism, but people hid from them, and resumed their work as soon as Raymond’s guards passed them by.

Source C – From the chronicle, The Gesta Francorum, written c.1101

An extract from the chronicler’s account of the crusaders’ journey from Marrat al-Numan to Jerusalem, February 1099. The author of the Gesta was a crusader.

When we left that valley (which was a very good place) we came on Monday in the second week in February to a castle which is called Arqah and pitched our tents around it. This castle was full of an immense group of pagans, Turks, Saracens and Arabs, who had made its fortifications exceedingly strong and defended themselves very bravely.

Interpretation D – A nineteenth century illustration by Gustav Doré showing the crusaders’ first view of Jerusalem at the end of their journey.
May 2017
How useful are Interpretation B and Sources C and D for a historian studying how the crusaders were able to capture Jerusalem in July 1099? In your answer, refer to the interpretation and the two sources as well as your own knowledge. [15]

**Interpretation B – An illustration from an early twentieth century German children’s textbook.**
*The illustration represents how the crusaders attacked the walls of Jerusalem in July 1099.*

![Illustration of crusaders attacking walls of Jerusalem](image)

**Source C – From the chronicle of Raymond d’Aguilers, written c.1101**
*A crusader’s account of how the crusaders prepared to attack the city of Jerusalem in July 1099.*

Collectively…we laboured, built and cooperated, and neither laziness nor unwillingness delayed our work…. Certainly, the hand of the Lord was in our work. Soon preparations were completed and after a council the leaders ordered: ‘the fifth day will be the zero hour. In the meantime, devote yourselves to prayers, vigils and charity, and give your animals and servants to the artisans and carpenters for the work of dragging in beams, poles, stakes and branches necessary for the construction of mantelets (mobile shields). Work hard for God, because our job is almost ended’. All gladly turned their shoulders to the task, and orders went out for the attack, the position of princes and the placing of siege machinery.

**Source D – From The Gesta Francorum, written c. 1101–1103**
*A chronicler’s account of the strategic preparations the crusaders made before they attacked Jerusalem in July 1099.*

Our leaders then decided to attack the city with [siege] engines…. They made two wooden siege towers and various other mechanical devices. Duke Godfrey filled his siege tower with machines, and so did Count Raymond, but they had to get the timber from far afield. When the Saracens saw our men making these machines, they built up the city wall and its towers by night, so that they were exceedingly strong. When, however, our leaders saw which was the weakest spot in the city’s defences, they had a siege tower transported round to the eastern side….”
Hodder Education Sample Questions
How useful are Source B and Interpretations C and D for a historian studying Peter the Hermit’s role in the People’s Crusade, 1095-96? In your answer, refer to the source and two interpretations as well as your own knowledge. [15]

Source B
Adapted from a history of the Crusades written by Albert of Aix (or Aachen)
Albert of Aix (or Aachen) wrote a history of the Crusades to c.1120. He wrote in the mid-twelfth century and never visited the East. His chronicle is based on eyewitness accounts and written sources.

There was a priest, Peter by name, formerly a hermit. He was born in the city of Amiens, which is in the western part of the kingdom of the Franks, and he was appointed preacher in Berri in the aforesaid kingdom. In every sermon, with all the persuasion of which he was capable, he urged setting out on the journey as soon as possible. In response to his constant warnings and call, bishops, abbots, clerics, and monks set out; next, most noble laymen, and princes of the different kingdoms; then, all the common people, the pure as well as the sinful, adulterers, murderers, thieves, liars, and robbers; indeed, every class of the Christian profession and also women and those influenced by the spirit of penance—all joyfully entered upon this expedition.

Interpretation C
The painting Peter the Hermit preaching the First Crusade by James Archer, 1883

Interpretation D
From The First Crusade: A New History by Thomas Asbridge, 2005
Historian Thomas Asbridge writes about Peter the Hermit

The hermit was, nonetheless, already preaching the crusade with zealous enthusiasm by the end of 1095. In the months that followed, his ministry spread from Berry through northern France and into Germany, and wherever he spoke the fires of crusading fervour ignited. Within six months of Clermont, Peter had moved thousands to take the cross. Many were desperately poor peasants, but there were also nobles among his followers, including the French knight Walter Sansavoir. A breakaway group under Walter Sansavoir set off on 21 May, and in the weeks and months that followed more than 15,000 men, women and children left their homes for the East.
How useful are Source B and Interpretations C and D for a historian studying the capture of Jerusalem in July 1099? In your answer, refer to the source and the two interpretations and as well as your own knowledge. [15]

Source B

*From a history of the Muslim World written by Ibn al-Athir*

Ibn al-Athir is writing about the capture of Jerusalem in 1099 from the Muslim point of view. Ibn al-Athir lived from 1160 to 1233.

The population was put to the sword by the Franks, who pillaged the area for a week. A band of Muslims barricaded themselves into the Tower of David and fought on for several days. They were granted their lives in return for surrendering. The Franks honoured their word, and the group left by night for Ascalon. In the Masjid al-Aqsa [mosque near the summit of the city] the Franks slaughtered more than 70,000 people, among them a large number of Imams and Muslim scholars, devout and ascetic men who had left their homelands to live lives of pious seclusion in the Holy Place. The Franks stripped the Dome of the Rock of more than forty silver candelabra, each of them weighing 3,600 drams, and a great silver lamp weighing forty-four Syrian pounds, as well as a hundred and fifty smaller silver candelabra and more than twenty gold ones, and a great deal more booty.

Interpretations C

*The painting Taking of Jerusalem by the Crusaders by Emile Signol, 1847*

The painting show Godfrey of Bouillon giving thanks to God after the capture of Jerusalem in 1099.

Interpretation D

*From The Crusades by Thomas Asberidge, 2010*

The historian Thomas Asberidge in writing about the capture of Jerusalem in July 1099

Surging through the streets in blood-hungry, ravening packs, they overran the Holy City. So gruesome was the carnage that according to one Latin, ‘even the soldiers who were carrying out the killing could hardly bear the vapours from the warm blood’. Crusaders slaughtered men, women and children, both Muslims and Jews. By the thirteenth century the Iraqi Muslim Ibn al-Athir estimated the number of Muslim dead at Jerusalem to be 70,000. Modern historians long regarded this figure as an exaggeration, but generally accepted the Latin estimates in excess of 10,000 might be accurate. However, recent research has uncovered close contemporary Hebrew testimony which indicates that casualties may not have exceeded 3,000, and that large numbers of prisoners were taken when Jerusalem fell.
18-mark questions

2018
‘The crusaders captured Antioch in 1098 because of their effective use of siege warfare.’ How far do you agree with this view? [18]

‘The crusaders were able to take the city of Jerusalem in July 1100 because of the divisions within the Islamic world.’ How far do you agree with this view? [18]

Specimen
“The People’s Crusade of 1095–1096 was a catastrophic failure”. How far do you agree with this view? [18]

“The Islamic world was hopelessly weak and divided in the years just before the First Crusade”. How far do you agree with this view? [18]

December 2017
‘Strongly held religious beliefs in Western Europe explain why so many people joined the First Crusade in 1095–6.’ How far do you agree with this view? [18]

‘It was Turkish military tactics that made the crusaders’ journey from Constantinople to Antioch so challenging.’ How far do you agree with this view? [18]

May 2017
“It was the desire of Urban II to increase the power of the Papacy that caused the First Crusade.” How far do you agree with this view? [18]

“The crusaders’ experiences at Antioch (October 1097 – June 1098) show how divided the crusade leadership was.” How far do you agree with this view? [18]

Hodder Education Sample Questions
‘It is very surprising that the Crusaders managed to capture Jerusalem in 1099.’ How far do you agree with this view? [18]

‘It is surprising that the Crusaders were victorious at Antioch.’ How far do you agree with this view? [18]

‘The main reason people joined the First Crusade was due to their religious benefits.’ How far do you agree with this view? [18]

‘The Byzantine empire was unsuccessful in dealing with the problems it faced during the period 1070 to 1095.’ How far do you agree with this view? [18]