

GCSE (9-1) History



Sample Assessment Materials (Question Papers)

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

First teaching from September 2016

First certification from 2018

Issue 1

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Contents

Introduction	1
Paper 1: Thematic study and historic environment	
Option 10: Crime and punishment in Britain, c1000–present <i>and</i> Whitechapel, c1870–c1900: crime, policing and the inner city	3
Option 11: Medicine in Britain, c1250–present <i>and</i> the British sector of the Western Front 1914–18: injuries, treatment and the trenches	17
Option 12: Warfare and British society, c1250–present <i>and</i> London and the Second World War, 1939–45	29
Paper 2: Period study and British depth study	
Option 20: Spain and the 'New World', c1490–c1555 <i>and</i> medieval depth options	41
Option 21: Spain and the 'New World', c1490–c1555 <i>and</i> Tudor depth options	57
Option 22: British America, 1713–83: empire and revolution <i>and</i> medieval depth options	73
Option 23: British America, 1713–83: empire and revolution <i>and</i> Tudor depth options	89
Option 24: The American West, c1835–c1895 <i>and</i> medieval depth options	105
Option 25: The American West, c1835–c1895 <i>and</i> Tudor depth options	121
Option 26: Superpower relations and the Cold War, 1941–91 <i>and</i> medieval depth options	137
Option 27: Superpower relations and the Cold War, 1941–91 <i>and</i> Tudor depth options	153
Option 28: Conflict in the Middle East, 1945–95 <i>and</i> medieval depth options	169
Option 29: Conflict in the Middle East, 1945–95 <i>and</i> Tudor depth options	185
Paper 3: Modern depth study	
Option 30: Russia and the Soviet Union, 1917–41	201
Option 31: Weimar and Nazi Germany, 1918–39	215
Option 32: Mao's China, 1945–76	229
Option 33: The USA, 1954–75: conflict at home and abroad	243

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

This document contains the question papers.

The mark schemes can be found in a separate publication.

Write your name here

Surname

Other names

Pearson
Edexcel GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 1: Thematic study and historic environment

**Option 10: Crime and punishment in Britain, c1000–present
and Whitechapel, c1870–c1900: crime, policing
and the inner city**

Sample assessment materials for first teaching
September 2016

Time: 1 hour 15 minutes

Paper Reference

1H10/10

You must have:

Sources Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Whitechapel, c1870–c1900: crime, policing and the inner city

Answer Questions 1 and 2.

- 1** Describe **two** features of accommodation for the poorer people in the Whitechapel area.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the effectiveness of the police in Whitechapel in 1888?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

(b) Study Source A.

How could you follow up Source A to find out more about the effectiveness of the police in Whitechapel in 1888?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B

Crime and punishment in Britain, c1000–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR Question 6.

- 3** Explain **one** way in which smuggling in Britain during the eighteenth century was similar to smuggling during the twentieth century.

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(Total for Question 3 = 4 marks)

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4 Explain why there were changes in the prison system in the period c1700–c1900.

You may use the following in your answer:

- John Howard
- hard labour

You **must** also use information of your own.

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[The live question paper will contain two more pages of answer lines.]

(Total for Question 4 = 12 marks)

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Answer EITHER Question 5 OR Question 6.

Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.

EITHER

- 5** 'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- tithings
- trial by ordeal

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 20 marks)

OR

- 6** 'The main purpose of punishment during the period c1000–c1700 was to deter people from committing crimes.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- corporal punishment
- the introduction of transportation

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 6 = 20 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen question number: **Question 5** ☒ **Question 6** ☒

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

Pearson Edexcel GCSE (9–1)

History

Paper 1: Thematic study and historic environment

Option 10: Crime and punishment in Britain, c1000–present
*and Whitechapel, c1870–c1900: crime, policing
and the inner city*

Sample assessment materials for first teaching
September 2016
Sources Booklet

Paper Reference

1HI0/10

Do not return this booklet with the question paper.

Turn over ►

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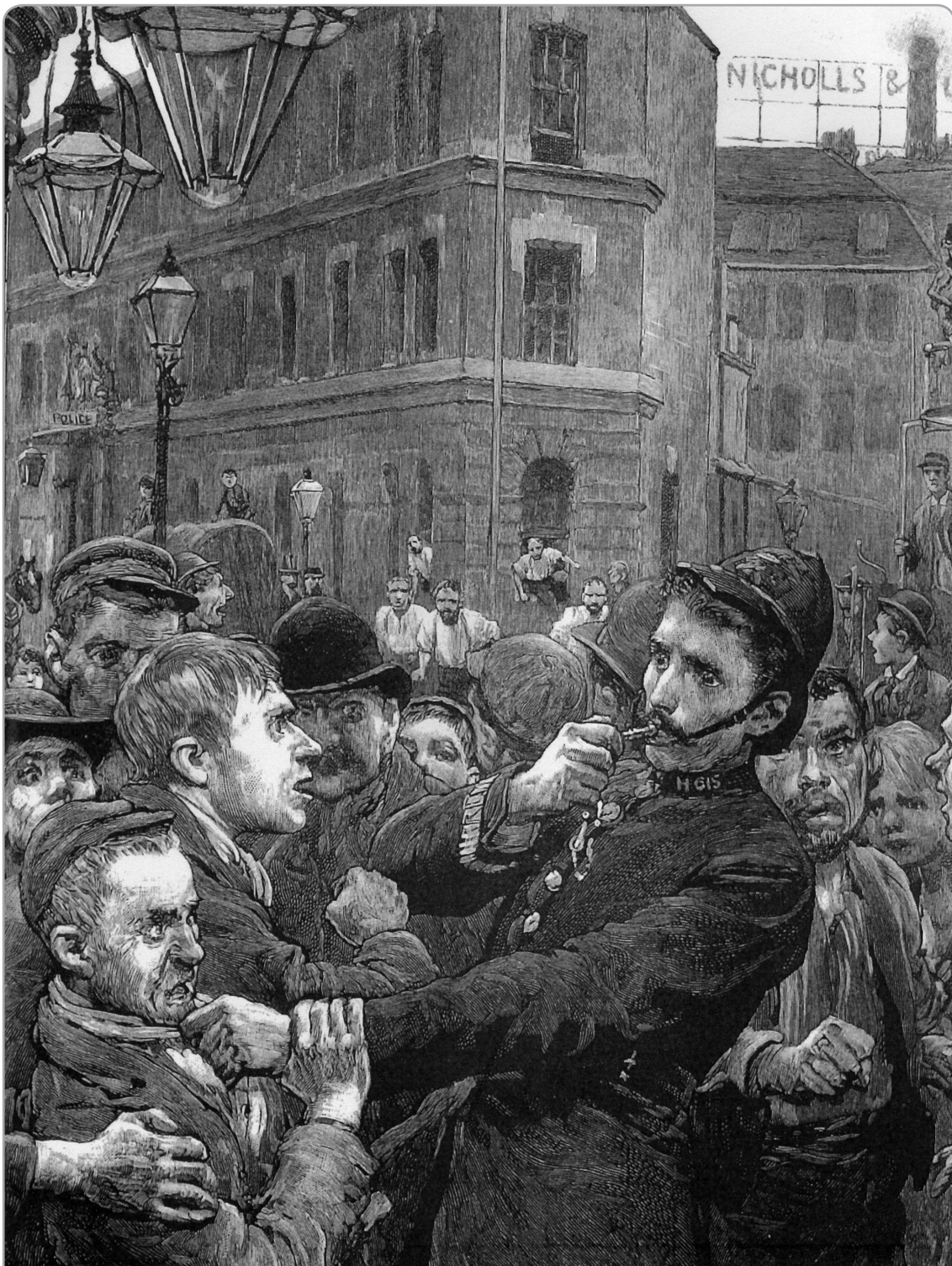
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Sources for use with Section A.

Source A: An artist's impression of a scene in the Whitechapel district of London in 1888. It was printed in the *Penny Illustrated Paper*, a cheap weekly newspaper. The police constable is from H Division. The building behind him is a police station.



A mob in Spitalfields

Source B: From an article in *The Times* newspaper, October 1888. *The Times* was a national newspaper, mainly read by the upper classes.

Many critical comments have been made about police failures in connection with the Whitechapel murders. However, it should be remembered that this type of woman chooses to go alone to the place where she has agreed to meet a man.

Some weeks ago, plain-clothes policemen were ordered to patrol this crime-ridden area of Whitechapel and to watch any man or woman seen together in suspicious circumstances.

At about the time when the Mitre Square murder was being committed two of the extra men who had been put on duty were nearby. They would have seen any man and woman going together to Mitre Square.

Therefore the police suspect that the murderer had made an appointment with his female victim and they went to the place separately.

Acknowledgments

Source A taken from Stewart P Evans and Keith Skinner, *The Ultimate Jack the Ripper Sourcebook*, Robinson 2000; Source B adapted from Andrew Barrett and Christopher Harrison (eds), *Crime and Punishment in England: a Sourcebook*, Routledge 1998.

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Other names

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GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 1: Thematic study and historic environment

Option 11: Medicine in Britain, c1250–present

**and The British sector of the Western Front,
1914–18: injuries, treatment and the trenches**

Sample assessment materials for first teaching
September 2016

Time: 1 hour 15 minutes

Paper Reference

1H10/11

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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**SECTION A: The British sector of the Western Front, 1914–18:
injuries, treatment and the trenches**

Answer Questions 1 and 2.

1 Describe **two** features of the support trench system on the Western Front.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

(b) Study Source B.

How could you follow up Source B to find out more about the problems involved in performing operations on the Western Front?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source B that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B: Medicine in Britain, c1250–present

Answer Questions 3 and 4. Then answer EITHER Question 5 OR 6.

- 3** Explain **one** way in which people’s reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

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(Total for Question 3 = 4 marks)

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4 Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:

- magic bullets
- high-tech treatment

You **must** also use information of your own.

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[The live question paper will contain two more pages of answer lines.]

(Total for Question 4 = 12 marks)

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Answer EITHER Question 5 OR Question 6.

Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.

EITHER

- 5** 'There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the work of William Harvey
- bloodletting and purging

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 20 marks)

OR

- 6** 'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- cowpox
- cholera

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)

(Total for Question 6 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 5** ☒ **Question 6** ☒

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

Pearson Edexcel GCSE (9–1)

History

Paper 1: Thematic study and historic environment

Option 11: Medicine in Britain, c1250–present

***and* The British sector of the Western Front, 1914–18:
injuries, treatment and the trenches**

Sample assessment materials for first teaching
September 2016
Sources Booklet

Paper Reference

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Sources for use with Section A.

Source A: From an account by Reverend Leonard Pearson, who was the army chaplain at Casualty Clearing Station 44 during the Battle of the Somme (1916).

I spent most of my time giving anaesthetics. I had no right to be doing this because I had no medical qualifications, but we were simply so rushed. We couldn't get the wounded into the hospital quickly enough and the journey from the battlefield was simply terrible for these poor lads. It was a question of operating as quickly as possible. If they had to wait their turn in the normal way, until the surgeon was able to perform the operation with a doctor giving the anaesthetic, it would have been too late for many of them. As it was, many died. We all simply had to help and do anything that was needed.

Source B: From the diary of Oswald Robertson, written on 30 November 1917. He was an army surgeon working on the Western Front during the First World War.

Men were horribly mutilated – many were dying when brought into the ward. All the beds were full and we began putting stretchers on the floor. Blood everywhere – clothes soaked in blood, pools of blood in the stretchers, streams of blood dropping from the stretchers to the floor. My rubber apron was one solid red smear. All we could do was try to stop the bleeding and get the patients as comfortable as possible. I could only transfuse an occasional patient. The majority had to take their chance and go through the operation as best they could.

Acknowledgments

Source A adapted from Lyn Macdonald, *The Roses of No Man's Land*, Penguin, 1980, 2013; Source B adapted from an unpublished diary.

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GCSE (9–1)

Centre Number

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History

Paper 1: Thematic study and historic environment
Option 12: Warfare and British society, c1250–present
and London and the Second World War,
1939–45

Sample assessment materials for first teaching
September 2016

Time: 1 hour 15 minutes

Paper Reference

1HI0/12

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer Questions 1 and 2 from Section A. From Section B, answer Questions 3 and 4 and then **EITHER** Question 5 **OR** Question 6.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: London and the Second World War, 1939–45

Answer Questions 1 and 2.

- 1** Describe **two** features of the East End of London that made it a target for the German Blitz.

Feature 1

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Feature 2

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(Total for Question 1 = 4 marks)

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2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into what was done to protect civilians in London from bombing raids?

Explain your answer, using Sources A and B and your own knowledge of the historical context.

(8)

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

(b) Study Source A.

How could you follow up Source A to find out more about what was done to protect civilians in London from bombing raids?

In your answer, you must give the question you would ask and the type of source you could use.

Complete the table below.

(4)

Detail in Source A that I would follow up:

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Question I would ask:

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What type of source I could use:

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How this might help answer my question:

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B: Warfare and British society, c1250–present

Answer Questions 3 and 4. Then answer EITHER Question 5 or 6.

- 3** Explain **one** way in which the reporting of war in Britain was different in the coverage of the Crimean War and the Iraq War (2003).

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(Total for Question 3 = 4 marks)

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4 Explain why recruitment to the army in Britain has changed so much since 1900.

You may use the following in your answer:

- conscription
- National Service

You **must** also use information of your own.

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[The live question paper will contain two more pages of answer lines.]

(Total for Question 4 = 12 marks)

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Answer EITHER Question 5 OR Question 6.

Spelling, punctuation, grammar and use of specialist terminology will be assessed in this question.

EITHER

- 5** 'The creation of the New Model Army (1645) was a turning point in the composition of the army in Britain in the period c1500–c1700.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- a standing army
- the use of cavalry, c1500–c1700

You **must** also use information of your own.

(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)

(Total for Question 5 = 20 marks)

OR

- 6** 'The use of artillery was the main reason why warfare changed during the period c1700–c1900.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the use of infantry squares during the Battle of Waterloo
- the use of artillery during the Crimean War

You **must** also use information of your own.

(Total for spelling, punctuation grammar and use of specialist terminology = 4 marks)

(Total for Question 6 = 20 marks)

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 5** **Question 6**

Dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

TOTAL FOR SECTION B = 36 MARKS

TOTAL FOR PAPER = 52 MARKS

Pearson Edexcel GCSE (9–1)

History

Paper 1: Thematic study and historic environment
Option 12: Warfare and British society, c1250–present
and London and the Second World War,
1939–45

Sample assessment materials for first teaching
September 2016
Sources Booklet

Paper Reference
1HI0/12

Do not return this booklet with the question paper.

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Sources for use with Section A.

Source A: From the memories of Constance Holt, who was editor of a magazine during the war. She was interviewed about the Blitz for the book *Don't You Know There's A War On?*, published in 1989.

Most of the tube stations were taken over as shelters, as there weren't enough big public shelters that people could get to. Russell Square Station was one of these. I remember on several occasions coming back from the theatre by tube, and when I got out at Russell Square, bunks had been put all along the platform, and you'd see women doing up their curlers and getting ready for bed. Of course, you'd try not to look at them because they were in their 'bedrooms'.

I remember there was a little bit of snobbery about stations. I heard one woman say, 'Oh, us and our family go to Regent's Park now, it's nicer people.' And the children used to go for rides on the tube. At least their mothers knew where they were, and it was much safer than the street.

Source B: A photograph showing Anderson shelters being delivered to houses in central London in February 1939.



Acknowledgments

Source A adapted from Jonathan Croall, *Don't you know there's a War on? Voices from the Home Front*, The History Press, 2006; Source B © Stephenson/Stringer/Getty Images.

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GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 2: Period study and British depth study
Option 20: Spain and the 'New World', c1490–c1555
and Medieval depth options

Sample assessment materials for first teaching
September 2016
Time: 1 hour 45 minutes

Paper Reference

1H10/20

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: Spain and the 'New World', c1490–c1555

Answer ALL Questions in this section.

1 Explain **two** consequences of the New Laws (1542).

Consequence 1:

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(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the key events of 1519–21 that led to the Aztec surrender.

You may use the following in your answer:

- Cortes’s expedition (1519)
- the capture of Tenochtitlan (1521)

You **must** also use information of your own.

Area with horizontal dotted lines for writing an answer.

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the Treaty of Tordesillas (1494) for Spanish exploration. (8)
- The importance of Balboa's claim of authority over the Pacific (1513) for the Spanish empire. (8)
- The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of the Treaty of Tordesillas (1494) for Spanish exploration.
- The importance of Balboa's claim of authority over the Pacific (1513) for the Spanish empire.
- The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas.

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[The live question paper will contain one more page of answer lines.]

SECTION B: Medieval depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B1: Anglo-Saxon and Norman England, c1060–88

Question 4

Page XX

OR

Option B2: The reigns of King Richard I and King John, 1189–1216

Question 5

Page XX

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If you answer Question 4, put a cross in this box ☒.

Option B1: Anglo-Saxon and Norman England, c1060-88

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Witan.

(4)

Feature 1

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Feature 2

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(b) Explain why there was a disputed succession to the English throne when William I died.

(12)

You may use the following in your answer:

- Normandy
- Bishop Odo

You **must** also use information of your own.

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

OR

- (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Archbishop Stigand
- monasteries

You **must** also use information of your own.

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If you answer Question 5, put a cross in this box ☒.

Option B2: The reigns of King Richard I and King John, 1189-1216

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of knight service in the years 1189–1216.

(4)

Feature 1

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Feature 2

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(b) Explain why there were anti-Jewish pogroms in 1189–90.

(12)

You may use the following in your answer:

- moneylending
- the coronation of King Richard I

You **must** also use information of your own.

Dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The loss of Normandy was the main consequence of England's involvement in fighting overseas in the years 1189–1204.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- war against Philip II of France
- Richard I's ransom

You **must** also use information of your own.

OR

- (c) (ii) 'King John's attempts to raise money were the main reason for the barons' rebellion of May–June 1215.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- taxes
- loss of land

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question: (c)(i) ☒ (c)(ii) ☒

Area containing horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

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Write your name here

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Pearson Edexcel
GCSE (9–1)

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History

Paper 2: Period study and British depth study
Option 21 : Spain and the 'New World', c1490–c1555
and Tudor depth options

Sample assessment materials for first teaching
September 2016
Time: 1 hour 45 minutes

Paper Reference

1HI0/21

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: Spain and the 'New World', c1490–c1555

Answer ALL Questions in this section.

1 Explain **two** consequences of the New Laws (1542).

Consequence 1:

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Consequence 2:

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[The live question paper will contain four more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the key events of 1519–21 that led to the Aztec surrender.

You may use the following in your answer:

- Cortes’s expedition (1519)
- the capture of Tenochtitlan (1521)

You **must** also use information of your own.

Area for writing the answer, consisting of multiple horizontal dotted lines.

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the Treaty of Tordesillas (1494) for Spanish exploration. (8)
- The importance of Balboa's claim of authority over the Pacific (1513) for the Spanish empire. (8)
- The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of the Treaty of Tordesillas (1494) for Spanish exploration.
- The importance of Balboa’s claim of authority over the Pacific (1513) for the Spanish empire.
- The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas.

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[The live question paper will contain one more page of answer lines.]

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Indicate your **SECOND** choice on this page.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

- The importance of the Treaty of Tordesillas (1494) for Spanish exploration.
- The importance of Balboa’s claim of authority over the Pacific (1513) for the Spanish empire.
- The importance of the capture of Atahualpa (1533) for the Spanish defeat of the Incas.

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[The live question paper will contain one more page of answer lines.]

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B: Tudor depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B3: Henry VIII and his ministers, 1509–40

Question 4

Page XX

OR

Option B4: Early Elizabethan England 1558–88

Question 5

Page XX

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If you answer Question 4, put a cross in this box ☒.

Option B3: Henry VIII and his ministers, 1509–40

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Amicable Grant (1525).

(4)

Feature 1

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Feature 2

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(b) Explain why Anne Boleyn was executed in 1536.

(12)

You may use the following in your answer:

- the succession
- Thomas Cromwell

You **must** also use information of your own.

Area for writing the answer, consisting of multiple horizontal dotted lines.

[The live question paper will contain one more page of answer lines.]

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'Wolsey's failure to gain an annulment for Henry was the main reason why he fell from power in 1529.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- relations with Pope Clement VII
- the nobility

You **must** also use information of your own.

OR

- (c) (ii) 'The main change for the English Church in the years 1534–40 was that it had to accept King Henry as its head.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Act of Supremacy
- the dissolution of the monasteries

You **must** also use information of your own.

If you answer Question 5, put a cross in this box ☒.

Option B4: Early Elizabethan England, 1558–88

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of the attempts to colonise Virginia in the 1580s.

(4)

Feature 1

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

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

OR

- (c) (ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question: (c)(i) (c)(ii)

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[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

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GCSE (9–1)

Centre Number

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History

Paper 2: Period study and British depth study
Option 22: British America, 1713–83: empire and revolution
and Medieval depth options

Sample assessment materials for first teaching
September 2016

Time: 1 hour 45 minutes

Paper Reference

1HI0/22

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: British America, 1713–83: empire and revolution

Answer ALL questions in this section.

- 1** Explain **two** consequences of the French and Indian War for the American colonists in the years 1754–63.

Consequence 1:

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[The live question paper will contain five more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the ways in which piracy was suppressed in American waters in the years 1717–c1720.

You may use the following in your answer:

- George I’s Proclamation, 1717
- Governor Spotswood

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the Paxton Boys (1763–64) for government in Pennsylvania. (8)
- The importance of the Boston Tea Party for relations with Britain, 1773–74. (8)
- The importance of the Battle of Saratoga (1777) for the American victory in the war. (8)

(Total for Question 3 = 16 marks)

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Indicate your **FIRST** choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- The importance of the Paxton Boys (1763–64) for government in Pennsylvania.
- The importance of the Boston Tea Party for relations with Britain, 1773–74.
- The importance of the Battle of Saratoga (1777) for the American victory in the war.

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[The live question paper will contain one more page of answer lines.]

Indicate your **SECOND** choice on this page.

Indicate which part you are answering by marking a cross ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

- The importance of the Paxton Boys (1763–64) for government in Pennsylvania.
 - The importance of the Boston Tea Party for relations with Britain, 1773–74.
 - The importance of the Battle of Saratoga (1777) for the American victory in the war.
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[The live question paper will contain one more page of answer lines.]

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 32 MARKS

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SECTION B: Medieval depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B1: Anglo-Saxon and Norman England, c1060–88

Question 4

Page XX

OR

Option B2: The reigns of King Richard I and King John, 1189–1216

Question 5

Page XX

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If you answer Question 4, put a cross in this box .

Option B1: Anglo-Saxon and Norman England, c1060-88

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Witan.

(4)

Feature 1

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Feature 2

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

OR

- (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Archbishop Stigand
- monasteries

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question: (c)(i) (c)(ii)

Dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 4 = 32 marks)

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If you answer Question 5, put a cross in this box .

Option B2: The reigns of King Richard I and King John, 1189-1216

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of knight service in the years 1189–1216.

(4)

Feature 1

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Feature 2

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(b) Explain why there were anti-Jewish pogroms in 1189–90.

(12)

You may use the following in your answer:

- moneylending
- the coronation of King Richard I

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The loss of Normandy was the main consequence of England's involvement in fighting overseas in the years 1189–1204.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- war against Philip II of France
- Richard I's ransom

You **must** also use information of your own.

OR

- (c) (ii) 'King John's attempts to raise money were the main reason for the barons' rebellion of May–June 1215.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- taxes
- loss of land

You **must** also use information of your own.

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Write your name here

Surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 2: Period study and British depth study
Option 23: British America, 1713–83: empire and revolution
and Tudor depth options

Sample assessment materials for first teaching
September 2016
Time: 1 hour 45 minutes

Paper Reference

1HI0/23

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: British America, 1713–83: empire and revolution

Answer ALL Questions in this section.

- 1** Explain **two** consequences of the French and Indian War for the American colonists in the years 1754–63.

Consequence 1:

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[The live question paper will contain five more answer lines.]

(Total for Question 1 = 8 marks)

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DO NOT WRITE IN THIS AREA

2 Write a narrative account analysing the ways in which piracy was suppressed in American waters in the years 1717–c1720.

You may use the following in your answer:

- George I’s Proclamation, 1717
- Governor Spotswood

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the Paxton Boys (1763–64) for government in Pennsylvania. (8)
- The importance of the Boston Tea Party for relations with Britain, 1773–74. (8)
- The importance of the Battle of Saratoga (1777) for the American victory in the war. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

- The importance of the Paxton Boys (1763–64) for government in Pennsylvania.
- The importance of the Boston Tea Party for relations with Britain, 1773–74.
- The importance of the Battle of Saratoga (1777) for the American victory in the war.

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[The live question paper will contain one more page of answer lines.]

SECTION B: Tudor depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B3: Henry VIII and his ministers, 1509–40

Question 4

Page XX

OR

Option B4: Early Elizabethan England 1558–88

Question 5

Page XX

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If you answer Question 4, put a cross in this box ☒.

Option B3: Henry VIII and his ministers, 1509–40

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Amicable Grant (1525).

(4)

Feature 1

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Feature 2

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(b) Explain why Anne Boleyn was executed in 1536.

(12)

You may use the following in your answer:

- the succession
- Thomas Cromwell

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'Wolsey's failure to gain an annulment for Henry was the main reason why he fell from power in 1529.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- relations with Pope Clement VII
- the nobility

You **must** also use information of your own.

OR

- (c) (ii) 'The main change for the English Church in the years 1534–40 was that it had to accept King Henry as its head.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Act of Supremacy
- the dissolution of the monasteries

You **must** also use information of your own.

If you answer Question 5, put a cross in this box ☒.

Option B4: Early Elizabethan England, 1558–88

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of the attempts to colonise Virginia in the 1580s.

(4)

Feature 1

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Feature 2

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

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

OR

- (c) (ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question:

(c)(i)

(c)(ii)

Area with horizontal dotted lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

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Write your name here

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Other names

Pearson Edexcel
GCSE (9–1)

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History

Paper 2: Period study and British depth study
Option 24: The American West, c1835–c1895
and Medieval depth options

Sample assessment materials for first teaching
September 2016
Time: 1 hour 45 minutes

Paper Reference

1H10/24

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: The American West, c1835–c1895

Answer ALL questions in this section.

1 Explain **two** consequences of the Fort Laramie Treaty (1851).

Consequence 1:

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[The live question paper will contain five more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the ways in which the cattle industry grew in the years 1865–74.

You may use the following in your answer:

- the Goodnight-Loving Trail (1866)
- the introduction of barbed wire (1874)

You **must** also use information of your own.

Area for writing the answer, consisting of multiple horizontal dotted lines.

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West. (8)
- The importance of the winter of 1886–87 for the cattle industry. (8)
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians. (8)

(Total for Question 3 = 16 marks)

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Indicate your SECOND choice on this page.

Indicate which part you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West.
- The importance of the winter of 1886–87 for the cattle industry.
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians.

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[The live question paper will contain one more page of answer lines.]

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 32 MARKS

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SECTION B: Medieval depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B1: Anglo-Saxon and Norman England, c1060–88

Question 4

Page XX

OR

Option B2: The reigns of King Richard I and King John, 1189–1216

Question 5

Page XX



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If you answer Question 4, put a cross in this box .

Option B1: Anglo-Saxon and Norman England, c1060-88

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Witan.

(4)

Feature 1

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Feature 2

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(b) Explain why there was a disputed succession to the English throne when William I died.

(12)

You may use the following in your answer:

- Normandy
- Bishop Odo

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)**EITHER**

- (c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

OR

- (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Archbishop Stigand
- monasteries

You **must** also use information of your own.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question: (c)(i) (c)(ii)

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[The live question paper will contain three more pages of answer lines.]

(Total for Question 4 = 32 marks)

If you answer Question 5, put a cross in this box .

Option B2: The reigns of King Richard I and King John, 1189-1216

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of knight service in the years 1189–1216.

(4)

Feature 1

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(b) Explain why there were anti-Jewish pogroms in 1189–90.

(12)

You may use the following in your answer:

- moneylending
- the coronation of King Richard I

You **must** also use information of your own.

Area for writing the answer, consisting of multiple horizontal dotted lines.

[The live question paper will contain one more page of answer lines.]

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The loss of Normandy was the main consequence of England's involvement in fighting overseas in the years 1189–1204.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- war against Philip II of France
- Richard I's ransom

You **must** also use information of your own.

OR

- (c) (ii) 'King John's attempts to raise money were the main reason for the barons' rebellion of May–June 1215.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- taxes
- loss of land

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question:

(c)(i)

(c)(ii)

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[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

Write your name here

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Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 2: Period study and British depth study
Option 25: The American West, c1835–c1895
and Tudor depth options

Sample assessment materials for first teaching
September 2016
Time: 1 hour 45 minutes

Paper Reference

1HI0/25

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: The American West, c1835–c1895

Answer ALL questions in this section.

1 Explain **two** consequences of the Fort Laramie Treaty (1851).

Consequence 1:

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[The live question paper will contain five more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the ways in which the cattle industry grew in the years 1865–74.

You may use the following in your answer:

- the Goodnight-Loving Trail (1866)
- the introduction of barbed wire (1874)

You **must** also use information of your own.

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West. (8)
- The importance of the winter of 1886–87 for the cattle industry. (8)
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

Indicate which part you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West.
- The importance of the winter of 1886–87 for the cattle industry.
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians.

[The live question paper will contain one more page of answer lines.]

Indicate your **SECOND** choice on this page.

Indicate which part you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new answer with a cross .

- The importance of the opening of the First Transcontinental Railroad (1869) for the settlement of the West.
- The importance of the winter of 1886–87 for the cattle industry.
- The importance of the Dawes Act (1887) for the way of life of the Plains Indians.

A series of horizontal dotted lines for writing answers.

[The live question paper will contain one more page of answer lines.]

(Total for Question 3 = 16 marks)

TOTAL FOR SECTION A = 32 MARKS

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SECTION B: Tudor depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B3: Henry VIII and his ministers, 1509–40

Question 4

Page XX

OR

Option B4: Early Elizabethan England 1558–88

Question 5

Page XX

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If you answer Question 4, put a cross in this box .

Option B3: Henry VIII and his ministers, 1509–40

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Amicable Grant (1525).

(4)

Feature 1

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Feature 2

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(b) Explain why Anne Boleyn was executed in 1536.

(12)

You may use the following in your answer:

- the succession
- Thomas Cromwell

You **must** also use information of your own.

Area for writing the answer, consisting of horizontal dotted lines.

[The live question paper will contain one more page of answer lines.]

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'Wolsey's failure to gain an annulment for Henry was the main reason why he fell from power in 1529.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- relations with Pope Clement VII
- the nobility

You **must** also use information of your own.

OR

- (ii) 'The main change for the English Church in the years 1534–40 was that it had to accept King Henry as its head.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Act of Supremacy
- the dissolution of the monasteries

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question:

(c)(i)

(c)(ii)

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[The live question paper will contain three more pages of answer lines.]

(Total for Question 4 = 32 marks)

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If you answer Question 5, put a cross in this box .

Option B4: Early Elizabethan England, 1558–88

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of the attempts to colonise Virginia in the 1580s.

(4)

Feature 1

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Feature 2

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

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

Area with horizontal dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

OR

- (ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen question:

(c)(i)

(c)(ii)

Ruled lines for writing answers.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS

TOTAL FOR PAPER = 64 MARKS

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Write your name here

Surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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History

Paper 2: Period study and British depth study
Option 26: Superpower relations and the Cold War, 1941–91
and Medieval depth options

Sample assessment materials for first teaching
September 2016

Time: 1 hour 45 minutes

Paper Reference

1H10/26

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: Superpower relations and the Cold War, 1941–91

Answer ALL questions in this section.

1 Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

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[The live question paper will contain four more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You **must** also use information of your own.

[Dotted lines for writing the answer]

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the events in Hungary in 1956 for the development of the Cold War. (8)
- The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union. (8)
- The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe. (8)

(Total for Question 3 = 16 marks)

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SECTION B: Medieval depth options

Answer EITHER Question 4 OR Question 5.

EITHER

Option B1: Anglo-Saxon and Norman England, c1060–88

Question 4

Page XX

OR

Option B2: The reigns of King Richard I and King John, 1189–1216

Question 5

Page XX

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If you answer Question 4, put a cross in this box .

Option B1: Anglo-Saxon and Norman England, c1060-88

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Witan.

(4)

Feature 1

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Feature 2

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(b) Explain why there was a disputed succession to the English throne when William I died.

(12)

You may use the following in your answer:

- Normandy
- Bishop Odo

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

OR

- (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Archbishop Stigand
- monasteries

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question: (c)(i) (c)(ii)

Dotted lines for writing the answer.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 4 = 32 marks)

If you answer Question 5, put a cross in this box .

Option B2: The reigns of King Richard I and King John, 1189-1216

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of knight service in the years 1189–1216.

(4)

Feature 1

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Feature 2

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(b) Explain why there were anti-Jewish pogroms in 1189–90.

(12)

You may use the following in your answer:

- moneylending
- the coronation of King Richard I

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The loss of Normandy was the main consequence of England's involvement in fighting overseas in the years 1189–1204.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- war against Philip II of France
- Richard I's ransom

You **must** also use information of your own.

OR

- (c) (ii) 'King John's attempts to raise money were the main reason for the barons' rebellion of May–June 1215.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- taxes
- loss of land

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question: (c)(i) ☒ (c)(ii) ☒

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[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

Write your name here

Surname

Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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Candidate Number

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History

Paper 2: Period study and British depth study
Option 27: Superpower relations and the Cold War, 1941–91
and Tudor depth options

Sample assessment materials for first teaching
September 2016

Time: 1 hour 45 minutes

Paper Reference

1H10/27

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: Superpower relations and the Cold War, 1941–91

Answer ALL questions in this section.

1 Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

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[The live question paper will contain four more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin’s fears
- the Airlift

You **must** also use information of your own.

(Area containing horizontal dotted lines for writing the answer)

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the events in Hungary in 1956 for the development of the Cold War. (8)
- The importance of the Soviet invasion of Czechoslovakia (1968) for relations between the US and the Soviet Union. (8)
- The importance of Gorbachev's 'new thinking' for Soviet control of Eastern Europe. (8)

(Total for Question 3 = 16 marks)

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SECTION B: Tudor depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B3: Henry VIII and his ministers, 1509–40

Question 4

Page XX

OR

Option B4: Early Elizabethan England 1558–88

Question 5

Page XX

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If you answer Question 4, put a cross in this box ☒.

Option B3: Henry VIII and his ministers, 1509–40

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Amicable Grant (1525).

(4)

Feature 1

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Feature 2

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(b) Explain why Anne Boleyn was executed in 1536.

(12)

You may use the following in your answer:

- the succession
- Thomas Cromwell

You **must** also use information of your own.

A series of horizontal dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'Wolsey's failure to gain an annulment for Henry was the main reason why he fell from power in 1529.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- relations with Pope Clement VII
- the nobility

You **must** also use information of your own.

OR

- (c) (ii) 'The main change for the English Church in the years 1534–40 was that it had to accept King Henry as its head.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Act of Supremacy
- the dissolution of the monasteries

You **must** also use information of your own.

If you answer Question 5, put a cross in this box ☒.

Option B4: Early Elizabethan England, 1558–88

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of the attempts to colonise Virginia in the 1580s.

(4)

Feature 1

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Feature 2

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Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

OR

- (c) (ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

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Other names

Pearson Edexcel
GCSE (9–1)

Centre Number

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History

Paper 2: Period study and British depth study
Option 28: Conflict in the Middle East, 1945–95
and Medieval depth options

Sample assessment materials for first teaching
September 2016

Time: 1 hour 45 minutes

Paper Reference

1HI0/28

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: Conflict in the Middle East, 1945–95

Answer ALL questions in this section.

1 Explain **two** consequences of the continued dispute over the Suez Canal, 1967–73.

Consequence 1:

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[The live question paper will contain four more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the key events of 1945–48 that led to the creation of Israel.

You may use the following in your answer:

- the attack on the King David Hotel (1946)
- the UN vote on partition (1947)

You **must** also use information of your own.

[Dotted lines for writing the answer]

[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the Cairo Conference (1964) for the Arab states in the years 1964–73. (8)
- The importance of the Munich Olympics (1972) for international attitudes to the Palestinian problem. (8)
- The importance of President Sadat’s visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79. (8)

(Total for Question 3 = 16 marks)

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Indicate your FIRST choice on this page.

Indicate which part you are answering by marking a cross ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new answer with a cross ☒.

- The importance of the Cairo Conference, 1964 for the Arab states in the years 1964–73.
- The importance of the Munich Olympics (1972) for international attitudes to the Palestinian problem.
- The importance of President Sadat's visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79.

[The live question paper will contain one more page of answer lines.]

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SECTION B: Medieval depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B1: Anglo-Saxon and Norman England, c1060–88

Question 4

Page XX

OR

Option B2: The reigns of King Richard I and King John, 1189–1216

Question 5

Page XX

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If you answer Question 4, put a cross in this box .

Option B1: Anglo-Saxon and Norman England, c1060-88

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Witan.

(4)

Feature 1

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Feature 2

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(b) Explain why there was a disputed succession to the English throne when William I died.

(12)

You may use the following in your answer:

- Normandy
- Bishop Odo

You **must** also use information of your own.

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The main reason William I was able to keep control of England in the years 1066–75 was the building of castles.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- The design of motte and bailey castles
- Lanfranc and the Church

You **must** also use information of your own.

OR

- (c) (ii) 'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Archbishop Stigand
- monasteries

You **must** also use information of your own.

If you answer Question 5, put a cross in this box .

Option B2: The reigns of King Richard I and King John, 1189–1216

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of knight service in the years 1189–1216.

(4)

Feature 1

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Feature 2

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(b) Explain why there were anti-Jewish pogroms in 1189–90.

(12)

You may use the following in your answer:

- moneylending
- the coronation of King Richard I

You **must** also use information of your own.

Area containing horizontal dotted lines for writing an answer.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The loss of Normandy was the main consequence of England's involvement in fighting overseas in the years 1189–1204.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- war against Philip II of France
- Richard I's ransom

You **must** also use information of your own.

OR

- (c) (ii) 'King John's attempts to raise money were the main reason for the barons' rebellion of May–June 1215.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- taxes
- loss of land

You **must** also use information of your own.

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Pearson Edexcel
GCSE (9–1)

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History

Paper 2: Period study and British depth study
Option 29: Conflict in the Middle East, 1945–95
and Tudor depth options

Sample assessment materials for first teaching
September 2016

Time: 1 hour 45 minutes

Paper Reference

1HI0/29

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer all questions from Section A and **EITHER** Question 4 **OR** Question 5 in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to divide your time equally between each section of the question paper.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: Conflict in the Middle East, 1945–95

Answer ALL questions in this section.

1 Explain **two** consequences of the continued dispute over the Suez Canal, 1967–73.

Consequence 1:

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[The live question paper will contain four more answer lines.]

(Total for Question 1 = 8 marks)

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2 Write a narrative account analysing the key events of 1945–48 that led to the creation of Israel.

You may use the following in your answer:

- the attack on the King David Hotel (1946)
- the UN vote on partition (1947)

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

(Total for Question 2 = 8 marks)

3 Explain **two** of the following:

- The importance of the Cairo Conference (1964) for the Arab states in the years 1964–73. (8)
- The importance of the Munich Olympics (1972) for international attitudes to the Palestinian problem. (8)
- The importance of President Sadat’s visit to Israel (1977) for relations between Israel and Egypt in the years 1977–79. (8)

(Total for Question 3 = 16 marks)

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SECTION B: Tudor depth options
Answer EITHER Question 4 OR Question 5.

EITHER

Option B3: Henry VIII and his ministers, 1509–40

Question 4

Page XX

OR

Option B4: Early Elizabethan England 1558–88

Question 5

Page XX

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If you answer Question 4, put a cross in this box .

Option B3: Henry VIII and his ministers, 1509–40

Answer Question 4(a), 4(b) and EITHER 4(c)(i) OR 4(c)(ii).

4 (a) Describe **two** features of the Amicable Grant (1525).

(4)

Feature 1

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Feature 2

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(b) Explain why Anne Boleyn was executed in 1536.

(12)

You may use the following in your answer:

- the succession
- Thomas Cromwell

You **must** also use information of your own.

Area with horizontal dotted lines for writing the answer.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'Wolsey's failure to gain an annulment for Henry was the main reason why he fell from power in 1529.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- relations with Pope Clement VII
- the nobility

You **must** also use information of your own.

OR

- (c) (ii) 'The main change for the English Church in the years 1534–40 was that it had to accept King Henry as its head.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- the Act of Supremacy
- the dissolution of the monasteries

You **must** also use information of your own.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question: (c)(i) (c)(ii)

A series of horizontal dotted lines provided for writing answers.

[The live question paper will contain three more pages of answer lines.]

(Total for Question 4 = 32 marks)

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If you answer Question 5, put a cross in this box .

Option B4: Early Elizabethan England, 1558–88

Answer Question 5(a), 5(b) and EITHER 5(c)(i) OR 5(c)(ii).

5 (a) Describe **two** features of the attempts to colonise Virginia in the 1580s.

(4)

Feature 1

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Feature 2

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

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

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[The live question paper will contain one more page of answer lines.]

Answer EITHER (c)(i) OR (c)(ii)

EITHER

- (c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

OR

- (c) (ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question:

(c)(i)

(c)(ii)

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[The live question paper will contain three more pages of answer lines.]

(Total for Question 5 = 32 marks)

TOTAL FOR SECTION B = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

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Surname

Other names

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Candidate Number

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History

Paper 3: Modern depth study

Option 30: Russia and the Soviet Union, 1917–41

Sample assessment materials for first teaching
September 2016

Time: 1 hour 20 minutes

Paper Reference

1HI0/30

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From a diary entry for March 1918 by Drozdovsky, a colonel in a White army. Here he describes the events in a village that had previously been under Bolshevik control.

Our White cavalry entered the village and put to death the Bolshevik leaders. The people of this village are so brutal - the Bolshevik leaders were not thinking of murdering them, but the peasants, their women and even children, insistently demanded their death. After the execution, we ordered the village population to deliver without pay the best cattle, pigs and bread for our detachment*.

*detachment – a group of White soldiers numbering over 2,000 men.

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1 Give **two** things you can infer from Source A about the White army in the Civil War.

Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>(ii) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>

(Total for Question 1 = 4 marks)

2 Explain why the Bolsheviks were able to seize power in Russia in October 1917.

You may use the following in your answer:

- food shortages
- the leadership of Trotsky

You **must** also use information of your own.

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[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the effects of collectivisation on the Soviet Union in the years 1928–41?

Explain your answer, using Sources B and C and your knowledge of the historical context.

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[The live question paper will contain one more page of answer lines.]

(b) **Study Interpretations 1 and 2. They give different views about the effects of collectivisation on the Soviet Union in the years 1928–41.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the effects of collectivisation on the Soviet Union in the years 1928–41.

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

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Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

(d) How far do you agree with Interpretation 2 about the effects of collectivisation on the Soviet Union in the years 1928–41?

Explain your answer, using both interpretations and your knowledge of the historical context.

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[The live paper will contain three more pages of answer lines.]

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

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Acknowledgements

Source A: quoted in John Daborn, *Russia: Revolution and Counter Revolution, 1917–24*, Cambridge 1991.

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History

Paper 3: Modern depth study

Option 30: Russia and the Soviet Union, 1917–41

Sample assessment materials for first teaching
September 2016

Sources/Interpretations Booklet

Paper Reference

1HI0/30

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Sources/interpretations for use with Section B.

Source B: A government poster created in 1930 and distributed in the Soviet Union. The text says 'The Machine Tractor Station [MTS] is the key part of Collectivisation. Get a Tractor! Let's Double and Triple the Machine Tractor Stations.'



Source C: From an article in a British newspaper, published in 1933. It was based on the journalist's recent experiences of a walking tour in the Ukraine area of the Soviet Union.

'How are things with you?' I asked one old man. He looked around anxiously to see that no soldiers were about. 'We have nothing, absolutely nothing,' he said, 'The soldiers have taken everything away.' It was true. The famine is an organised one. Some of the food that has been taken away is being exported to foreign countries. It is also true that whole villages have been exiled. I saw a group of twenty peasants being marched off under escort. This is such a common sight that it no longer even causes curiosity.

Interpretation 1: From *The Soviet Achievement* by J P Nettl, published in 1967.

The overwhelming majority of the peasants opposed collectivisation. Villages were surrounded by soldiers with machine guns and forced to collectivise. Masses of peasants were transported to Siberia. Other peasants slaughtered cattle, smashed tools and burned crops rather than hand them over to the collective farms. There was a serious famine from 1932 to 1933 which caused the death of between six and ten million peasants.

Interpretation 2: From *Stalin: Man of Steel* by E Roberts, published in 1968.

The collective farms, despite all their inefficiencies, did grow more food than the tiny, privately-owned holdings had done. 30–40 million tons of grain was produced every year. Collectivisation also meant the introduction of mechanisation into the countryside where, previously, the peasants had never seen a tractor. Now, two million previously-backward peasants learned to drive a tractor. New methods of farming were taught by 110,000 engineering and agricultural experts. The countryside was indeed transformed.

Acknowledgements

Source B © David King Collection; Source C © 2015, Guardian News and Media Limited; Interpretation 1 adapted from J P Nettl, *The Soviet Achievement* © J P Nettl, 1967. Reprinted by kind permission of Thames & Hudson Ltd, London; Interpretation 2 adapted from Elizabeth Roberts, *Stalin: Man of Steel*, 1972.

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History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sample assessment materials for first teaching
September 2016

Time: 1 hour 20 minutes

Paper Reference

1HI0/31

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From *Hitler and I*, by Otto Strasser, published in 1940. Strasser was a leading member of the Nazi Party in its early years. Here he remembers a conversation with Hitler in 1925.

I remember one of my first conversations with him. It was nearly a quarrel. 'Power!' screamed Adolf. 'We must have power!'

'Before we gain it,' I replied firmly, 'let us decide what we propose to do with it. Our programme is too vague; we must construct something which will last.'

Hitler, who even then could hardly bear contradiction, thumped the table, saying sharply, 'Power first! Afterwards we can act as events occur.'

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1 Give **two** things you can infer from Source A about Hitler’s leadership of the Nazi Party in the 1920s.

Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>(ii) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>

Total for Question 1 = 4 marks

2 Explain why there was opposition in Germany to the Treaty of Versailles (1919).

You may use the following in your answer:

- military terms
- territorial terms

You **must** also use information of your own.

Area containing horizontal dotted lines for writing the answer.

[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Dotted lines for writing the answer.

[The live question paper will contain one more page of answer lines.]

(b) Study Interpretations 1 and 2. They give different views about the attitudes of young people towards the Hitler Youth movement.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the attitudes of young people towards the Hitler Youth movement.

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

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Acknowledgements

Source A taken from Otto Strasser, *Hitler and I*, translated by Douglas Reed, Ams Pr Inc 1982.

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History

Paper 3: Modern depth study

Option 31: Weimar and Nazi Germany, 1918–39

Sample assessment materials for first teaching
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Sources/Interpretations Booklet

Paper Reference

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Sources/interpretations for use with Section B.

Source B: From a private letter, written by a Hitler Youth member to a friend in Germany in 1936.

What is life like in this camp, which is supposed to be the best example of all the Hitler Youth camps? There is little enthusiasm. We don't have a minute of the day to ourselves. This isn't camp life, no sir! It's army life. Drill starts right after a very small breakfast. We would like to have athletics but there isn't any. Instead we have military exercises, down in the mud, till our tongues hang out of our mouths. We have only one wish: sleep, sleep and more sleep.

Source C: From a book about the Hitler Youth, published in 1954. A Hitler Youth leader is remembering what the Hitler Youth was like in the mid-1930s.

What I liked about the Hitler Youth was the comradeship. I was full of enthusiasm when I joined the *Jungvolk** at the age of ten. I can still remember how deeply moved I was when I heard the club mottoes: '*Jungvolk* are hard. They can keep a secret. They are loyal. They are comrades.' And then there were the trips, especially camping! Is anything nicer than enjoying the beauty of the homeland in the company of one's comrades?

**Jungvolk* – this was a section of the Hitler Youth for boys between the ages of 10 and 14.

Interpretation 1: From *Germany 1918–45* by J Cloake, published in 1997.

Many young people were attracted by the exciting and interesting activities of the youth movements. There were many outdoor events such as camping and hiking as well as sports. Some enjoyed the military aspects of the youth movements, the uniforms, the marching and the discipline. Other young people liked the music that was a frequent part of cultural activities or the military parades. There was great comradeship among the Hitler Youth.

Interpretation 2: From *Germany 1858–1990: Hope, Terror and Revival* by A Kitson, published in 2001.

The movement became less popular towards the late 1930s as the activities became increasingly focused on preparations for war and the discipline became more strict when membership became compulsory. There was a growing resentment at the way Hitler Youth leaders acted as if they were better than members who were barely younger than they were. Some youngsters began to kick against the restrictions of the Hitler Youth.

Acknowledgments

Sources B and C taken from S Waugh and J Wright, *Germany 1918–39* (series: GCSE Modern World History for Edexcel), Hodder Education 2009; Interpretation 1 adapted from J A Cloake, *Germany 1918–45*, OUP 1997 © Oxford University Press, 1997, reprinted by permission of Oxford University Press; Interpretation 2 adapted from A Kitson, *Germany 1858–1990: Hope, Terror and Revival*, OUP 2001 © Alison Kitson 2001, reprinted by permission of Oxford University Press.

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History

Paper 3: Modern depth study
Option 32: Mao's China, c1945–76

Sample assessment materials for first teaching
September 2016

Time: 1 hour 20 minutes

Paper Reference

1HI0/32

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: From the *Beijing Review*, a Chinese newspaper, published in October 1966. It describes a Red Guard rally held in Beijing.

The great mass of Red Guards, with red flags and portraits of Chairman Mao held high, came from all directions into Tiananmen Square. These young fighters, each carrying the bright, red-covered *Quotations from Chairman Mao*, formed a magnificent stream of red. They recited, again and again, passages from Chairman Mao's writing. When Chairman Mao drove past the ranks, many of them wrote the same words in their copies of the book: 'At 1.10 pm on 18 October the most, most happy and most unforgettable moment in my life, I saw Chairman Mao, the never-setting red sun!'

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- 1 Give **two** things you can infer from Source A about support for Mao Zedong in 1966.
Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>(ii) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>

Total for Question 1 = 4 marks

2 Explain why the Great Leap Forward failed to achieve its aims.

You may use the following in your answer:

- backyard furnaces
- Mao’s leadership

You **must** also use information of your own.

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[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the aims of the Hundred Flowers campaign, 1956–57?

Explain your answer, using Sources B and C and your knowledge of the historical context.

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[The live question paper will contain one more page of answer lines.]

(b) **Study Interpretations 1 and 2. They give different views about the aims of the Hundred Flowers campaign, 1956–57.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the aims of the Hundred Flowers campaign, 1956–57.

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

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Up to 4 marks of the total for part (d) will be awarded for spelling, punctuation, grammar and use of specialist terminology.

(d) How far do you agree with Interpretation 2 about the aims of the Hundred Flowers campaign, 1956–57?

Explain your answer, using both interpretations and your knowledge of the historical context.

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[The live paper will contain three more pages of answer lines.]

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

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Acknowledgments

Source A reproduced in Colin Bown, *China, 1949–76*, Heinemann Educational 1977.

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History

Paper 3: Modern depth study
Option 32: Mao's China, c1945–76

Sample assessment materials for first teaching
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Sources/Interpretations Booklet

Paper Reference

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Sources/interpretations for use with Section B.

Source B: From an article in a Chinese national newspaper, 27 May 1957, about the Hundred Flowers Campaign. This newspaper had previously played a leading role in criticising Mao.

Since April, all available wall space around the dining hall of Peking University has become filled with posters, many criticising the Party. At one corner there was the 'democratic wall' and at another corner there was the 'garden of freedom'. Some articles were written by individuals, others by groups of students. According to statistics compiled by one student, by May 22, over 500 bulletins had been issued. In Peking University with its glorious revolutionary tradition, more than 8,000 young people had become inflamed with enthusiasm.

Source C: From an article written by Mao and distributed to groups within the Chinese Communist Party in late May 1957. He was writing about the Hundred Flowers campaign.

We shall let the Rightists go wild for a time and reach the climax of their criticisms. The more they go wild, the better for us. As we expected and hoped, poisonous weeds have been growing side by side with fragrant flowers. The more outrageous the conduct of the Right, the more quickly will they show themselves up. They will be seen as doing the opposite of co-operating with the Communist Party and accepting its leadership, as they pretended in the past. Didn't we say long ago that all poisonous weeds must be uprooted?

Interpretation 1: From *Mao, the Unknown Story*, by J Chung and J Halliday, published in 2005.

In February 1957, Mao announced that he was inviting criticisms of the Communist Party. He sounded reasonable, criticising Stalin for his 'excessive' purges in the Soviet Union, and giving the impression there were going to be no more of these in China. He said 'Let a hundred flowers bloom'. Few guessed that Mao was setting a trap, and that he was inviting people to speak out so that he could then use what they said as an excuse to victimise them. Mao's targets were intellectuals and the educated, who were the people most likely to speak out.

Interpretation 2: From *How successful was The Hundred Flowers Movement?*, a history website.

The Hundred Flowers campaign was established to allow intellectuals to discuss problems and possible solutions. At first there was little response. Only minor issues were debated and there was little constructive criticism. In spring 1957 Mao stated that he wanted criticism to encourage healthy debate. He hoped that socialist ideals would be seen as the best way forward. In some ways the Hundred Flowers campaign was quite successful after Mao's requests for debate. Millions of letters were sent offering opinions.

Acknowledgements

Source B adapted from www.marxists.org/archive/cliff/works/1959/05/chinawilt.htm;
Source C adapted from www.marxists.org/reference/archive/mao/selected-works/volume-5/mswv5_61.htm;
Interpretation 1 taken from J Chang and J Halliday, *Mao: The Unknown Story* © Vintage 2007;
Interpretation 2 © www.schoolhistory.org.uk

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History

Paper 3: Modern depth study
Option 33: The USA, 1954–75: conflict at home and abroad

Sample assessment materials for first teaching
September 2016

Time: 1 hour 20 minutes

Paper Reference

1HI0/33

You must have:

Sources/Interpretations Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: A poster published by the Women's Political Council in 1955. The WPC was a civil rights organisation in Montgomery. The poster was distributed in Montgomery on the first day of the bus boycott.

WE DESERVE EQUALITY



**BOYCOTT INJUSTICE!
BOYCOTT THE BUS TODAY!**

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1 Give **two** things you can infer from Source A about civil rights for black Americans in the 1950s.

Complete the table below to explain your answer.

<p>(i) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>(ii) What I can infer:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Details in the source that tell me this:</p> <p>.....</p> <p>.....</p> <p>.....</p>

Total for Question 1 = 4 marks

2 Explain why there was progress in the civil rights movement in the years 1961–65.

You may use the following in your answer:

- President Kennedy
- the Washington Peace March, 1963

You **must** also use information of your own.

[Dotted lines for writing answer]

[The live question paper will contain two more pages of answer lines.]

(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into attitudes in the USA towards involvement in the Vietnam War?

Explain your answer, using Sources B and C and your knowledge of the historical context.

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(b) Study Interpretations 1 and 2. They give different views about attitudes in the USA towards involvement in the Vietnam War.

What is the main difference between these views?

Explain your answer, using details from both interpretations.

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History

Paper 3: Modern depth study

**Option 33: The USA, 1954–75: conflict at home
and abroad**

Sample assessment materials for first teaching
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Sources/Interpretations Booklet

Paper Reference

1HI0/33

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Sources/interpretations for use with Section B.

Source B: A photograph published in the USA in a national newspaper in 1967. It shows a march by supporters of the war in Vietnam. The placards refer to the number of people in different countries who suffered under communist rule.



Source C: From an interview given in 2003 by a US student who dropped out of university to work for the anti-war movement shortly after the Tet Offensive of 1968. The interview was for an oral history of the war in Vietnam.

I joined the anti-war movement and began writing against the war, organizing, doing anything I could. I had been watching television. But what was I watching? I was watching slaughter. I had this feeling that outside my windows Vietnamese were dying and I couldn't stop it. It was like Vietnam had somehow come all the way into our living rooms. The main thing is that the war built up this anger to a point where you did things you previously couldn't have imagined doing.

Interpretation 1: From *GCSE Modern World History* by B Walsh, published in 1996.

Public opinion was turning against the war even before the Tet Offensive. After it, the war became very unpopular. Many Americans felt deeply uncomfortable with what was going on in Vietnam. The Vietnam War was a media war. Television showed prisoners being tortured or executed or women and children watching with horror as their house was set on fire. There were anti-war protests all over the country. Thousands began to 'draft dodge' – refusing to serve in Vietnam when called up. There were thousands of demonstrations in universities across the USA against the war.

Interpretation 2: From *Vietnam 1950–75* by S Waugh and J Wright, published in 2010.

The opposition to the war was not as great as claimed. In 1964, 85 per cent of Americans supported the government policy on the war. Even as late as 1970, after the invasion of Cambodia, an opinion poll showed 50 per cent approved. There were a number of active and enthusiastic supporters of the war who were concerned about the spread of communism in Asia. For example, in May 1970, over 200 hard-hat construction workers were cheered when they attacked a peaceful crowd of anti-war protestors.

Acknowledgements

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