

SECTION A

THE INDUSTRIAL REVOLUTION

QUESTION 1

Look at the following sources and answer the questions that follow

SOURCE A



SOURCE B

To the South of Huddersfield
 SIR
 Information has just been given that you are a holder of those detestable shearing machines. You will take notice that if they are not taken down by the end of next week I shall attach one of my Lieutenants to destroy them... and if you have the impudence to destroy or fire at any of my men they have been ordered to murder you and burn all your housing.
 Signed
 Ned Ludd (Sherwood Forest Office)

The writing in Source B may be difficult for you to read. It reads as follows:

To the South of Huddersfield

SIR

Information has just been given that you are a holder of those detestable shearing machines. You will take notice that if they are not taken down by the end of next week I shall attach one of my Lieutenants to destroy them... and if you have the impudence to destroy or fire at any of my men they have been ordered to murder you and burn all your housing.

Signed

Ned Ludd (Sherwood Forest Office)

1.1

What did Ned Ludd demand and threaten to do in his letter? (3)

1.2

Many believe that the Luddites were "unintelligent hooligans". Does this letter support or disprove this claim? Use evidence from the letter to back up your answer. (2)

1.3

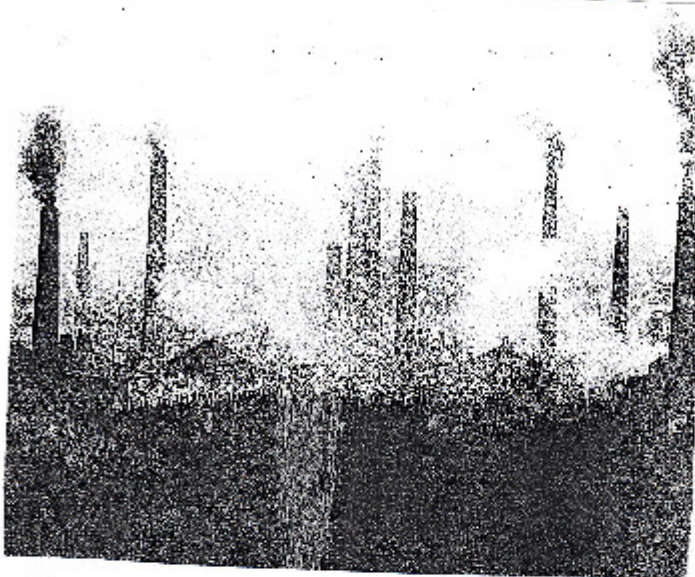
'This letter proves that Ned Ludd existed'. Do you agree? Explain your answer. (3)

1.4

Do you think the Luddites had valid reason for destroying machinery? Explain your answer. (2)

1.5

What impact did the invention of machinery have on the Home Industries and the people of Britain that would have caused such outrage against the invention of machinery? (2X2=4)

QUESTION 2

2.1

What do you notice about the town? Describe what you see.

(2)

2.2

Does the town look like a good place to live? Why or why not?

(2)

2.3

Refer to Source A and Source B and answer the questions that follow

SOURCE A

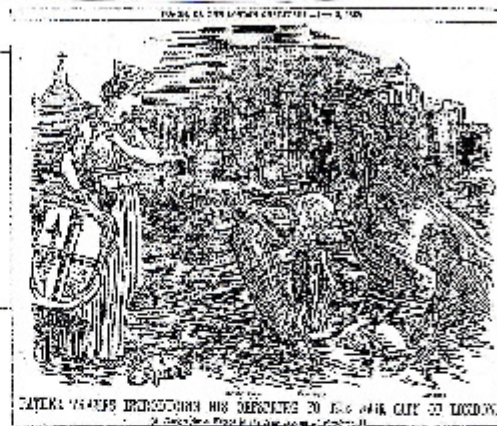
Dr J.P. Kay, who was a doctor in Manchester, described housing and living conditions in Manchester in the 1930s

"Frequently we found two or more families crowded into one small house, containing only two apartments (rooms), one in which they slept, and another in which they ate. Often more than one

family lived in a damp cellar, containing only one room, in which twelve to sixteen people were crowded. Often they also kept pigs and other animals in these rooms."

SOURCE B

This is a cartoon from *Punch* magazine in 1858, showing Father Thames with his children, Diphtheria, Scrofula and Cholera (water-borne diseases). The Thames is the major river in London. During the Industrial Revolution, there was no sewerage system and all human waste and a lot of other rubbish was usually thrown into the rivers. This is how diseases spread.



2.4

What is the main message of the cartoon in Source B?

[2]

2.5

Do you think this cartoon is effective? Explain your decision.

[3]

2.6

In Source A what evidence does Dr Kay provide of living conditions in Manchester during the Industrial Revolution?

[4]

[13]

QUESTION 3

SOURCE A: Case Study: Preston, England, 1835

On Robert Blincoe's first day at the factory, he and his father arrived at 5.30 a.m. His first duty was to pick up the loose cotton that fell to the floor. He sat about this with diligence although much terrified by the whirling motion and noise of the machinery. Overcome by the dust and smell he soon felt sick but was not allowed to sit down. He kept this up until 12 o'clock, this being six and a half hours without a break. His day was half over. It was his seventh birthday.

(Adapted from *A Memoir of Robert Blincoe* by John Brown)



3.1 Identify 3 things on Source A where you feel Robert Blincoe has been treated unfairly and with cruelty. Say why you feel it is unfair and cruel. (2x3=6)

SOURCE B

Children were employed in coal mines because they were little and could crawl through narrow passages. They crammed big, heavy baskets of coal and worked underground in the dark.



3.2 Explain why you think it was unfair for children to be working in the coal mines (2)

TOTAL SECTION A 35 MARKS

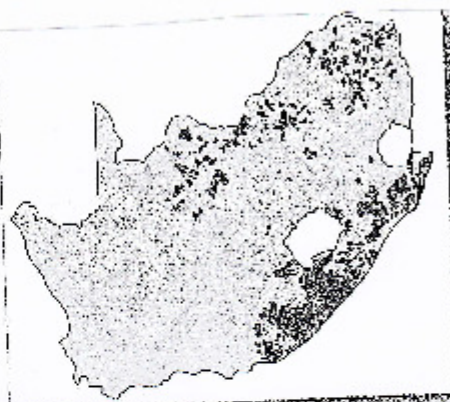
SECTION B

THE MINERAL REVOLUTION

QUESTION 4

Look at the map and the information in Source C and then look at the political cartoon in Source D.
Answer the questions that follow.

SOURCE C In 1913 the South African government passed a law that said black people could only own land in certain areas. These areas were called reserves or homelands. The reserves made up 7.5% of the total land in South Africa, although black people made up about 67% of South Africa's population. The reserves were crowded. There were too many people living there and trying to farm, and they had too many animals for such small pieces of land. White farmers were allowed to evict black people renting some of their land. Many black people were forced to become miners or to find work on white-owned farms instead. Black people could not be independent at all after this law was passed.



This map shows the areas that were set aside for black people under the Land Act.

SOURCE D



4.1

... and now all this here is for you. Cartoon by Mervyn Dymally

How does the cartoon in Source D make fun of the Land Act law of 1913?

(2)

4.2

How did the land act encourage migrant labour?

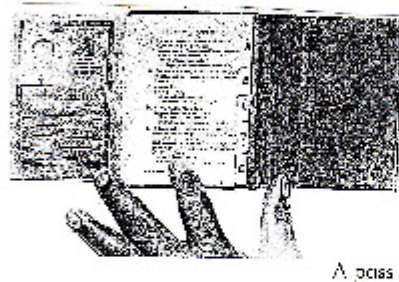
(2)

4.3

Identify 2 reasons that made this act racist favouring white people

(2)

SOURCE F



In the picture above you can see a Pass Book

4.3.1

Why did the Africans have to carry a pass?

(2)

4.3.2

What would happen to him if he did not have a pass book?

(1)

4.3.3

What was the common name Africans used for their pass book?

(1)

4.4

SOURCE I

This was a song that was sung by Zulu migrant workers

*EMAKHAYA**Go, let us go my friends, go home,**Go, let us go to see our little hills,**We've long been working on the mines,**We long have left our homes for this place of gold**When we get home they will be waiting there,**Our mothers happy when we come inside,**At Mazandekeni, home, my home.**Return my brother, from the place of gold,**Reject the town.**Cherish your mother, children and your own.**They'll clap their hands for joy**When you come home,**At home they are waiting.**Come, come home.*

4.4.1

What does this song tell us about how the migrant workers felt when they were on the mines? (2)

4.4.2

What do the migrant workers miss most when they are away? (1)

4.4.3

Give two reasons why the women were happy to see the men return. (2)

[15]

TOTAL SECTION B 15 MARKS

SECTION C**THE SCRAMBLE FOR AFRICA****QUESTION 5**

This cartoon is in response to Rudyard Kipling's famous poem 'The White Man's Burden'. In this poem he said that white colonialists carried a heavy burden in having to carry out the hard work of bringing civilization to the less advanced people of the world. He suggested that the responsibility and duty to bring education, religion and white people's ways to places such as Africa weighed heavily on them.



5.1

Name the 7 European countries that colonised Africa.

(7)

5.2

What is the building at the top of the hill?

(1)

5.3.1

Why is the white man carrying the black man UP the hill to this building?

(2)

5.3.2

How does this show that the black man is a 'burden' to the white man?

(2)

[12]

QUESTION 6

Study the pictures below.

6.1 There are two different opinions of colonisation given in Source A and Source B. Which opinion do you support? (1)

6.2 Give 3 reasons for your answer. (3)

SOURCE A

Colonisation had incredibly harmful effects on the people in the colonised areas. Traditional lifestyles were disrupted, cultures destroyed, and entire groups of people controlled by force, and often killed. Natural resources were often used up, and the colonisers grew rich through their exploitation. As a result the so-called Third World countries continue to hold a deep resentment of the former colonial powers.



SOURCE B

Colonisation cannot be considered evil at all! The coloniser upheld the dignity of the traditional peoples, bringing into the land education, health services and a sense of God. Traditional people became skilled in technology, and consequently more independent.



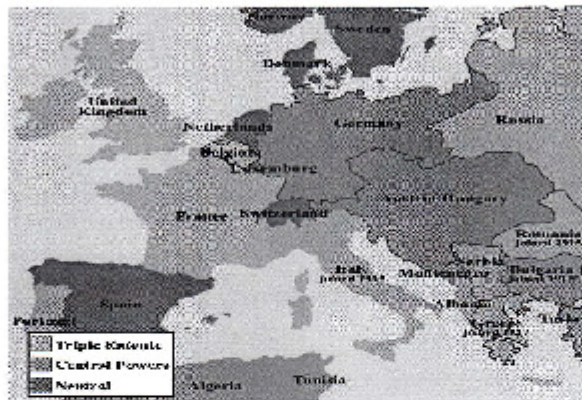
TOTAL SECTION C: 16 MARKS

SECTION D

WORLD WAR 1

QUESTION 7

Using the map below as a source of information answer the following questions



7.1

Name the Central Powers

(3)

7.2

Name the Allied Powers

(4)

7.3

Use the map as a guide to help you explain how the assassination of Franz Ferdinand was the trigger cause of WW1 through the system of alliances. Write down only the number and the correct country

_____ declared war on Serbia. That would mean war between _____ and Russia. And that would mean war between _____ and Germany. And that would mean war between Germany and _____. And that would mean war between France and _____. And that would mean war between Germany and _____

(6)

[13]

QUESTION 8

SOURCE A

From the biography of Joan Williams:

Women working in larger **munitions** factories were known as **canaries** because they dealt with TNT which caused their skin to turn yellow. Around 400 women died from over-exposure to TNT during World War One. Other hazards were more obvious and minor problems were common.

(Source: From by Williams, J. *Munitions: Queen of Condemned Sites: World War One*. BBC. Available from: http://www.bbc.co.uk/schools/worldwarone/ww1/01_02.shtml)

SOURCE B



8.1

The war led to changes on the home front. What is the meaning of the term 'home front'? (1)

8.2

How did changes on the 'home front' affect the role of women. (2x2=4)

[5]

QUESTION 9

Read these eye-witness accounts of men's war fright in the trenches.

SOURCE A

Arthur Savage, a war survivor, describes his memory of the trenches in a later interview at age 92:

My memories are of sheer terror and the horror of seeing men sobbing because they had trench foot that had turned gangrenous. They knew they were going to lose a leg. Memories of lice in your clothing driving you crazy. Filth and lack of privacy. Of huge rats that showed no fear of you as they stole your food rations. And cold deep wet mud everywhere. And of course, corpses. I'd never seen a dead body before I went to war. But in the trenches the dead are lying all around you. You could be talking to the fellow next to you when suddenly he'd be hit by a sniper and fall dead beside you. And there he'd stay for days.

(Source: Quoted in Bourke, P. (2011). *Life on the Front*. Available from: http://issuu.com/paulsbourke/files/life_in_world_war_one.)

SOURCE B

Corporal Henry Gregory describes shell-shock:

It is heartbreaking to watch a shell-shock case. The terror is indescribable. The flesh on their faces shakes and tears, and their teeth continually chatter. Shell-shock was brought about in many ways; loss of sleep, continually being under heavy shell fire, the torment of the lice, irregular meals, nerves always on end and the thought always in the man's mind that the next minute was going to be his last.

(Source: Quoted in Sladkin, J. 'Shellshock' Spectator Educational. Available from: <http://www.spectator.com/1/WShellshock000>.)

9.1

List 2 of the terrible conditions that Arthur Savage describes in Source A.

(2)

9.2

Explain what shell shock is. Refer to Source B and your own knowledge.

(2)

9.3

What are some of the causes of shell shock? Mention 2.

(2)

[6]

QUESTION 10



10.1

Why has the cartoonist drawn the Allied Powers as devils?

(2)

10.2

What is the cartoonist trying to say about The Treaty of Versailles?

(2)

10.3

What does it mean when Germany had to accept **WAR GUILT** and pay **REPARATIONS**?

(2)

10.4

Do you think this is an effective cartoon? Explain your answer.

(4)

[10]

TOTAL SECTION D 34 MARKS