

Key Stage 3 History

Year 9:

Format of the end of year exams

The end of year History exam is a 45 minutes examination and covers everything we have studied this year. It is broken down in to two parts of 22mins each:

- Section 1 – Students are given the option of eleven questions, covering a range of topics from across the year, of which they have to answer three. Each question is marked out of five and students are expected to show a depth of knowledge and ensure they answer the specific question being asked.
- ▪ Example: Why did the Nazis come to power in 1933?
- Section 2 – This follows the same format as the common tasks which students complete all year and consists of sources and two questions to answer. A sample of the source section is attached to this sheet. *Please note this is not the topic of the source section merely an example.*

Topics to revise

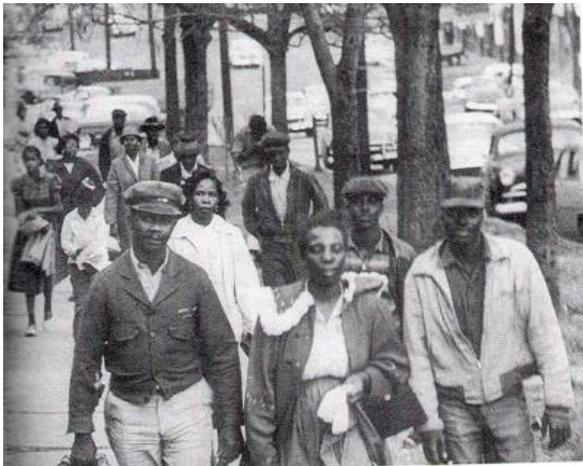
- World War One- causes of world war one, propaganda, Battle of the Somme, life in the trenches, appeasement, treaty of Versailles.
- The Growing Nazi Threat – aggressive actions of Hitler during the 1930s, response of the League of Nations
- Nazi Beliefs & Policies – background of Hitler, beliefs of the Nazis, how Nazis won power in Germany, why did the German people support the Nazis? How the Nazis stayed in power
- War in Western Europe – Norway, Dunkirk, Battle of Britain
- The German Invasion of the Soviet Union – reasons for Hitler’s invasion, Stalingrad as a turning point
- Europe under the Nazis – countries occupied by Germany by end of 1942, what did Germany gain from the occupied countries? How were the conquered people treated?
- The Holocaust – actions taken against Jews during 1930s, how Hitler got his message across, the Final Solution
- Civilians at War (the Blitz) – reasons Hitler launched the Blitz, measures taken to limit effects of the Blitz (
- Civilians at War (Blitz to Atomic Bombs) – bombings of Germany, evacuation of British children
- The Cold War – why did it start, was the United States or the USSR more to blame, the role of the cold war in; The Cuban Missile Crisis and the Vietnam War. How did the Cold War end.

- Race Relations in the USA, 1861-1910 – Civil War, Reconstruction, Jim Crow
- The Civil Rights Movement, 1954-1968 – Rosa Parks, Montgomery Bus Boycott, Little Rock, Freedom Rides, March on Washington, Civil Rights Act, Martin Luther King
- The Black Power Movement – Nation of Islam, Malcolm X, Black Panthers.

PRACTICE SOURCE END OF YEAR EXAM

- 1) Study source . What does Source A tell you about the actions of African Americans during the Montgomery Bus Boycott? **3 marks**
- 2) Study sources B, C, D and E. Which source do you think is the most reliable to a historian examining the achievements of the Bus Boycott? **4 marks**
- 3) ‘How far did the Montgomery Bus Boycott achieve progress for the civil rights movement.’ Use your own **knowledge** and all the **sources** to explain your answer. **9 marks**

Source A: A photograph of African Americans during the Boycott.



Source B: An article from the New York Times 1956 on the actions of African Americans during the Bus Boycott.

Source C: Joe Azbell, a white reporter with the *Montgomery Advertiser*, attended a meeting organized by [Martin Luther King](#) on 5th December, 1955. He wrote about the meeting for his newspaper the following day: Outside the audience listened as more and more cars continued to arrive. There was hymn singing between speeches. In the end there was the passing of the hats and Negroes dropped in dollar bills, \$5 bills and \$10 bills. It was not passive giving but active giving. Negroes called to the hat passers outside - "Here, let me give." When the resolution on continuing the boycott of the bus was read, there came a wild whoop of delight. Many said they would never ride the bus again. Negroes turned to each other and compared past incidents on the buses. At several points

there was an emotionalism that the ministers on the platform recognized could get out of control and at various intervals they repeated again and again what "we are seeking is by peaceful means." "There will be no violence or intimidation. We are seeking things in a democratic way and we are using the weapon of protest," the speakers declared.. It proved beyond any doubt that there was a discipline among Negroes that many whites had doubted. It was almost a military discipline combined with emotion.

Source D: From a leaflet written in 1956 by Martin Luther King on the success of the boycott. It was distributed to black Americans involved in the protest.

“Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag! Be quiet but friendly; proud but not arrogant. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend. If there is violence in word or deed it must not be our people who commit it....the success of the boycott is that it has shown to the whole of the African American community that the stereotypes they had once held about themselves were not valid.”

Source E :Randall Kennedy, Martin Luther King's Constitution: a Legal History of the Montgomery Bus Boycott, 98 Yale Law Journal 999-1067 (April, 1989)(397 Footnotes Omitted)

“The Montgomery Bus Boycott has become something of a legend, but we must be careful not to exaggerate its accomplishments. The power of Negro action was not what desegregated the buses; successful use of the law was what did it. The boycott on its own did not succeed in putting pressure on political authorities . The transition from segregation was slow and difficult and many white Montgomerians bitterly and vocally resisted. An elderly man who stood in the front of a bus, despite the presence of vacant seats in the rear spoke for a substantial number of whites when he stated that he 'would rather die and go to hell than sit behind a nigger.' Desegregation only extended to buses. In practically every other setting, Montgomery remained overwhelmingly segregated.”