

Name: .....

School: .....



WINCHESTER  
COLLEGE

## Entrance Examination

### History

2022

Total time allowed: 1 hour 15 minutes

- You may have 15 minutes to study the source documents before the examination starts.
- Answer ALL questions in Section A and ONE question from Section B.
- You are advised to spend about 40 minutes on Section A and 35 minutes on Section B.
- Please start Section B on a fresh sheet of paper.
- Total marks for Section A: **20**. Total marks for Section B: **20**.

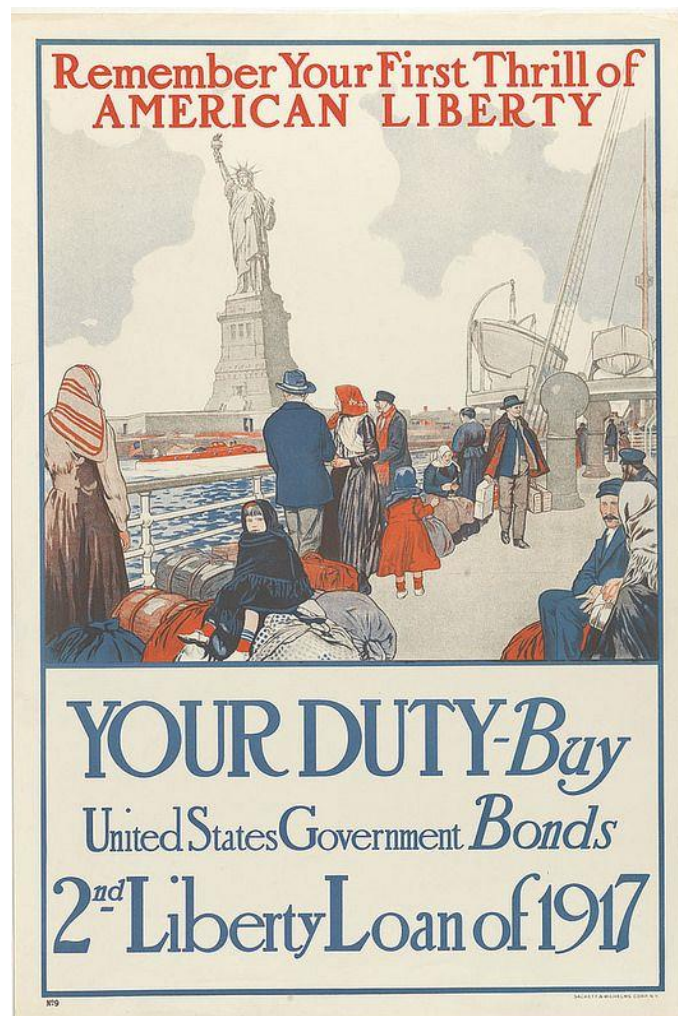
**Section A:** The USA in the 1920s: the 'American Dream'?

In the early twentieth century more than thirty million immigrants from around the world sailed to the United States of America seeking the 'American Dream.' Many were tempted by the ideas of liberty and equality of opportunity: freedom of speech and belief, freedom from oppressive government and heavy taxation, and the opportunity to start a new life on a distant shore. However, some aspects of American society suggest that not everyone who lived in America was able to enjoy this dream of 'Life, Liberty, and the Pursuit of Happiness.' How far was the 'American Dream' a reality?

You are not expected to know anything about the sources below, but will be given marks on the strength of your analysis. The questions follow: please answer all of them.

---

**Source A:** A poster for US government war bonds, published in 1917



**Source B:** A senator argues for a restriction on immigration to the United States.

The steamship companies haul them over to America, and as soon as they step off the decks of their ships, the problem of the steamship companies is settled, but our problem has begun – bolshevism, red anarchy, back-handers and kidnapers, challenging the authority and integrity of our flag... Thousands come here who never take the oath to support our constitution and to become citizens of the United States. They pay allegiance to some other country while they live upon the substance of our own. They fill places that belong to loyal wage-earning citizens of America... They are of no service whatever to our people...

**Source C:** An article published in an American newspaper in 1921.

Look around at your cabin, look at the dirt on the floor and the windows without glass! Then ask your folks already up north about the bathrooms with hot and cold water... the steam heat and the glistening hardwood floors which down home you only see when you polish them... What chance has the average black person to get these things down home? And if he does get them how can he be sure but that some night some poor cracker (white man) will get his gang together and come round and drive him out?... Step on a train and ride for a day and a night to freedom... Your nickel is worth as much as the other fellow's nickel in the [northern] streetcars and you sit wherever you can find a seat... You tip your hat to no man unless you desire to do so.

**Source D:** Mrs Katherine Fullerton Gerould write a letter to *Harper's Magazine* in 1922.

America is no longer a free country in the old sense; and liberty is, increasingly, a mere rhetorical figure... No thinking citizen, I venture to say, can express in freedom more than a part of his honest convictions. I do not, of course, refer to convictions that are frankly criminal. I do mean that everywhere, on every hand, free speech is choked off in one direction or another. The only way in which an American citizen... can preserve any freedom of expression is to choose the mob that is most sympathetic to him, and abide under the shadow of that mob.

**Source E:** President Calvin Coolidge, in a speech to the US Congress in 1928.

The great wealth created by our enterprise and industry, and saved by our economy, has had the widest distribution among our own people, and has gone out in a steady stream to serve the charity and business of the world. The requirements of existence have passed beyond the standards of necessity into the region of luxury. Enlarging production is consumed by an ever-increasing demand at home and an expanding commerce abroad. The country can regard the present with satisfaction and anticipate the future with optimism.

**Source F:** A table showing some of the average yearly spending of three different social income groups in the 1920s (in \$).

Item	Wage Earner (lower income)	Clerk, family of five (middle income)	Professional, family of four (higher income)
<b>Total</b>	<b>1,631</b>	<b>2,175</b>	<b>6,085</b>
Food	507	677	891
Clothing	225	339	672
Rent	336	396	1380
Vacations	-	52	125
Automobiles	-	-	416
Savings	-	-	360

## Questions

By the 1920s more than a million people were arriving in the United States every year. She was home to more than 106 ethnic groups and more languages, cultures, and religions than any other country on earth. The scale of immigration led to some debate.

Consider sources A and B.

- 1. How does the view of immigrants brought to America on steamships differ in the two sources? [4]**

By the middle of the 1920s immigration from outside the USA was slowing down, but there began a period of considerable internal immigration of black people from the southern states of America to her industrial cities in the north.

Read source C.

- 2. What does the source reveal about the reasons for the immigration of black people from the South to the North of the United States in the 1920s? [4]**

While racial tensions worsened throughout the 1920s, political tensions also grew.

Read source D.

- 3. Explain in your own words what the author of the source is saying. [2]**

Many American politicians thought that life was getting better for most people. Future President Herbert Hoover wrote that, 'We in American today are nearer to the final triumph over poverty than ever before in the history of any land.'

Read sources E and F, and then consider all of the sources.

- 4. To what extent was the 'American dream' a reality in the 1920s? [10]**

**Total for Section A: 20 marks**

## **Section B: Essays**

Answer one question. Use examples from your own knowledge to support your answer. Wherever possible, anchor your arguments in your knowledge of the past. All questions are worth 20 marks.

1. How might historians use works of art to develop their understanding of the past?
2. Assess the consequences of any revolution, revolt, or rebellion which you have studied.
3. How important is superior technology in determining the outcome of wars or battles?
4. 'Western museums should repatriate cultural artefacts taken during colonialism.' How far do you agree?
5. How far do geographical factors determine the development of societies in the past?
6. Assess the career of any historical figure you have studied. How should they be remembered?

**Total for Section B: 20 marks**

**Total for paper: 40 marks**

**END OF PAPER**