

Paper Reference(s)

4380/2H

London Examinations IGCSE

History

Higher Tier

Paper 2H

Wednesday 4 November 2009 – Afternoon

Time: 2 hours 30 minutes

Materials required for examination

Answer book (AB16)

Items included with question papers

Nil

Instructions to Candidates

Answer **THREE** questions in all, **two** from Section A, and **one** from Section B.

Section A: answer **two** questions, each from a different Theme. The Themes are numbered A1 to A18. **Do not answer two questions on the same Theme.**

Section B: answer **one** question from the Special Topics, B1 to B10.

In the boxes on your answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title (History), the paper reference (4380/2H), your surname, other names and signature.

Answer your questions in the answer book. Make sure your answers are clearly numbered.

Information for Candidates

There are 60 pages in this question paper. Any blank pages are indicated.

The total mark for this paper is 75. The marks for the various parts of questions are shown in round brackets: e.g. (2).

Dictionaries may **not** be used in this examination.

Advice to Candidates

You are reminded of the importance of clear English and careful presentation in your answers.

You are advised to spend an equal amount of time, about 45 minutes, on each of your two answers in Section A, and about 1 hour on Section B.

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SECTION A: THEMES

Answer TWO questions, each from a different Theme. The Themes are numbered A1 to A18.

Do not answer two questions on the same Theme.

A1: Revolution and Reaction: France, 1789–1830

Total: 25 marks. You should spend about 45 minutes on this question.

1. Revolution

This question is about France in the years 1789–1815.

- (a) Look at the boxes below. Write down the **two** reasons why Louis XVI called the Estates-General in May 1789.

The French government was bankrupt	Deputies brought <i>Cahiers</i>
The fall of the Bastille	The first two estates did not pay taxes

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on France.

(3)

- (c) Give **two** reasons why the Legislative Assembly came to an end in September 1792.

(4)

- (d) Choose any **two** of the following and explain the part they played in the rise to power of Napoleon Bonaparte.

The ‘whiff of grapeshot’	Director Barras
The coup of 18 Brumaire	The Consulate, 1799–1801

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

The legal and educational systems were completely reorganised. A national education system was introduced with a national curriculum. It was claimed that, at any time of the school day, the government knew what every pupil in the country was studying. This meant the government could control exactly what was taught.

Use the source, and your own knowledge, to describe how Napoleon controlled France.

(8)

(Total for Question 1: 25 marks)

A1: Revolution and Reaction: France, 1789–1830

If you have answered Question 1 do not answer Question 2.

Total: 25 marks. You should spend about 45 minutes on this question.

2. Reaction

This question is about France in the years 1815–30.

- (a) Look at the boxes below. Write down the **two** features of the ‘White Terror’.

The murder of Marshall Ney	Church control of education
The return of the Jesuits	A witch-hunt for Bonapartists

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on France.

(3)

- (c) Give **two** reasons why Louis XVIII was able to control the Ultras in the years 1816–19.

(4)

- (d) Choose any **two** of the following and explain the part they played in creating opposition to Charles X.

The Law of Indemnity	The dismissal of Martignac
The banning of the National Guard	The Law of Sacrilege

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

On 27 July 1830, opposition to Charles’s actions was overwhelming. There were demonstrations across Paris. An attempt by the army to crush them on 28 July failed and the army was forced to evacuate Paris on the following day. By then protests had turned into full-scale rebellion. The Hotel de Ville and other key buildings were taken over and barricades were set up across most major streets.

Use the source, and your own knowledge, to describe how Charles X was unable to prevent the revolution of July 1830.

(8)

(Total for Question 2: 25 marks)

A2: Reconstruction and Nationalism in post-war Europe, 1815–1840: The Great Powers and the Rise of Nationalism in Belgium and Greece

Total: 25 marks. You should spend about 45 minutes on this question.

3. The Great Powers

This question is about the Vienna Settlement, the Congress System and the Eastern Question.

- (a) Look at the boxes below. Write down the **two** leaders who took part in the Congress of Vienna.

Tsar Alexander I	Lord Castlereagh
King Frederick William III	Louis XVIII

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** aim that the leader had in 1815.

(3)

- (c) Give **two** reasons why France was admitted to the Congress System in 1818.

(4)

- (d) Choose any **two** of the following and explain the part they played in the break up of the Congress System.

Metternich	The Troppau Protocol
Castlereagh's State Paper	The Spanish Revolt

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

By the early nineteenth century, it was clear that the Turkish Empire was in decline. There were already signs of revolt in Greece. The Great Powers were concerned about the future of the Turkish Empire. Britain, France, Austria and Russia all had interests in the Turkish Empire. If the Turkish Empire collapsed, Russia was in the best position to take advantage of this.

Use the source, and your own knowledge, to describe how the Great Powers became involved in the Eastern Question in the years to 1840.

(8)

(Total for Question 3: 25 marks)

A2: Reconstruction and Nationalism in post-war Europe, 1815–1840: The Great Powers and the Rise of Nationalism in Belgium and Greece

If you have answered Question 3 do not answer Question 4.

Total: 25 marks. You should spend about 45 minutes on this question.

4. Nationalism in Belgium and Greece

This question is about nationalism in Greece and Belgium.

- (a) Look at the boxes below. Write down the **two** examples of Western European support for the Greeks.

Hetairia Philike	Volunteers
Philhellenism	Alexander Ypsilanti

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Greece.

(3)

- (c) Give **two** reasons why the Greek revolt was successful in the early 1820s.

(4)

- (d) Choose any **two** of the following and explain the part they played in the Greek War of Independence.

Missolonghi	Mehemet Ali
Navarino Bay	The Treaty of Adrianople

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook Half of the seats in the Estates-General (the parliament) were given to the Dutch, although the Belgians outnumbered the Dutch two to one. The Dutch also gained 80% of the positions in the government. The national debt was divided equally between the two countries.

Use the source, and your own knowledge, to describe the growth of nationalism in Belgium in the years after 1815.

(8)

(Total for Question 4: 25 marks)

A3: The Making of the Nation States: Unification of Italy and Unification of Germany

Total: 25 marks. You should spend about 45 minutes on this question.

5. Italy, 1852–1870

This question is about the unification of Italy.

- (a) Look at the boxes below. Write down the **two** areas of Italy that were under Austrian control in the early 1850s.

Piedmont	The Duchies
Lombardy	The Papal States

(2)

- (b) Choose **one** of your answers to question (a) and describe how that area was governed.

(3)

- (c) Give **two** reasons why Cavour sent Piedmontese forces to the Crimean War.

(4)

- (d) Choose any **two** of the following and explain the part they played in the negotiations between Cavour and Napoleon III.

The Orsini Plot	The Pact of Plombières
The Franco-Piedmontese Treaty, 1858	Nice and Savoy

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In April 1860, there was a revolt in Sicily against the King of Naples. It was put down, but Garibaldi decided to give assistance to the people of Naples. His great aim was to drive all foreigners out of Italy and create a united kingdom. He had supported Cavour's actions against the Austrians and had even offered to fight in the Piedmontese army.

Use the source, and your own knowledge, to describe how Garibaldi helped to unify Italy in the years 1860–61.

(8)

(Total for Question 5: 25 marks)

A3: The Making of the Nation States: Unification of Italy and Unification of Germany

If you have answered Question 5 do not answer Question 6.

Total: 25 marks. You should spend about 45 minutes on this question.

6. Germany, 1862–1890

This question is about Prussia and Germany in the years 1862–90.

- (a) Look at the boxes below. Write down the **two** reasons for the outbreak of the Franco-Prussian War.

The Ems Telegram	Napoleon III
Schleswig-Holstein	The Zollverein

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect it had on Prussia.

(3)

- (c) Give **two** reasons why Bismarck chose to remain Minister-President of Prussia when he became Chancellor of Germany.

(4)

- (d) Choose any **two** of the following and explain the part they played in the *Kulturkampf*.

Changes in education	The banning of Jesuits
Reductions in subsidies to the Roman Catholic Church	Controls on the training of priests

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook In 1879, Bismarck introduced an anti-Socialist Bill in the Reichstag. It was passed. The laws against Socialism were very harsh. All socialist and communist meetings, organisations and publications were banned. The police could arrest anyone whom they considered to be a socialist agitator.
--

Use the source, and your own knowledge, to describe how Bismarck tried to deal with the Socialist Party and socialists in the late 1870s and 1880s.

(8)

(Total for Question 6: 25 marks)

A4: The Road to War in Europe, 1870–1914

Total: 25 marks. You should spend about 45 minutes on this question.

7. The Alliance System

This question is about international relations from the 1870s to the 1890s.

- (a) Look at the boxes below. Write down the **two** terms of the Treaty of Frankfurt in 1871.

The loss of Alsace-Lorraine	The Paris Commune
The creation of the Third Republic	An indemnity

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on France.

(3)

- (c) Give **two** reasons why the Treaty of San Stefano (1878) created problems for Bismarck.

(4)

- (d) Choose any **two** of the following and explain the part they played in the Congress of Berlin (1878).

Big Bulgaria	Russia
Disraeli	The weakness of the Turkish Empire

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Until 1887, Bismarck was able to keep close relations with Russia. He kept France isolated. His policy was complicated, and he tried not to rely on just one alliance. Bismarck kept adding to existing alliances and creating new ones, so if one collapsed there would always be another that he could use instead.

Use the source, and your own knowledge, to describe how Bismarck tried to isolate France in the years 1871–90.

(8)

(Total for Question 7: 25 marks)

A4: The Road to War in Europe, 1870–1914

If you have answered Question 7 do not answer Question 8.

Total: 25 marks. You should spend about 45 minutes on this question.

8. International Rivalry

This question is about international relations in the years 1890–1914.

- (a) Look at the boxes below. Write down the **two** features of British foreign policy.

The construction of the Kiel Canal	The Entente Cordiale
German Naval Laws	Splendid Isolation

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on British foreign policy.

(3)

- (c) Give **two** reasons why the First Moroccan Crisis (1905) affected relations between Britain and Germany.

(4)

- (d) Choose any **two** of the following and explain the part they played in the relations between Austria-Hungary and Serbia in the years 1908–14.

Austrian occupation of Bosnia	The Black Hand Gang
Austrian ultimatum to Serbia	The assassination of Archduke Ferdinand

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook According to the Schlieffen Plan, German armies totalling 1,500,000 men would march through Belgium, towards France, and catch the French forces off their guard. On 4 August 1914, the Germans invaded Belgium. By the Treaty of London (1839) Britain had guaranteed Belgian neutrality.
--

Use the source, and your own knowledge, to describe how Britain became involved in the First World War.

(8)

(Total for Question 8: 25 marks)

A5: Reform and Reaction in Russia, 1855–1917

Total: 25 marks. You should spend about 45 minutes on this question.

9. Reform

This question is about the policies of Alexander II and Nicholas II.

- (a) Look at the boxes below. Write down the **two** ways that peasants could be controlled by their landlords when Alexander II became Tsar in 1855.

They worked by hand	They could be conscripted
They had to pay taxes	They had to work on the landlord's land

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the lives of peasants.

(3)

- (c) Give **two** reasons why many peasants were disappointed with the emancipation of the serfs.

(4)

- (d) Choose any **two** of the following and explain the part they played in the policies of Tsar Alexander II.

<i>Zemstva</i>	Town Councils
Education	Repression

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In 1894, Alexander III died suddenly and was replaced by his son, Nicholas II. The new Tsar was easily influenced. Nicholas lived in a close circle of courtiers at St Petersburg and had almost no contact with the ordinary people of Russia. In 1896, 1,300 people were killed in a stampede during the celebration of his coronation. Nicholas seems to have been completely unconcerned about this.

Use the source, and your own knowledge, to describe the difficulties that Tsar Nicholas II faced at the beginning of his reign.

(8)

(Total for Question 9: 25 marks)

A5: Reform and Reaction in Russia, 1855–1917

If you have answered Question 9 do not answer Question 10.

Total: 25 marks. You should spend about 45 minutes on this question.

10. Reaction

This question is about opposition to Tsarist rule in the years 1881–1914.

- (a) Look at the boxes below. Write down the **two** ways that Alexander III changed the policies of Alexander II.

More censorship	Greater freedom for <i>zemtsva</i>
Greater freedom for peasants	Greater control of universities

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Russia.

(3)

- (c) Give **two** reasons why the People's Will was a dangerous opposition group.

(4)

- (d) Choose any **two** of the following and explain the part they played in the growth of opposition to tsarism.

The Union of Liberation	Vladimir Lenin
Socialist Revolutionaries	Georgi Plekhanov

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Nicholas II published the October Manifesto after the revolution of October 1905 threatened to overthrow him. In the Manifesto, Nicholas II promised: civil liberties for all people, including freedom from arrest and freedom of conscience, freedom of speech, assembly and association and also the creation of a State *duma*.

Use the source, and your own knowledge, to describe the effects of the October Manifesto on Russia in the years 1906–14.

(8)

(Total for Question 10: 25 marks)

A6: The USSR, 1917–1964: Bolshevism Triumphant

Total: 25 marks. You should spend about 45 minutes on this question.

11. The Soviet Union, 1917–1941

This question is about the policies of Stalin.

- (a) Look at the boxes below. Write down the **two** reasons why Stalin had emerged as the leader of the Soviet Union by 1928.

Lenin's funeral	The Kronstadt Rebellion
The unpopularity of Trotsky	War Communism

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Soviet Union.

(3)

- (c) Give **two** reasons why Stalin introduced the first Five-Year Plan in 1928.

(4)

- (d) Choose any **two** of the following and explain the part they played in collectivisation.

<i>Kulaks</i>	<i>Sovkhozes</i>
Machine Tractor Stations	<i>Kolkhozes</i>

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Stalin said that he and Lenin had been very close friends and that only he knew what Lenin intended to do in the Soviet Union. He made sure that Lenin's body was preserved in a huge mausoleum in Red Square and encouraged Soviet citizens to visit it. Stalin began to rename towns and cities after himself.

Use the source, and your own knowledge, to describe how Stalin developed the 'cult of personality' in the Soviet Union.

(8)

(Total for Question 11: 25 marks)

A6: The USSR, 1917–1964: Bolshevism Triumphant

If you have answered Question 11 do not answer Question 12.

Total: 25 marks. You should spend about 45 minutes on this question.

12. The Soviet Union, 1941–1964

This question is about the Soviet Union during the Second World War and the policies of Khrushchev.

- (a) Look at the boxes below. Write down the **two** policies that Stalin adopted in order to defeat the German invasion of the Soviet Union in 1941.

He introduced Collectivisation	He did not interfere in military matters
He called for a ‘Great Patriotic War’	He purged the Red Army

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Soviet Union.

(3)

- (c) Give **two** reasons for Khrushchev’s ‘Secret Speech’ in 1956.

(4)

- (d) Choose any **two** of the following and explain the part they played in de-Stalinisation.

Renaming Soviet cities	Release of political prisoners
Reduction of censorship	Treatment of rivals for the leadership

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook Unfortunately, many of Khrushchev’s agricultural reforms did not work. One reason was that Khrushchev believed that he was an agricultural expert and would not listen to advice. He continually interfered. This had serious consequences. He was told that maize was not suitable for the Soviet climate, but he ignored the advice.
--

Use the source, and your own knowledge, to describe how Khrushchev failed in his attempts to change Soviet agriculture.

(8)

(Total for Question 12: 25 marks)

A7: The Rise of Fascism in Europe: Germany and Italy, 1919–1939

Total: 25 marks. You should spend about 45 minutes on this question.

13. Germany

This question is about Germany in the years 1923–39.

- (a) Look at the boxes below. Write down the **two** results of the Beer Hall Putsch in 1923.

Hitler was imprisoned	Stresemann came to power
Hyperinflation	Hitler changed the Nazi Party

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Hitler and the Nazi Party.

(3)

- (c) Give **two** reasons why Hitler was appointed Chancellor in January 1933.

(4)

- (d) Choose any **two** of the following and explain the part they played in anti-Jewish policies in Germany in the years 1933–38.

Boycotts of shops	Education
The Nuremberg Laws	<i>Kristallnacht</i>

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Many people were removed from the list of unemployed, including Jews, many women and young men who were in the National Labour Front. This meant that about an extra 4 million people were now officially 'employed'. By 1936, official unemployment numbers were down from 6 million to 1 million. However, by 1938, as a result of rearmament, industry was short of workers.

Use the source, and your own knowledge, to describe how the Nazis tried to tackle unemployment in the years 1933–39.

(8)

(Total for Question 13: 25 marks)

A7: The Rise of Fascism in Europe: Germany and Italy, 1919–1939

If you have answered Question 13 do not answer Question 14.

Total: 25 marks. You should spend about 45 minutes on this question.

14. Italy

This question is about Mussolini.

- (a) Look at the boxes below. Write down the **two** reasons why Mussolini had taken power in Italy by the end of 1924.

The March on Rome	The Aventine Secession
The Acerbo Law	The murder of Matteotti

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Mussolini.

(3)

- (c) Give **two** reasons why the Battle for the Lira was unsuccessful.

(4)

- (d) Choose any **two** of the following and explain the part they played in Mussolini's policies.

Autarky	Censorship
The OVRA	The Corporate State

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

By the Lateran Pacts Mussolini handed over the area of the Vatican City to be a separate country for the Pope to govern. Roman Catholicism became the state religion of Italy. The Catholic Church controlled religious education in Italy. The salaries of Catholic priests were paid by the state. In return the Pope agreed to recognise Mussolini as leader of Italy and to stop all opposition to the Fascist state.

Use the source, and your own knowledge, to describe how Mussolini used the Lateran Pacts to win support in Italy.

(8)

(Total for Question 14: 25 marks)

A8: International Relations, 1919–1939: Collective Security and Appeasement

Total: 25 marks. You should spend about 45 minutes on this question.

15. Collective Security

This question is about the Peace Settlement, the League of Nations and Collective Security.

- (a) Look at the boxes below. Write down the **two** aims of President Wilson's Fourteen Points.

Self-determination	Reparations
War Guilt	An end to secret diplomacy

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Europe.

(3)

- (c) Give **two** reasons why the Allies agreed to set up the League of Nations.

(4)

- (d) Choose any **two** of the following and explain the part they played in the work of the League of Nations.

The Corfu incident	The Greek-Bulgarian border dispute
Vilna	Refugees after the First World War

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Despite the difficulties that the League of Nations had in the 1930s, it is important to remember that during the 1920s it was generally regarded as a success. The idea of Collective Security was widely accepted and the people of many countries took the League very seriously. Members of the League also tried to use its agencies to promote peace and stability.

Use the source, and your own knowledge, to describe the success of the League of Nations in the 1920s.

(8)

(Total for Question 15: 25 marks)

A8: International Relations, 1919–1939: Collective Security and Appeasement

If you have answered Question 15 do not answer Question 16.

Total: 25 marks. You should spend about 45 minutes on this question.

16. Appeasement

This question is about the League of Nations and the foreign policy of Hitler.

- (a) Look at the boxes below. Write down the **two** reasons why Japan invaded Manchuria in 1931.

Exports of rice and silk fell	The Lytton Commission
Condemnation by the League	The growing population

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Manchurian Crisis.

(3)

- (c) Give **two** reasons why the League of Nations' Disarmament Conference collapsed in 1933.

(4)

- (d) Choose any **two** of the following and explain the part they played in Hitler's foreign policy in the years 1933–38.

Rearmament	Rome – Berlin Axis (1936)
Re-occupation of the Rhineland (1936)	<i>Anschluss</i> (1938)

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Chamberlain returned to London from Germany believing that war was inevitable. Evacuation began in London and one million volunteers were called for by the government. But, at the last moment, war was avoided when the Italian dictator Mussolini suggested a four-power conference. The four powers, Germany, Italy, Britain and France, met at Munich on 29 September 1938.

Use the source, and your own knowledge, to describe how the Munich Crisis was settled in September 1938.

(8)

(Total for Question 16: 25 marks)

A9: The Road to Affluence: the USA, 1917–1941

Total: 25 marks. You should spend about 45 minutes on this question.

17. The USA, 1917–1929

This question is about the USA in the years 1917–29.

- (a) Look at the boxes below. Write down the **two** reasons why the USA followed the policy of isolationism after the First World War.

Fears over immigration	The Florida Land Scandal
The Monroe Doctrine	Loans to European countries

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the USA.

(3)

- (c) Give **two** reasons why agriculture in the USA suffered in the 1920s.

(4)

- (d) Choose any **two** of the following and explain the part they played in the boom of the 1920s.

Federal economic policies	The 'new' industries
The Assembly Line	Buying shares 'on the margin'

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

From 1917, there were restrictions on immigration. In the past the USA had always had an 'open door' policy towards immigrants. Now restrictions were imposed. A literacy test was imposed in 1917. The total number of immigrants was restricted from 1921, when the Immigration Quota Act was passed.

Use the source, and your own knowledge, to describe how immigration was controlled in the years 1917–29.

(8)

(Total for Question 17: 25 marks)

A9: The Road to Affluence: the USA, 1917–1941

If you have answered Question 17 do not answer Question 18.

Total: 25 marks. You should spend about 45 minutes on this question.

18. The USA, 1929–1941

This question is about the USA in the years 1929–41.

- (a) Look at the boxes below. Write down the **two** ways that President Hoover tried to tackle the Depression in the years 1929–32.

Higher taxes on imports	The banks were closed for four days
Hoovervilles	Federal loans

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the USA.

(3)

- (c) Give **two** reasons why President Hoover's treatment of the Bonus Marchers was criticised.

(4)

- (d) Choose any **two** of the following and explain the part they played in dealing with the problems of the Depression.

The Civilian Conservation Corps (CCC)	'Fireside Chats'
The 'Hundred Days'	Tennessee Valley Authority (TVA)

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

There was some opposition to Roosevelt during the New Deal. People such as Huey Long accused him of doing too little to help the poor. Others said Roosevelt was wasting taxpayers' money on useless schemes. There was a major outcry in 1936, when Roosevelt tried to appoint new judges to the Supreme Court.

Use the source, and your own knowledge, to describe the opposition to the New Deal.

(8)

(Total for Question 18: 25 marks)

A10: A Divided Union? The USA, 1945–1974

Total: 25 marks. You should spend about 45 minutes on this question.

19. McCarthyism and Civil Rights

This question is about McCarthyism and the civil rights campaigns.

- (a) Look at the boxes below. Write down the **two** reasons why the Red Scare developed in the late 1940s and early 1950s.

The Hollywood Ten	The expansion of the NAACP
The formation of CORE	The Rosenbergs

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the USA.

(3)

- (c) Give **two** reasons why the influence of Senator Joseph McCarthy declined by the end of 1954.

(4)

- (d) Choose any **two** of the following and explain the part they played in the civil rights campaigns.

Little Rock High School	Freedom Riders
‘Sit-ins’	James Meredith

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

By the late 1950s, some black Americans began to reject the methods of Martin Luther King. This led to the formation of a number of groups which demanded Black Power. The Black Power movement developed because the pace of change was too slow. Martin Luther King was prepared to wait for his tactics to work, but others were not.

Use the source, and your own knowledge, to describe the Black Power movement.

(8)

(Total for Question 19: 25 marks)

A10: A Divided Union? The USA, 1945–1974

If you have answered Question 19 do not answer Question 20.

Total: 25 marks. You should spend about 45 minutes on this question.

20. Social and Political Change

This question is about the New Frontier, the Great Society and the Watergate Scandal.

- (a) Look at the boxes below. Write down the **two** features of the New Frontier.

Tax cuts	The Medical Care Act
The Kerner Report	Raising the minimum wage

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the USA.

(3)

- (c) Give **two** reasons why Congress opposed some features of President Kennedy's New Frontier.

(4)

- (d) Choose any **two** of the following and explain the part they played in President Johnson's Great Society.

The Model Cities Act	Appalachian Recovery Program
The Voting Rights Act	Elementary and Secondary Education Act

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

The Watergate Scandal was caused by an attempt to bug the offices of the Democrat Party in the Watergate building in Washington. Five men were arrested in June 1972. The men were employed by CREEP (The Committee to re-elect the President). President Nixon stated that the White House was not involved in any of these activities.

Use the source, and your own knowledge, to describe the Watergate Scandal.

(8)

(Total for Question 20: 25 marks)

A11: The End of Empire: Decolonisation in Africa, 1945–1990s

Total: 25 marks. You should spend about 45 minutes on this question.

21. South Africa

This question is about apartheid and opposition campaigns.

- (a) Look at the boxes below. Write down the **two** changes to apartheid laws that took place in the 1950s.

The Population Registration Act	End of 'petty' apartheid
Pass Laws abolished	The Native Resettlement Act

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on South Africa.

(3)

- (c) Give **two** reasons why the Defiance campaign led to an increase in the membership of the ANC (African National Congress).

(4)

- (d) Choose any **two** of the following and explain their importance to the Sharpeville Massacre of 1960.

Robert Sobukwe	The Pan-African Congress
Colonel Pienaar	The Court of Enquiry

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In September 1989, there was a general election. The result was the worst ever for the National Party, although it still held on to power. But there was increased support for the Liberals and the Conservative Party. President de Klerk decided he would compromise with the ANC and released Nelson Mandela from jail.

Use the source, and your own knowledge, to describe how President de Klerk brought apartheid to an end.

(8)

(Total for Question 21: 25 marks)

A11: The End of Empire: Decolonisation in Africa, 1945–1990s

If you have answered Question 21 do not answer Question 22.

Total: 25 marks. You should spend about 45 minutes on this question.

22. West and Central Africa

This question is about decolonisation in West and Central Africa.

- (a) Look at the boxes below. Write down the **two** West African countries that gained independence from Britain in the 1950s and 1960s.

Ghana	Nigeria
Chad	Senegal

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** reason why it became independent.

(3)

- (c) Give **two** reasons why the British government began to encourage decolonisation in the late 1950s.

(4)

- (d) Choose any **two** of the following and explain the part they played in the attempts to solve the problems created by UDI (Unilateral Declaration of Independence).

Henry Kissinger	Bishop Abel Muzorewa
Joshua Nkomo	Ian Smith

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In 1982, Robert Mugabe expelled Joshua Nkomo from the cabinet and launched a campaign against opponents in the Matabeleland region, which was a stronghold of ZAPU support. This was followed by a five-year campaign of political repression, human rights abuses, mass murders, and property burnings.

Use the source, and your own knowledge, to describe how Zimbabwe developed in the years to 1990.

(8)

(Total for Question 22: 25 marks)

A12: India, 1900–1949: Independence and Partition

Total: 25 marks. You should spend about 45 minutes on this question.

23. India, 1900–1929

This question is about British rule in India.

- (a) Look at the boxes below. Write down the **two** reasons why many Indian people opposed the Morley-Minto Reforms (Indian Councils Act).

Less than 3% of Indians could vote	The partition of Bengal
Indian control of provincial governments	Communal representation

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on India.

(3)

- (c) Give **two** reasons why there was unrest in the Punjab in the years 1917–18.

(4)

- (d) Choose any **two** of the following and explain the part they played in unrest in India in the years 1918–20.

The Rowlatt Acts	Reaction in Britain to the Amritsar Massacre
Amritsar Massacre	Montagu-Chelmsford Reforms

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In August 1920, Gandhi organised a massive disobedience campaign. Congress members began to boycott British goods and withdraw from law courts and schools. Many also adopted a policy of 'swadeshi', buying Indian goods instead of British. Gandhi then persuaded Congress to take no part in the elections which were held after the Government of India Act.

Use the source, and your own knowledge, to describe the methods used by Congress to campaign against British rule in India in the years 1920–29.

(8)

(Total for Question 23: 25 marks)

A12: India, 1900–1949: Independence and Partition

If you have answered Question 23 do not answer Question 24.

Total: 25 marks. You should spend about 45 minutes on this question.

24. India, 1930–1949

This question is about nationalism in India.

- (a) Look at the boxes below. Write down the **two** reasons for the failure of the Round Table Conferences.

Congress did not attend all the conferences	The Government of India Act, 1935
The Pakistan Movement	Gandhi would not make any concessions

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between India and Britain.

(3)

- (c) Give **two** reasons why relations between Congress and the Muslim League became worse in the late 1930s.

(4)

- (d) Choose any **two** of the following and explain the part they played in relations between Britain and India in the years 1945–46.

The British general election (1945)	The Cabinet Mission
The Indian naval mutiny (1946)	Direct Action

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

By late 1946, Congress and the Muslim League were unable to work together and violence spread across northern India. The situation persuaded Clement Attlee, the British Prime Minister, to try to force the two sides in India to reach a compromise. He fixed a date for British withdrawal from India and announced that the British would leave no later than June 1948.

Use the source, and your own knowledge, to describe how India gained independence in 1947.

(8)

(Total for Question 24: 25 marks)

A13: China in Crisis, 1911–1949

Total: 25 marks. You should spend about 45 minutes on this question.

25. China, 1911–1927

This question is about China in the years 1912–27.

- (a) Look at the boxes below. Write down the **two** reasons why there was a split between Yuan Shi-kai and Sun Yat-sen after 1912.

Yuan made himself Emperor	The May 4th Movement
Soviet advisers arrived in China	The growth of Japanese influence

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on China.

(3)

- (c) Give **two** reasons why central government in China collapsed during the period of the Warlords.

(4)

- (d) Choose any **two** of the following and explain the part they played in the development of the Guomindang (GMD) in the years 1917–25.

The work of Joffe and Borodin	Warlords
The Three Principles of Sun Yat-sen	The death of Sun Yat-sen

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Chiang Kai-shek's training in Russia and the organisation of the GMD were very important. He was able to set up a unified command of the GMD forces. Chiang's forces were also much more mobile than those of the Warlords, who also did not co-operate with each other. Chiang was also supported by some Warlords who joined the GMD army.

Use the source, and your own knowledge, to describe the successes of the Northern Expedition.

(8)

(Total for Question 25: 25 marks)

A13: China in Crisis, 1911–1949

If you have answered Question 25 do not answer Question 26.

Total: 25 marks. You should spend about 45 minutes on this question.

26. China, 1927–1949

This question is about the Guomindang (GMD) and the Chinese Communist Party (CCP).

- (a) Look at the boxes below. Write down the **two** reasons why Mao Zedong set up a soviet at Jiangxi (Kiangsi-Hunan).

The failure of the ‘Autumn Harvest’	Land reform
The First United Front	The Shanghai Massacres

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on China.

(3)

- (c) Give **two** reasons why Chiang Kai-shek attacked the Jiangxi (Kiangsi-Hunan) Soviet.

(4)

- (d) Choose any **two** of the following and explain their importance to the Long March.

Otto Braun	The leadership of Mao
Support from peasants	Yenan

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

The CCP made clear that its policy was to drive out the Japanese. This attracted more and more support to Mao. The Eighth Route Army acted independently, often behind Japanese lines. It set up a network of command posts in villages across China. Its attitude to the Chinese peasants resulted in more support for the CCP.

Use the source, and your own knowledge, to describe how the war against Japan resulted in increased support for the CCP in the years 1937–45.

(8)

(Total for Question 26: 25 marks)

A14: Revolution in China, 1949–1996

Total: 25 marks. You should spend about 45 minutes on this question.

27. China, 1949–1976

This question is about changes in China in the years 1949–66.

- (a) Look at the boxes below. Write down the **two** reasons why Mao Zedong began land reform immediately after taking power in China.

Peasant support	Famine
The Hundred Flowers Campaign	Hatred of landlordism

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Mao Zedong.

(3)

- (c) Give **two** reasons why Mao preferred workers to use traditional methods in industry.

(4)

- (d) Choose any **two** of the following and explain the part they played in the reforms of Deng Xiaoping and Liu Shaoqi in the early 1960s.

Individual plots of land for peasants	Rural markets
Population control	Education

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Mao had many reasons for introducing the Cultural Revolution. It allowed him to regain his position as leader of China and remove opposition. The Red Guards went all over China spreading Mao's ideas. In 1969, after three years of chaos, Mao began to restore order and calm to China.

Use the source, and your own knowledge, to describe the effects of the Cultural Revolution.

(8)

(Total for Question 27: 25 marks)

A14: Revolution in China, 1949–1996

If you have answered Question 27 do not answer Question 28.

Total: 25 marks. You should spend about 45 minutes on this question.

28. China, 1976–1996

This question is about the policies of Deng Xiaoping.

- (a) Look at the boxes below. Write down the **two** changes that took place in China in the years 1976–80.

Deng Xiaoping was rehabilitated	The official end of the Cultural Revolution
Population control was introduced	Mao's 'Little Red Book'

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on China.

(3)

- (c) Give **two** reasons why Deng Xiaoping believed that China needed to be modernised.

(4)

- (d) Choose any **two** of the following and explain the part they played in the policies of Deng Xiaoping.

Reluctance to criticise Mao directly	The Four Cardinal Points
Opposition to democracy	Education

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Deng Xiaoping wanted to increase agricultural output and to do so he introduced the 'responsibility system'. Peasants were allowed to sell some of their produce privately and were also allowed to widen their farming activities. Deng hoped to modernise China. At the beginning, grain production did increase.

Use the source, and your own knowledge, to describe how Deng Xiaoping tried to change agriculture in China.

(8)

(Total for Question 28: 25 marks)

A15: South-East Asia, 1945–1990s: The End of the French Empire, Vietnam, Indo-China, Malaysia, Indonesia

Total: 25 marks. You should spend about 45 minutes on this question.

29. Indo-China

This question is about French and US involvement in Vietnam and the Khmer Rouge in Cambodia.

- (a) Look at the boxes below. Write down the **two** reasons why the French were unable to regain control of Vietnam in the years after the Second World War.

Guerrilla warfare of the Vietminh	Air support
Aid from the USA	Dien Bien Phu

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the fighting in Vietnam.

(3)

- (c) Give **two** reasons for the division of Vietnam into North and South in 1954.

(4)

- (d) Choose any **two** of the following and explain the part they played in US involvement in Vietnam.

The Domino Theory	Vietnamisation
Strategic Hamlets	Search and destroy

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In 1975, the Khmer Rouge occupied the capital, Phnom Penh, and Sihanouk became head of state. The country was renamed Kampuchea. Sihanouk immediately began a reign of terror. Town-dwellers were forced into the countryside to work in agriculture and mass executions began.

Use the source, and your own knowledge, to describe the effects of the rule of the Khmer Rouge on Cambodia.

(8)

(Total for Question 29: 25 marks)

A15: South-East Asia, 1945–1990s: The End of the French Empire, Vietnam, Indo-China, Malaysia, Indonesia

If you have answered Question 29 do not answer Question 30.

Total: 25 marks. You should spend about 45 minutes on this question.

30. South-East Asia

This question is about Indonesia in the years 1947–67.

- (a) Look at the boxes below. Write down the **two** leaders who played important roles in the independence of Indonesia.

Sukarno	Subandrio
Hatta	Kartawidjaja

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that he had on Indonesia.

(3)

- (c) Give **two** reasons why the United Nations became involved in the independence of Indonesia.

(4)

- (d) Choose any **two** of the following and explain the part they played in Indonesia in the 1950s and 1960s.

Guided Democracy	Relations with Malaysia
Relations with the Soviet Union	Pancasila

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

At first, Suharto seemed to offer real hope of a new beginning for Indonesia. Corruption in the government, civil service and army was attacked. Sukarno had cancelled many foreign debts and had seized foreign-owned property. Suharto renegotiated the debts and restored the property. In fact, he wanted to do more than this.

Use the source, and your own knowledge, to describe how Suharto changed Indonesia when he came to power in 1967.

(8)

(Total for Question 30: 25 marks)

A16: Conflict and Crisis in the Middle East, 1946–1996

Total: 25 marks. You should spend about 45 minutes on this question.

31. The Middle East, 1946–1967

This question is about the Middle East from 1948 to 1967.

- (a) Look at the boxes below. Write down the **two** reasons why Israel was able to defeat the Arab states in the war of 1948–49.

Divisions between the Arab states	The massacre at Deir Yassin, April 1948
The intervention of the United Nations	The Arab Legion

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Arab-Israeli war of 1948–49.

(3)

- (c) Give **two** reasons why the population of Israel rose very quickly after 1949.

(4)

- (d) Choose any **two** of the following and explain the part they played in the Suez Crisis, 1956.

Moshe Dayan	President Nasser
President Eisenhower	The United Nations

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

The Israelis took advantage of Nasser's statements and accused him of threatening war. President Nasser continued to insist that he was defending the rights of the Palestinian people. He wanted to be the leader of the Arab nations and he believed that his actions would win their support. On 5 June 1967, the Israeli armed forces attacked several Arab countries without warning.

Use the source, and your own knowledge, to describe the outbreak of the Six-Day War in 1967.

(8)

(Total for Question 31: 25 marks)

A16: Conflict and Crisis in the Middle East, 1946–1996

If you have answered Question 31 do not answer Question 32.

Total: 25 marks. You should spend about 45 minutes on this question.

32. The Middle East, 1967–1996

This question is about the Middle East from the 1960s to the 1990s.

- (a) Look at the boxes below. Write down the **two** reasons why Egypt attacked Israel in October 1973.

Egypt wanted to force Israel to negotiate	Egypt had Soviet military advisers
Egypt wanted revenge	Egypt had a weak economy

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Middle East.

(3)

- (c) Give **two** reasons why an agreement was signed between Israel and Egypt at Camp David in 1978.

(4)

- (d) Choose any **two** of the following and explain the part they played in the Palestine Liberation Organisation (PLO).

The move to Jordan after 1967	Move to Tunisia in 1982
The Ten-Point Programme, 1974	The Munich Massacre, 1972

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Rabin, the Prime Minister of Israel, acted quickly to show Israel that he wanted to win the confidence of the Palestinians. All building on the West Bank was stopped. 800 of the 7,429 Palestinians being held prisoner by the Israelis were released. Rabin knew that he would have to negotiate with the PLO. In January 1993, secret talks began between the Israeli government and the PLO.

Use the source, and your own knowledge, to describe the beginning of the peace process between Israel and the PLO in 1993.

(8)

(Total for Question 32: 25 marks)

A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962

Total: 25 marks. You should spend about 45 minutes on this question.

33. International Relations, 1945–1953

This question is about relations between East and West in the years 1945–53.

- (a) Look at the boxes below. Write down the **two** reasons why Truman took a tough line with Stalin at the Potsdam Conference.

Stalin was not allowing free elections	The Soviet atomic bomb
The Deutschmark	The US atomic bomb

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between East and West.

(3)

- (c) Give **two** reasons why Stalin kept Soviet troops in Eastern Europe at the end of the Second World War.

(4)

- (d) Choose any **two** of the following and explain the part they played in relations between East and West in the years 1946–48.

Churchill's 'Iron Curtain' speech	The Truman Doctrine
The Marshall Plan	Czechoslovakia

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

Thirteen countries joined the North Atlantic Treaty Organisation (NATO) in 1949, including Britain and the USA. It led to US troops and aircraft being stationed in European countries to protect them against a possible attack. The Soviet Union was now faced with a military alliance. The most important feature of NATO was that if any one of the member countries were attacked, all the others would immediately protect it.

Use the source, and your own knowledge, to describe how the formation of NATO changed relations between East and West.

(8)

(Total for Question 33: 25 marks)

A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962

If you have answered Question 33 do not answer Question 34.

Total: 25 marks. You should spend about 45 minutes on this question.

34. International Relations, 1953–1962

This question is about relations between the Superpowers in the years 1953–62.

- (a) Look at the boxes below. Write down the **two** reasons why the Warsaw Pact was formed in 1955.

West Germany joined NATO	The countries behind the Iron Curtain united their armed forces
The Korean War	Removal of Nagy

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between East and West.

(3)

- (c) Give **two** reasons why the U2 incident (1960) changed relations between the Soviet Union and the USA.

(4)

- (d) Choose any **two** of the following and explain the part they played in events in Cuba in the years 1959–62.

The Bay of Pigs	The overthrow of Batista
The naval blockade	Soviet aid to Cuba

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

The number of people leaving East Berlin and moving to West Berlin began to increase in the late 1950s. Eventually, some restrictions were placed on travel between the two parts of the city. The Western part of Berlin was prosperous and had recovered from the war. Khrushchev was sure he could force the Allies out of West Berlin.

Use the source, and your own knowledge, to describe how a crisis developed over Berlin in the years 1958–61.

(8)

(Total for Question 34: 25 marks)

A18: Europe, 1945–1990s: Divided and United

Total: 25 marks. You should spend about 45 minutes on this question.

35. Western Europe, 1945–1990s

This question is about European co-operation in the second half of the twentieth century.

- (a) Look at the boxes below. Write down the **two** leaders who helped to create the European Coal and Steel Community in 1951.

Paul-Henri Spaak	Jean Monnet
Robert Schuman	Winston Churchill

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** aim that he had for Europe in the early 1950s.

(3)

- (c) Give **two** reasons why Britain did not join the European Economic Community (EEC) in 1957.

(4)

- (d) Choose any **two** of the following and explain the part they played in the EEC and its formation.

The European Coal and Steel Community	The Council of Ministers
The Parliament	The Court of Justice

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

The enlargement of the European Union (EU) led to problems in the Commission. Originally, there had been one Commissioner per country, then two Commissioners for large countries, but the increasing numbers of members made this impossible. Furthermore, whilst complete agreement in all decisions was possible at first, with twenty five member states it would be impossible to get all to agree on every decision.

Use the source, and your own knowledge, to describe how enlargement has led to problems in the European Union (EU) in the late twentieth century.

(8)

(Total for Question 35: 25 marks)

A18: Europe, 1945–1990s: Divided and United

If you have answered Question 35 do not answer Question 36.

Total: 25 marks. You should spend about 45 minutes on this question.

36. Eastern Europe, 1945–1990s

This question is about Eastern Europe in the years 1945–91.

- (a) Look at the boxes below. Write down the **two** ways that East and West disagreed over Germany in the years after the Second World War.

The reunification of Germany	The rebuilding of the German economy
The payment of reparations to the USSR	The introduction of a common currency

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Germany.

(3)

- (c) Give **two** reasons why the media were strictly controlled in countries behind the ‘Iron Curtain’.

(4)

- (d) Choose any **two** of the following and explain the part they played in Soviet control of countries behind the ‘Iron Curtain’.

Central planning of the economy	Travel
Subsidies	Literature

(8)

- (e) Study the source and then answer the question that follows.

Source: from a modern textbook

In 1989, communist rule collapsed in Poland and Lech Walesa became President after free and democratic elections. In September of that year, Hungary and East Germany opened their borders with Austria. By 1991, the Baltic states of Estonia, Latvia and Lithuania were able to break away from Soviet rule.

Use the source, and your own knowledge, to describe how Soviet control of Eastern Europe collapsed in the late 1980s and early 1990s.

(8)

(Total for Question 36: 25 marks)

TOTAL FOR SECTION A: 50 MARKS

SECTION B: SPECIAL TOPICS

Answer ONE question from the Special Topics, numbered B1 to B10.

B1: The Napoleonic Wars, 1803–1815

You should spend about one hour on this question.

1. This question is about the threat to Britain, 1803–06. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a British newspaper, *The Times*, 7 November 1805.

This naval action ended in the most decisive victory that has ever been achieved by British skill and ingenuity. It has saved us from invasion. However, the triumph, great and glorious as it is, has been costly. Lord Nelson has died. Every man thinks that the life of the Hero of the Nile is too great a price to pay, even for the capture and sinking of twenty French and Spanish men-of-war and the destruction of French naval power.

SOURCE B: From a history of naval battles, published in 2004.

The importance of Trafalgar may have been exaggerated. Nelson was killed and the battle did not save Britain from invasion. Napoleon had, two months earlier, moved his armies across Europe to meet the threat on land of the Third Coalition. Nor did Trafalgar destroy the naval power of Napoleon. The Brest fleet was still intact and a new force was soon created at Toulon.

SOURCE C: British cartoon of 1805 entitled ‘The Consequences of a Successful French Invasion’.



SOURCE D: From a history of the Napoleonic wars, published in 2003.

The French victories at Ulm and Austerlitz destroyed the Third Coalition, forcing Austria to make peace and Russia to retreat. In 1806 the Holy Roman Empire, first set up in the tenth century, ceased to exist. However, Trafalgar was more important in its long-term significance. It was Napoleon's first major defeat and it maintained British naval supremacy.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the importance of the Battle of Trafalgar? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows French invaders as cruel. Why might the artist have wanted to portray the French in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that Trafalgar was the most important victory of 1805. Do you agree that it was the most important victory? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 1: 25 marks)

B2: Bismarck's Wars, 1864–1871

You should spend about one hour on this question.

2. This question is about the Franco-Prussian War, 1870–71. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a letter written by Bismarck to his wife, in September 1870, the morning after the Battle of Sedan.

The Emperor of France asked if we could meet at a lonely labourer's cottage by the road. It was miserable and dirty. In a room, three metres square, with a table and two chairs, we sat an hour while the others remained outside. The Emperor offered the surrender of forty to sixty thousand French – I cannot be more accurate at this time. The last two days have cost France one hundred thousand men and an emperor.

SOURCE B: A painting by a Prussian artist showing the meeting of Napoleon III and Bismarck, the morning after the Battle of Sedan.



SOURCE C: A Prussian cartoon of August 1870 called the ‘Napoleonmeter’. It shows the early battles of the Franco-Prussian War.



SOURCE D: From a history of warfare, published in 2004.

There were several reasons for the Prussian victory of 1871. The French commanders lacked decisive leadership from Napoleon III and made fundamental tactical mistakes, especially at Metz and Sedan. Bismarck's shrewd diplomacy successfully isolated the French. However, the most important reason for the victory was the organisation and discipline of the Prussian army skilfully led by von Moltke.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the meeting between Bismarck and Napoleon III? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C shows the change in Napoleon III's mood as the Franco-Prussian War progresses. Why might the cartoonist have portrayed Napoleon in this way?

(8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the main reason for Prussian victory in the Franco-Prussian War was the strength of the Prussian army. Do you agree that this was the main reason for the Prussian victory? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 2: 25 marks)

B3: The Balkans, 1876–1914

You should spend about one hour on this question.

3. This question is about the Balkans, 1900–14. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: A Bulgarian poet writing in 1912 about the Balkans.

I wish with all my heart to turn the Balkan Alliance into reality. What has prevented it? Mistakes from our histories (both Serbian and Bulgarian), our past, ancient and recent, and mutual conflicts, typical of the Slavs. Some believe there will always be rivalry between Serbia and Bulgaria. We should have the courage to forget our selfish national interests and march together in a firm political alliance.

SOURCE B: From a government-controlled newspaper in Bulgaria, May 1913.

We waged war against Serbia because they broke their promises over the destiny of Macedonia. We believed Serbia's word of honour, which was given by its official representatives, with tears in their eyes. Bulgaria has been forced to sign a treaty with Serbia which, when published, will show that the Serbs care more about themselves than freeing Christians from Turkish rule.

SOURCE C: An illustration from a Bulgarian newspaper showing Bulgarian forces capturing Adrianople in March 1913.



SOURCE D: From a textbook on the causes of the First World War, published in 1992.

The Bosnian Crisis of 1908–09 increased rivalry between Austria and Russia and worsened Austro-Serbian rivalry. However, the Balkan Wars were the greater threat to European peace. Austria was more determined than ever to crush the enlarged Serbia and found the ideal excuse with the assassination at Sarajevo. Bulgaria was determined to avenge the defeat of 1913.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about relations between Serbia and Bulgaria in the years 1912–13? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) The illustration shows Bulgarian troops capturing Turkish positions. Why might the newspaper have wanted to publicise this event? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the Balkan Wars 1912–13 were the most serious crisis in the region in the years 1900–14. Do you agree that this was the most serious crisis of the years 1900–14? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 3: 25 marks)

B4: The First World War, 1914–1918

You should spend about one hour on this question.

4. This question is about the defeat of Germany in 1918. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the memoirs of a British soldier, who served on the Western Front in 1918, published in 1993.

At first the German spring offensive of 1918 worked because it took us by surprise and pushed us back, but they just couldn't get through our lines. Our attacks in August were much more effective and were able to achieve a breakthrough. When the Germans retreated, they didn't have time to get back into their trenches. We had them on the run, as it were. The German prisoners were exhausted and had the look of defeat on their faces.

SOURCE B: General Ludendorff, writing about 8 August 1918.

August 8th was the blackest day for the German army in the whole history of this war. This was the worst experience that I had to go through. I was told of deeds of glorious valour but also of behaviour which I did not think was possible in the German army. Whole groups of men surrendered to single Allied soldiers. The officers in many places had lost their influence and allowed themselves to be swept along with the rest.

SOURCE C: An official British photograph showing German troops surrendering near Amiens on 8 August 1918.



SOURCE D: From a history of the First World War, published in 1992.

In 1918 Germany was weakened by the surrender of its allies – Austria, Turkey and Bulgaria – and the failure of the Ludendorff spring offensives. Moreover, the Allied blockade brought serious food shortages and suffering for the German civilians. However, the main reason for German defeat was the arrival of US troops. There were 1.7 million in Europe by the end of the war and they played an important part in the Allied Offensives of July–October 1918.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of the British attacks on the German army in August 1918? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows the mass surrender of German troops. Why might a British newspaper have wanted this widely publicised? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the arrival of US troops was the main reason for the defeat of Germany in 1918. Do you agree that this was the main reason for the defeat of Germany in 1918? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 4: 25 marks)

B5: Weimar Germany and its Challengers, 1919–1924

You should spend about one hour on this question.

5. This question is about the impact of hyperinflation in Germany during the early 1920s. Study Sources A, B, C and D and then answer the questions that follow.

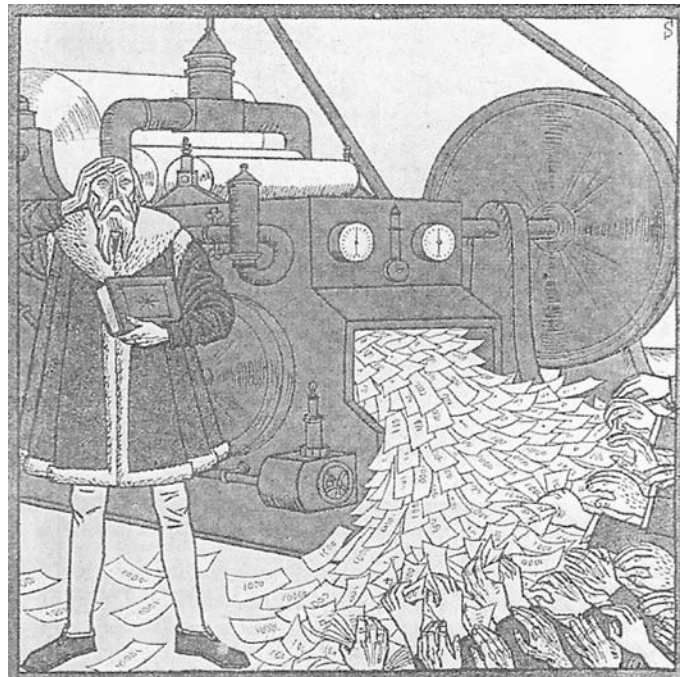
SOURCE A: An account by an eyewitness to hyperinflation, written in 1923.

As soon as people were paid their wages on Friday afternoons in 1923, they began running. They dashed to food stores where there were further slow queues. Had they got there first, a half kilo of sugar might have been bought for 2 million marks. If you were at the back of the queue, by the time you got to the counter, 2 million marks would buy only a quarter of a kilo. People carried their money around in sacks or prams. Life was madness, nightmare, desperation and chaos.

SOURCE B: An account written in 1941 by an eyewitness of the hyperinflation of 1923.

Billion mark notes were quickly handed on. Tomorrow one would no longer pay in notes but in bundles of notes. One afternoon I called on my Aunt Louise. The door was opened merely a crack. Her old broken voice said: 'I've used 60 million marks' worth of gas. My milk bill is 1 million marks. But all I have left is 2000 marks. I don't understand any more'.

SOURCE C: A cartoon which appeared in a German magazine, November 1923. The person at the front is Gutenberg who, in the 15th century, invented the printing press. It had a caption saying: 'I had not intended this'.



SOURCE D: From a history of Germany, published in 1991.

The Weimar Republic lost support due to the signing of the Treaty of Versailles in 1919 and the French occupation of the Ruhr four years later. However, hyperinflation was the main reason for the Weimar Republic's early unpopularity. The savings, plans and hopes of huge numbers of people were swept away in a chaotic whirlwind. Even when the worst was over, the psychological shock of the experience left a deep-seated distrust of democracy.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of hyperinflation in Germany? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows numerous 1,000 mark notes being printed. Why might the magazine have wanted to publicise this event? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that hyperinflation was the main reason for the early unpopularity of the Weimar Republic. Do you agree that this was the main reason for its early unpopularity? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 5: 25 marks)

B6: Russia in Revolution, 1914–1924

You should spend about one hour on this question.

6. This question is about the Provisional Government and the Bolshevik seizure of power in 1917. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From an interview with a housekeeper in Petrograd in April 1917.

The bread queues haven't got any smaller than they were under the Tsar. I think they're even bigger. You stand half the day just as before. It's all the same. There's nothing to be had. You can see the despair on the women's faces. They say it's just the same, 'The rich keep on fleecing the poor. The shopkeepers are the only people making money'.

SOURCE B: A photograph of women queuing for food in Petrograd in September 1917.



SOURCE C: A cartoon from a newspaper which supported the Provisional Government, July 1917. The caption at the top reads 'A high post for the leaders of the rebellion'. The caption below reads 'Lenin wants a high post? Well? A position is ready for him!!!'



SOURCE D: From a history of Russia, published in 1996.

The Provisional Government was weak from the very start. It had to share power with the Petrograd Soviet and made the mistake of continuing the war. The war continued to go badly, and soldiers began to desert in ever-increasing numbers. Food and fuel remained short as the war drained the country's resources. Yet the success of the Bolshevik seizure of power in 1917 was due mainly to the leadership of Lenin and the organisation of Trotsky.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the food shortages in Petrograd in 1917? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C shows Lenin being hanged. Why might the newspaper have wanted to portray Lenin in this way in July 1917?

(8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the main reason for the success of the Bolshevik seizure of power was the leadership of Lenin and Trotsky. Do you agree that this was the main reason for the Bolshevik success? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 6: 25 marks)

B7: The USA, 1917–1929

You should spend about one hour on this question.

7. This question is about Prohibition. Study Sources A, B, C and D and then answer the questions that follow.

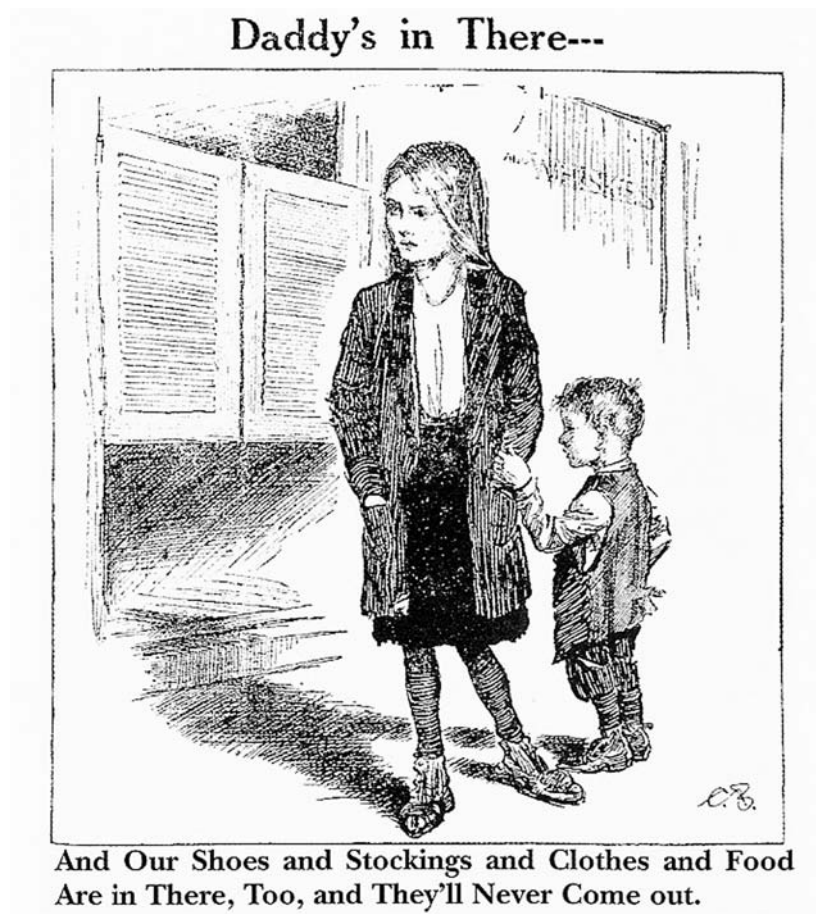
SOURCE A: From a speech to Congress in 1919 by a supporter of Prohibition.

Scientific research has demonstrated that alcohol is a poison. It lowers to an appalling degree the character of our citizens, thereby weakening public morals and democracy. It produces widespread crime, poverty and insanity, inflicts disease and early death upon hundreds and thousands of citizens. It also leads to children being born handicapped.

SOURCE B: From an Anti-Saloon League pamphlet of 1918.

The American's patriotic duty is to abolish the un-American, pro-German, crime-producing, food-wasting, youth-corrupting, home-wrecking, treasonable liquor traffic. Alcohol has caused more than three quarters of poverty and crime and a half of the cases of insanity.

SOURCE C: A poster of 1919 from a Chicago newspaper, issued by the Anti-Saloon League.



SOURCE D: From a history of the USA between the wars, published in 1997.

The prohibition movement gained much support after the entry of the USA into the First World War in 1917. However, opposition to alcohol was not a new idea and was mainly due to religious reasons. Groups such as the Anti-Saloon League had campaigned against alcohol for years and got strong support from Protestant Churches. Many immigrants had strong religious feelings which led them to disapprove of alcohol.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of alcohol? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows two children standing outside a saloon. Why might the poster have shown the children in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the support of religious groups was the main reason for the introduction of Prohibition. Do you agree that this was the main reason for the introduction of Prohibition? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 7: 25 marks)

B8: The Holocaust, 1939–1945

You should spend about one hour on this question.

8. This question is about the Ghettos. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a history textbook on the Holocaust, published in 2003.

In 1941 the ration for a German adult was 2,613 calories, Poles were allowed 699 calories and Jews in the ghettos got 184 calories – well below the amount needed to survive. The overcrowding and lack of water, heat and light led to the rapid spread of disease. The death rate in the Warsaw Ghetto varied from 1,000 to 6,000 a month.

SOURCE B: From a survivor of the Lodz Ghetto.

Some people were lucky enough to get work by helping to run the ghetto. This entitled a person to two bowls of soup a day, not the one that all the other workers got. We were constantly hungry. Rations were given out every two weeks. Many people could not stop themselves eating the ration quickly. So it was gone by the middle of the second week. They were so hungry that when the next distribution of bread and butter came they would eat it all quickly again.

SOURCE C: A photograph taken by the SS in the Lodz Ghetto in 1941. It shows a ghetto workshop. The people standing are representatives from the Red Cross.



SOURCE D: From a history textbook about survivors of the Holocaust, published in 2003.

Ghettos were places, usually parts of cities and towns, where the Nazis forced Jewish people to live. Cramming Jews into a ghetto made the rest of the city and land around it 'Jew free'. It also enabled the Nazis to round up Jews in the countryside of occupied areas and cram them into a small, walled and guarded area. However, the main purpose of the ghettos was to serve as a short-term solution in order to prepare for the permanent removal of the Jewish inhabitants.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about conditions in the ghettos? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows Jews working hard and being well-treated in the ghettos. Why might the SS have wanted to portray the ghettos in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the main reason for setting up the ghettos was to prepare for the permanent removal of the Jews. Do you agree that this was the main reason for the ghettos? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 8: 25 marks)

B9: The Second World War, 1939–1945

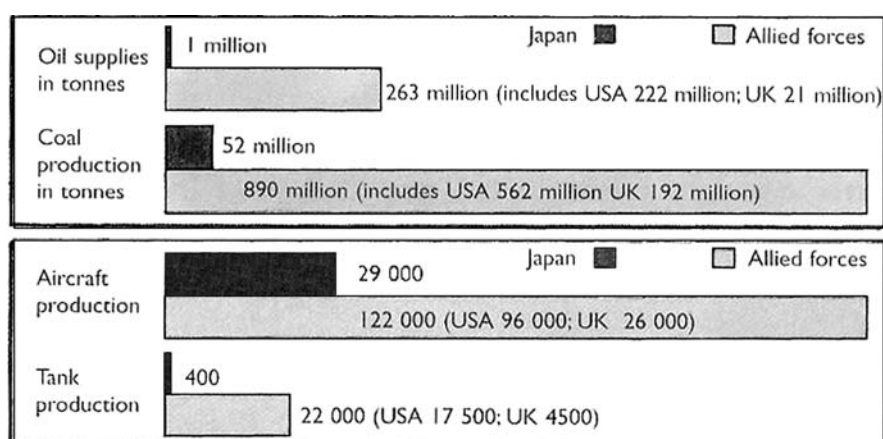
You should spend about one hour on this question.

9. This question is about the defeat of Japan. Study Sources A, B, C and D and then answer the questions that follow.

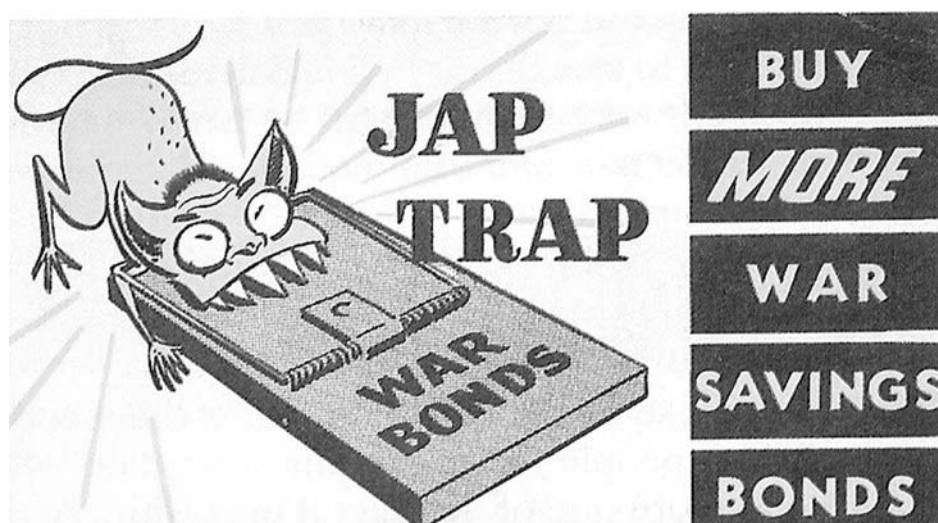
SOURCE A: From a history of the Second World War, published in 2007.

The USA was able to produce more aircraft, aircraft carriers and weapons than Japan. Air raids by the USA badly affected Japanese production. Often four out of five workers were missing from work after these air raids. Absenteeism reduced the output of Japanese industry. Steel output, which was 7.8 million tonnes in 1942, fell to one million tonnes in 1945.

SOURCE B: A comparison of Japanese and Allied military and industrial production in 1944.



SOURCE C: A USA propaganda poster of 1944 encouraging citizens of the USA to buy government bonds to support the war effort.



SOURCE D: From a history of the Second World War, published in 1989.

The dropping of the atomic bombs finally forced the Japanese to surrender in September 1945. However, the main reason for the Japanese defeat was Allied sea and air power. At the battles of Coral Sea, Midway and Leyte Gulf, the USA gained command of the sea and air. This was essential for successful operations in the Pacific islands. With the capture of Iwo Jima and Okinawa, the USA was able to bomb Japan easily in 1945.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about Allied and Japanese war production? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows the Japanese as rats caught in a trap. Why might the cartoonist have wanted to portray the Japanese in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that Allied air and sea power were the main reason for the defeat of the Japanese. Do you agree that this was the main reason for the defeat of Japan? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 9: 25 marks)

B10: China under Mao Zedong, 1949–1959

You should spend about one hour on this question.

- 10.** This question is about the Great Leap Forward. Study Sources A, B, C and D and then answer the questions that follow.

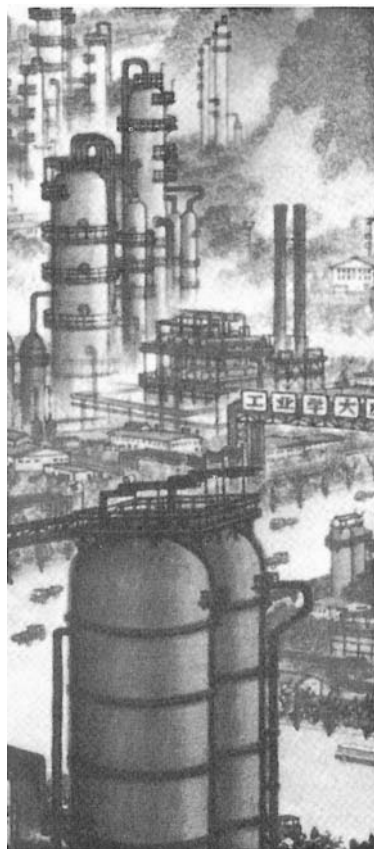
SOURCE A: From a speech by Mao Zedong to Communist party leaders in 1959.

Coal and iron cannot walk by themselves. They need vehicles to transport them. I did not see this. You could say we were ignorant of it. I am a complete outsider when it comes to economic construction. I understand nothing about industrial planning. The chaos caused was on a grand scale and I take responsibility.

SOURCE B: From an interview with a manager of a chemical factory in 1959.

Ours is the only chemical factory of its kind and the boiler is seventy years old. One day a Communist Party official arrived and told me to increase the pressure in the boiler by 50% so that the process could be completed nine times a day instead of six. When I told him he was turning the boiler into a bomb, he accused me of being middle class and anti-communist. The connecting pipe burst when we increased the pressure and we were out of production for a week while repairs were made.

SOURCE C: An official painting published by the government in 1959. It shows what Chinese industry would be like in the future.



SOURCE D: From a history textbook, published in 1987.

The Great Leap Forward failed partly as a result of Mao's ambitious hopes and lack of preparation. There were three years of disastrous harvests caused by floods and droughts. However, the main reason it failed was lack of foreign help. After 1960, the Russians began to withdraw their technicians and advisers as a result of a quarrel between Russia and China. This deprived the Chinese of essential expertise and cash.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the failures of the Great Leap Forward? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows industry of the future in China. Why might the government have wanted to portray the future of China in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that lack of foreign support was the main reason for the failures of the Great Leap Forward. Do you agree that this was the main reason for its failures? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 10: 25 marks)

TOTAL FOR SECTION B: 25 MARKS

TOTAL FOR PAPER: 75 MARKS

END

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