

Paper Reference(s)

4380/2H

London Examinations IGCSE

History

Higher Tier

Paper 2H

Wednesday 9 June 2010 – Morning

Time: 2 hour 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 1789–99.

- (a) Look at the boxes below. Write down the **two** reasons why peasants in France were discontented in 1789.

The Gabelle	The Taille
Feudal dues were abolished	Cahiers were drawn up

(2)

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

(3)

- (c) Give **two** reasons why the Estates-General was called in 1789.

(4)

- (d) Choose any **two** of the following and explain the part they played in the Revolution in the years 1789–92.

The storming of the Bastille	The seizure of church lands
The flight to Varennes	The September Massacres

(8)

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

Source: from a modern textbook

Napoleon helped to save the new government in 1795 when Royalists staged a rebellion. This success brought Napoleon fame and wealth and most importantly promotion. He was appointed Commander of the Interior and then given command of the army which was to invade Italy. After success in Italy, he returned to France where he became involved in the coup which overthrew the government.

Use the source, and your own knowledge, to describe the rise to power of Napoleon in the years to 1799.

(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 1814–30.

- (a) Look at the boxes below. Write down the **two** reasons why the monarchy was restored in France in 1814.

The Allies occupied part of France	The Quadruple Alliance
Legitimacy	Fear of Republicanism

(2)

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

(3)

- (c) Give **two** reasons for the White Terror in 1815.

(4)

- (d) Choose any **two** of the following and explain the part they played in France during the reign of Louis XVIII.

The Quintuple Alliance	Censorship
The murder of the Duc de Berri	Changes to the system of voting

(8)

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

Source: from a modern textbook

Shortly after becoming king, Charles secured the passage of the Anti-Sacrilege Act. He further angered the Liberals when it was announced that compensation would be awarded to the *émigrés*. He did not possess the common sense of the previous king and Charles' attempts to re-create the monarchy of the *ancien régime* upset many people.

Use the source, and your own knowledge, to describe how Charles X tried to change France in the years 1824–30.

(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** countries which gained territory in Europe at the Treaty of Vienna, 1815.

Poland	France
Austria	Prussia

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect the treaty had on that country's territory.

(3)

- (c) Give **two** reasons why parts of Italy were handed over to Austria at the Vienna Settlement.

(4)

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

The Treaty of Unkiar-Skelessi	Russia
Mehemet Ali	The Straits

(8)

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

Source: from a modern textbook

The Congress System began in 1814 and its first aim was to deal with Napoleon. After his defeat, the victorious powers met at Vienna to decide what to do with France. Thereafter, successive Congresses were held in order to keep peace within Europe and maintain the balance of power.

Use the source, and your own knowledge, to describe the Congress System in the years 1815–22.

(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 the independence of Belgium and Greece.

- (a) Look at the boxes below. Write down the **two** reasons why Belgium became part of the United Netherlands in 1815.

Trade	Most of the population spoke Dutch
Defence against France	Religion

(2)

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

(3)

- (c) Give **two** reasons why many Belgians opposed the system of government of the United Netherlands.

(4)

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

The policies of King William I	The National Debt
Britain	Customs duties

(8)

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

Source: from a modern textbook

The Greek revolt against the Ottoman Empire began in 1821 with two separate uprisings which both failed. Greek nationalists wanted to free themselves from Turkish rule. The Greeks had some initial successes but the Turks called on Mehemet Ali to restore order. The Greeks faced complete defeat but they received support from Britain, France and Russia.

Use the source, and your own knowledge, to describe how Greece became independent in 1832.

(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** ways in which Piedmont was different from all other states in Italy in the early 1850s.

It was a monarchy	It was free from Austrian control
It had a parliament	The Catholic Church had lost much of its influence

(2)

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

(3)

- (c) Give **two** reasons why Napoleon III agreed to help Piedmont in a war against Austria.

(4)

- (d) Choose any **two** of the following and explain the part they played in the military campaigns of Garibaldi in the years 1860–61.

Naples	Sicily
Nice and Savoy	The Thousand

(8)

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

Source: from a modern textbook

By 1862, there were only two areas that were outside the new kingdom of Italy. One was Rome and a small area around it, and the other was Venetia, which was still occupied by the Austrians. The Venetians were very keen to become part of the kingdom of Italy. In May 1866, Italy signed a treaty with Prussia.

Use the source, and your own knowledge, to describe how Italy was unified in the years 1862–70.

(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 the unification of Germany and the German Empire.

- (a) Look at the boxes below. Write down the **two** reasons why Bismarck was appointed Minister-President of Prussia in 1862.

There were problems with the budget	He planned to invade Denmark
He was a <i>Junker</i>	Plans to reform the army were blocked

(2)

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

(3)

- (c) Give **two** reasons why the German Empire was proclaimed in 1871.

(4)

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

The Centre Party	The Chancellor
The <i>Kaiser</i>	The <i>Reichstag</i>

(8)

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

Source: from a modern textbook

Bismarck was able to persuade all of the rulers of the German states to accept King William of Prussia as the Emperor. He also designed the way in which the Empire was to be run. Bismarck wanted the German Empire to be Prussian, but he had to be careful, because although all of the other states had joined the Empire, their rulers remained in charge. Within the empire, there were still four kings and many dukes and princes.

Use the source, and your own knowledge, to describe how Bismarck tried to unify the German Empire under Prussian leadership after 1871.

(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 the development of the alliance system.

- (a) Look at the boxes below. Write down the **two** ways in which France was humiliated at the end of the Franco-Prussian War.

The terms of the Treaty of Frankfurt	A victory parade in Paris
The Battle of Sedan	The Ems Telegram

(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 Congress of Berlin was held in 1878.

(4)

- (d) Choose any **two** of the following and explain the part they played in the foreign policy of Bismarck in the 1880s.

The Triple Alliance	The Second Dreikaiserbund
The Reinsurance Treaty	The Mediterranean Agreements

(8)

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

Source: from a modern textbook

Bismarck had created a web of alliances and through these peace had been maintained. However, after Bismarck resigned in 1890, Kaiser Wilhelm II followed a less diplomatic foreign policy and some of Bismarck's alliances and agreements broke up. Relations between Russia and France improved.

Use the source, and your own knowledge, to describe the changing alliance system in the years 1890 to 1907.

(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 German foreign policy.

- (a) Look at the boxes below. Write down the **two** aspects of the German policy of *Weltpolitik* under Kaiser Wilhelm II.

The Dual Entente	The Berlin Conference, 1885
The ‘ <i>Drang nach Osten</i> ’ (Push to the East)	The Navy Laws

(2)

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

(3)

- (c) Give **two** reasons why Britain was concerned by the German search for ‘a place in the sun’.

(4)

- (d) Choose any **two** of the following and explain the part they played in relations between Britain and Germany.

The First Moroccan Crisis	HMS Dreadnought
The Anglo-Russian Entente	The Second Moroccan Crisis

(8)

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

Source: from a modern textbook

The Schlieffen Plan had been accepted as policy by the German army in 1905. It not only accepted the idea of a war against France but also planned for a second front against Russia. When Moltke became Chief of Staff of the German army in 1906, he modified the Schlieffen Plan. In altering the plan, Moltke made some serious errors of judgement.

Use the source, and your own knowledge, to describe the development of the Schlieffen Plan in the period to the end of August 1914.

(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 reforms of Tsar Alexander II and Tsar Nicholas II.

- (a) Look at the boxes below. Write down the **two** reasons why Alexander II decided to emancipate the serfs.

He was an autocrat	He wanted to reform the army
Russia had lost the Crimean War	He was afraid of revolution

(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 Alexander II introduced fewer reforms after 1870.

(4)

- (d) Choose any **two** of the following and explain the part they played in the decision of Tsar Nicholas II to introduce reforms.

The Russo-Japanese War	St Petersburg Soviet, 1905
Bloody Sunday	The October Manifesto

(8)

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

Source: from a modern textbook

The first *duma* met in 1906. Tsar Nicholas II's chief adviser, Stolypin, began to make agricultural reforms and it was hoped that he could modernise Russia. He also tried to boost Russia's industries. Other reforms were made including changes in education.

Use the source, and your own knowledge, to describe the reforms that were introduced in Russia in the years 1906–14.

(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 the growth of opposition to Tsarist rule.

- (a) Look at the boxes below. Write down the **two** terrorist groups that were formed in the reign of Alexander II.

The 'People's Will'	Populist Movement
Socialist Revolutionaries	Social Democrats.

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** of its aims.

(3)

- (c) Give **two** reasons why Bloody Sunday had serious consequences for Tsar Nicholas II.

(4)

- (d) Choose any **two** of the following and explain the part they played in the growing unpopularity of Tsar Nicholas II in the years 1914–16.

Tsarina Alexandra	Tsar Nicholas II as Commander-in-Chief of the army
Inflation	Rasputin

(8)

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

Source: from a modern textbook

In January 1917, strikes became an everyday occurrence in Petrograd and this resulted in huge numbers of people protesting on the streets. The situation worsened when some of the soldiers stationed in Petrograd mutinied and began to take sides with the demonstrators. For Tsar Nicholas II, this was disastrous – a loyal army had saved him in 1905. On 24 February there were approximately 200,000 workers on strike and three days later Nicholas ordered the *duma* to dissolve.

Use the source, and your own knowledge, to describe the events of January and February 1917 which led to revolution in Russia.

(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 Lenin and the impact of Stalin on the Soviet Union.

- (a) Look at the boxes below. Write down the **two** reasons why Lenin wrote his Political Will in December 1922.

He wanted to begin War Communism	He wanted to introduce the New Economic Policy
He wanted to name his successor	He was seriously ill

(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 ended the New Economic Policy in 1928.

(4)

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

Gosplan	Gulags
Alexei Stakhanov	Women

(8)

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

Source: from a modern textbook

Stalin wanted to control all Soviet citizens. He needed to increase agricultural production and so introduced collectivisation. He did not like the way some farmers had become rich and he wanted to use any profits from agriculture to help him finance the development of Soviet industry. Stalin made peasants give up their land and crops and forced them to work on big farms called collectives which were run by the state.

Use the source, and your own knowledge, to describe collectivisation under Stalin.

(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 Great Patriotic War (1941–45) and the Soviet Union under Khrushchev.

- (a) Look at the boxes below. Write down the **two** important events in the Great Patriotic War.

Operation Barbarossa	The Secret Speech
<i>Sovnarkhozy</i>	The Battle of Stalingrad

(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 there was a struggle for power in the Soviet Union after the death of Stalin in 1953.

(4)

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

Kazakhstan	Consumer goods
Maize	Improved working conditions

(8)

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

Source: from a modern textbook

In 1962, there were riots in Novocherkassk because workers objected to wage cuts. The workers were also upset by rising food prices. Some of Khrushchev's colleagues in the Communist Party thought that he had made decisions too quickly about the economy. They disliked the way he said he was an expert on all subjects. Others thought that he was simply too rude to be a leader.

Use the source, and your own knowledge, to describe the reasons for the fall of Khrushchev in 1964.

(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 1919–39.

- (a) Look at the boxes below. Write down the **two** problems facing Germany in 1923.

Hyperinflation	The Munich Putsch
The Spartacist Uprising	The Kapp Putsch

(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 Nazi Party lost support in the years 1924–28.

(4)

- (d) Choose any **two** of the following and explain the part they played in Hitler achieving power in January 1933.

Unemployment	Propaganda
von Papen	Hugenberg

(8)

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

Source: from a modern textbook

The Nazi Minister of Education said that the whole purpose of education was to create Nazis. School was to be the ideal place to mould the mind of the child and follow the ideas of the Nazis. Boys were to be trained in military skills and girls would be educated in domestic skills. The various Nazi youth movements supported these ideas.

Use the source, and your own knowledge, to describe Nazi education policy 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 Italy and Mussolini.

- (a) Look at the boxes below. Write down the **two** reasons why law and order broke down in many parts of Italy in the years 1919–21.

Dissatisfaction with the Peace Settlement	The March on Rome
OVRA	Weak coalition governments

(2)

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

(3)

- (c) Give **two** reasons why the murder of Matteotti had important consequences for Mussolini.

(4)

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

The Lateran Pacts, 1929	The <i>Balilla</i>
1924 General Election	Corporations

(8)

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

Source: from a modern textbook

In order to create a prosperous Italy, Mussolini wanted to strengthen the economy. To do this he started a series of 'battles' which he hoped would reduce Italy's dependence on foreign imports. The Battle for Land would reclaim marshy areas and increase the amount of arable farming. It would also create more jobs.

Use the source, and your own knowledge, to describe how Mussolini's 'battles' attempted to strengthen Italy's economy.

(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 Fourteen Points and the League of Nations.

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

The creation of an independent Poland	De-militarisation of the Rhineland
Reducing the size of the German armed forces	France to regain Alsace-Lorraine

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Europe in the early 1920s.

(3)

- (c) Give **two** reasons why the Corfu Incident was a serious blow to the League of Nations.

(4)

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

Aaland Islands	Special Agencies
Upper Silesia	Economic Sanctions

(8)

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

Source: from a modern textbook

The League of Nations had been an idea of President Wilson. Some Americans did not want the USA to join the League because they thought they would have to defend the empires of the European nations. These Americans preferred to focus on issues in the USA. Other Americans felt that the League could lead them into future wars and the USA would lose their independence.

Use the source, and your own knowledge, to describe the reasons why the US did not join the League of Nations.

(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 international relations in the years 1931–38.

- (a) Look at the boxes below. Write down the **two** reasons why the Manchurian Crisis was a serious blow to the League of Nations.

Japan left the League	Italy left the League
The Lytton Report was ignored	The Disarmament Conference collapsed

(2)

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

(3)

- (c) Give **two** reasons why Hitler carried out the *Anschluss* in 1938.

(4)

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

The Hoare-Laval Pact	Suez Canal
Sanctions	Haile Selassie

(8)

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

Source: from a modern textbook

Hitler always stated that he would build up Germany's armed forces. He had come to power promising Germany '*Lebensraum*' and a strong army would secure this. His intentions became clear when he began to build up his army and airforce. He was keen to take German territory which had been lost in 1919. In 1936 he reoccupied the Rhineland.

Use the source, and your own knowledge, to describe how Hitler broke the Treaty of Versailles in the years 1933–36.

(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 US economy benefited from the First World War.

Exports to Europe	The Red Scare
The Fordney-McCumber Tariff	Loans to countries in Europe

(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 Prohibition was introduced in 1920.

(4)

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

Advertising	Isolationism
Hire Purchase	Taylorism

(8)

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

Source: from a modern textbook

Farmers were hit by Prohibition and many of them who relied on the brewing industry found their livelihoods under threat. This was an unforeseen consequence of Prohibition. Other farmers were badly affected by new industries, for example in textiles. Some farmers continued to produce and sell at a lower price, just to have some income.

Use the source, and your own knowledge, to describe the problems that many farmers in the USA faced in the 1920s.

(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** effects of the Depression in the years 1929–32.

Rugged individualism	Civilian Conservation Corps (CCC)
The Bonus Marchers	The banking crisis

(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 F.D. Roosevelt was elected President of the USA in 1932.

(4)

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

The Agricultural Adjustment Act (AAA)	The Blue Eagle
Tennessee Valley Authority (TVA)	Works Progress Administration (WPA)

(8)

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

Source: from a modern textbook

Once the New Deal began, many people in the USA accused Roosevelt of moving towards socialism. The USA was not used to such government interference. There were also those who accused Roosevelt of doing too little to help the ordinary people. Furthermore, Roosevelt encountered problems with the Supreme Court.

Use the source, and your own knowledge, to describe opposition to Roosevelt and 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 the civil rights campaigns and the Red Scare.

- (a) Look at the boxes below. Write down the **two** reasons why civil rights campaigns developed during the 1940s.

The leadership of Philip Randolph	The work of the National Association for the Advancement of Colored People (NAACP)
The Freedom Riders	The leadership of Martin Luther King

(2)

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

(3)

- (c) Give **two** reasons why the Brown v Topeka Case (1954) was important in the campaigns for civil rights.

(4)

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

The Hollywood Ten	The Rosenbergs
Alger Hiss	House Un-American Activities Committee (HUAC)

(8)

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

Source: from a modern textbook

There had been civil rights legislation in the 1950s but President Johnson introduced a number of acts after the death of President Kennedy. The Civil Rights Act of 1964 was the breakthrough and this act made segregation illegal. This was followed by other acts such as the Voting Rights Act of 1965.

Use the source, and your own knowledge, to describe the civil rights legislation of the 1960s.

(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 social change and protest in the USA and the Watergate Scandal.

- (a) Look at the boxes below. Write down the **two** parts of the Great Society.

Black Power	Appalachian Recovery Program
The Voting Rights Act	Manpower and Training Act

(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 student movement began in the 1960s.

(4)

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

CREEP	Bernstein and Woodward
White House Tapes	Impeachment

(8)

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

Source: from a modern textbook

World War II gave women the opportunity to broaden their employment horizons and many went to work in the heavy industries. After the war, there were improved educational opportunities and some women became involved in the civil rights movement. Women began to demand improved rights and formed their own protest organisations.

Use the source, and your own knowledge, to describe the development of the Women's Movement.

(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 in South Africa.

- (a) Look at the boxes below. Write down the **two** Acts that controlled the movement of black South Africans.

Group Areas Act	Population Registration Act
Bantu Education Act	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 Nelson Mandela was imprisoned in 1964.

(4)

- (d) Choose any **two** of the following and explain the part they played in South Africa in the 1970s and 1980s.

<i>Inkatha</i>	Steve Biko
Soweto	Sanctions

(8)

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

Source: from a modern textbook

In March 1960, a large number of people marched to the local police station in the township of Sharpeville, openly demanding to be arrested because they were not carrying their pass books. Some police officers opened fire without being given a precise order to do so. The police commander at Sharpeville said he did not give the order to fire.

Use the source, and your own knowledge, to describe events at Sharpeville in 1960.

(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 and the Unilateral Declaration of Independence (UDI) in Southern Rhodesia.

- (a) Look at the boxes below. Write down the **two** countries that gained their independence from Britain after 1961.

Ghana	Uganda
Nigeria	Zambia

(2)

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

(3)

- (c) Give **two** reasons why the ‘wind of change’ speech was unpopular in parts of Africa.

(4)

- (d) Choose any **two** of the following and explain the part they played in Southern Rhodesia in the years 1965–79.

Sanctions	The Patriotic Front
The Rhodesia Front	The Republic of South Africa

(8)

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

Source: from a modern textbook

On 11 November 1965, Mr Ian Smith made the UDI after several days of negotiations with the British Prime Minister, Harold Wilson. The British government was only prepared to permit independence on the basis of giving the black majority population a fair share of power. UDI was condemned as illegal by the British government.

Use the source, and your own knowledge, to describe the events that led to the UDI in Southern Rhodesia in 1965.

(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 the growth of opposition to British rule in India and the development of the Muslim League.

- (a) Look at the boxes below. Write down the **two** reasons why many Indians expected Home Rule at the end of the First World War.

The Montagu Declaration	The Defence of India Act
Military support for Britain	The Morley-Minto Reforms

(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 Gandhi became the leader of Congress after the First World War.

(4)

- (d) Choose any **two** of the following and explain the part they played in the growing opposition to British rule in India after 1919.

<i>Satyagraha</i>	The Amritsar Massacre
<i>Hartals</i>	The Dyarchy

(8)

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

Source: from a modern textbook

The Muslim League was founded in 1906 and aimed to protect the interests of all Muslim citizens in India. It grew slowly and its leaders were keen to work with the British. The League's leader, Jinnah, helped to form the Lucknow Pact with Congress in 1916. However, it was the League's willingness to work with the British which helped to create a split with the Congress Movement after 1920.

Use the source, and your own knowledge, to describe the development of the Muslim League in the years 1906–29.

(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 India in the years 1930–48.

- (a) Look at the boxes below. Write down the **two** reasons why the Salt Marches caused problems for the British in 1930.

Failure of the Round Table Conferences	Boycott of British goods
Increased support for the Muslim League	Mass defiance of the law

(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 the Muslim League rejected the Government of India Act of 1935.

(4)

- (d) Choose any **two** of the following and explain the part that each played in events leading to Indian independence.

The Cripps Mission	The election of a Labour government in Britain in 1945
The 'Quit India' Campaign	Direct Action

(8)

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

Source: from a modern textbook

Mountbatten, the Viceroy, was convinced that a united India was impossible because of communal violence. He decided to bring about independence as soon as possible. He said that two countries would be created, India and Pakistan. Five million Muslims were left in India and five million Hindus were left in Pakistan.

Use the source, and your own knowledge, to describe how the partition of India led to widespread violence in 1947–48.

(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 1911–27.

- (a) Look at the boxes below. Write down the **two** reasons why there was a revolution in China in 1911.

The leadership of Sun Yat-sen	Guomindang (GMD) Alliance with the Chinese Communist Party (CCP)
The agreement with Yuan Shi-kai	The peasants were very poor

(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 the Warlords were able to increase their influence in China in the years after 1916.

(4)

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

The May 4th Movement	New Cultural Movement
Support from the Soviet Union	Treaty of Versailles

(8)

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

Source: from a modern textbook

In 1922, the CCP began to work with the GMD and in 1923 they formed the United Front. While Sun Yat-sen was alive, the two organisations worked well together, but after his death, tensions appeared. Some GMD members distrusted the CCP and believed that the CCP wanted to bring China under the control of the Soviet Union.

Use the source, and your own knowledge, to describe the reasons for the split between the CCP and the GMD in the years to 1927.

(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 support for the CCP grew in the early 1930s.

Shanghai Massacres	The Northern Expedition
The behaviour of the CCP guerrillas	Land Reform

(2)

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

(3)

- (c) Give **two** reasons why Chiang Kai-shek's early attacks on the Jiangxi (Kiangsi-Hunan) Soviet failed.

(4)

- (d) Choose any **two** of the following and explain the part they played in increasing support for the CCP in the years to 1937.

The Long March	The Eight Rules of Mao
Inflation	The Yen'an base

(8)

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

Source: from a modern textbook

When the Japanese started hostilities in 1937, Chiang Kai-shek retreated and gave up the capital of Nanjing. He moved the government to Sichuan province. The GMD appeared to be unwilling to attack the Japanese. Inflation grew rapidly and the power of the Warlords increased once more. After the war, the GMD lost the support of the USA.

Use the source, and your own knowledge, to describe how the GMD lost support in the years 1937–49.

(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 the aims and policies of Mao Zedong.

- (a) Look at the boxes below. Write down the **two** aims that Mao Zedong had at the time he became leader of China in 1949.

Establishing Communist rule	Re-education
Land Reform	The Five-Year Plan

(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 Mao Zedong preferred to rely on manual labour in major construction projects.

(4)

- (d) Choose any **two** of the following and explain the part they played in the difficulties Mao Zedong faced in the late 1950s and early 1960s.

Deng Xiaoping	The One Hundred Flowers Campaign
Backyard Furnaces	Liu Shaoqi

(8)

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

Source: from a modern textbook

Once the Cultural Revolution began, the Red Guards attacked teachers, scientists, government officials and doctors. These people were often humiliated by being tied up and forced to recite from Mao's book. Temples, shrines, works of art and gardens were destroyed. Mao wanted to remove foreign influences.

Use the source, and your own knowledge, to describe the events 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 Deng Xiaoping and his policies.

- (a) Look at the boxes below. Write down the **two** reasons why Deng Xiaoping had re-gained some power in China by 1977.

Hua Guofeng	Support within the Chinese Communist Party
Support from the army	The Gang of Four

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the support for Deng Xiaoping in the later 1970s.

(3)

- (c) Give **two** reasons why Deng Xiaoping did not openly criticise the policies of Mao Zedong.

(4)

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

Tiananmen Square	University Students
Hu Yaobang	Zhao Ziyang

(8)

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

Source: from a modern textbook

Deng Xiaoping followed his ideas of Four Modernisations in order to bring prosperity to China. He was prepared to allow free markets and wanted to increase the volume of China's exports. He was keen to focus on light industry and attract foreign investment. Deng also set up Special Economic Zones.

Use the source, and your own knowledge, to describe how Deng Xiaoping tried to modernise Chinese industry.

(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 Vietnam in the years 1945–73.

- (a) Look at the boxes below. Write down the **two** Vietnamese leaders who fought against the French in the years 1945–54.

Ngo Dinh Diem	Ho Chi Minh
Bao Dai	General Giap

(2)

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

(3)

- (c) Give **two** reasons why the Geneva Conference (1954) did not lead to a permanent settlement in Vietnam.

(4)

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

Ho Chi Minh Trail	National Liberation Front
The Tet Offensive	Chemical Agents

(8)

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

Source: from a modern textbook

US citizens saw Viet Cong successes on the television. They saw few American successes. After Richard Nixon became president in 1969, he gradually reduced US forces in South Vietnam. Peace talks continued in Paris and eventually agreements to end the war were reached in 1973.

Use the source, and your own knowledge, to describe how US forces were withdrawn from Vietnam after 1969.

(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 Malaysia and Singapore and Indonesia.

- (a) Look at the boxes below. Write down the **two** states that became part of Malaysia in 1963.

Brunei	Indonesia
Sarawak	Sabah

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** reason for its decision concerning membership of Malaysia.

(3)

- (c) Give **two** reasons why the communist uprising in Malaya had been defeated by 1960.

(4)

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

The London Talks, 1956–58	The 1958 Constitution
The 1959 Elections	Lee Kuan Yew

(8)

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

Source: from a modern textbook

By 1965, President Sukarno of Indonesia faced many problems. At the end of September 1965, six leading army generals were murdered and communist revolutionaries announced a new government. However, General Suharto led the army against these revolutionaries and stopped the attempted takeover. Many of the revolutionaries were slaughtered and Suharto's power was increased.

Use the source, and your own knowledge, to describe how President Sukarno was removed from power in Indonesia 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 in the years 1947–67.

- (a) Look at the boxes below. Write down the **two** reasons why large numbers of Palestinian Arabs left Israel after the war of 1948–49.

Israel occupied the Arab parts of Palestine	Israeli settlements were established in captured areas
US support for Israel	Nasser took power in Egypt

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Middle East in the years 1948–54.

(3)

- (c) Give **two** reasons why Palestinian Arabs objected to the creation of the state of Israel in 1948.

(4)

- (d) Choose any **two** of the following and explain the part they played in the Middle East in the years 1957–66.

The United Nations	The United Arab Republic (UAR)
The Soviet Union	The USA

(8)

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

Source: from a modern textbook

Tension between Egypt and Israel had been rising for some time and it erupted into war in 1967. The Israelis heard President Nasser's threatening radio broadcasts and they also had intelligence of military build-ups near the border. The Israelis decided on a pre-emptive strike. On 5 June 1967, the Israeli airforce attacked neighbouring Arab airbases.

Use the source, and your own knowledge, to describe how Israel defeated its Arab enemies in the war of 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 conflict and peace in the Middle East in the 1970s and 1980s.

- (a) Look at the boxes below. Write down the **two** reasons why Arab forces had some successes in the war of October 1973.

It was a holiday in Israel	They retained control of the Sinai
They attacked without warning	Air power proved decisive

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the war of October 1973.

(3)

- (c) Give **two** reasons why the Palestine Liberation Organisation (PLO) was forced to leave Jordan in 1970.

(4)

- (d) Choose any **two** of the following and explain the part they played in the conflict in Lebanon in the 1970s and early 1980s.

Christian Militias	Israel
Palestine Liberation Organisation	The United Nations

(8)

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

Source: from a modern textbook

In 1977, President Sadat of Egypt turned to diplomacy and visited Israel, where he addressed the Knesset (parliament). At this time, Prime Minister Begin of Israel accepted the idea of returning the Sinai to Egypt. During the following year, President Carter of the USA invited the Egyptian and Israeli leaders to Camp David to try to establish a lasting peace between the two countries.

Use the source, and your own knowledge, to describe the Camp David Agreements of 1978.

(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 Stalin did not trust the West in 1945.

The Truman Doctrine	The Deutschmark
The Atomic Bomb	The delaying of the Second Front

(2)

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

(3)

- (c) Give **two** reasons why relations between the USA and the Soviet Union changed in the period between the Yalta and Potsdam Conferences.

(4)

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

The Iron Curtain	West Berlin
The Organisation for European Economic Co-operation	Trizonia

(8)

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

Source: from a modern textbook

Tension between the West and the Soviet Union continued to increase throughout the Berlin Airlift. The hopes that Germany would be re-united began to disappear and in 1949 the Federal Republic of Germany was created from the British, French and US zones. Later that year, the Soviet Union created the German Democratic Republic from its zone.

Use the source, and your own knowledge, to describe how the Cold War developed in Europe in the years 1949–53.

(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 relations between the USA and the Soviet Union worsened in the years 1953–61.

The U2 Incident, 1960	Peaceful Co-existence
The Warsaw Pact, 1955	The death of Stalin, 1953

(2)

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

(3)

- (c) Give **two** reasons why Khrushchev sent Soviet military forces into Hungary in November 1956.

(4)

- (d) Choose any **two** of the following and explain the part they played in relations between the USA and the Soviet Union in the 1950s and early 1960s.

The Space Race	US missiles in Turkey
The Olympic Games	Fidel Castro

(8)

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

Source: from a modern textbook

Khrushchev thought that he would be able to force the Allies out of West Berlin. He knew the limits to which President Eisenhower would go. Khrushchev knew that he had to stop the flow of refugees. Following the election of the inexperienced John F. Kennedy, Khrushchev felt very confident that he could solve the problem of Berlin once and for all.

Use the source, and your own knowledge, to describe the events leading to the building of the Berlin Wall in 1961.

(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 years 1948–92.

- (a) Look at the boxes below. Write down the **two** Western European organisations that were set up in the 1940s.

The Organisation for European Economic Co-operation	Warsaw Pact
Benelux	Comecon

(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 Britain applied to join the Common Market in the early 1960s.

(4)

- (d) Choose any **two** of the following and explain the part that each played in the European Economic Community (EEC).

The European Parliament	The Common Agricultural Policy
The Council of Ministers	The Commission

(8)

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

Source: from a modern textbook

One of the main forerunners of the Common Market was the European Coal and Steel Community which was set up in 1951. Six years later the members of this organisation formed the Common Market. Expansion continued in the early 1970s when the United Kingdom joined and by the end of the 1980s membership totalled 15. The European Union was established following the Treaty of Maastricht in 1992.

Use the source, and your own knowledge, to describe the development of the Common Market in the years to 1992.

(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 life in Eastern Europe from the 1940s to the 1980s.

- (a) Look at the boxes below. Write down the **two** ways by which the Soviet Union tried to prevent western influences reaching Eastern Europe.

Sport	Subsidies
Censorship	Travel permits

(2)

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

(3)

- (c) Give **two** reasons why religious groups were controlled in Eastern Europe.

(4)

- (d) Choose any **two** of the following and explain the part they played in state control in Eastern Europe.

Education	Propaganda
The Media	Literature

(8)

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

Source: from a modern textbook

One of the first challenges to Soviet control in Eastern Europe came in Poland with the formation of Solidarity, an independent trade union, in 1980. The Polish government had to establish Martial Law to put down the strikes but the demonstrations had influenced people in other Soviet controlled countries. After 1985, Gorbachev's more relaxed approach allowed the Soviet satellite states to have greater freedom.

Use the source, and your own knowledge, to describe how opposition to Soviet control of Eastern Europe grew in the 1980s.

(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

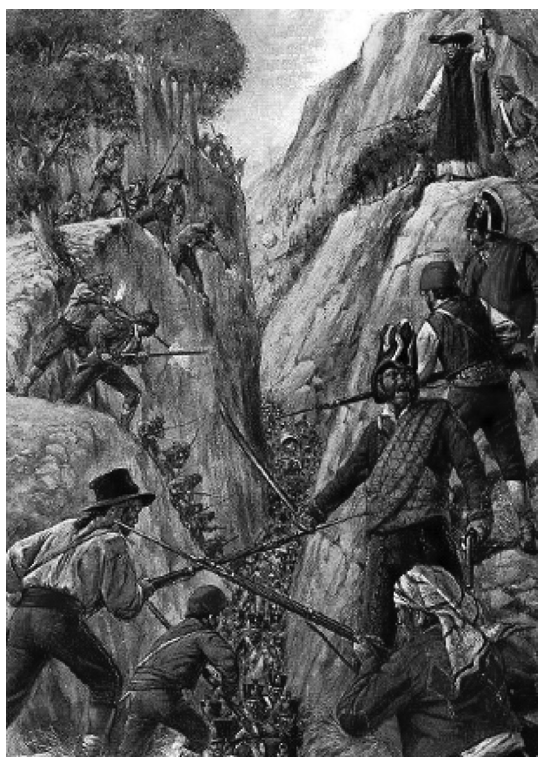
You should spend about one hour on this question.

1. This question is about the Peninsular War. Study Sources A, B, C and D and then answer the questions that follow.

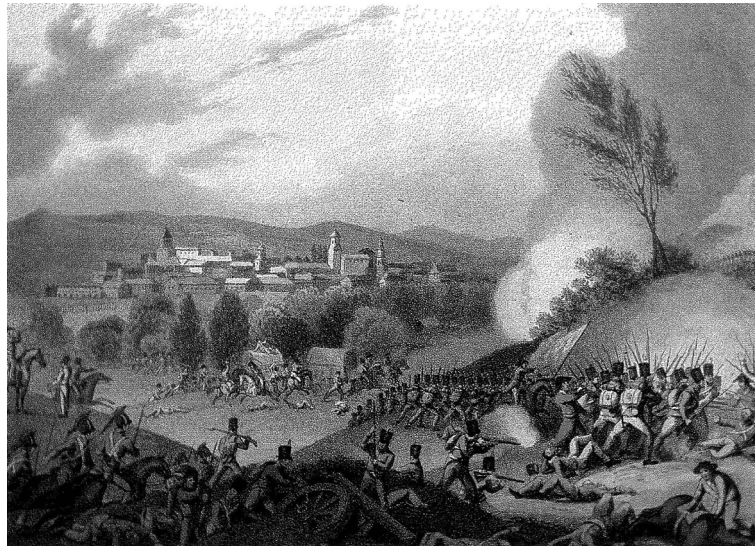
SOURCE A: From a history of the Napoleonic Wars, published in 2003.

The Spanish guerrillas ambushed French convoys, attacked French camps, and pounced upon, dodged, and fought French columns. The passage of the French troops across Spain and Portugal was seriously disrupted. The French had to be constantly armed against their Spanish enemies, who were everywhere but could not be seen.

SOURCE B: A sketch by a British artist showing an attack by Spanish guerrilla forces on a French convoy.



SOURCE C: A painting by a British artist, 1814, showing the British victory over the French at the Battle of Vitoria, 21 June 1813.



SOURCE D: From a history textbook on warfare, published in 2000.

The Spanish guerrilla campaign seriously disrupted the French war effort. Nevertheless, the main reason for the British success in the Peninsular Campaign was the effective leadership of Arthur Wellesley. His victories were decisive in the outcome of the Peninsular War and earned him the title of the Duke of Wellington. He sometimes had to retreat, but he never lost a battle in the Peninsular War.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the actions of the Spanish guerrillas? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C suggests a heroic British victory. Why might a British artist have shown the event 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 the defeat of the French in the Peninsular War was the leadership of Wellesley. Do you agree that this was the main reason for the French defeat? 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 isolation and defeat of Austria. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a history book about German Unification, published in 1972.

Bismarck made an alliance with Italy. The Italians were determined to drive the Austrians out of Venetia. Bismarck then successfully provoked Austria into declaring war on Prussia. Prussian troops marched into Holstein and Bismarck put forward plans for a united Germany from which Austria would be excluded. Austria called upon other German states to join her against Prussia.

SOURCE B: An account by a Prussian Liberal politician, written in May 1866.

Never has a war been provoked so shamelessly as the one Bismarck is currently trying to start against Austria with the alliance with Italy and actions in Holstein. God knows I am no friend of Austria and I am also devoted to the idea of Prussian influence in Northern Germany. But I would rather cut off my hand than use it in such a disgusting operation as Prussia is now launching against Austria.

SOURCE C: A painting by a Prussian artist in 1867, showing Crown Prince William of Prussia leading the Prussian army to victory against Austria at the battle of Sadowa-Königgrätz, 3 July 1866.



SOURCE D: From a history book about German Unification, published in 1980.

Austria was successfully isolated by the diplomacy of Bismarck. However, the main reason for the defeat of Austria was the strength of the Prussian armed forces, brilliantly led by Count Helmuth von Moltke. The Prussian army was equipped with a new machine gun which had a rate of fire four times greater than the weapons used by the Austrians.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the outbreak of the Austro-Prussian War? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests an heroic victory by the Prussian army at the Battle of Sadowa-Königgrätz. Why might the artist have portrayed the battle 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 the defeat of Austria was the strength of the Prussian armed forces. Do you agree that this was the main reason for the defeat of Austria? 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 Bosnia-Herzegovina Crisis of 1908–09. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: A report produced by General Conrad, the Chief of Staff of the Austro-Hungarian army, in the summer of 1908.

There is a real possibility of conflict in the Balkans. This will lead to war between Serbia and the Austro-Hungarian monarchy. An uprising in Bosnia would be actively supported by Serbia. I therefore urge, as so often before, that it is essential we respond to Greater Serbian propaganda, which is encouraging such an uprising. We must restore the authority of Austria-Hungary.

SOURCE B: From a letter written by the Archduke Franz Ferdinand to one of his advisers on 20 October 1908. This was two weeks after the Austro-Hungarian occupation of Bosnia-Herzegovina.

Please restrain General Conrad. It would be very tempting to cut the Serbs to bits, but such an easy victory would be useless if it led to a major European war. If that happened, we would find ourselves fighting on two fronts and that would be the end of the story.

SOURCE C: From a proclamation issued in October 1908 by the Emperor Franz Joseph to the people of Bosnia-Herzegovina. This followed the Austro-Hungarian annexation of the two provinces.

Remembering the ties that existed in the past between our glorious ancestors, we now extend our sovereignty over Bosnia and Herzegovina. The people of these provinces will enjoy equal rights for all under the law and equal protection for all religious and racial groups. The freedom of the individual and the welfare of the whole community will be the aim of our government in the two lands.

SOURCE D: From a history of Europe, published in 1981.

The annexation of Bosnia-Herzegovina was carried out to increase the prestige of the Austro-Hungarian Empire and to exploit the weaknesses in the Turkish Empire. Moreover, it was a warning to Austria-Hungary's great rival Russia, the champion of Slav nationalism. However, the most important reason for the annexation was to frustrate Serbia's plans for the creation of a Greater Serbia.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about Austria-Hungary's attitude towards Serbia in 1908? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C was issued soon after the annexation of Bosnia-Herzegovina. Why might the Emperor Franz Joseph have issued this proclamation?

(8)

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

- (c) Source D suggests that the main reason for the Austro-Hungarian annexation of Bosnia-Herzegovina was to frustrate Serbian plans. Do you agree that this was the main reason for the annexation? 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 War at Sea. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the German government's official statement, 28 May 1915, about the sinking of the *Lusitania* on 7 May.

The German Government must state that certain important facts directly connected with the sinking of the *Lusitania* may have escaped the attention of the Government of the United States. It is known to the German Government that for some time most English merchant ships have been provided with guns, ammunition and other weapons. When the *Lusitania* left New York, it undoubtedly had guns on board which were hidden under its decks.

SOURCE B: From the official note sent to Germany by the government of the USA on 9 June 1915.

Whatever the facts regarding the sinking of the *Lusitania*, the main fact is that a great liner, carrying more than a thousand people who played no part in the war, was torpedoed and sunk. There was not even a challenge or warning. Men, women and children were sent to their death in circumstances not seen before in modern warfare.

SOURCE C: From a British newspaper, 10 May 1915, showing some of those who died on the *Lusitania*.

BRITISH AND AMERICAN BABIES MURDERED BY THE KAISER



SOURCE D: From a modern history textbook, published in 2001.

British control of the sea was challenged by German raids on the east coast in 1914 and the Battle of Jutland, May 1916. However, the most serious threat came from unrestricted U-boat warfare. By April 1917, Britain had less than six weeks supply of food and was close to being starved out of the war.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the sinking of the *Lusitania*? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows some of the American and British passengers who died on the *Lusitania*. Why might a British newspaper have wanted to publicise this? (8)

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

- (c) Source D suggests that the U-boats posed the greatest threat to the Allies during the First World War. Do you agree that this was the greatest threat to the Allies during the First World War? 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 German reactions to the Treaty of Versailles and opposition to the Weimar Republic. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the diary of a British official who worked for Lloyd George during the Versailles peace negotiations.

The Treaty of Versailles is actually a severe punishment for Germany. Everyone here is unhappy and disappointed with the terms of the treaty. It is not a just or wise peace. Historians, with every justification, will come to the conclusion that we, the Allies, are stupid men. If I were the Germans, I wouldn't sign for a moment.

SOURCE B: From a German newspaper published on the day of the signing of the Treaty of Versailles, 28 June 1919.

Today in the Hall of Mirrors of Versailles the disgraceful Treaty of Versailles is being signed. Do not forget it. The German people will press forward to reconquer the place among nations to which Germany is entitled. There will come revenge for the shame of 1919.

SOURCE C: A German cartoon of June 1919. The German mother is saying to her starving child 'When we have paid one hundred billion marks, I can give you something to eat'.



SOURCE D: From a modern history textbook, published in 1997.

In January 1919, the Spartacists, led by Rosa Luxemburg and Karl Liebknecht, tried unsuccessfully to seize power. The Weimar Republic was also threatened by the Kapp Putsch of 1920 and the Munich Putsch of November 1923. However, the main reason for opposition to the Weimar Republic was the signing of the Treaty of Versailles.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about reactions to the signing of the Treaty of Versailles? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that German people will suffer as a result of reparations. Why might this cartoon have been widely publicised in Germany in 1919? (8)

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

- (c) Source D suggests that the main reason for opposition to the Weimar Republic in the years 1919–23 was the signing of the Treaty of Versailles. Do you agree that this was the main reason for opposition? 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 February Revolution. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the memoirs of a member of the *Duma* describing the events in Petrograd of 26 February 1917.

Unexpectedly for all, there erupted a soldier mutiny. The soldiers refused to fire on the crowd. All at once they laid down their arms and all one could hear from them was ‘Land and Freedom’, ‘Down with the Romanovs’, ‘Down with the Officers’.

SOURCE B: A photograph of soldiers and workers in the streets of Petrograd, 26 February 1917. The slogan on the banner says ‘Down with the Monarchy’.



SOURCE C: A photograph showing women marching for better conditions in Petrograd, 23 February 1917.



SOURCE D: From a history of Russia, published in 1997.

The Tsar was stranded hundreds of miles away at the war front when the situation in Petrograd began to get out of hand and the army joined the protestors. However, the main reason for revolution was the food shortages in Petrograd. Hungry women queued in the cold for hours to buy basic necessities like bread, which was in short supply in shops, and they took to the streets to protest.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the actions of some Russian soldiers in Petrograd on 26 February 1917? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows women marching in protest against the harsh conditions in Petrograd. Why might this photograph have been widely publicised in February 1917? (8)

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

- (c) Source D suggests that the main reason for the revolution of February 1917 was the food shortages in Petrograd. Do you agree that this was the main reason for the February Revolution? 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 new forms of entertainment in the USA in the 1920s. Study Sources A, B, C and D and then answer the questions that follow.

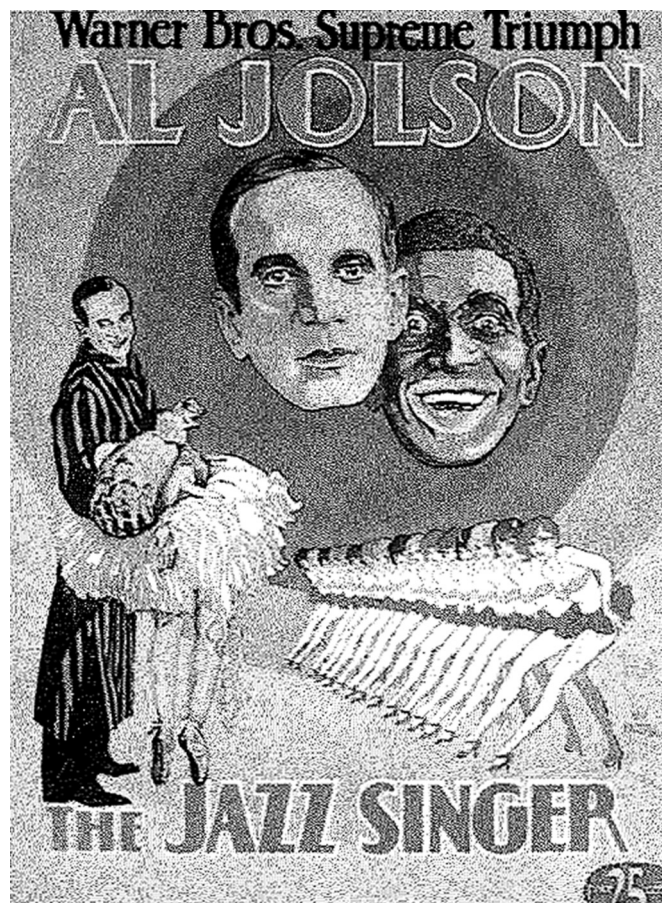
SOURCE A: From an article about Jazz music in a US magazine, published in 1921.

Jazz was originally played to accompany the voodoo dancer, stimulating people to the most evil of actions. It has also been used by others to encourage brutality. Scientists have also shown that Jazz has a demoralising effect on the human brain. It produces the most extreme reactions, is harmful and dangerous and its influence is totally bad.

SOURCE B: From an article by a popular Jazz musician, written in 1923.

Jazz is entering more and more into the daily lives of people because of the influence of black musicians. Jazz musicians are not held back by tradition. They have new ideas and constantly experiment. They are causing new blood to flow into the veins of music. Jazz has come to stay because it is an expression of the times – breathless, exciting and creative.

SOURCE C: An advertisement for *The Jazz Singer*, the first ‘talkie’ movie, in 1927.



SOURCE D: From a modern history of the USA, published in 1998.

The prosperity of the 1920s brought a change of lifestyle for many Americans. They had more leisure time and more money to spend. The entertainment industry grew, with dancehalls and clubs opening. The 1920s was also a golden era for spectator sports such as baseball, boxing and American football. By 1930, 40 per cent of all homes in the USA had a radio set. However, the most popular form of entertainment in the 1920s was the cinema.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the impact of Jazz music in the USA in the 1920s? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C describes *The Jazz Singer* as a ‘supreme triumph’. Why might the film have been advertised in this way?

(8)

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

- (c) Source D suggests that the most popular form of entertainment in the 1920s was the cinema. Do you agree that this was the most popular form of entertainment? 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 camps at Auschwitz. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a survivor of Auschwitz.

In the morning we were kicked awake and kicked into line. We walked to the factory. At 6 a.m. I stood in front of a machine. The workforce was huge. Dozens of machines stood in ruler-straight lines, each with an operator, each working. The foreman marched up and down checking that we were working hard enough. A Polish prisoner showed me what to do. So I became a machine operator.

SOURCE B: A photograph taken in 1943 of one of the workshops at Auschwitz. The man in the centre in the dark suit is the factory foreman.



SOURCE C: A photograph of one of the workshops at Auschwitz, taken in 1942 by a member of the SS.



SOURCE D: From a history textbook, published in 1997.

At Auschwitz extermination camp, prisoners were divided into two groups. Those who were to die in the gas chambers, and those who were to carry out essential war work. The fortunate prisoners were given jobs in the kitchen. However, most became slave labourers, building a massive factory for making synthetic oil and rubber. They worked long hours and were always treated with great brutality by the camp guards.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows prisoners working. Why might the SS have wanted to show the conditions in this way? (8)

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

- (c) Source D suggests that workers at Auschwitz were always treated with great brutality. Do you agree that the workers were always treated with great brutality? 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 German invasion of the Soviet Union in 1941 and the failure of Operation Barbarossa. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the diary of General Guderian, one of the German commanders, December 1941.

At the beginning we thought there would be 200 Soviet divisions. We have already counted 360. The Soviet Union seems to have a never-ending supply of men. As we advance all we find is burned fields and buildings. Everything is destroyed. We have seen bad roads but nothing as bad as this. All motor transport is hopelessly bogged down. The icy cold, our poor clothing, the heavy losses of men and guns are making fighting a torture.

SOURCE B: From a report written by the German Field Marshal Keitel, December 1941.

The severe weather conditions have bogged down our advance. Our losses since the invasion of the Soviet Union have normally been 150,000 a month. Of these, only 90,000 or so can be replaced each month. So the German army is falling in numbers by about 60,000 a month. However, this is not taking into account the losses in big battles.

SOURCE C: A Soviet poster, October 1941. The text says ‘Napoleon suffered defeat and so will the conceited Hitler’. The French invasion of Russia in 1812, led by Napoleon, failed due to Russian resistance and the severe winter.



SOURCE D: From a history textbook, published in 2007.

Hitler made several mistakes. The attack on the Soviet Union was launched too late in the year and he should have concentrated his forces on one breakthrough rather than the three-pronged attack. However, the main reason for the failure of Operation Barbarossa was the leadership of Stalin. He ensured that the Red Army retreated from the advancing German armies and, as they retreated, carried out a 'scorched earth' policy.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the conditions facing the German invaders in the Soviet Union in 1941? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows resistance to foreign invasion. Why might the poster have been widely publicised in October 1941? (8)

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

- (c) Source D suggests that the leadership of Stalin was the main reason for the failure of Operation Barbarossa. Do you agree that this was the main reason? 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.

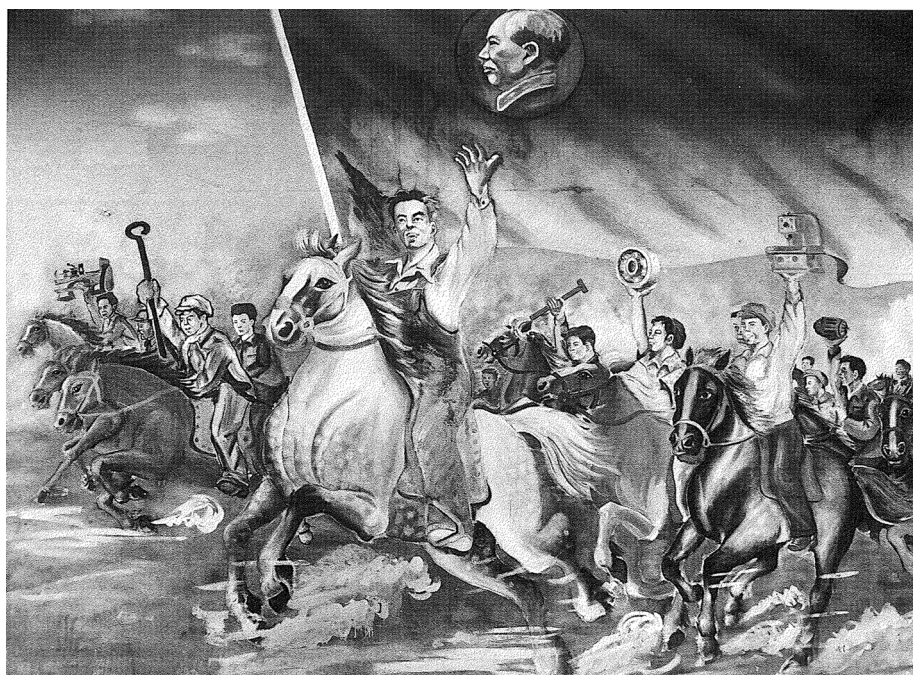
SOURCE A: From an account of the Great Leap Forward, published in the Soviet Union in 1969.

Chinese leaders put forward a new programme of economic development which would increase industrial production 650 percent in five years. Farming was expected to cover a twelve-year programme in three years. What self-delusion! The idea of rapid industrialisation by a ‘great leap’ was a total failure. Hundreds of industrial schemes failed or were abandoned after a year due to lack of resources.

SOURCE B: A foreign journalist describes the building of a dam in the valley of the Ming Tombs, 1959.

There were not enough machines. There was no cement or other building materials. The people of Peking (Beijing) were summoned to build the dam with their bare hands and feet. Hundreds of thousands helped, including government officials, doctors and university professors. They scratched away the earth from the surrounding hills using their finger nails. They split stones with primitive tools. In the next six months the dam was built.

SOURCE C: A painting by a Chinese artist, 1958, showing the Great Leap Forward bringing success to China.



SOURCE D: From a history of China, published in 1997.

The communes suffered because of the incredible haste in which they were set up and the lack of technical expertise. Because the peasants were busy elsewhere, crops were neglected. There were bad harvests from 1959 to 1961. The withdrawal of aid by the Soviet Union in 1960 made matters worse. However, the main reason for the failure of the Great Leap Forward was the leadership of Mao. He set almost impossible targets.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows the Great Leap Forward bringing success to China. Why might the artist have wanted to portray the Great Leap Forward 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 the failure of the Great Leap Forward was the leadership of Mao. Do you agree that this was the main reason for the failure of the Great Leap Forward? 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

Edexcel Limited gratefully acknowledges the following sources:

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