

Paper Reference(s)

4380/2H

London Examinations IGCSE

History

Higher Tier

Paper 2H

Friday 6 May 2005 – Morning

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. All 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 from 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 the Revolution from 1789 to 1799.

- (a) Look at the boxes below. Write down the **two** events that led to the setting up of the Constituent Assembly in June 1789.

Voting in the Estates-General	The storming of the Bastille
The Declaration of the Rights of Man	The Tennis Court Oath

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on the Revolution in France.

(3)

- (c) Give **two** reasons why Louis XVI became more unpopular in 1791–92.

(4)

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

The Jacobins	The Law of Suspects
Robespierre	The Committee of Public Safety

(8)

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

Source: from a modern textbook

Napoleon Bonaparte was an artillery officer who dealt with a riot in Paris in 1795. He came to the notice of the Director, Barras, and was given command of armies in Italy and Egypt. In 1799 he returned to France and became Consul.

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

(8)

(Total for Question 1: 25 marks)

A1: Revolution and Reaction in 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 Louis XVIII and opposition to Charles X.

- (a) Look at the boxes below. Write down the **two** conditions that Louis XVIII had to accept when he returned to France for a second time in 1815.

An indemnity towards the cost of the war	The loss of French colonies
The borders of France as they were in 1792	Occupation by Allied troops

(2)

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

(3)

- (c) Give **two** reasons why the ‘White Terror’ took place after 1815.

(4)

- (d) Choose any **two** of the following and explain why they opposed Charles X’s policies.

The Middle Classes	Liberals
The Press	Republicans

(8)

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

Source: from a modern textbook

By the summer of 1830, opposition to Charles’s actions was overwhelming. On 27 July 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.

Use the source, and your own knowledge, to describe how Louis Philippe became King of the French in 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 international co-operation.

- (a) Look at the boxes below. Write down the **two** countries that joined the Holy Alliance.

Britain	Austria
Prussia	Turkey

(2)

- (b) Choose **one** of your answers to question (a) and describe that country's attitude to the Holy Alliance.

(3)

- (c) Give **two** reasons why the number of German states was reduced to fewer than forty at the Treaty of Vienna.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the attempts to control France after 1815.

Military occupation	The United Netherlands
Prussia	The Quadruple Alliance

(8)

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

Source: from a modern textbook

The Great Powers had worked together to end the threat from Napoleon. In 1815 it seemed sensible to continue co-operation after the war. The Treaty of Vienna had made many changes to Europe. There were new rulers to support and no government wanted revolution or any more warfare.

Use the source, and your own knowledge, to describe the creation of the Congress System.

(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 Belgian independence.

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

Defence against France	Religion
Trade	Most of the people spoke Dutch

(2)

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

(3)

- (c) Give **two** reasons why the way that the United Netherlands was governed angered Belgians.

(4)

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

Industry	Customs duties
Taxation	Agriculture

(8)

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

Source: from a modern textbook

The Treaty of Westminster (London) was finally signed in 1839. The United Netherlands was divided into two separate countries. Neither Belgium nor the Netherlands got exactly what they wanted. The Great Powers were more interested in making sure that the settlement was fair.

Use the source, and your own knowledge, to describe the Treaty of Westminster (London).

(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 Italian Unification.

- (a) Look at the boxes below. Write down the **two** parts of Italy that were ruled by foreign powers in the early 1850s.

Lombardy	Naples
Piedmont	The Papal States

(2)

- (b) Choose **one** of your answers to question (a) and describe how that part of Italy was governed. (3)

- (c) Give **two** reasons why Cavour wanted to unify parts of Italy. (4)

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

Garibaldi	Napoleon III
The Crimean War	The four duchies

(8)

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

Source: from a modern textbook

Venetia did not become part of the Kingdom of Italy until 1866. During the Austro-Prussian War, the Italian army and navy tried to take possession of Venetia. But it was actually handed over after the war because of an agreement between Austria and France.

Use the source, and your own knowledge, to describe how Venetia became part of the Kingdom of Italy in 1866.

(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 role of Bismarck.

- (a) Look at the boxes below. Write down the **two** reasons why Bismarck was successful in increasing Prussian power in the 1860s.

The Zollverein	Realpolitik
Middle Classes	The Prussian Army

(2)

- (b) Choose **one** of your answers to question (a) and describe how it was used by Bismarck.

(3)

- (c) Give **two** reasons why Bismarck chose to be both Minister President of Prussia and Chancellor of the new German Empire.

(4)

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

Schools	The Jesuits
The Falk (May) Laws	The Centre Party

(8)

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

Source: from a modern textbook

During the 1870s Bismarck became concerned at the growth of socialism in Prussia. In 1879 he introduced the Anti-Socialist Bill. It had some very harsh clauses, but the Socialist Party was not banned. In fact, the number of people voting socialist went up in the 1880s.

Use the source, and your own knowledge, to describe how Bismarck tried to deal with the socialists.

(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 impact of the Alliance System.

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

Sedan	Revanche (Revenge)
Indemnity payments	Alsace-Lorraine

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on Franco-German relations after 1871.

(3)

- (c) Give **two** reasons why Bismarck organised the Congress of Berlin in 1878.

(4)

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

The first Dreikaiserbund 1873	The Treaty of Berlin 1878
The second Dreikaiserbund 1879	The Reinsurance Treaty 1887

(8)

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

Source: from a modern textbook

Bismarck had always tried to keep Russia allied to Germany, but in the end he failed. After he was forced to resign in 1890, there were no more attempts to form alliances with Russia. Instead Russia and France began to draw closer together.

Use the source, and your own knowledge, to describe the development of the Triple Entente.

(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 relations between Germany and Britain.

- (a) Look at the boxes below. Write down the **two** parts of the Kaiser's Weltpolitik in the 1890s.

The Boer War	The Reinsurance Treaty
Berlin-Baghdad Railway	The German Colonies

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on German foreign policy. (3)

- (c) Give **two** reasons why the British government was angered by the German Navy Laws. (4)

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

The Anglo-French Entente 1904	The First Moroccan Crisis 1905
H.M.S. Dreadnought 1906	The Second Moroccan Crisis 1911

(8)

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

Source: from a modern textbook

The Schlieffen Plan was drawn up by the German Chief of Staff in 1905. It was an attempt to cope with a war on two fronts. But the Plan was changed on a number of occasions and by 1914 there were important differences. Even so, the basic plan remained the same.

Use the source, and your own knowledge, to describe the Schlieffen Plan.

(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 attempts to reform Russia.

- (a) Look at the boxes below. Write down the **two** clauses that Russia had to accept in the Treaty of Paris in 1856.

Closure of the Straits to warships	Loss of Sevastopol
Protection of Turkish boundaries	Bulgarian Independence

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on Russian foreign policy. (3)

- (c) Give **two** reasons why the abolition of serfdom left many peasants discontented. (4)

- (d) Choose any **two** of the following and explain how they changed Russia.

The Duma	Peter Stolypin
Sergei Witte	Russification

(8)

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

Source: from a modern textbook

After 1905 Nicholas II was forced to make changes to the way that Russia was governed. But it soon became clear that he was not committed to reform. By 1912 Nicholas was becoming increasingly unpopular and there was unrest in many parts of Russia.

Use the source, and your own knowledge, to describe how Nicholas II's attempts at reform failed.

(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 the Tsar.

- (a) Look at the boxes below. Write down the **two** opposition groups that were founded in the 1870s.

The Populist Movement	The Mensheviks
The Bolsheviks	The People's Will

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** action taken by this group.

(3)

- (c) Give **two** reasons why Bloody Sunday (1905) had serious consequences in Russia.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the growth of discontent in St. Petersburg in the years to 1914.

Sergei Witte	Industry
Living conditions	Employment

(8)

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

Source: from a modern textbook

In the years before the outbreak of war there were many protests against the government. But in August 1914, the Russian people rallied behind the Tsar. This support did not last long. Within a matter of months, as the Russian army suffered heavy defeats, Nicholas once again became very unpopular.

Use the source, and your own knowledge, to describe how Nicholas II became very unpopular during the First World War.

(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 Joseph Stalin.

- (a) Look at the boxes below. Write down the **two** posts that Stalin held before 1922.

Editor of Pravda	Commissar for Nationalities
General Secretary of the Communist Party	Secretary of Communist Party Central Committee

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that Stalin made use of this position to increase his power.

(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 that they played in Collectivisation.

Sovkhozes	Kulaks
Motor Tractor Stations	Kolkhozes

(8)

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

Source: from a modern textbook

By 1941 Stalin had started three Five Year Plans and Soviet industry had been changed in many ways. The Plans concentrated on heavy industry and oil, gas and electricity. New cities were built in Siberia and the Soviet Union became the second most powerful industrial country in the world.

Use the source, and your own knowledge, to describe the Five Year Plans.

(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 impact of the Second World War and the reforms of Nikita Khrushchev.

- (a) Look at the boxes below. Write down the **two** reasons why the Soviet Union defeated the Nazi invasion.

Scorched Earth	De-Stalinisation
Purges	The weather

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on Soviet policy.

(3)

- (c) Give **two** reasons why Khrushchev became the leader of the Soviet Union in the 1950s.

(4)

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

Kazakhstan	Maize
Virgin Lands	Collective Farms

(8)

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

Source: from a modern textbook

Khrushchev wanted to modernise the Soviet Union. He believed that Stalin had gone too far in trying to control the lives of the Soviet people. The problem was that few people understood what he was trying to do and others believed that he was going too far too quickly.

Use the source, and your own knowledge, to describe the fall of Khrushchev by 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 the rise of Hitler.

- (a) Look at the boxes below. Write down the **two** areas that Germany lost in the Treaty of Versailles.

The Rhineland	The Sudetenland
Alsace-Lorraine	The Polish Corridor

(2)

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

(3)

- (c) Give **two** reasons why the Weimar Government was unpopular in the years from 1920 to 1923.

(4)

- d) Choose any **two** of the following and explain how they helped to increase support for the Nazi Party from 1929 to 1933.

Unemployment	The SA
Weimar governments	Hitler's speeches

(8)

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

Source: from a modern textbook

The Nazis believed that men and women had different roles to play in Germany. Boys and girls were sent to separate schools and studied different subjects. The training continued in the Nazi youth movements. Men were expected to become soldiers and workers. Women were discouraged from doing paid work.

Use the source, and your own knowledge, to describe the role of women in Nazi Germany.

(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 the impact of Fascist rule.

- (a) Look at the boxes below. Write down the **two** reasons why Mussolini was able to become dictator by 1925.

The Acerbo Law	The Battle for Births
The Lateran Treaties	The Blackshirts

(2)

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

(3)

- (c) Give **two** reasons why the murder of Matteotti in 1924 had important consequences in Italy.

(4)

- (d) Choose any **two** of the following and explain the part that they played in Mussolini's attempts to rebuild the Italian economy.

The Battle for Grain	Autostrade
Autarky	The Corporations

(8)

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

Source: from a modern textbook

During the 1920s Mussolini was very popular with many Italians. But in the 1930s he began to lose his appeal. Some of his plans were not thought through. When they did not work, Mussolini tended to give up. People began to realise that his claim to be some sort of a superman was simply not true.

Use the source, and your own knowledge, to describe how Mussolini became less popular in the 1930s.

(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 successes and failures of the League of Nations.

- (a) Look at the boxes below. Write down the **two** reasons for the setting up of the League of Nations.

The Locarno Pact	The Mandates Commission
The effects of the First World War	The Fourteen Points

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on the League of Nations. (3)

- (c) Give **two** reasons why the Corfu incident in 1923 was a serious challenge to the League. (4)

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

The Assembly	The Council
The International Labour Organisation	The Secretariat

(8)

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

Source: from a modern textbook

The League of Nations was set up to try to preserve peace. There was a great deal of support for its aims and many countries joined. But there were also some important countries that did not. This made it appear that the League had been set up for the ‘victors’ of the war. The League was also most popular in Europe. In other parts of the world there was less support.

Use the source, and your own knowledge, to describe the weaknesses 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 failures of the League of Nations in the 1930s.

- (a) Look at the boxes below. Write down the **two** countries that resigned from the League of Nations in 1933.

Germany	Italy
Japan	The Soviet Union

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect of that country's leaving the League of Nations.

(3)

- (c) Give **two** reasons why the reoccupation of the Rhineland in 1936 was a serious blow to the League of Nations.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the Munich crisis in 1938.

Neville Chamberlain	Benito Mussolini
The Sudetenland	Konrad Henlein

(8)

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

Source: from a modern textbook

Hitler made no secret of his hatred for Communism. Stalin knew that Hitler planned to attack the Soviet Union and wanted to put off the threat for as long as possible. Stalin also wanted to expand into Eastern Europe to make the Soviet Union even stronger. Both sides could see advantages in an agreement.

Use the source, and your own knowledge, to describe the terms and aims of the Nazi-Soviet Pact.

(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 US economy.

- (a) Look at the boxes below. Write down the **two** ways that the USA benefited from the First World War.

Exports to Europe	Tariffs
Imports	Banking

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that the USA benefited from it.

(3)

- (c) Give **two** reasons why immigration into the USA was restricted from 1917.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the development of the ‘new industries’.

Henry Ford	The First World War
The assembly line	Advertising

(8)

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

Source: from a modern textbook

Farmers began to suffer in the 1920s. Exports began to fall and imports rose. This meant that prices fell and many farmers faced poverty and increasing debts. The situation was bad all over the USA, but was at its worst in the South.

Use the source, and your own knowledge, to describe the problems faced by farmers in the USA 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 impact of the Depression.

- (a) Look at the boxes below. Write down the **two** ways that Hoover tried to tackle the Depression.

Hoovervilles	The Bonus Marchers
The Hawley-Smoot Tariff	Colorado Dam

(2)

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

(3)

- (c) Give **two** reasons why Franklin Roosevelt was elected President in 1932.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the recovery from the Depression.

Fireside Chats	Public works
Alphabet Agencies	Deficit spending

(8)

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

Source: from a modern textbook

Roosevelt's New Deal was not popular with everybody in the USA. He was criticised by some for doing too much to help the poor, but by other people for not doing enough. The Supreme Court blocked some of his laws.

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

(8)

(Total for Question 18: 25 marks)

A10: A Divided Union? 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 Civil Rights.

- (a) Look at the boxes below. Write down the **two** reasons why U.S. citizens became concerned at the spread of Communism in the 1940s.

The Iron Curtain	The French defeat at Dien Bien Phu
The Berlin Blockade	The Berlin Wall

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on the fear of Communism in the USA.

(3)

- (c) Give **two** reasons why McCarthy was able to take advantage of fear of Communism in the USA.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the development of the Civil Rights campaign.

Brown versus Topeka	The Supreme Court
Little Rock	President Truman

(8)

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

Source: from a modern textbook

Martin Luther King was a Baptist minister who believed in using non-violent protest. He was a leader of the Southern Christian Leadership Conference and organised the Montgomery Bus Boycott. By 1961 he was the most important figure in the Civil Rights movement and was able to influence President Kennedy.

Use the source, and your own knowledge, to describe the role of Martin Luther King in the Civil Rights campaign.

(8)

(Total for Question 19: 25 marks)

A10: A Divided Union? 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.

- (a) Look at the boxes below. Write down the **two** reasons why Kennedy introduced the New Frontier.

To encourage young volunteers	Black Power
The Women's Movement	He wanted to help the poor

(2)

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

(3)

- (c) Give **two** reasons why the New Frontier suffered setbacks.

(4)

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

Problems of the elderly	Medical care
Education	Inner cities

(8)

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

Source: from a modern textbook

In the 1950s and 1960s, the standard of living for many people in the USA rose. More families could afford to send their children to college. At college they were exposed to new ideas. Some American teenagers began to reject the influence of their parents and follow different ways of life. Some became hippies; many protested against the Vietnam War.

Use the source, and your own knowledge, to describe the growth of protest movements.

(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 the impact of apartheid.

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

Bantu Education Act	Group Areas Act
Native Resettlement Act	Population Registration Act

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on black South Africans. (3)

- (c) Give **two** reasons why the Sharpeville Massacre in 1960 led to widespread criticism of the South African government. (4)

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

The Defiance Campaign	Steve Biko
The Freedom Charter	Robert Sobukwe

(8)

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

Source: from a modern textbook

By the 1980s even the South African government realised that apartheid could not survive intact. There was growing opposition both within the country and from the international community. P. W. Botha tried to tackle the problem by removing ‘petty apartheid’, but this did not satisfy his opponents.

Use the source, and your own knowledge, to describe how pressure on South Africa to remove apartheid increased in the 1980s.

(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 moves to independence in Africa.

- (a) Look at the boxes below. Write down the **two** leaders of Ghana and Nigeria in the 1950s and 1960s.

Nnamdi Azikwe	Kenneth Kaunda
Jomo Kenyatta	Kwame Nkrumah

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect of his role in decolonisation.

(3)

- (c) Give **two** reasons why Ghana achieved independence in 1957.

(4)

- (d) Choose any **two** of the following and explain the part that they played in Rhodesia from 1965 to 1980.

Ian Smith	The Rhodesia Front
The Patriotic Front	Abel Muzorewa

(8)

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

Source: from a modern textbook

The Rhodesian government began to look for a way out of UDI from 1975. But it did not want to give in to majority rule. Talks with the opposition and the intervention of Henry Kissinger got nowhere. So the government tried to organise an ‘internal solution’.

Use the source, and your own knowledge, to describe the end of UDI in the years 1979 to 1980.
(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 Congress and the independence movement to 1929.

- (a) Look at the boxes below. Write down the **two** reasons why there was unrest in India before the First World War.

The division of Bengal	The Lucknow Pact
The Montagu Declaration	The Morley-Minto Reforms

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on India. (3)

- (c) Give **two** reasons why Gandhi wanted to change the Indian National Congress and its policies. (4)

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

The Rowlatt Acts	Protests
Brigadier-General Dyer	The Jallianwala Bagh

(8)

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

Source: from a modern textbook

The Government of India Act was very disappointing for Congress. The Dyarchy did not bring enough change and so Congress boycotted the general election in 1920. The Simon Commission was a failure and increased support for Congress. With Gandhi in the ashram in Gujerat, Nehru began to demand complete independence for the first time.

Use the source, and your own knowledge, to describe how Congress gained support in the 1920s.

(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 campaigns for independence from 1930 to 1947.

- (a) Look at the boxes below. Write down the **two** ways that the Salt March caused problems for the British.

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

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on British rule in India. (3)
- (c) Give **two** reasons why the Muslim League became more influential during the Second World War. (4)
- (d) Choose any **two** of the following and explain the part that they played in the attempts to create an independent India from 1946–7.

The Cabinet Mission	Direct Action
The Indian Naval Mutiny	Jawaharlal Nehru

(8)

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

Source: from a modern textbook

Since 1940, the Muslim League had been demanding a separate state, but Congress wanted a united India. The violence that flared up after the end of the war finally convinced many people that a united India was impossible. The British government also realised that it could not govern India any longer.

Use the source, and your own knowledge, to describe the events in 1947 that led to India being partitioned.

(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 the growth of the Guomindang (GMD) and the Chinese Communist Party (CCP).

- (a) Look at the boxes below. Write down the **two** reasons why Sun Yatsen wanted a revolution in China.

Land Reform	To remove Yuan Shi-Kai
Communism	The Three Principles

(2)

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

(3)

- (c) Give **two** reasons why Sun Yatsen resigned as president in 1912.

(4)

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

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

(8)

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

Source: from a modern textbook

While Sun was alive the CCP and the GMD worked well together, but after his death in 1925 the two organisations moved apart. Chiang Kai-shek did not like communist influence and wanted to unite China under the GMD.

Use the source, and your own knowledge, to describe the split between the CCP and the GMD in the late 1920s.

(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 divisions between the Chinese Communist Party (CCP) and the Guomindang (GMD).

- (a) Look at the boxes below. Write down the **two** reasons why the CCP became more popular in the early 1930s.

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

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on support for the CCP.

(3)

- (c) Give **two** reasons why the Long March was important to the CCP.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the war against Japan.

The United Front	The 8th Route Army
The GMD	Guerrilla Warfare

(8)

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

Source: from a modern textbook

Fighting broke out between the GMD and the CCP in 1947. At first the GMD, supported by the USA, appeared to hold the upper hand. It had larger armies than the CCP and had early successes. But the tide soon turned and when the CCP attacked in 1948 it won easy victories.

Use the source, and your own knowledge, to describe how the CCP defeated the GMD in the Chinese Civil War of 1946–1949.

(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 Mao’s rule in China after 1949.

- (a) Look at the boxes below. Write down the **two** reasons why Mao relied on peasants to bring about change in the ‘Great Leap Forward’.

Most Chinese were peasants	He wanted to undermine Deng Xiaoping
Birth control	He distrusted experts

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect of this for Mao’s policy. **(3)**

- (c) Give **two** reasons why Liu Shaoqi and Deng Xiaoping introduced reforms in the early 1960s. **(4)**

- (d) Choose any **two** of the following and explain the part that they played in the reforms of Liu and Deng.

Education	Markets
Fear of famine	Modernisation of Industry

(8)

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

Source: from a modern textbook

By 1962 Mao had lost most of his positions in China. He also did not like the reforms that Liu and Deng were introducing. He believed that they were betraying the revolution. Mao began to build up support in the People’s Liberation Army and then organised the Red Guards.

Use the source, and your own knowledge, to describe how Mao started the Cultural Revolution in 1966.

(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 China under Deng Xiaoping.

- (a) Look at the boxes below. Write down the **two** changes that took place after the death of Mao.

Liu Shaoqi became President of China	Western influence was stopped
The Gang of Four was arrested	Deng Xiaoping was rehabilitated

(2)

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

(3)

- (c) Give **two** reasons why Deng began to criticise Mao Zedong's policies in the 1980s.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the modernisation of China in the 1980s.

Special Economic Zones	Xiangs
The Labour Contract Scheme	State Owned Enterprises

(8)

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

Source: from a modern textbook

As China was modernised under Deng, more western ideas began to be imported. Students also began to travel to the West. Deng also appeared to be encouraging change. The more he encouraged local control of industry, the more people began to believe that he was moving towards democracy.

Use the source, and your own knowledge, to describe the beginning of the Democracy Movement 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, 1945–1990s

This question is about conflict in Vietnam.

- (a) Look at the boxes below. Write down the **two** reasons why the French tried to re-conquer Vietnam in 1945.

To prove France was still a great power	To oppose the Soviet Union
They believed the Vietminh was weak	They had US support

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on French policy.

(3)

- (c) Give **two** reasons why France was unable to re-conquer Vietnam.

(4)

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

The Domino Theory	President Johnson
The Gulf of Tonkin incident	President Diem

(8)

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

Source: from a modern textbook

It was impossible to identify Vietcong soldiers in South Vietnam because they did not wear uniform. After a fight they would scatter and it would be impossible to find them. The Vietcong could hide in villages, towns or even the capital Saigon, and attack without warning.

Use the source, and your own knowledge, to describe how the US forces were unable to defeat the Vietcong in South Vietnam.

(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, 1945–1990s

This question is about Malaysia and Singapore.

- (a) Look at the boxes below. Write down the **two** reasons why the Malayan Union of 1946 was opposed in Malaya.

Singapore was excluded	Objections from the Chinese
The power of the sultans	Rights of citizenship

(2)

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

(3)

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

(4)

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

Lee Kuan Yew	The People's Action Party
Chinese in Singapore	Tunku Abdul Rahman

(8)

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

Source: from a modern textbook

Singapore became completely independent in August 1965. The government of Lee Kuan Yew began to develop the economy along high technology lines. It aimed to create a skilled workforce that could offer financial services and make use of the computer age.

Use the source, and your own knowledge, to describe the economic development of Singapore in the 1960s and 1970s.

(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 conflict between Arabs and Israelis in the years 1948 to 1967.

- (a) Look at the boxes below. Write down the **two** reasons why Arab states attacked Israel in 1948.

The UN plan appeared to favour Israel	Israel had invaded Sinai
They were backed by the Soviet Union	They believed that Palestine was Arab land

(2)

- (b) Choose **one** of your answers to Question (a) and describe **one** effect it had on Arab states.

(3)

- (c) Give **two** reasons why the Arab states were defeated in the 1948–1949 War.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the involvement of the superpowers in the Middle East.

The Aswan Dam	The Palestine Liberation Organisation
The Eisenhower Doctrine	The Suez Crisis

(8)

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

Source: from a modern textbook

In May 1967, President Nasser made a series of speeches in which he seemed to be threatening Israel. The Israelis used the speeches as an excuse for action. They already had a battle plan and wanted to put it into effect before Egypt and Syria could react. On 5 June the Israeli air force struck without warning.

Use the source, and your own knowledge, to describe how Israel defeated the Arab states in 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 Arab opposition to Israel from the early 1970s.

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

To force Israel to negotiate	To force the superpowers to intervene
To force the PLO out of Jordan	To show that Israel could be beaten

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect on relations between Israel and the Arab states.

(3)

- (c) Give **two** reasons why the Israeli government began talks with President Sadat in the 1970s.

(4)

- (d) Choose any **two** of the following and explain the part that they played in opposition to Israel in the 1970s and 1980s.

The PLO	Hezbollah
Black September	The Intifada

(8)

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

Source: from a modern textbook

In 1991 US officials met Palestinian leaders in Madrid. The Palestinians included members of the PLO. A series of informal meetings began, which became more important when Yitzhak Rabin became Prime Minister of Israel in 1992. He lifted the ban on the PLO and stopped building on the West Bank. Later, more talks took place in Oslo.

Use the source, and your own knowledge, to describe the peace talks between Israel and the PLO in the 1990s.

(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 changing relations between East and West.

- (a) Look at the boxes below. Write down the **two** leaders who met at the Yalta Conference in February 1945.

Roosevelt	Truman
Attlee	Stalin

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** of his aims in 1945.

(3)

- (c) Give **two** reasons why relations between the USA and the Soviet Union had changed by the time of the Potsdam Conference in July 1945.

(4)

- (d) Choose any **two** of the following and explain the part that the Allies played in relations between the superpowers from 1946 to 1948.

The Truman Doctrine	COMECON
Greece	The Deutschmark

(8)

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

Source: from a modern textbook

The Berlin Blockade showed that Stalin was prepared to do anything short of war to force the Allies out of Berlin. The Allies needed to be able to stop him if anything similar happened in the future. They also needed to let Stalin know that they were not prepared to give in.

Use the source, and your own knowledge, to describe the aims of NATO when it was set up in 1949.

(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 changing relations between the superpowers.

- (a) Look at the boxes below. Write down the **two** reasons why relations between the superpowers got worse in the years from 1953–62.

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

(2)

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

(3)

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

(4)

- (d) Choose any **two** of the following and explain the part that they played in causing the Cuban Missiles Crisis.

Sugar	The Bay of Pigs
Spy-plane missions	Fidel Castro

(8)

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

Source: from a modern textbook

During the Cuban Missiles Crisis in 1962, neither Kennedy nor Khrushchev wanted a nuclear war. But they both needed a way out of the crisis because neither could afford to appear to have given in. While they argued in public, behind the scenes they tried to reach a compromise.

Use the source, and your own knowledge, to describe how the Cuban Missiles Crisis was settled peacefully.

(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 moves towards economic unity in western Europe.

- (a) Look at the boxes below. Write down **two** ways in which countries in western Europe came closer together after World War Two.

Marshall Plan	COMECON
European Coal and Steel Community	Warsaw Pact

(2)

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

(3)

- (c) Give **two** reasons why moves towards unity in western Europe began in the late 1940s.

(4)

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

Robert Schuman	The Common Agricultural Policy
The Common External Tariff	Jean Monnet

(8)

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

Source: from a modern textbook

Six countries signed the Treaty of Rome in 1957, but the advantages of membership soon became clear and there were more applications for membership. By the mid-1970s, the Community was more than just an economic organisation. Plans were drawn up for closer co-operation in a number of ways.

Use the source, and your own knowledge, to describe how the European Community had changed by the mid 1970s.

(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 the impact of communist rule in Eastern Europe after 1945.

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

Sport	Travel permits
Censorship	Subsidies

(2)

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

(3)

- (c) Give **two** reasons why the Berlin Wall was built in 1961.

(4)

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

Trade Unions	Television
Education	Secret police

(8)

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

Source: from a modern textbook

Soviet control was maintained behind the Iron Curtain, but at great cost. Troops and police had to be paid and prices had to be kept down. In the end the Soviet Union could no longer afford the expense. In Poland and Czechoslovakia there were attempts to break free. Mikhail Gorbachev's policies gave opportunities for freedom.

Use the source, and your own knowledge, to describe the collapse of Soviet control in the late 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 1812 campaign in Russia. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From Kutuzov, the Russian commander, writing to the Council of War before the Battle of Borodino, September 1812.

You are afraid of falling back through Moscow, but I consider it the only way of saving the army. Napoleon's advance is like a flood which we are, as yet, unable to stop. Moscow will be the sponge that will suck him dry and destroy the spirit of his army.

SOURCE B: From a colonel in the French army, writing about the effects of the Battle of Borodino, September 1812.

We have never suffered such losses. Never has the army's morale been so damaged. I no longer find the soldiers in good spirits. A gloomy silence has replaced the songs and amusing stories which previously had helped them forget the exhaustion of long marches. Even the officers appear anxious, and they continue serving only from a sense of duty and honour. This depression is natural in a defeated army. It is remarkable after a decisive action, after a victory which opened to us the gates of Moscow.

SOURCE C: A 19th-century French painting showing Napoleon's retreat from Moscow.



SOURCE D: From a Modern History textbook.

The most important factor in the failure of Napoleon's Russian campaign was the weather. First it was too hot – making it a dry, dusty Moscow. Then when the retreat began it was too cold. This was a below zero cold that few had experienced before. The weak were the first to die – too exhausted to walk. But then the weather changed and the temperature rose, thawing the frozen roads and turning them into seas of mud. This slowed down the march even more.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of the Moscow campaign on the spirit of the French army? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C portrays the French army retreating in good order. Why might a French artist want to portray the retreat in such a way? (8)

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

- (c) The writer of Source D believes that the failure of Napoleon's Russian campaign was due mainly to the weather. Do you agree that this was the main reason for the failure of Napoleon's Russian campaign? Explain your answer. (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 Hohenzollern candidacy and the outbreak of the Franco-Prussian War. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a letter from Bismarck to William I, March 1870.

In my view, the acceptance of the Spanish Crown by the Prince of Hohenzollern will bring advantages for both Prussian and wider German political interests. It is desirable for Germany to have, on the far side of France, a country on whose sympathy it can rely. The revival of friendly relations between Germany and Spain, with Spain's long coastline, would provide new openings for German trade.

SOURCE B: Bismarck's reply to the French declaration of war on Prussia, July 1870. This was sent to the heads of state of other European countries.

His Majesty, the King of Prussia, has full respect for the independence of the Spanish nation. He also respects the freedom of decision of the Prince of the Hohenzollern House. The King never thought of putting Prince Leopold on that throne. War, which Prussia could never have thought of, was imposed by France. The whole civilised world will see that France's motives for going to war are false.

SOURCE C: A French cartoon of 1870 which shows Bismarck trying to control Europe.



SOURCE D: From Bismarck's memoirs, 1898, in which he explains how he changed the 'Ems Telegram'.

In 1870, my opinion was that war with France could not be prevented unless Prussia was prepared to lose its honour and allow its national confidence to be weakened. For these reasons, I used the powers given to me by the King of Prussia to publish the contents of the telegram. In the presence of other people, I changed the telegram by striking out several words. I explained that the telegram would provoke France into declaring war on Prussia.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about Prussia's attitude to the Hohenzollern candidate for the throne of Spain? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows Bismarck attempting to control Europe. Why might a French cartoonist in 1870 want to portray Bismarck in this way? (8)

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

- (c) Bismarck, in Source D, suggests that war broke out between France and Prussia because of the Ems Telegram. Do you agree that this was the main reason for the outbreak of this war? Explain your answer. (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 Austrian army, in the summer of 1908.

There is a smell 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 to respond to Greater Serbian propaganda. We must restore order and the authority of Austria-Hungary in the occupied territories.

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 and Montenegrins 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 the Serbian declaration, sent to Austria, accepting the Austrian take-over of Bosnia-Herzegovina, in March 1909.

Serbia recognises that the situation in Bosnia-Herzegovina does not involve any injury to the rights of Serbia. In consequence, Serbia will conform to the decision taken by the Great Powers. Serbia has accepted the advice of the Great Powers and has agreed to stop the protests and opposition which it began in October last year. Serbia will bring back its army and disband the volunteer bodies.

SOURCE D: From a Modern History textbook.

The crisis of 1908–09 had long-lasting effects. Russia suffered a humiliation far greater than that suffered by Germany over the Moroccan crisis in 1906. Russia could not afford another such humiliation if it was to retain any influence in the politics of the Balkans. Aware of its weaknesses in 1908–09, Russia now embarked upon a programme of military reform to ensure that it was ready for any future crisis.

Questions

Study Sources A and B.

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

(5)

Study Source C and use your own knowledge.

- (b) Source C suggests that Serbia was forced to back down over the Austrian annexation of Bosnia-Herzegovina. Why might the Austrian government want to give publicity to this Serbian statement?

(8)

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

- (c) The writer of Source D suggests that the main effect of the crisis over Bosnia-Herzegovina was to humiliate Russia. Do you agree that this was the main effect of the crisis in the years to 1912? Explain your answer.

(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 Gallipoli campaign. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: An Australian folk song of the First World War.

We sailed off to Gallipoli.
How well I remember the day
When the blood stained the sand and the water
And how in that hell that they call Suvla Bay
We were butchered like lambs to the slaughter.
Jonny Turk was ready,
He primed himself well,
He showered us with bullets and he rained us with shells
And in five minutes flat he'd blown us to hell
Nearly blew us back to Australia.

SOURCE B: An eyewitness, John Masefield, describes the landings at Suvla Bay, August 1915.

From every Turkish rifle and machine-gun began a murderous fire upon the ships and boats. Almost all the shots hit their target. Many were killed in the water and many who were wounded were swept away and drowned. Others, trying to swim in the fierce current, were drowned by the weight of their equipment. But some reached the shore. These instantly rushed to try and cut the wire entanglements, and were killed. Only a handful reached cover.

SOURCE C: An official photograph showing the Allied landings at Anzac Cove, April 1915.



SOURCE D: From a Modern History book about Gallipoli.

There was a lack of up-to-date knowledge about Turkish troop positions. The instructions for the campaign were vague. Kitchener had only a hazy idea of what was needed. General Hamilton was the Allied Commander of Gallipoli. His only intelligence consisted of a 1912 manual on the Turkish army, some old and inaccurate maps, a tourist guide book and what little could be found out from the Turkish desk at the Foreign Office.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the landings at Suvla Bay in August 1915? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C portrays the Allies as having landed successfully at Anzac Cove. Why might an official photographer want to portray the landings in this way? (8)

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

- (c) The writer of Source D suggests that the Gallipoli campaign failed to achieve its objectives due to poor planning. Do you agree that this was the main reason for the failure of the campaign? Explain your answer. (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. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a speech by Count Rantzau, the head of the German delegation at Versailles, June 1919.

The victors hate us and demand that we should be punished and made to pay. They demand that we should accept that we alone are guilty of having caused the War. Such a confession would be a lie. We deny that the people of Germany, who were convinced that they were fighting a war of defence, should be burdened with the sole guilt of that war.

SOURCE B: A view of the Treaty of Versailles written by a British journalist in 1929.

It was a peace of vengeance. The victors insisted that Germany had to accept the War Guilt Clause and pay all the costs of the war, for the damage and ruin she had caused. In other words, the victors were saying that every German peasant, every German worker on starvation wages, every university student, every ten or eleven year old, shares the responsibility for the actions of Germany's rulers and military leaders.

SOURCE C: A German cartoon about the Treaty of Versailles published in a German magazine in July 1919. It shows the French President Clemenceau, sucking the blood of the figure lying on the bed which represents Germany.



SOURCE D: The views of a German journalist, written soon after the signing of the Treaty of Versailles.

As the terms of the peace became known, it dawned on us what it meant to lose a war against two dozen nations. The terms were harsh and humiliating. Worst of all was the bill of reparations, to be paid by a Germany stripped bare of its economic power.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C suggests that the French wanted to suck the life blood out of Germany through the Treaty of Versailles. Why might a German cartoonist want to portray the Treaty of Versailles in this way? **(8)**

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

- (c) The writer of Source D believed that reparations were the harshest part of the Treaty of Versailles. Do you agree that the main reason for German opposition to the Treaty of Versailles was the payment of reparations? Explain your answer. **(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 Revolution of February 1917. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a letter sent by the Tsarina Alexandra in Petrograd to Tsar Nicholas II, 26 February 1917, explaining the growing unrest in the city.

This is a hooligan movement. Young people run about and shout that there is no bread simply to create excitement, along with workers who prevent others from working. If the weather were very cold they would all probably stay at home. But all this will pass and become calm, if only the Duma will behave itself.

SOURCE B: A message from the President of the Duma to the Tsar, 27 February 1917.

The situation is serious. The government is paralysed; the transportation system has broken down; the supply systems for food and fuel are completely disorganised. General discontent is on the increase. There is wild shooting in the streets and some of the troops are firing at each other. It is necessary that someone enjoying the confidence of the country should be given the job of forming a new government straight away. There can be no delay.

SOURCE C: From a child's textbook published by the Soviet Government in 1976, explaining how the February Revolution came about.

In response to the call of the Bolsheviks, workers in the Petrograd factories went on strike. The Bolshevik Committee met late at night in a small house on the outskirts of the city. 'We can no longer wait and do nothing. The time has come to act openly. We shall begin tomorrow. We must seize the terms and disarm the police', the Committee decided.

SOURCE D: From a police report made at the end of 1916 on the situation in Petrograd.

The workers here are on the verge of despair. It is thought that the slightest explosion will result in uncontrollable riots. The cost of living has trebled; it is impossible to find food and more and more people are dying of starvation. The time spent queuing outside shops has become unbearable.

Questions

Study Sources A and B.

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

(5)

Study Source C and use your own knowledge.

- (b) Source C suggests that the Bolsheviks brought about the February Revolution. Why might the Soviet government want to portray the February Revolution in this way?

(8)

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

- (c) The writer of Source D believed that it was the food shortage in Petrograd at the end of 1916 which led to the outbreak of revolution in February 1917. Do you agree that this was the main reason for the outbreak of the February Revolution of 1917? Explain your answer.

(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 the Roaring Twenties. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: Herbert Hoover speaking during his campaign for the US Presidency in New York in October 1928.

Home ownership has increased. Today there are almost nine automobiles for every ten families. Seven years ago there were only four for every ten families. Our people have more to eat, better things to wear, and better homes. Wages have increased; the cost of living has decreased. The jobs of every man and woman are now made more secure. Over a short period of time the fear of poverty, the fear of unemployment and the fear of old age have all decreased.

SOURCE B: From the *New York Herald Tribune* in 1929.

Any US citizen willing to get up early enough can look out of his own windows and see a trail of thousands of workmen's automobiles driving down the boulevards to their factory or new building destination. Even ten years ago this great mass of labour had to live around the corner in a hovel next to the factory or hang on street cars (trams) at six o'clock in the morning in order to reach the building site.

SOURCE C: An advertisement for a car in 1927.



SOURCE D: From a Modern History textbook.

By 1920 Americans owned a total of seven million cars. By 1930 the total had risen to nearly twenty-five million. Car ownership brought a major change in people's lives and the success of the car manufacturers ensured the prosperity of other industries too. For example, they were major buyers of US steel, and of glass, rubber and other commodities. The manufacture of cars also ensured that the fuel industries made a good profit.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about life in the USA in the 1920s? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C uses women to advertise a car. Why might a US manufacturer in the 1920s want to advertise a car in this way? **(8)**

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

- (c) The writer of Source D suggests the car industry was the key factor which brought about the boom of the 1920s. Do you agree that this was the key factor which brought about the boom of the 1920s? Explain your answer. **(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 treatment of the Jews after Kristallnacht in 1938. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From an article by Joseph Goebbels, November 1941.

The Jews are our destruction. They provoked and brought about this war. What they mean to achieve is the destruction of the German state and nation. This plan must be frustrated. Every soldier's death in this war is the responsibility of the Jews. They have it on their conscience; therefore they must pay for it. The Jews are to blame for this war. They more than deserve the treatment we give them.

SOURCE B: Part of a homework exercise set in a German school early in the Second World War.

1. The Jewish race is much inferior to the Negro race.
2. All Jews have crooked legs, fat bellies, curly hair, and look untrustworthy.
3. The Jews were responsible for the First World War.
4. They were to blame for the Treaty of Versailles.
5. They caused the inflation of 1923.
6. All Jews are Communists.
7. They are the rulers of Russia.

SOURCE C: A poster of 1939. It suggests that Jewish butchers used rats to make sausages.



SOURCE D: From a Modern History textbook.

After Kristallnacht the position of German Jews got rapidly worse. Most serious of all, Jews were banned from running businesses and employing workers. Jews in Germany were forced to pay a fine of one billion marks. They also had to surrender their precious metals and jewellery. Jewish children were excluded from schools. Jews were banned from many public places.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows the Jews using rats to make sausages. Why might a Nazi artist want to show the Jews doing this? **(8)**

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

- (c) The writer of Source D suggests that the most serious anti-Jewish measure after Kristallnacht was the banning of Jewish businesses. Do you agree that, in the years 1939–1941, this was the most serious anti-Jewish measure? Explain your answer. **(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 Blitzkrieg. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: The French General, Gamelin, speaking at the beginning of 1940.

We need tanks of course, but we cannot hope to achieve a real breakthrough just with tanks. They will not be decisive during this conflict. Nor will air power. It will not play the part you expect. Air attack will have short-term effects on the enemy. There will be no quick victories. This will be a long drawn-out conflict.

SOURCE B: From a description of the German advance into France in 1940 written by General Rommel.

Our tanks went at a steady speed. Every so often a quick glance at the map by a shaded light and a short wireless message to Divisional Headquarters to report the position and this was the success of the 25th Panzer Division. We were through the Maginot Line! It was hardly believable. Twenty-two years earlier, we stood here for four and a half years before this self-same enemy.

SOURCE C: A painting by a German artist in 1940 of a Stuka dive bomber attacking an industrial area in France.



SOURCE D: From a Modern History textbook.

France contributed to its own defeat by not preparing very effectively. The French expected the war to be like the First World War and dug in to defensive positions. They constructed the Maginot Line, which did not prevent the German invasion. The French also believed that the Germans would not be able to get through the thickly wooded Ardennes Forest and had prepared few anti-tank defences there.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about how the war was fought in 1940? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that the Stuka dive bombers played an important role in bombing industrial areas. Why might a German artist want to portray the Blitzkrieg in this way? **(8)**

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

- (c) The writer of Source D suggests that the success of the German attack in May 1940 was due to the weakness of the French defences. Do you agree that this was the main reason for German success in May 1940? Explain your answer. **(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 China during the Hundred Flowers Campaign. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a Modern History textbook.

In June 1957, Mao Zedong suddenly cracked down against his critics. Many were arrested and sent off to camps in the countryside for ‘thought reform’ and confession of their crimes against the people. Others were sacked from their jobs. People were forbidden to speak freely and the press was censored. Then the ‘Hundred Flowers Campaign’ withered as rapidly as it had bloomed.

SOURCE B: Someone who was arrested during the Hundred Flowers Campaign describes the choice he was offered by government officials. He spent seven years in prison.

In front of you are two paths. You can confess everything and obey the government, which will lead you to a new life. Or you can resist the orders of the government and stubbornly remain the people’s enemy to the very end. This path will lead to the worst possible consequences. The sooner you confess your crimes, the sooner you will go home. The better your confession, the quicker you will go home.

SOURCE C: A photograph of Mao ‘*The father figure*’ taken during the Hundred Flowers Campaign by a Chinese photographer.



SOURCE D: From a Modern History textbook.

Historians still argue about why the Hundred Flowers Campaign took place. It was probably an easy way for Mao to find out who his opponents were, so that they could be arrested.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows Mao surrounded by young people as the father of China. Why might a Chinese photographer want to show Mao in this way? **(8)**

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

- (c) The writer of Source D believes that the Hundred Flowers Campaign took place so that Mao could identify his opponents. Do you agree that this was the main reason for the Hundred Flowers Campaign? Explain your answer. **(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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