

Paper Reference(s)

4380/2H

London Examinations IGCSE

History

Higher Tier

Paper 2H

Wednesday 2 November 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 war and the rise of Napoleon.

- (a) Look at the boxes below. Write down the **two** reasons why France was at war in 1792.

The execution of Louis XVI	Changes in the Legislative Assembly
Louis's contacts with Austria	The Prussian invasion

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect it had on events in France. (3)

- (c) Give **two** reasons why the Directory was unsuccessful. (4)

- (d) Choose any **two** of the following and explain the part that they played in Napoleon's rise to power in 1799.

The Whiff of Grapeshot	The Italian Campaign 1796 to 1797
Brumaire	First Consul

(8)

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

Source: from a modern textbook

Napoleon was a natural organiser and began the task of sorting out the problems that had built up in France since 1789. He ruled France himself, with a Council of State to advise him. All the members were chosen by Napoleon. The departments were now run by Prefects who were appointed by Napoleon.

Use the source, and your own knowledge, to describe the ways that Napoleon changed France. (8)

(Total for Question 1: 25 marks)

A1: Revolution and Reaction: France, 1789–1830

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

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

2. Reaction

This question is about France under Louis XVIII and Charles X.

- (a) Look at the boxes below. Write down the **two** things that Louis XVIII agreed to before he became king.

The Charter	Press censorship
Religious liberty	The Quintuple Alliance

(2)

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

- (c) Give **two** reasons why the murder of the Duc de Berri led to important changes in France. **(4)**

- (d) Choose any **two** of the following and explain how they increased opposition to Charles X.

The Law against Sacrilege	The Law of Indemnity
Ultras	Polignac

(8)

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

Source: from a modern textbook

In March 1830, the actions of the king were attacked in the Chamber of Deputies and Charles dissolved the chamber. An election in May returned an even bigger liberal majority. It was now clear to most people that Charles was in a very difficult position.

Use the source, and your own knowledge, to describe the events in 1830 leading to the fall of Charles X.

(8)

(Total for Question 2: 25 marks)

A2: Reconstruction and Nationalism in post-war Europe, 1815–1840

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

3. The Great Powers

This question is about relations between the Great Powers.

- (a) Look at the boxes below. Write down the **two** people who were present at the Congress of Vienna.

Lord Liverpool	Tsar Alexander I
Castlereagh	Louis XVIII

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** of his aims for his country in 1815.

(3)

- (c) Give **two** reasons why Prussia gained so much territory in the Treaty of Vienna.

(4)

- (d) Choose any **two** of the following and explain how they were dealt with at the Congress of Vienna.

Germany	Italy
The Netherlands	Poland

(8)

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

Source: from a modern textbook

By the early nineteenth century it was obvious that the Turkish Empire was in decline. There were already signs of revolt in Greece. What would happen if the Empire collapsed? The territories controlled by Turkey would be up for grabs and so would control of the Straits.

Use the source, and your own knowledge, to describe the Eastern Question in the 1820s and 1830s.

(8)

(Total for Question 3: 25 marks)

A2: Reconstruction and Nationalism in post-war Europe, 1815–1840

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 Greek independence.

- (a) Look at the boxes below. Write down the **two** that led to the outbreak of the Greek revolt.

Alexander Ypsilanti	Turkish atrocities
Catherine the Great	Mehemet Ali

(2)

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

(3)

- (c) Give **two** reasons why the Greeks were divided amongst themselves in the early 1820s.

(4)

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

Volunteers from Europe	The St. Petersburg Conference
Navarino Bay	Capo d'Istria (Capodistrias)

(8)

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

Source: from a modern textbook

The Great Powers wanted to find a way of making Greece independent without upsetting the Turkish government. There were several attempts at reaching a compromise before Greece finally became completely independent.

Use the source, and your own knowledge, to describe how Greece became independent in the years from 1829 to 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 Cavour and Unification.

- (a) Look at the boxes below. Write down the **two** policies that Cavour followed in the years from 1850 to 1855.

Reducing the power of the Church	Making use of plebiscites
Attacking Austria	Promoting the Italian language

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that Cavour used this policy.

(3)

- (c) Give **two** reasons why Cavour tried to obtain support from Napoleon III of France.

(4)

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

Nice	The Thousand
Naples	The Papal States

(8)

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

Source: from a modern textbook

Venetia was occupied in 1866 and from then until 1870 Florence became the capital of Italy. There were a number of attempts to occupy Rome, but it was finally taken in September 1870. In both 1866 and 1870, foreign wars played an important part in Italian success.

Use the source, and your own knowledge, to describe how the new kingdom of Italy was completely united by 1870.

(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 policies of Bismarck.

- (a) Look at the boxes below. Write down the **two** examples of realpolitik.

The Budget Crisis	The Anti-Socialist Law
The Zollverein	The Ems Telegram

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that Bismarck made use of it. **(3)**

- (c) Give **two** reasons why Bismarck distrusted the Catholic Church. **(4)**

- (d) Choose any **two** of the following and explain the part that they played in the German Empire after 1871.

The Reichstag	The Tariff Law
Taxation	The Reichsbank

(8)

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

Source: from a modern textbook

Bismarck announced that the well-being of the worker must be protected by the state. In 1883 medical treatment was provided for 3 million workers and their families. The cost would be met out of weekly payments by workers and employers.

Use the source, and your own knowledge, to describe how Bismarck gave workers a series of benefits in the 1880s.

(8)

(Total for Question 6: 25 marks)

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

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

7. The Alliance System

This question is about German relations with other states.

- (a) Look at the boxes below. Write down the **two** reasons why Prussia defeated France in 1870–71.

Military Reforms	Railways
The Ems Telegram	Alsace-Lorraine

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect it had on France in the war of 1870–71.

(3)

- (c) Give **two** reasons why Bismarck made a series of alliances in the 1870s.

(4)

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

The Treaty of San Stefano	Bismarck
Bulgaria	Bosnia-Herzegovina

(8)

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

Source: from a modern textbook

In 1879, after the Treaty of Berlin, Bismarck signed the Dual Alliance between Germany and Austria-Hungary. Austria-Hungary was Germany's natural ally. It was German speaking and had been the leading German state throughout the first half of the nineteenth century. Bismarck then looked for further allies against France.

Use the source, and your own knowledge, to describe the creation of the Triple Alliance.

(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 the causes of the First World War.

- (a) Look at the boxes below. Write down the **two** reasons why Britain maintained a strong navy in the 1880s and 1890s.

The Two-Power Standard	The German Navy Laws
The British Empire	The Naval Arms Race

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that it affected British policy. (3)

- (c) Give **two** reasons why Kaiser Wilhelm II promoted *weltpolitik*. (4)

- (d) Choose any **two** of the following and explain the part that they played in the events of June to July 1914.

The Austrian ultimatum to Serbia	The Schlieffen Plan
Plan 17	The Treaty of Westminster (London)

(8)

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

Source: from a modern textbook

The Austrian ultimatum to Serbia was not sent until 23 July, by which time many people had assumed that the assassination had been forgotten. The Serbs rejected the ultimatum, and Austria now had an excuse for war. But Serbia had a powerful ally.

Use the source, and your own knowledge, to describe the events of July and August 1914 that led to the outbreak of war.

(8)

(Total for Question 8: 25 marks)

A5: Reform and Reaction in Russia, 1855–1917

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

9. Reform

This question is about attempts at reform and the growth of opposition to the government in Russia.

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

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

(2)

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

(3)

- (c) Give **two** reasons why the emancipation of the serfs did not work well.

(4)

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

Local government	Education
The Law Courts	Towns

(8)

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

Source: from a modern textbook

As Tsar from 1894, Nicholas lived in a tightly-knit circle of courtiers at St Petersburg and had almost no contact with the ordinary people of Russia. Nicholas also took little notice of the revolutionary groups that began to attack and murder members of the royal family in the early 1900s.

Use the source, and your own knowledge, to describe the growth of opposition to Nicholas II from 1894 to 1905.

(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, Nicholas II.

- (a) Look at the boxes below. Write down the **two** ways that Russia was very different from western European powers at the beginning of the twentieth century.

Levels of literacy	Differences between rich and poor
Agriculture	Industrial production

(2)

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

(3)

- (c) Give **two** reasons why the Social Democrats split into two groups in 1903.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the unpopularity of Nicholas II from 1905.

The Duma	Rasputin
The October Manifesto	The Bolsheviks

(8)

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

Source: from a modern textbook

Factories were built in areas near the centre of St Petersburg and thousands of people flocked into the city to find work. This was the first time that large numbers of workers had gathered together in Russia. Until then, most people worked in agriculture, spread out across the fields.

Use the source, and your own knowledge, to describe how St. Petersburg (Petrograd) became important in the growing opposition to Nicholas II.

(8)

(Total for Question 10: 25 marks)

A6: The USSR 1917–1964: Bolshevism Triumphant

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

11. The Soviet Union 1917–1941

This question is about the impact of Joseph Stalin.

- (a) Look at the boxes below. Write down the names of **two** men who played important roles in the Soviet Union immediately after Lenin’s death.

Chernov	Trotsky
Zinoviev	Sverdlov

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way in which Stalin disagreed with him.

(3)

- (c) Give **two** reasons why Stalin became the leader of the Soviet Union in 1928.

(4)

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

Magnitogorsk	Stakhanovites
Gosplan	Women

(8)

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

Source: from a modern textbook

Collectivisation was part of the First Five Year Plan. It was an attempt to get rid of the ownership of land by ordinary people and an attempt to solve the food problem in the Soviet Union. Food rationing had been introduced in 1928 because peasants had begun to hoard food. Peasants were forced to hand over their farms and work together on giant state-run collectives.

Use the source, and your own knowledge, to describe the effects of collectivisation on the Soviet Union.

(8)

(Total for Question 11: 25 marks)

A6: The USSR 1917–1964: Bolshevism Triumphant

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

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

12. The Soviet Union 1941–1964

This question is about the Soviet Union under Stalin and Khrushchev.

- (a) Look at the boxes below. Write down the **two** ways that Stalin reacted to the German invasion in June 1941.

He began a purge of the Red Army	He ordered Show Trials
He was taken by surprise	He called for a Great Patriotic War

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** reason why Stalin reacted in that way.

(3)

- (c) Give **two** reasons why Stalin planned more purges after the Second World War.

(4)

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

Sovnarkhozy	Consumer goods
Local planning	Improved working conditions

(8)

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

Source: from a modern textbook

The most important changes were in the size and powers of the Secret Police. Many policemen were removed and their powers were reduced. The Gulags, or Labour Camps, were closed and millions of political prisoners were released.

Use the source, and your own knowledge, to describe de-Stalinisation in the Soviet Union after 1953.

(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 impact of the Nazis in Germany.

- (a) Look at the boxes below. Write down the **two** reasons why Hitler decided, in 1924, to seek power through elections.

The Beer Hall Putsch	Unemployment was very low
Hyperinflation	He was in prison

(2)

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

(3)

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

(4)

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

The Hitler Youth	The National Labour Service
The Mutterkreuz (Mother's Cross)	The League of German Maidens

(8)

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

Source: from a modern textbook

Hitler blamed Jews for the defeat of Germany in the First World War. He wanted to purify German blood by eliminating all Jews and other minority groups. From 1933 Jews were subjected to increasing persecution in Nazi Germany. At first they were banned from some professions: doctors, dentists, the civil service, for example.

Use the source, and your own knowledge, to describe the persecution of Jews from 1933 to 1938.

(8)

(Total for Question 13: 25 marks)

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

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

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

14. Italy

This question is about Mussolini's rise to power.

- (a) Look at the boxes below. Write down the **two** reasons why many Italians were dissatisfied with the treatment of Italy at the end of the First World War.

The Treaty of London, 1915	Weak coalition governments
Proportional Representation	460,000 Italians had died in the war

(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 Fascist Party won 35 seats in the 1921 general election.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the March on Rome, 1922.

King Victor Emmanuel	Facta
Mussolini	The army

(8)

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

Source: from a modern textbook

Finally, in 1929, Mussolini signed the Lateran treaties with the Pope. These brought to an end the hostility that had existed between the Pope and the Italian State since the occupation of Rome in 1870. Mussolini agreed to give the Pope 1,750,000,000 lire.

Use the source, and your own knowledge, to describe the Lateran Treaties and their importance to Mussolini.

(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 of the League of Nations.

- (a) Look at the boxes below. Write down the **two** areas of successful League of Nations actions in the 1920s.

The Aaland Islands	Vilna
Corfu	Upper Silesia

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** action taken by the League of Nations in that area.

(3)

- (c) Give **two** reasons why the Soviet Union did not join the League of Nations in 1920.

(4)

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

Self-determination	Collective Security
Sanctions	The Covenant

(8)

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

Source: from a modern textbook

During the 1920s the League was generally regarded as a success. The people of many countries took the League very seriously. The Locarno Pacts and the Kellogg-Briand Pact both appeared to back up what the League was trying to achieve. The later years of the 1920s seemed to suggest that the world could look forward to a lengthy period of peace.

Use the source, and your own knowledge, to describe the effects of the Locarno Pacts and the Kellogg-Briand Pact.

(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.

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

The Disarmament Conference collapsed	Germany resigned from the League
The League was shown to be powerless	Japan was a Permanent Council Member

(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 the League’s response to the Italian invasion of Abyssinia (Ethiopia) was ineffective.

(4)

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

Schusnigg	Seyss-Inquart
Hitler	The plebiscite

(8)

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

Source: from a modern textbook

The Anschluss meant that Germany now surrounded Czechoslovakia on three sides. It was obvious that it would be Hitler’s next target. On 12 September 1938, Hitler demanded self-government for the German speaking Czechs in the Sudetenland. Chamberlain, the British Prime Minister, flew to Germany to meet Hitler and try to tackle the crisis.

Use the source, and your own knowledge, to describe the crisis of September 1938.

(8)

(Total for Question 16: 25 marks)

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

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

17. The USA, 1917–1929

This question is about immigration and US industry.

- (a) Look at the boxes below. Write down the **two** reasons why many people in the USA did not want to become involved in European affairs in the 1920s.

The Zimmermann Telegram	Many US citizens were immigrants
The Monroe Doctrine	U-boat warfare

(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 US industry had benefited from the First World War.

(4)

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

The Literacy Test	The Red Scare
Sacco and Vanzetti	The Immigration Quota Act

(8)

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

Source: from a modern textbook

New industries, mainly producing consumer goods, boomed. Workers' wages increased. As wages rose, people could afford to spend more money. To help people buy new products, companies began to offer credit through hire purchase. This encouraged people to spend even more.

Use the source, and your own knowledge, to describe the boom in US industry 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 Wall Street Crash and the New Deal.

- (a) Look at the boxes below. Write down the **two** reasons why Wall Street crashed in October 1929.

Lack of federal financial controls	The assembly line
The Fordney-McCumber Tariff	Selling of shares

(2)

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

(3)

- (c) Give **two** reasons why President Hoover lost the confidence of many people in the USA.

(4)

- (d) Choose any **two** of the following and explain why they opposed the New Deal.

Huey Long	The Supreme Court
Republicans	Henry Ford

(8)

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

Source: from a modern textbook

Once Roosevelt became president in March 1933, he wanted to show that he was determined to take swift, effective action. He stated that he was going to wage war on poverty and the slump. He asked Congress for emergency powers and used them to set up the Alphabet Agencies. The first of these was the CCC.

Use the source, and your own knowledge, to describe the aims of 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 civil rights.

- (a) Look at the boxes below. Write down the **two** reasons why the civil rights movement became more important after the end of the Second World War.

Black soldiers returned from Europe	The Red Scare
The New Deal	Truman supported civil rights

(2)

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

(3)

- (c) Give **two** reasons why the Supreme Court declared that education should be desegregated.

(4)

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

Malcolm X	Stokeley Carmichael
The Black Panthers	The Nation of Islam

(8)

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

Source: from a modern textbook

Johnson was a southerner from Texas, where segregation was common, so it was surprising that he forced Congress to accept the Civil Rights Act in 1964. This was partly a result of Kennedy's assassination, but also because Johnson had been a schoolteacher who had seen the effects of segregation. The Act was followed by the Voting Rights Act and a second Civil Rights Act.

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

- (a) Look at the boxes below. Write down the **two** reasons why the women’s movement developed in the 1960s.

The Vietnam War	The civil rights movement
Eleanor Roosevelt	Women were admitted to West Point

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had in the USA. **(3)**

- (c) Give **two** reasons why youth culture became more important in the 1960s. **(4)**

- (d) Choose any **two** of the following and explain the part that they played in President Kennedy’s New Frontier.

Medical care	The minimum wage
Public works	Tax cuts

(8)

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

Source: from a modern textbook

The bombing of North Vietnam from 1965 led to many student protests, as did the use of the draft to provide manpower for the army in Vietnam. In all, 3,000,000 Americans served in the war and their average age was nineteen.

Use the source, and your own knowledge, to describe the growth of opposition in the USA to the Vietnam War.

(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 system of apartheid.

- (a) Look at the boxes below. Write down the **two** reasons why the National Party won the 1948 general election.

The Sauer Report	It won more votes than the United Party
Afrikaners were in the majority	Swart gevaar

(2)

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

(3)

- (c) Give **two** reasons why the South African government began the Treason Trial in 1956.

(4)

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

The Pass Laws	The Bantu Self-Government Act
The Motor Transport Act	The Separate Amenities Act

(8)

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

Source: from a modern textbook

The headquarters of the opposition group MK were at a farmhouse in Rivonia, north of Johannesburg. It was raided by the police and many arrests were made, including Walter Sisulu. The men were brought to trial in April 1964, charged with sabotage and violence. Mandela admitted planning acts of violence.

Use the source, and your own knowledge, to describe the role of Nelson Mandela in the struggle against apartheid in the years to 1964.

(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.

- (a) Look at the boxes below. Write down the **two** reasons why some British colonies became independent in the 1950s.

The effects of the Second World War	Winston Churchill
Harold Wilson	Harold Macmillan

(2)

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

(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 effects that they had in Rhodesia after UDI.

The Bush War	Sanctions
Joshua Nkomo	The Property Owners’ Bill

(8)

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

Source: from a modern textbook

Rhodesia went back to British colonial rule until the transition to self-rule was complete and a Governor-General arrived in Salisbury. In the elections of April 1980, Robert Mugabe’s ZANU-PF (Patriotic Front) party won by a comfortable margin, and he became prime minister of the Republic of Zimbabwe when independence was achieved on 18 April 1980.

Use the source, and your own knowledge, to describe the role of Robert Mugabe in the achievement of independence for Zimbabwe in 1979–80.

(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 opposition to British rule.

- (a) Look at the boxes below. Write down the **two** reasons for unrest in India at the end of the First World War.

Unemployment	The division of Bengal
The Rowlatt Acts	The Morley-Minto Reforms

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had in 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 role that they played in the growing opposition to British rule in the 1920s.

The Government of India Act, 1919	Swaraj
Swadeshi	Jawaharlal Nehru

(8)

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

Source: from a modern textbook

The All India Muslim League, usually known simply as the Muslim League, was set up in 1906. At first it was a weak organisation, with only a few hundred members and it did not campaign for an independent Muslim state. The leaders advised Muslims to co-operate with the British, rather than oppose them.

Use the source, and your own knowledge, to describe the development of the Muslim League from 1906 to 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 the growth of opposition to British rule.

- (a) Look at the boxes below. Write down the **two** reasons why the Round Table Conferences were held in 1930 to 1933.

The failure of the Simon Commission	Gandhi was in prison
The Cripps Mission	The Labour Government

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on British policy. (3)

- (c) Give **two** reasons why the Round Table Conferences failed. (4)

- (d) Choose any **two** of the following and explain their role under the Government of India Act, 1935.

The Viceroy	Central Government
Provincial Governments	The Executive Committee

(8)

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

Source: from a modern textbook

The Muslim League backed the declaration of war on Germany and supported the British government throughout. This gave Jinnah the opportunity to make further claims for a separate Muslim state. In March 1940 Jinnah spoke of a Muslim state for the first time. This became known as the Lahore Declaration.

Use the source, and your own knowledge, to describe how the Muslim League became much more influential during the Second World War.

(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 breakdown of central control in China.

- (a) Look at the boxes below. Write down the **two** reasons why Yuan Shi-Kai became unpopular from 1912 to 1915.

He relied on Japanese support	He was an Imperial general
He was prime minister of China	He made himself Emperor

(2)

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

(3)

- (c) Give **two** reasons why Warlords were able to increase their influence in China from 1916 onwards.

(4)

- (d) Choose any **two** of the following and explain the effects that they had in China under the Warlords.

Guerrilla warfare	Loss of central government control
Japanese influence	Taxation

(8)

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

Source: from a modern textbook

Sun Yatsen was prepared to use extreme measures to achieve his aims. In 1922 he accepted aid from the Soviet government in Russia and admitted communists to the Guomindang (GMD). He had opposed Soviet support before, but now believed that only strong, united action would allow China to escape from foreign control.

Use the source, and your own knowledge, to describe how the Guomindang (GMD) and the Chinese Communist Party (CCP) began to work together in the early 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 the Guomindang and the Communists.

- (a) Look at the boxes below. Write down the **two** methods that Chiang Kai-shek used to attack the Jiangxi (Kiangsi-Hunan) Soviet in 1934.

Guerrilla warfare	Set-piece battles
Blockhouses	A slow advance

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the fighting between the CCP (Chinese Communist Party) and the GMD (Guomindang) in 1934.

(3)

- (c) Give **two** reasons why Chiang failed to defeat the CCP in the 1930s.

(4)

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

The policies of the GMD	Corruption
The retreat to Sichuan	The policies of the CCP

(8)

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

Source: from a modern textbook

A major factor in the increasing support for the CCP was the behaviour of the communists, which was much better than that of the GMD soldiers. Mao ordered his followers not to take anything without permission. He ordered the Red Army to work with peasants and gave it eight strict rules to follow.

Use the source, and your own knowledge, to describe the growth of the CCP in the years from 1937 to 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 the impact of Mao’s policies.

- (a) Look at the boxes below. Write down the **two** methods used by Mao to bring about economic change in the late 1950s.

High technology	Foreign experts
Communes	Manual labour

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that Mao made use of it in the economy.

(3)

- (c) Give **two** reasons why many of Mao’s reforms in the later 1950s failed.

(4)

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

Red Guards	Jiang Qing
Radio and television	The Little Red Book

(8)

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

Source: from a modern textbook

Teachers were a prime target for attack and, as a result, all schools, colleges and universities were closed for two years. Even the Chinese Communist Party (CCP) was unable to operate successfully and many local organisations were destroyed. In the People’s Liberation Army (PLA) all ranks were abolished.

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

(8)

(Total for Question 27: 25 marks)

A14: Revolution in China, 1949–1996

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

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

28. China, 1976–1996

This question is about the rise to power of Deng Xiaoping and his policies.

- (a) Look at the boxes below. Write down the **two** reasons why Mao was succeeded by Hua Gaofeng.

He spoke at Mao’s funeral	He was supported by Deng Xiaoping
He was supported by the army	He was opposed by the Gang of Four

(2)

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

(3)

- (c) Give **two** reasons why Hua Gaofeng lost influence from 1980.

(4)

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

The Four Modernisations	Foreign trade
Education	The responsibility system

(8)

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

Source: from a modern textbook

Deng never had any intention of introducing political reforms. He did not believe in democracy. He was a hardline CCP leader. When the Democracy Movement reached a peak in the late 1980s, Chinese leaders at first tried to persuade its leaders to back down. Finally, Deng ordered the military to crush the movement.

Use the source, and your own knowledge, to describe the end of the Democracy Movement.

(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 US involvement in South East Asia.

- (a) Look at the boxes below. Write down the **two** reasons why, in the 1950s, the USA gave support to the French in Indo-China.

The Korean War	The Gulf of Tonkin
Hearts and minds	The Chinese Revolution

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on US policy. **(3)**

- (c) Give **two** reasons why US support failed to prevent the defeat of France by 1954. **(4)**

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

The Ho Chi Minh Trail	Agent Orange
Television	The Tet Offensive

(8)

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

Source: from a modern textbook

After the Vietnam War Cambodia fell under the control of Pol Pot. He had led the Khmer Rouge guerrillas in the 1960s and 1970s and was able to seize power in 1976. He set up an extreme communist government and began a reign of terror. Millions of Cambodians were murdered as Pol Pot tried to hold on to power.

Use the source, and your own knowledge, to describe the effects of the rule of Pol Pot on Cambodians.

(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 independence in South East Asia.

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

Burma	Laos
Malaysia	Singapore

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that the country changed after independence.

(3)

- (c) Give **two** reasons why countries in South East Asia gained independence from Britain in the 1960s.

(4)

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

Sukarno	The United Nations
The Indonesian Republic	Mohammed Hatta

(8)

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

Source: from a modern textbook

By the mid-1960s Sukarno was following an anti-western policy. In 1965, US buildings in Indonesia were ransacked and there was a communist rebellion in Indonesia. The army put down the revolt and then massacred thousands of communist supporters.

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

(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 in the Middle East.

- (a) Look at the boxes below. Write down the **two** details of the United Nations' plan for Palestine in 1947.

A state of Israel would be created	UN forces would be stationed in Palestine
Palestinian Arabs could become Israelis	Palestine would be partitioned

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Palestinian Arabs in 1947–48.

(3)

- (c) Give **two** reasons why many Arab refugees left Israel in the years from 1949 to 1955.

(4)

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

Egypt	The USA
The Soviet Union	Israel

(8)

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

Source: from a modern textbook

In 1967, the Egyptian government began to make claims that the Israelis were building up forces for an attack. President Nasser made a series of speeches in which he appeared to threaten Israel with war. He also sent Egyptian forces into Sharm el Sheikh close to the Israeli border and ordered the UN forces (UNEF) to leave Egypt.

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

(8)

(Total for Question 31: 25 marks)

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

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

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

32. The Middle East, 1967–1996

This question is about conflict and attempts to achieve a peaceful settlement of that conflict.

- (a) Look at the boxes below. Write down the **two** places where there were terrorist attacks in the late 1960s and early 1970s.

The Suez Canal	Syria
Dawson's Field	The Olympic Games

(2)

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

(3)

- (c) Give **two** reasons why the Camp David Agreements were signed in 1978.

(4)

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

The PLO	Christian Militias
Israel	The United Nations

(8)

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

Source: from a modern textbook

In December 1987 the Intifada began. The Intifada began as non co-operation between the Palestinian Arabs and the Jewish authorities in the Gaza Strip. It began after the shooting of an Arab youth by Israeli soldiers. It developed into an uprising against Israeli control of the 'occupied territories'.

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

(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 the beginning of the Cold War in Europe.

- (a) Look at the boxes below. Write down the **two** reasons why Stalin was suspicious of the West in 1945 at the end of the Second World War.

The Russian Civil War	The Truman Doctrine
The Greek Civil War	Delaying D-Day

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** way that it made Stalin more suspicious of the West.

(3)

- (c) Give **two** reasons why Stalin set up the Iron Curtain.

(4)

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

The Deutschmark	West Berlin
The Marshall Plan	The Airlift

(8)

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

Source: from a modern textbook

After the Berlin Blockade the Allies also decided that any prospect of uniting Germany was hopeless. They created the Federal Republic of Germany, with its capital at Bonn in the Rhineland. This became known as West Germany. West Germany existed as a separate country from 1949 to 1990.

Use the source, and your own knowledge, to describe the setting up of the Federal Republic of Germany.

(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 the impact of Nikita Khrushchev on superpower relations.

- (a) Look at the boxes below. Write down the **two** reasons for improvements in superpower relations in the 1950s.

The Hotline	Détente
Summit meetings	Co-existence

(2)

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

(3)

- (c) Give **two** reasons why the U2 incident of 1960 made relations between the superpowers worse.

(4)

- (d) Choose any **two** of the following and explain the part that they played in Khrushchev's attempts to compete with the West.

Foreign Aid	The Space Race
The Olympic Games	Foreign travel

(8)

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

Source: from a modern textbook

In August 1961 Khrushchev believed that he could get away with building the Berlin Wall because John F Kennedy, the US president, had been made to look foolish over the Bay of Pigs invasion. The Wall was built in August 1961. It was intended to cut the Soviet sector of Berlin (often called East Berlin) off from the western sectors (West Berlin).

Use the source, and your own knowledge, to describe the events that led to the building of the Berlin Wall.

(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 the growth of the European Community.

- (a) Look at the boxes below. Write down the **two** countries that were founder members of the European Community in 1957.

Luxembourg	Belgium
Spain	Denmark

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect of that country's membership of the European Union.

(3)

- (c) Give **two** reasons why Britain's applications for membership of the European Community in the 1960s were turned down.

(4)

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

The Parliament	The Council of Ministers
The Commission	The Schengen Agreement

(8)

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

Source: from a modern textbook

In 1957 there were six original members of the European Community, but by 2003 there were fifteen and a further ten joined in 2004. Already there are applications from more countries for membership, including some in North Africa.

Use the source, and your own knowledge, to describe how the European Community has grown since 1957.

(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 developments in Eastern Europe and relations with the West.

- (a) Look at the boxes below. Write down the **two** countries occupied by the Soviet Union after the Second World War.

Italy	Norway
Poland	Hungary

(2)

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

(3)

- (c) Give **two** reasons why many refugees tried to leave Eastern Europe from 1949 to 1961.

(4)

- (d) Choose any **two** of the following and explain the part that they played in improved relations between East and West in the 1970s.

Trade	Space
Helsinki Agreement	Sport

(8)

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

Source: from a modern textbook

Throughout Eastern Europe, the media were controlled by the Communist Party. There was no legal way of finding out about what was happening in the world on the other side of the Iron Curtain. Newspapers and the radio and television could only report the official version of the news.

Use the source, and your own knowledge, to describe the differences between life in the East and life in the West in the 1960s and 1970s.

(8)

(Total for Question 36: 25 marks)

TOTAL FOR PAPER: 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 Battle of Trafalgar. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: From one of the British captains at Trafalgar, 1805.

My men had such skill in throwing grappling irons that we could depend on being able to get to grips with an enemy before her side touched ours. My ship's company had great confidence in the tactics I intended to use. Several times before the battle they asked me to put our ship alongside the first enemy ship we saw and attack it.

SOURCE B: From Villeneuve, commander of the French fleet at Trafalgar, 1805, soon after the battle.

The British sailors worked as if they had not been fighting a dreadful battle. We were all amazement, wondering what the British seamen were made of. They were so disciplined and determined. All our seamen were either drunk or disabled, and we, the officers, could not get any work out of them.

SOURCE C: A painting by a British artist showing the death of Nelson at Trafalgar. It was painted soon after the event.



© National Maritime Museum, London, Greenwich Hospital Collection

SOURCE D: From a Modern History textbook.

Villeneuve had 18 French and 15 Spanish ships. Nelson, with only 27 vessels, was outnumbered but he was confident of the superior seamanship of his men. He steered his ships in two columns straight into the enemy lines. He used superior fire power to smash the fleet.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the fighting qualities of the British sailors at Trafalgar? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C portrays the death of Nelson as a heroic event. Why might the artist portray the event 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 main reason for the British victory at Trafalgar was the leadership of Nelson. Do you agree that this was the main reason for the British victory? 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 Bismarck's policies in the early 1860s. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a speech by Bismarck in September 1862.

Prussia must prepare herself for a favourable moment, which has already been missed several times. The great decisions of the time will be made not by speeches and majority votes but by blood and iron.

SOURCE B: From a book written by a liberal politician from Cologne, in 1864.

If German unity comes about because of force, which Count Bismarck and the Prussians want, then it will not last. It must be founded on something beyond war. Unity must be based on a respect for law and popular self-government if it is to last. The unity of Germany can be brought about only by and with the German people.

SOURCE C: From a letter sent by Bismarck to a Prussian diplomat shortly before the outbreak of war with Denmark in 1864.

I am certain that this whole Danish business over Schleswig-Holstein can only be settled in a way that benefits Prussia by going to war. We need to find a reason for waging such a war. Austria and Prussia signed the London agreement over Schleswig-Holstein. Neither of us can free ourselves from the consequences of that agreement except by war.

SOURCE D: From a Modern History textbook.

Historians have argued for over a century about Bismarck's motives and his aims in dealing with the Schleswig-Holstein affair. Bismarck himself later claimed that he used the crisis to manoeuvre Austria into open confrontation with Prussia as a way of settling the problem of leadership in Germany.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about how a united Germany should come about? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that, in 1864, Bismarck wanted to work with Austria to achieve his aims by force. Why might Bismarck want to portray his policy in this way? **(8)**

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

- (c) The writer of Source D suggests that Bismarck wanted war with Denmark in order to provoke a later conflict with Austria. Do you agree that this was the main reason for the war over Schleswig-Holstein in 1864? 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 Balkan Wars of 1912–13. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a Modern History textbook.

The Balkan crises brought war one step nearer. Serbia became almost twice as large and even more determined to unite with the Serbs in the Austrian Empire, especially after the loss of Bosnia to Austria. Austria, in turn, was more determined than ever to crush the Serbs before they became too powerful.

SOURCE B: Maps showing the Balkans before and after the Balkan Wars, 1912–13.



Before the Balkan Wars



After the Balkan Wars

SOURCE C: A cartoon, of October 1912. The figures represent the five Great Powers, (from left to right) Russia, Britain, Germany, France and Austria-Hungary.



SOURCE D: From a report of a secret meeting between Kaiser Wilhelm II and his top commanders, December 1913.

The German Kaiser promised support for Austria. He predicted that if the Austrians did not face up to the Serbian menace they would have considerable trouble from the Slav peoples within the Austro-Hungarian Empire, especially if those peoples were supported by Russia.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of the Balkan Wars on Serbia? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows the situation in the Balkans reaching boiling point. Why might a cartoonist portray the situation in the Balkans in this way in 1912? **(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 Balkan Wars was closer relations between Germany and Austria. Do you agree that this was the main effect of the Balkan Wars? 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 Schlieffen Plan. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: From a Modern History textbook.

The Germans did not particularly fear the British. The Kaiser merely ordered his men to ‘destroy the treacherous English and walk all over their contemptible little army’. The British Expeditionary Force, however, was excellently trained and got much the better of the Germans in their first battle, at Mons on 23 August 1914. This delayed the German advance.

SOURCE B: From the memoirs of a German soldier writing about the Battle of Mons.

From now on matters went from bad to worse. Wherever I looked, right or left, there were German dead or wounded. We had to go back. A bad defeat. In our first battle we had been badly beaten, and by the British – by the British we had so laughed at a few hours earlier.

SOURCE C: A British cartoon from the beginning of August, 1914, just before the outbreak of war. The small figure represents Belgium and the large figure holding the club, Germany.



BRAVO, BELGIUM!

SOURCE D: From a Modern History textbook.

The combined British and French forces were able to stop the German advance along the line of the River Marne in September 1914. They then counter-attacked and pushed the Germans back to the River Aisne. The Schlieffen Plan had failed. Neither side could make any progress and both sides began digging trenches to protect themselves from sniper and shell fire.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the quality of the British Expeditionary Force? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows Belgium trying to stop Germany entering its territory. Why might a British cartoonist portray the Belgians and Germans 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 main reason for the failure of the Schlieffen Plan was the Battle of the Marne. Do you agree that this was the main reason for its failure? 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 opposition to the Weimar government. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: From a speech by Rosa Luxemburg, one of the leaders of the Spartacists, December 1918.

We want democracy. The rule of the working class means real democracy. It means the use of power to get rid of middle- and upper-class people. It means the smashing of the ruling classes with all the brutality that the working class can develop.

SOURCE B: From an article written in a newspaper by a member of the Weimar government, January 1919.

The terrible actions of Karl Liebknecht and Rosa Luxemburg spoil the revolution of November 1918 and threaten all of its achievements. The masses must not sit quiet for a minute longer and allow these brutal beasts to force the people into civil war.

SOURCE C: A poster produced by the Spartacists, December 1918, called ‘What do the Spartacists want?’ The three heads represent militarism, capitalism and the landowners.



SOURCE D: From a Modern World History textbook.

The greatest threat to the Weimar Republic came from the Kapp Putsch of March 1920. The army refused to stop Dr Kapp and his 5,000 followers, who seized power in Berlin and set up a new government. The Putsch was eventually defeated by a general strike organised by the workers of Berlin.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the aims of the Spartacists? (5)

Study Source C and use your own knowledge.

- (b) Source C shows the Spartacists trying to destroy various powerful groups in Germany. Why might the Spartacists portray themselves 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 Kapp Putsch was the greatest threat to the Weimar Republic in the years 1919–1924. Do you agree that this was the greatest threat in this period? Explain your answer. (12)

(Total for Question 5: 25 marks)

B6: Russia in Revolution, 1914–24.

You should spend about one hour on this question.

6. This question is about the Civil War of 1918–21 in Russia. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: From a *History of the USSR* written by a Soviet historian in 1981.

The Communist Party sent its members to join the Red Army. By the end of 1918 the Red Army numbered 1,700,000. It was a strong force. Even so, on every battlefield Red Army units had to fight against an enemy which was better equipped, better trained and which outnumbered them.

SOURCE B: From a *Modern History of The Russian Civil War*.

From the winter of 1918–1919 the White commanders, Kolchak and Denikin, and their troops faced a struggle against great odds. The Bolsheviks had had a year to strengthen their position. They now controlled most of the resources of old Russia. They had more popular support, and their forces outnumbered those of the Whites by ten to one.

SOURCE C: A Bolshevik poster of 1919. The names written on the dogs are Denikin, Kolchak and Yudenich. The three men in the background represent the USA, France and Britain.



SOURCE D: From a Modern History textbook about Russia.

The task of raising an army to fight against the Whites was given to Trotsky. In March 1918 Trotsky became Chairman of the Supreme War Council and it was his brilliance in organisation and fighting that was mainly responsible for the Reds' victory in the Civil War.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the strength of the two sides during the Civil War? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C shows the White commanders being controlled by foreign powers. Why might the Bolsheviks want to portray the Whites in this way?

(8)

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

- (c) The writer of Source D suggests that Trotsky's leadership was the main reason for the Bolshevik victory in the Civil War. Do you agree that this was the main reason for the Bolshevik victory? 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 new forms of entertainment in the USA in the 1920s. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: Extract from a sermon by a US clergyman in 1925.

Modern dancing makes divorce more likely. It is heathen, animalistic and damnable. It degrades women and men. Now is the time to say plainly that it is one of the most evil of modern customs.

SOURCE B: A photograph showing the new dance, the Charleston, in 1925.



SOURCE C: An advertisement for the cinema in 1929.

All the adventure, all the romance, all the excitement you lack in your daily life is in the Pictures. They take you completely out of yourself into a wonderful world. Out of the cage of everyday existence, if only for an afternoon or evening – escape!

SOURCE D: From a Modern History textbook.

Up until 1927 all movies were silent. In 1927 the first ‘talkie’ was made. During the 1920s, movies became a multi-billion dollar business and it was estimated that, by 1930, a hundred million cinema tickets were being sold each week. The cinema had become the most important form of entertainment in the USA.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the impact of new dances in the 1920s? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C describes the cinema as a form of escape from everyday life. Why might the advertisers portray the cinema 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 cinema was the most important form of entertainment by 1930. Do you agree that this was then the most important form of entertainment? 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 ghettos, 1939–42. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: From a report by an SS officer in charge of the Warsaw Ghetto in Poland, 1941.

There are about 27,000 apartments with an average of two and a half rooms. Occupancy therefore works out at fifteen persons per apartment and six to seven persons per room.

SOURCE B: A survivor remembers his first days in the Vilna ghetto in Poland.

As we entered, we were directed to a house that would have been occupied by a family of four to six people under normal circumstances. Now 25 or 30 of us were crammed in. Everybody was searching for a place to sleep.

SOURCE C: A photograph taken by a Jewish inmate of the Warsaw Ghetto showing hungry children.



SOURCE D: From a modern account of life in a Ghetto.

The suffering produced by systematic Nazi brutality was increased by the harsh climate in winter. The Jewish way of life was also attacked. Going to the synagogue, praying and studying about the Jewish religion were all absolutely forbidden in the Ghetto. Above all the Germans wanted to break the Jewish spirit and morale. They had some success. Many people lost their will to live.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows starving children. Why might a Jewish photographer want to take this photograph? (8)

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

- (c) The writer of Source D suggests that the main reason why the Nazis set up the ghettos was to break the spirit and morale of the Jewish people. Was this the main reason for the setting up of the ghettos? 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 the Japanese attack on Pearl Harbor in 1941. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: From a Modern History textbook.

Japan wanted to create an empire in the Far East. The main obstacle to Japanese expansion was the USA. The attack on Pearl Harbor was an attempt to knock out US naval power in the Pacific before a war had even started. The military government of Japan believed that the country would have to fight sooner or later and so decided to strike while the USA was unprepared.

SOURCE B: From a speech made by a member of the Japanese government, 5 November 1941.

In the first few months of a war against the US it is very likely that we would achieve total victory. I am convinced that we should take advantage of this opportunity. We should use the high morale of the Japanese people and their determination to overcome the crisis facing our country. It would be better to attack now than to sit and wait while the enemy puts more and more pressure on us.

SOURCE C: A US government poster issued soon after the attack on Pearl Harbor.



SOURCE D: From a Modern History textbook.

Conflict with the USA seemed inevitable – especially after the United States imposed a ban on the sale of oil to Japan in July 1941. The ban was introduced in retaliation to Japanese aggression in Indo-China. It was a severe blow to the Japanese economy since they depended on the USA for two-thirds of their oil supplies.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the reasons for the Japanese attack on Pearl Harbor? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C is a US government poster showing a US citizen angry about the Japanese attack on Pearl Harbor. Why might the US government want to portray the event 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 US oil ban was the main reason for the outbreak of war between the USA and Japan. Do you agree that this was the main reason for the outbreak of war between the two countries? 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 land reform policies in Communist China in the early 1950s. Study Sources A, B, C and D and then answer the questions which follow.

SOURCE A: A peasant explaining the effects of land reform, 1952.

Life is much better than before. Now I have land and a house and work to do. There is grain in my house. I work very hard but I enjoy the results of my work because I carry all the results of my work back home and use it for food in my home. In the past I worked very hard but for others, not for me. I had to carry all the crops to someone else's granary.

SOURCE B: From a Modern textbook on the history of China.

The Agrarian Reform Law of 1950 did not live up to every peasant's expectations. After receiving their land, peasants were often bitterly disappointed when they realised they had no equipment to cultivate it, or money to buy the equipment.

SOURCE C: A Communist poster of 1950 showing peasants taking gifts to the Communist People's Liberation Army for New Year, 1950.



SOURCE D: From a Modern History textbook.

During the civil war most landlords had supported the Nationalists, while most peasants had supported the Communists. One of Mao's first tasks in land reform was to take away the power that the landlords had had over the peasants for hundreds of years. He persuaded the peasants to start a campaign against the landlords. By 1952, between two and three million landlords had been killed and their land divided up among the peasants.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about peasant reactions to land reform? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C is a poster showing peasants and the Communist People's Liberation Army getting on well together. Why might the Communist government want to show relations 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 main reason the Communist government began its policy of land reform in the early 1950s was to destroy the power of the landowners. Do you agree that this was the main reason why the Communist government began its policy of land reform? 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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