

Paper Reference(s)

4380/2H

London Examinations IGCSE

History

Higher Tier

Paper 2H

Friday 2 November 2007 – 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. Any blank pages are indicated.

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

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

Advice to Candidates

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

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

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SECTION A: THEMES

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

Do not answer two questions on the same Theme.

A1: Revolution and Reaction: France, 1789–1830

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

1. Revolution

This question is about France from 1789 to 1815.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Bastille was stormed on 14 July 1789.

To occupy a royal prison	The Constituent Assembly had been set up
Seizing large supplies of weapons	Feudal dues had been abolished

(2)

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

(3)

- (c) Give **TWO** reasons why the Jacobins gained power in France in 1793.

(4)

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

The siege of Toulon	Director Barras
The 'whiff of grapeshot'	The Italian Campaign

(8)

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

Source: from a modern textbook

Napoleon also reformed the legal system. In 1804 he produced a single code of laws, the Code Napoleon. This put in one system all the existing laws of France, but at the same time modified them so that they fitted together. Some of the principles of the Revolution were upheld. Equality before the law and religious toleration remained. But judges were to be appointed by the government and the jury system was limited.

Use the source, and your own knowledge, to describe how Napoleon governed France from 1801.

(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** reasons why the monarchy was restored in France in 1814.

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

(2)

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

(3)

- (c) Give **TWO** reasons why France appeared to have recovered from the effects of war by 1819.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the policies of Charles X.

The Law of Sacrilege	The National Guard
Polignac	Martignac

(8)

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

Source: from a modern textbook

Louis Philippe, the Duke of Orleans, Charles's cousin, was asked to become Lieutenant-General of France. The Liberals feared the return of a republic and believed that Louis Philippe would rule as a constitutional monarch. The Liberals in the Chamber of Deputies hurriedly revised the Charter to ensure that a king could never again rule in the manner of Charles X.

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 the Congress System.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Great Powers met at the Congress of Vienna in September 1814.

To decide how to deal with Louis XVIII	To decide how to deal with Europe
To decide how to deal with future revolution	To decide how to deal with Napoleon

(2)

- (b) Choose **ONE** of your answers to question (a) and describe **ONE** decision that was made.

(3)

- (c) Give **TWO** reasons why Prussia gained territory under the Treaty of Vienna.

(4)

- (d) Choose any **TWO** of the following and explain how they were dealt with in the Vienna Settlement.

The Netherlands	Sardinia
Lombardy	Germany

(8)

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

Source: from a modern textbook

In 1818 the French complained that the allied interference in French affairs was making Louis XVIII unpopular. They asked that the army of occupation be withdrawn as soon as possible after the indemnity was paid off. Wellington, who was commanding the army, was asked his opinion and agreed that the army could be withdrawn. The first Congress after Vienna met at Aix-la-Chapelle to consider the matter.

Use the source, and your own knowledge, to describe how the Congress System operated from 1818 to 1822.

(8)

(Total for Question 3: 25 marks)

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

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

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

4. Nationalism in Belgium and Greece

This question is about the independence of Belgium.

- (a) Look at the boxes below. Write down the **TWO** reasons why differences developed between the Belgians and the Dutch after 1815.

They spoke completely different languages	Free Trade policies
Representation in Parliament	The King was Dutch

(2)

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

(3)

- (c) Give **TWO** reasons why some Belgians were keen to take advantage of the union with the Dutch.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the breakdown of relations between the Dutch and the Belgians.

Prices	Taxation
The National Debt	The policies of King William I

(8)

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

Source: from a modern textbook

The final settlement was not just the work of the Belgians and the Dutch. It was the work of the Great Powers, who wanted to find a just settlement for everybody, but one which would also help to preserve the peace of Europe. The Treaty of Westminster was finally signed by all sides in April 1839.

Use the source, and your own knowledge, to describe how the Great Powers brought conflict between the Belgians and the Dutch to an end.

(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, Garibaldi and the unification of Italy.

- (a) Look at the boxes below. Write down the **TWO** ways that Cavour tried to change Piedmont after he became Prime Minister.

By speaking in Italian in the Parliament	Modernising his estates
Abolishing monasteries	Founding Il Risorgimento

(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 Cavour believed that he needed foreign help to defeat Austria.

(4)

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

Nice	The Thousand
Sicily	The Papal States

(8)

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

Source: from a modern textbook

In May 1866 Italy signed a treaty with Prussia. The following month the Prussians declared war on Austria. The Austrians wanted to keep the French out of the war and so signed a secret treaty with Napoleon. The Austrians agreed to hand over Venetia whatever happened in the war. The Italians also declared war on Austria in support of Prussia.

Use the source, and your own knowledge, to describe how Italy became completely united in the years 1862–70.

(8)

(Total for Question 5: 25 marks)

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

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

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

6. Germany, 1862–1890

This question is about Bismarck.

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

Plans to reform the army were blocked	He was a Junker
The Zollverein	There were budget problems

(2)

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

(3)

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

(4)

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

The Centre Party	The Falk (May) Laws
The Jesuits	The 1879 agreement with the Pope

(8)

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

Source: from a modern textbook

Bismarck persuaded all of the rulers of the German states to accept King Wilhelm as the Emperor. He also designed the way in which the Empire was to be run. As far as possible, Bismarck wanted the German Empire to be Prussian, but he had to be careful, because although all of the other states had joined the Empire, their rulers remained in charge. There were still four kings and many dukes and princes. In theory they were all equal, but in practice it was Prussia that really counted.

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

(8)

(Total for Question 6: 25 marks)

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

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

7. The Alliance System

This question is about the creation of the Alliance System.

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

An indemnity	The loss of Alsace-Lorraine
A permanent army of occupation	Creation of the Third Republic

(2)

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

(3)

- (c) Give **TWO** reasons why Bismarck set about creating a system of alliances in the 1870s.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the formation of the Triple Entente.

Failure to renew the Reinsurance Treaty	Formation of the Dual Entente
The Entente Cordiale	1907 British Entente with Russia

(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. He believed that 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. Although Prussia had defeated Austria-Hungary in the war of 1866, Bismarck had opposed humiliating Austria and had persuaded the Prussian government to allow a generous treaty.

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 growth of international rivalry.

- (a) Look at the boxes below. Write down the **TWO** ways that German foreign policy changed after the resignation of Bismarck.

Occupation of colonies	Development of the navy
Construction of railways	Opening of the Kiel Canal

(2)

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

(3)

- (c) Give **TWO** reasons why the First Morocco Crisis developed in 1905.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the Second Morocco Crisis in 1911.

Riots in Agadir	The Panther
Lloyd George's Mansion House Speech	Agreements between France and Germany

(8)

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

Source: from a modern textbook

The Archduke arrived at Sarajevo by train and was met at the station by the Governor of Bosnia. He was then driven out of the station in an open-topped car to the town hall for an official welcome. As the Archduke's car came down Appel Quay toward the Town Hall, Nedjelko Cabrinovic stepped forward and threw his bomb. He missed, and it exploded behind the Archduke's car.

Use the source, and your own knowledge, to describe the assassination of the Archduke Franz Ferdinand and his wife in June 1914 and its results.

(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 reforms in Russia.

- (a) Look at the boxes below. Write down the **TWO** reasons why Emancipation of the Serfs was not successful.

High redemption payments	Many peasants moved to towns
Peasants could not own property	Small plots of land for peasants

(2)

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

(3)

- (c) Give **TWO** reasons why Alexander II's reforms did not prevent increasing political protests.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the decision of Nicholas II to introduce reforms in 1906.

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

(8)

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

Source: from a modern textbook

Nicholas promised to set up a constitution and create a parliament (Duma). But Nicholas had not learnt the lessons of 1905. He soon regretted granting the Manifesto and changed his mind. The Duma met in 1906 but was closed by Nicholas after seventy-two days. Three more Dumas met in the next ten years, but each had fewer powers than the last and was elected on a narrower franchise.

Use the source, and your own knowledge, to describe how Nicholas went back on the promises he had made in the October Manifesto.

(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 unrest in Russia and the lead up to revolution in 1917.

- (a) Look at the boxes below. Write down the **TWO** methods that Nicholas II used to deal with unrest in Russia.

Cossacks	Soviets
Zemstva	The Okhrana

(2)

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

(3)

- (c) Give **TWO** reasons why Russian armies suffered heavy losses at the beginning of the First World War.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the problems facing the Tsar in the years 1914–17.

Inflation	Problems in Industry
Shortages of food	The railway network

(8)

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

Source: from a modern textbook

Tsarina Alexandra gave Nicholas a very misleading picture of events in Petrograd in 1916 and 1917. He relied on letters and telegrams from her to tell him what was going on in the capital. Unfortunately, Alexandra believed that the unrest was unimportant, just hooliganism, when in fact it was much more serious. By early 1917, the situation was almost out of control.

Use the source, and your own knowledge, to describe how revolution broke out in Petrograd in February 1917.

(8)

(Total for Question 10: 25 marks)

A6: The USSR, 1917–1964: Bolshevism Triumphant

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

11. The Soviet Union, 1917–1941

This question is about the policies of Joseph Stalin in the years 1928–41.

- (a) Look at the boxes below. Write down the **TWO** reasons why Stalin ended the NEP in 1928.

He introduced War Communism	He believed peasants were hoarding food
He wanted to destroy the Kulaks	He had begun the Show Trials

(2)

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

(3)

- (c) Give **TWO** reasons why the Five Year Plans often did not meet their targets.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the policies of Stalin.

Gulags	The Cult of Personality
The Revision of History	Socialism in One Country

(8)

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

Source: from a modern textbook

The Purges had some very serious effects on the Soviet Union. The Red Army lost almost all its experienced officers. In 1941 it stood little chance against the German army. Science and technology suffered as far fewer new ideas were put forward. Stalin actually prevented development in some areas by clinging to outdated ideas.

Use the source, and your own knowledge, to describe how the Purges affected the USSR.

(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 policies of Khrushchev.

- (a) Look at the boxes below. Write down the **TWO** aspects of de-Stalinisation.

Opening of the Gulags	Reduced censorship
Leadership of space exploration	Increased powers for the secret police

(2)

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

(3)

- (c) Give **TWO** reasons why Khrushchev wanted to modernise Soviet agriculture.

(4)

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

Sovnarkhozy	Abolition of Gosplan
Consumer goods	Abolition of the Command Economy

(8)

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

Source: from a modern textbook

By the early 1960s, some leaders were beginning to feel that de-Stalinisation had gone too far. Nobody actually wanted to return to the terror that Stalin had imposed, but there was a feeling that Khrushchev had allowed too much freedom and criticism. Then there was the way that Khrushchev behaved in public. Although he appeared to be lively and friendly when he met ordinary people, he was often rude to other leaders and rarely listened to advice.

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

(8)

(Total for Question 12: 25 marks)

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

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

13. Germany

This question is about the development of the Nazi Party.

- (a) Look at the boxes below. Write down the **TWO** ways that the Nazi Party changed in the years 1924–28.

It became a national movement	Goebbels took charge of propaganda
'Strength through Joy' was set up	It became the largest party in the Reichstag

(2)

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

(3)

- (c) Give **TWO** reasons why the Nazi Party became more popular in the years 1929–32.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Hitler's economic policies in the years 1933–39.

The Labour Service	Conscription
Autobahns	The Volkswagen Beetle

(8)

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

Source: from a modern textbook

Children joined the youth movements at the age of five and stayed until eighteen. Membership was virtually compulsory. Boys joined the *Pimpfen*, then the German Youth and then the Hitler Youth. Girls joined the League of German Maidens. Children took part in 'fun' activities, camping, sports and outings. These helped make the youth movements popular at first. They also had lectures about Nazi ideas, like racism.

Use the source, and your own knowledge, to describe the aims of the Nazi youth movements.

(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 policies of Mussolini.

- (a) Look at the boxes below. Write down the **TWO** methods that Mussolini used to increase his popularity in the years 1920–21.

He attacked Jews	He attacked Communists
He criticised the Peace Treaties	He set up the OVRA

(2)

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

(3)

- (c) Give **TWO** reasons why the murder of Matteotti in 1924 was a setback for Mussolini.

(4)

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

The Battle for the Lira	The Battle for Grain
Autostrade	The Battle of the Southern Problem

(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 Papacy and the Italian State since the occupation of Rome in 1870. Mussolini agreed to give the Pope 750,000,000 lire. He also handed over the area of the Vatican City to be a separate country for the Pope to govern.

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

(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 strengths and weaknesses of the League of Nations.

- (a) Look at the boxes below. Write down the **TWO** weaknesses of the League of Nations at the time it was set up.

Japan was a Permanent Council Member	It did not stand up to dictators
It was seen to be too European	It had no army

(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 Russia was not allowed to join the League of Nations in 1920.

(4)

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

Special Agencies	Sanctions
The Council	The Assembly

(8)

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

Source: from a modern textbook

During the 1920s, the League of Nations was generally regarded as a success. The idea of Collective Security was widely accepted and the people of many countries took the League very seriously. It was able to tackle a number of major international problems, such as slavery. 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 how the League was successful 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 invasion of Abyssinia and Appeasement.

- (a) Look at the boxes below. Write down the **TWO** reasons why Mussolini invaded Abyssinia in 1935.

Shortage of raw materials	Revenge for the Battle of Adowa (1896)
Pact of Steel	Desire to create an empire

(2)

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

(3)

- (c) Give **TWO** reasons why Britain and France resisted attempts to impose sanctions on Italy after the invasion of Abyssinia.

(4)

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

Konrad Henlein	Arthur Seyss-Inquart
Hitler's place of birth	Greater Germany

(8)

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

Source: from a modern textbook

In the 1930s, more and more attention was paid to what a future war would be like. People became more and more convinced that bombing would be highly dangerous. Added to this was the fear of poison gas, which had been used for the first time during the First World War. Bombers, high explosives and poison gas meant that the war would affect people in Britain far more than ever before.

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

(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 economic changes in the 1920s.

- (a) Look at the boxes below. Write down the **TWO** reasons why the US citizens wanted to return to isolationism after the First World War.

The Monroe Doctrine	Democratic Party policies
The Red Scare	Foreign Loans

(2)

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

(3)

- (c) Give **TWO** reasons why sales of motor cars increased in the 1920s.

(4)

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

Bootlegging	Speakeasies
Moonshine	Religious beliefs

(8)

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

Source: from a modern textbook

Although many people in the newer industries found themselves becoming better off during the 1920s, the wages of some workers did not rise. In the old industries they actually fell. More and more money found its way into the pockets of fewer and fewer people. This meant that the gap between the very rich and the very poor grew.

Use the source, and your own knowledge, to describe how some US citizens did not share in the boom 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 Depression and the New Deal.

- (a) Look at the boxes below. Write down the **TWO** effects of the Depression in the years 1929–32.

Rugged Individualism	The Agricultural Adjustment Act (AAA)
Hoovervilles	The Bonus Marchers

(2)

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

(3)

- (c) Give **TWO** reasons why the Supreme Court declared some parts of the New Deal unconstitutional.

(4)

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

Tennessee Valley Authority (TVA)	Works Progress Administration (WPA)
National Recovery Administration (NRA)	Federal Emergency Relief Agency (FERA)

(8)

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

Source: from a modern textbook

There was only partial recovery from the Depression. In 1937 industry was still only working at 75 percent of its 1929 level. Many of the schemes that Roosevelt started only lasted for a few months. The CCC provided work for six to nine months only. Some men went on a whole series of CCC camps, as they were called, and still could not find a job at the end. Black Americans gained little improvement in their civil rights.

Use the source, and your own knowledge, to describe the weaknesses 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 the Red Scare and McCarthyism.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Red Scare developed in the USA in the late 1940s.

China became communist	The Berlin Wall
The Warsaw Pact	The Berlin Blockade

(2)

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

(3)

- (c) Give **TWO** reasons why the McCarran Internal Security Act was passed.

(4)

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

House Un-American Activities Committee (HUAC)	Lists of communists
Attacks on the civil service	Attacks on Hollywood personalities

(8)

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

Source: from a modern textbook

In 1954, Joseph McCarthy attacked the army and accused officers of being communist spies. The hearings of HUAC were shown on television, and McCarthy was revealed as a bully. It also became clear that he never actually produced any real evidence; he always claimed that it was in his briefcase.

Use the source, and your own knowledge, to describe how Senator Joseph McCarthy lost influence in 1954.

(8)

(Total for Question 19: 25 marks)

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

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

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

20. Social and Political Change

This question is about the Great Society, the Women's Movement and Watergate.

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

Office of Economic Opportunity	Manpower and Training Act
The Kerner Report	Appalachian Recovery Program

(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 Johnson wanted to create the Great Society.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the development of the Women's Movement.

Commission on the Status of Women	Equal Pay Act
Civil Rights Act	National Organisation for Women (NOW)

(8)

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

Source: from a modern textbook

The trial of the five men involved in the Watergate break-in took place after Nixon was re-elected and one of them admitted that the White House had been involved. A Senate Committee was set up to investigate and many of Nixon's closest advisers were forced to resign. The president, however, continued to maintain his innocence. He even appointed Archibald Cox as a special investigator.

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

(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 effects of apartheid.

- (a) Look at the boxes below. Write down the **TWO** reasons why apartheid was established in South Africa in the late 1940s and 1950s.

Black Consciousness	The Defiance Campaign
National Party won the 1948 election	'Swart gevaar'

(2)

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

(3)

- (c) Give **TWO** reasons why the Freedom Charter was published in 1955.

(4)

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

The Pan African Congress	Robert Sobukwe
The South African Police	The South African Government

(8)

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

Source: from a modern textbook

In September 1989, there was a general election. The result was the worst ever for the National Party, although it still clung on to power. But there was increased support for the Liberals and the Conservative Party. De Klerk was faced with a simple alternative. Either he threw his weight behind a Conservative reaction in an effort to rebuild the National Party, or he tried to achieve some sort of compromise with the ANC.

Use the source, and your own knowledge, to describe how apartheid came to an end in South Africa in the years 1989–94.

(8)

(Total for Question 21: 25 marks)

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

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

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

22. West and Central Africa

This question is about decolonisation and Rhodesia.

- (a) Look at the boxes below. Write down the **TWO** reasons why African countries began to gain independence from Britain in the 1950s.

The effects of the Second World War	Harold Wilson became Prime Minister
The 'Wind of Change' speech	Economic difficulties facing Britain

(2)

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

(3)

- (c) Give **TWO** reasons why the government of Southern Rhodesia rejected independence on Britain's terms in 1965.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the attempts to achieve an end to UDI in the 1970s.

Henry Kissinger	British governments
Joshua Nkomo	The Patriotic Front

(8)

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

Source: from a modern textbook

Attacks by Africans on white settlers in Southern Rhodesia began in 1966, but intensified in 1972 in the 'Bush War'. Guerrilla groups were often based in Zambia and crossed the border to carry out raids. The border area remained tense as more and more landmine and shooting incidents were reported. In July 1973, a large force of guerrillas took 295 African pupils and teachers from St Albert's mission in the north-east region of the country.

Use the source, and your own knowledge, to describe the Bush War and its effects.

(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 Congress and British rule of India.

- (a) Look at the boxes below. Write down the **TWO** reasons why many Indians opposed the Morley-Minto Reforms.

Very few Indians could vote	They introduced the Dyarchy
They introduced communalism	Indians sat in the Legislative Council

(2)

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

(3)

- (c) Give **TWO** reasons why Gandhi became the leader of Congress after the First World War.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in increasing opposition to British rule.

The Rowlatt Acts	The Amritsar Massacre
The Government of India Act, 1919	The Simon Commission, 1927

(8)

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

Source: from a modern textbook

In August 1920, Gandhi organised a massive disobedience campaign. Congress members began to boycott British goods and withdraw from courts and schools. Many also adopted a policy of 'Swadeshi', buying Indian goods instead of British. Gandhi then persuaded Congress to take no part in the elections held after the Government of India Act. A national *hartal* was called for November 1921, and only one-third of the electorate voted in the elections.

Use the source, and your own knowledge, to describe the campaigns of Congress for home rule in the years 1920–29.

(8)

(Total for Question 23: 25 marks)

A12: India, 1900–1949: Independence and Partition

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

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

24. India, 1930–1949

This question is about attempts to find a peaceful solution in India.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Round Table Conferences failed to reach agreement.

Congress only attended one conference	Indian princes were present
All British political parties attended	Gandhi refused to compromise

(2)

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

(3)

- (c) Give **TWO** reasons why the Government of India Act was passed in 1935.

(4)

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

The Cripps Mission	The election of a Labour government, 1945
The Cabinet Mission	Lord Mountbatten

(8)

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

Source: from a modern textbook

In July 1947, Sir Cyril Radcliffe was given six weeks to decide the border between India and Pakistan. He completed his work on time and Pakistan became independent on 14 August 1947. India became independent the following day. But the decisions of the Radcliffe Commission left 5,000,000 Muslims in India and 5,000,000 Hindus in Pakistan. Sikhs, who had argued for special treatment and an independent country of their own, were ignored altogether.

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

(8)

(Total for Question 24: 25 marks)

A13: China in Crisis, 1911–1949

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

25. China, 1911–1927

This question is about Yuan Shi-kai, the Warlords and the growth of the Guomindang (GMD).

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

He became president	He gave way to Japanese demands
He reached agreement with Sun Yat-sen	He became emperor

(2)

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

(3)

- (c) Give **TWO** reasons why much of China was ruled by Warlords from 1916.

(4)

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

May Fourth Movement	New Cultural Movement
Soviet Influence	The First United Front

(8)

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

Source: from a modern textbook

Chiang's training in Russia and the organisation of the GMD were very important. He was able to set up a unified command of the GMD forces in 1925. Chiang's forces were also much more mobile than those of the Warlords, who also did not co-operate with each other. Chiang was also supported by some Warlords who joined the GMD army. They were usually allowed to retain some control over their local area.

Use the source, and your own knowledge, to describe the Great Northern Expedition and its results.

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

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

Warlords existed in some parts of China	Chiang was attacking the CCP
Most CCP supporters were peasants	The Japanese invaded in 1931

(2)

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

(3)

- (c) Give **TWO** reasons why Chiang's early attacks on the Jiangxi Soviet failed.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in increasing support for the CCP in the 1930s.

Land Reform	The Eighth Route Army
Inflation	The Yanan Base

(8)

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

Source: from a modern textbook

From autumn 1947, the tide of war began to turn against the GMD. Its forces in the cities of the north were increasingly isolated and, with no way of escape, began to desert to the CCP. This put vast stores of equipment in the hands of the CCP. Its armies were therefore much better equipped than the GMD even though the latter was receiving US aid.

Use the source, and your own knowledge, to describe how the CCP had won the Chinese Civil War by the end of 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 China 1949–70.

- (a) Look at the boxes below. Write down the **TWO** reasons why Mao Zedong introduced Land Reform soon after taking power in China.

Peasants were his main supporters	The First Five Year Plan
Support from Stalin	He wanted to destroy Landlordism

(2)

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

(3)

- (c) Give **TWO** reasons why the Great Leap Forward failed to achieve its aims.

(4)

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

Population control	Encouraging profits
Increased agricultural production	Education

(8)

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

Source: from a modern textbook

By 1963 Mao was already regretting his loss of power and was becoming concerned at the changes that were taking place in China; in particular the growing dominance of the economy by an educated elite. His response was to begin to build up support in the PLA (People's Liberation Army) and his supporters gradually occupied key posts in the government and gained control of the Central Cultural Revolution Committee.

Use the source, and your own knowledge, to describe how Mao used the Cultural Revolution to regain complete power.

(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 from the late 1970s to 1989.

- (a) Look at the boxes below. Write down the **TWO** ways that Deng Xiaoping gained influence in the late 1970s.

The influence of Jiang Qing	The policies of Zhou Enlai
Support from the Central Committee	He won the support of the army

(2)

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

(3)

- (c) Give **TWO** reasons why Hua Guafeng was forced to resign as Prime Minister in 1980.

(4)

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

English Corners	University students
Hu Yaobang	Zhao Ziyang

(8)

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

Source: from a modern textbook

More students arrived in the square and troops sent there were turned back by local people. On 2 June 1989, a second attempt to clear the square took place. 350,000 troops surrounded the square and blocked all roads in. On 3 June tanks cleared the square. About 1,000 students were killed, many were arrested and those who fled were rounded up.

Use the source, and your own knowledge, to describe how the Democracy movement came to an end across 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 warfare in Vietnam.

- (a) Look at the boxes below. Write down the **TWO** reasons why the French forces were defeated at the battle of Dien Bien Phu.

They were heavily outnumbered	Superior communist air power
The airfields were overrun	US financial support

(2)

- (b) Choose **ONE** of your answers to question (a) and describe **ONE** effect that it had on the French forces in Indo-China.

(3)

- (c) Give **TWO** reasons why President Johnson sent US forces to Vietnam.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the fighting in Vietnam in the years from 1965 to 1973.

Search and Destroy missions	Chemical agents
Underground bunkers	The Ho Chi Minh Trail

(8)

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

Source: from a modern textbook

In 1969 Nixon began peace talks, and started the withdrawal of US forces, but at the same time stepped up attacks on North Vietnam. Nixon also announced the policy of Vietnamisation. Making sure that the ARVN could defend the country on its own, Nixon began to withdraw US forces in 1969, but he did not want the North to know that a withdrawal had begun.

Use the source, and your own knowledge, to describe how the Vietnam War came to an end.

(8)

(Total for Question 29: 25 marks)

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

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

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

30. South-East Asia

This question is about Malaysia and Indonesia.

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

Brunei	Indonesia
Sabah	Sarawak

(2)

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

(3)

- (c) Give **TWO** reasons why Singapore left Malaysia in 1965.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Indonesia from the late 1940s to the 1960s.

The Cheribon Agreement	Pancasila
Guided Democracy	The New Order

(8)

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

Source: from a modern textbook

Suharto's own family was also involved in the corruption. His children were awarded many import licences and he managed to send many millions of dollars out of Indonesia. In consequence, frustration with the government increased. Many saw Indonesia as a one-party state.

Use the source, and your own knowledge, to describe the events that forced Suharto to leave Indonesia in 1998.

(8)

(Total for Question 30: 25 marks)

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

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

31. The Middle East, 1946–1967

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

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

Israel occupied the Arab part of Palestine	US support for Israel
Nasser took power in Egypt in 1952	Israeli settlements were set up in captured areas

(2)

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

(3)

- (c) Give **TWO** reasons why Egypt began the Aswan Dam project in the mid-1950s.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the Middle East in the years 1958–66.

The Arab League	The USA
The Soviet Union	The United Arab Republic

(8)

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

Source: from a modern textbook

After 1967, Israel had fixed boundaries that could be defended much more easily. The Suez Canal, the River Jordan and the Golan Heights were all obstacles that were controlled by Israeli forces. The new boundaries also gave Israel a great deal of new territory. This was important because the population continued to grow and there was comparatively little inhabitable land.

Use the source, and your own knowledge, to describe how the Six Day War of 1967 changed the situation in the Middle East.

(8)

(Total for Question 31: 25 marks)

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

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

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

32. The Middle East, 1967–1996

This question is about the Middle East from 1967 to 1993.

- (a) Look at the boxes below. Write down the **TWO** reasons why President Sadat ordered an attack on Israel in October 1973.

To force Israel to negotiate	To recover the Golan Heights
To encourage US intervention	To recover Sinai

(2)

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

- (c) Give **TWO** reasons why Israel suffered heavy losses in the War of October 1973 (Yom Kippur). (4)

- (d) Choose any **TWO** of the following and explain the part that they played in events in the Lebanon in the years 1978–82.

The Palestine Liberation Organisation	The UN peace-keeping force
Christian militias	The Israeli army

(8)

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

Source: from a modern textbook

The Intifada began in December 1987 with a period of non-cooperation between the Palestinian Arabs and the Jewish authorities in the Gaza Strip. It began after the shooting of an Arab youth by Israeli soldiers, and ended with the agreement between Yitzhak Rabin and Yasser Arafat in 1993.

Use the source, and your own knowledge, to describe the effects of the Intifada in the years 1987–93.

(8)

(Total for Question 32: 25 marks)

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

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

33. International Relations, 1945–1953

This question is about relations between East and West from 1947 to 1953.

- (a) Look at the boxes below. Write down the **TWO** ways that Stalin reacted to the Marshall Plan.

He made Poland communist	He took reparations from Germany
He set up COMECON	He stopped Czechoslovakia applying

(2)

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

(3)

- (c) Give **TWO** reasons why the West wanted to rebuild Germany after the Second World War.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in relations between East and West in 1947–48.

Bizonia	The Truman Doctrine
The Deutschmark	The Greek Civil War

(8)

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

Source: from a modern textbook

After the Berlin Blockade, the Allies decided that any prospect of uniting Germany was hopeless. In 1949, they created the Federal Republic of Germany, with its capital at Bonn in the Rhineland. This was the beginning of a conflict between Communism and Capitalism which spread worldwide.

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

(8)

(Total for Question 33: 25 marks)

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

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

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

34. International Relations, 1953–1962

This question is about relations between the Superpowers from 1955 to 62.

- (a) Look at the boxes below. Write down the **TWO** parts of Khrushchev's policy of Peaceful Co-existence.

The West had a right to exist	The Soviet system was better than the West
The Warsaw Pact	The Secret Speech

(2)

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

(3)

- (c) Give **TWO** reasons why Warsaw Pact troops invaded Hungary in November 1956.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in events in Cuba in the years 1959–61.

Sugar	Nationalisation of US businesses
The Bay of Pigs	Setting up a communist government in 1961

(8)

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

Source: from a modern textbook

Khrushchev offered Kennedy a compromise over Cuba. Kennedy also allowed Khrushchev a way out by agreeing to leave Cuba alone and removing missiles from Europe. This meant that Khrushchev could claim that he had achieved a victory. For the first time, the crisis focused the minds of the leaders of the Superpowers on their responsibilities to the rest of the world.

Use the source, and your own knowledge, to describe how the Cuban Missiles Crisis ended 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 Europe from the 1950s to the 1990s.

- (a) Look at the boxes below. Write down the **TWO** agreements that were set up before the European Economic Community (EEC) was established.

The European Defence Force	The Council of Europe
The European Coal and Steel Community	The Schuman Plan

(2)

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

(3)

- (c) Give **TWO** reasons why countries joined the EEC in 1957.

(4)

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

The Council of Ministers	The Single Market
The Common Agricultural Policy	The European Parliament

(8)

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

Source: from a modern textbook

Britain applied for membership of the European Economic Community twice in the 1960s and again in 1973. The first two applications were rejected but Britain was successful on the third occasion. However, in 1975, the Labour Government insisted on re-negotiating the terms and on holding a referendum to confirm Britain's membership.

Use the source, and your own knowledge, to describe how Britain became a member of the EEC.

(8)

(Total for Question 35: 25 marks)

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

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

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

36. Eastern Europe, 1945–1990s

This question is about life in Eastern Europe and the end of the Berlin Wall.

- (a) Look at the boxes below. Write down the **TWO** reasons why Stalin ordered the creation of the Iron Curtain in 1946.

To prevent Marshall Aid	To prevent refugees fleeing to the West
To prevent Western influence in the East	To prevent trade with the West

(2)

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

(3)

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

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in life in Eastern Europe.

Secret Police	The media
Education	Propaganda

(8)

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

Source: from a modern textbook

When Mikhail Gorbachev became the leader of the Soviet Union in 1985, he was told that the country was bankrupt. He realised that he had to act quickly and introduced his policies of Glasnost and Perestroika. He also told the countries of Eastern Europe that they could no longer expect Soviet aid.

Use the source, and your own knowledge, to describe the events that led to the demolition of the Berlin Wall in November 1989.

(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 defeat of France in 1814. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a letter written by an officer in the French army to his wife, 1814.

I have noticed among our commanders and troops a very feeble degree of enthusiasm. Moreover, our soldiers are too small, too weak physically, too young and too inexperienced to put up a good fight.

SOURCE B: A sketch by a French artist showing Napoleon and the boy soldiers of 1814 with the following caption: ‘Sire, you can count on us as you do on the Old Guard’.



SOURCE C: From a letter written by an officer in the French army in early 1814.

It seems to me that our generals and officers are sick of the war. Morale is very low. Only the Emperor's presence can inspire them. Since our recent defeat at Leipzig, I fear that only the Rhine lies between us and the Russians.

SOURCE D: From a textbook on the Napoleonic Wars, published in 2003.

During 1814, Napoleon's defeat became inevitable. He was faced by a large and generally well equipped coalition which included Britain, Russia, Prussia, Sweden, Austria and Bavaria. The French army was hopelessly outnumbered, badly equipped and attacked from all sides.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the weakness of the French army in 1814? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that only Napoleon's leadership could save France from disaster. Why might the French officer have held this opinion in early 1814? (8)

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

- (c) The writer of Source D suggests that the strength of the coalition was the main reason for the defeat of Napoleon by mid-1814. Do you agree that this was the main reason for Napoleon's defeat by mid-1814? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 1: 25 marks)

B2: Bismarck's Wars, 1864–1871

You should spend about one hour on this question.

2. This question is about Denmark and the Schleswig-Holstein crisis. Study Sources A, B, C and D and then answer the questions that follow.

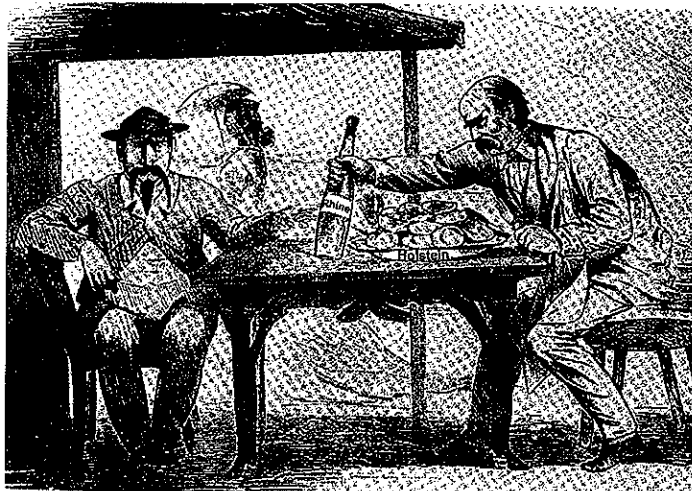
SOURCE A: From a history of Europe, published in 1996.

In February 1864, one detachment of Prussians entered Denmark and captured Kolding. In April, Duppel was stormed and a truce called. In the subsequent peace treaty the King of Denmark surrendered his rights over Schleswig and Holstein. Bismarck had won his first international victory but soon let the Austrians know that he wanted the two duchies to be handed over to Prussia.

SOURCE B: From a letter by a German liberal and nationalist written in April 1864.

I do not like Bismarck but he is a man of action. I look forward to the future with pleasure. There is something inspiring, after fifty years of peace, in a victory such as Duppel by young Prussian troops. One feels as though all one's nerves have been refreshed. With God's help this is the beginning of the movement for the real Germany.

SOURCE C: A cartoon of 1865 entitled 'Diplomatic Breakfast at Biarritz'. It shows Napoleon III on the left and Bismarck on the right.



Napoleon III: You take the oysters and I'll have the Rhine wine.
Bismarck: Pardon me, but the wine goes with the oysters.

SOURCE D: From a history of Germany 1848–1914, published in 2000.

The most important consequence of the Schleswig–Holstein question and the subsequent war with Denmark was a worsening in relations between Austria and Prussia. Bismarck was determined to force Austria out of Holstein and annex the two provinces for Prussia.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C suggests that Bismarck and Napoleon III disagreed over the Rhineland in their meeting at Biarritz. Why might this meeting have been portrayed in this way? (8)

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

- (c) Source D suggests that the main consequence of the Schleswig-Holstein crisis and the war with Denmark was a worsening of relations between Austria and Prussia. Do you agree that this was the main consequence? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 2: 25 marks)

B3: The Balkans, 1876–1914

You should spend about one hour on this question.

3. This question is about Russian and Austrian aims in the Balkans. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a history of Europe in the nineteenth century, published in 1991.

Russia saw herself as the protector of the Slav peoples of the Turkish Empire. Pan-Slavism, a federation of the Slav peoples of the Balkan area, had strong supporters in the mid-1870s including the Tsarina, the heir to the throne and the foreign secretary. Russia therefore encouraged independence movements in the Balkan states, including Serbia and Bulgaria.

SOURCE B: From a letter by a leading Russian politician, written in 1876.

Do we really need to sacrifice our bodies and our blood so that the Serbs or Bulgarians can become independent and prosper? It is better for us to have as a neighbour an old and feeble Turkey, than a young, strong and democratic Serbia or Bulgaria. When have the Slavs ever been of any use to us? They will bleed us dry and for what?

SOURCE C: A British cartoon of 1876. The figure holding the dog leads represents Russia.



THE DOGS OF WAR

The British figure is saying: "Take care my man! It might be awkward if you let 'em loose!"

SOURCE D: From a statement by a leading Austrian government official, January 1876.

The maintenance of the Turkish Empire is essential to the interests of Austria in the Balkans. The Turks keep control of the smaller states of the area and keep down their attempts at independence. Were there no Turkey, then we would have to take control of these states and use force to put down their attempts at independence. Russian ambitions in the area, especially for Pan-Slavism, pose the greatest threat.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about what Russian objectives should be in the Balkans? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) The cartoon shows Russia in control of the Balkan states. Why might a British cartoonist have shown Russia 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 threat to the Turkish Empire came from Russian ambitions. Do you agree that Russian ambitions were the main threat to the Turkish Empire? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 3: 25 marks)

B4: The First World War, 1914–1918

You should spend about one hour on this question.

4. This question is about the Battle of Passchendaele. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a letter written in September 1917 by a British officer who fought at Passchendaele.

The deep mud, which we had been cursing for all the difficulties it had caused, now helped us from being hit. The German shells covered us with filth and disturbed the broken corpses. It was easy to 'go missing' if you got hit. You could easily slip into a huge shell hole filled with grey water and drown there.

SOURCE B: A photograph taken in September 1917 showing British troops during the battle of Passchendaele.



SOURCE C: An official British photograph, taken in September 1917, showing dead German troops at the entrance to a dug-out destroyed by British artillery.



SOURCE D: From a history of the First World War, published in 1982.

The Passchendaele offensive failed mainly due to the strength of the German defences. The attack was due to take place in mid-June, but was delayed until 31 July – a fatal delay of six weeks after Messines Ridge. This gave the Germans plenty of time to strengthen their defences.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the conditions during the Battle of Passchendaele? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C shows dead German soldiers and a badly damaged German dug-out. Why might the British government have wished to publish such a photograph?

(8)

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

- (c) The writer of Source D suggests that the British failure to achieve their objectives at the Battle of Passchendaele was due to the strength of the German defences. Do you agree that this was the main reason for British failure? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 4: 25 marks)

B5: Weimar Germany and its Challengers, 1919–1924

You should spend about one hour on this question.

5. This question is about Reparations and the French occupation of the Ruhr. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the official French army account of passive resistance in the Ruhr, published in 1924.

Passive resistance consisted of not collaborating in any way with the French and Belgians. It meant refusing all demands to work. The post, telegraph and telephone workers refused to make any communications for the French and Belgians, to send them letters or sell them stamps. Railway workers refused to run trains for the occupying troops.

SOURCE B: A poster produced by the German government in 1923. It shows a German worker being threatened by French soldiers. The German caption reads: ‘No you can’t force me’.



SOURCE C: From an article in a German newspaper, June 1923.

The children were playing in a field which the French had declared out of bounds. When the children wouldn't leave the field, a French soldier fired at a seven-year-old boy who was standing laughing six metres away from him. He was shot through the temple. The brave soldier then threw himself upon the boy's corpse to ensure he was dead.

SOURCE D: From a history of Germany 1918–45, published in 1996.

The worst effect of the Ruhr crisis was further to reduce support for the Weimar government, which had shown itself unable to stop the French and Belgian occupation. Also, the crisis made inflation worse, because the government was printing more and more money.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about German passive resistance in the Ruhr in 1923? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that the French troops were brutal. Why might the newspaper article show the French troops 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 effect of the Ruhr crisis in the years 1923–24 was to increase the unpopularity of the Weimar Republic. Do you agree that this was the main effect? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 5: 25 marks)

B6: Russia in Revolution, 1914–1924

You should spend about one hour on this question.

6. This question is about the February Revolution. Study Sources A, B, C and D and then answer the questions that follow.

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

All of a sudden, there broke out an army mutiny as I had never seen. The soldiers refused to fire on the crowd. All at once they laid down their arms and all one could hear from them was 'Land and Freedom', 'Down with the Romanovs' and 'Down with the Officers'.

SOURCE B: From a telegram sent by a Russian general, in February 1917.

One company of soldiers declared on 26 February that it would not fire on the people. We have just received a telegram from the Minister of War stating that the rebels have seized the most important buildings in Petrograd. Due to fatigue and propaganda, the troops have laid down their arms, gone over to the side of the rebels or gone home.

SOURCE C: An official photograph showing the abdication of Tsar Nicholas II, on 2 March 1917, published by the Provisional Government.



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

The Tsar's absence from Petrograd in February 1917 proved crucial. He was stranded hundreds of miles away at the war front when the situation began to get out of hand. Too late, he realised the seriousness of the situation in Petrograd and set off in his royal train. The train stopped at Pskov station where he learned that the army generals no longer supported him.

Questions

Study Sources A and B.

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

(5)

Study Source C and use your own knowledge.

- (b) Source C shows Nicholas II abdicating. Why might the Provisional Government have wanted this event to be publicised?

(8)

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

- (c) The writer of Source D suggests that the Tsar's absence from Petrograd was the most important reason for the February Revolution. Do you agree that this was the most important reason for the outbreak of revolution? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 6: 25 marks)

B7: The USA, 1917–1929

7. This question is about the impact of Hollywood and new forms of entertainment in the United States in the 1920s. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From an interview with a woman who lived in United States in the 1920s.

Hundreds flocked to my local cinema every night. It really was an experience. You would be treated like royalty. You were ushered into an enormous entrance hall of marble and gilt with huge pillars. All the carpets were at least one inch thick. Everything was done to make you feel comfortable.

SOURCE B: A photograph of the entrance hall of a cinema in the USA in the 1920s.



SOURCE C: A poster, from 1921, advertising the film 'The Kid' starring Charlie Chaplin.



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

The most popular leisure activity in the USA in the 1920s was watching sport. In 1926, 145,000 saw the boxing match between Jack Dempsey and Gene Tunney. But baseball was the most popular game, and its most celebrated star was Babe Ruth.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the appeal of the cinema in the 1920s? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C stresses the role of Charlie Chaplin in the making of this film: Why might the film makers have wanted to emphasise his role in this way?

(8)

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

- (c) The writer of Source D suggests that sport was the most popular leisure activity of the 1920s in the USA. Do you agree that this was the most popular leisure activity? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 7: 25 marks)

B8: The Holocaust, 1939–1945

You should spend about one hour on this question.

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

SOURCE A: From the evidence of the Auschwitz camp commandant given at the Nuremberg trials of 1946.

We had two S.S. doctors on duty to examine new arrivals. These would make immediate decisions. Those who were fit to work were marched into the camp. Others were sent immediately to the extermination plants. Young children were nearly always killed straight away, because they were unable to work.

SOURCE B: From a textbook on the Holocaust, published in 1987.

At Auschwitz, the voice over the loudspeaker told the new arrivals to form in rows for 'selection'. The voice explained what that meant. The strongest would be selected for work. The old and sick would be sent to the infirmary. All others, including young children, would receive showers and be taken care of. In reality this meant death in the gas chambers.

SOURCE C: A painting showing women who had been selected for the gas chamber at Auschwitz. This painting was produced after the event by an eye-witness.



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

At Auschwitz, the new arrivals were divided into two groups. Those who were to die in the gas chambers, and those who were to work. Many of those chosen to work became slave labourers in a massive factory complex making synthetic oil and rubber.

Questions

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows women who had been selected for the gas chambers. Why might the artist have wished this event to have been recorded in this way? (8)

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

- (c) The author of Source D suggests that many inmates of Auschwitz were used as slave labour. Do you agree that this was the main reason for the creation of such camps? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 8: 25 marks)

B9: The Second World War, 1939–1945

You should spend about one hour on this question.

9. This question is about Operation Barbarossa and the war on the Eastern Front. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From the diary of a German commander on the Eastern Front, 10 December 1941.

The icy cold, the poor clothing, the heavy losses of men and guns and the poor supplies of fuel are making fighting a torture. On the other hand, the Russians seem to have a never-ending supply of men issued with padded fur jackets, padded boots and fur caps with large ear-pieces. These men are forcing us to retreat.

SOURCE B: A photograph showing Soviet troops advancing on the Eastern Front in December 1941.



SOURCE C: A Soviet recruiting poster from 1941. The caption reads 'The Motherland Calls'.



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

The Soviet Union survived the German invasion mainly due to the leadership of Stalin. He used every means to inspire his people to fight for 'Mother Russia' rather than for communism. He was in total control and proved to be an inspiring leader, choosing able generals such as Zhukov.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about conditions on the Eastern Front? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C shows the 'Motherland' appealing for volunteers. Why might Stalin have appealed for recruits 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 that the Soviet Union was able to resist the German attacks was the leadership of Stalin. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 9: 25 marks)

B10: China under Mao Zedong, 1949–1959

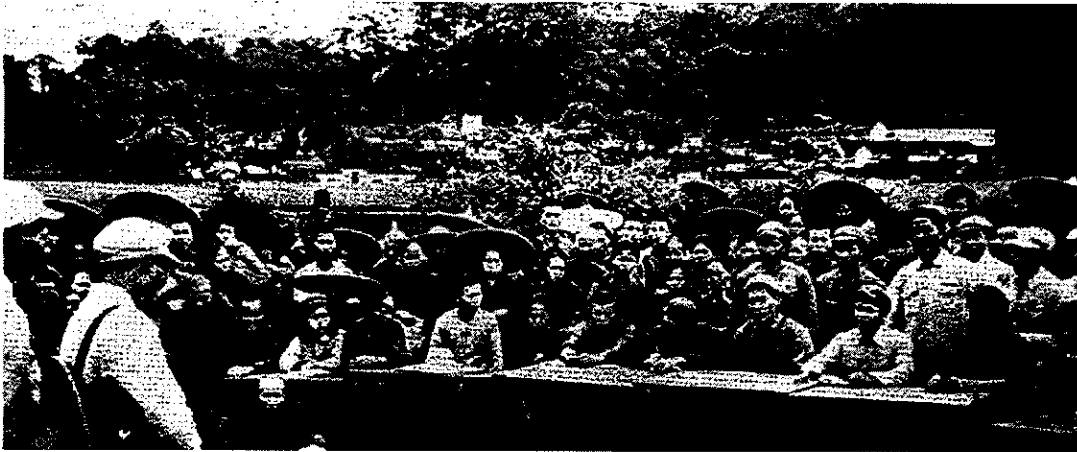
You should spend about one hour on this question.

- 10.** This question is about the introduction of communist policies in China in the 1950s. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: A Chinese writer describes events at a ‘People’s Court’ in 1950.

The landlord was forced to kneel in front of the court. One of the peasants told the court how the landlord’s men had beaten his son to death because they had fallen behind with the rent. The list of his crimes was long. At last he broke down: ‘I’m to blame. You can divide up my houses and land’. A year later he was tried for his crimes and shot.

SOURCE B: A photograph taken in the 1950s of a landlord being tried by a ‘People’s Court’.



SOURCE C: A poster of 1953 showing Mao Zedong. The words at the top read ‘Hero of the Revolution’.



SOURCE D: From an account by a foreign visitor to China, written in 1952.

Mao was able to establish his control over China mainly through a policy of ‘re-education’ or ‘thought reform’. Communism was taught in colleges and schools as well as in study groups. Newspapers and radio were brought under direct communist party control.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the treatment of landlords in the early 1950s? Explain your answer.

(5)

Study Source C and use your own knowledge.

- (b) Source C portrays Mao as the ‘Hero of the Revolution’. Why might this poster of 1953 have portrayed him in this way?

(8)

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

- (c) The writer of Source D suggests that ‘re-education’ was the main method by which Mao was able to establish his control over China in the 1950s. Do you agree that this was the main method? Explain your answer, using the sources and your own knowledge.

(12)

(Total for Question 10: 25 marks)

TOTAL FOR SECTION B: 25 MARKS

TOTAL FOR PAPER: 75 MARKS

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