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Investigation and Breadth Studies

Answer **TWO** questions, **ONE** from Section A and **ONE** from Section B.

Answer the questions in the Answer Booklet.

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SECTION A: Historical Investigation

Answer **ONE** question.
You should spend about 45 minutes on this section.

A1 The origins and course of the First World War, 1905–18

- (a) Describe **TWO** features of **EITHER** the Battle of Dogger Bank (1915) **OR** the US entry into the First World War.

(6)

- (b) Study Sources A and B and then answer the question that follows.

Source A: From a report in a British newspaper. Here it is describing the first day of the Battle of the Somme on 1 July 1916.

Early in the morning, the British army launched a powerful attack. The assault was preceded by a massive artillery bombardment, lasting about an hour and a half.

5

It is too early to give many details, as the fighting is developing in intensity, but British troops have already occupied the German front line. Many prisoners have already been captured by British forces and our casualties have not been heavy.

Source B: From the memoirs of a British journalist, published in 1920. He had witnessed the first day of the Battle of the Somme.

Our artillery launched a huge burst of fire just before dawn. It seemed as though nothing could live under that incredible storm. Yet the Germans, in their deep dugouts, did survive.

5

Most British soldiers got nowhere on that first day. After our barrage had ended and the first men went over the top, they were cut down like grass by German machine-gunners. Many of our best companies of soldiers were almost wiped out and our casualties were shocking.

How far does Source A support the evidence of Source B about the fighting on the first day of the Battle of the Somme?

Explain your answer.

(8)



(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Battle of the Somme, published in 2023.

The first day of the battle was a disaster for the British army. Its artillery failed to destroy German defences. As a result, many soldiers were unable to get through the German barbed wire. Most British soldiers failed to achieve their objectives, and almost 20 000 men were killed.

5

Some British troops did achieve their targets. The village of Mametz was taken and ground near Thiepval was captured temporarily. These gains came at a high cost but British commanders did learn important lessons for later fighting on the Western Front.

Extract C suggests that the first day of the Battle of the Somme was a disaster for the British army.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

- (a) Describe **TWO** features of **EITHER** the setting up of Soviets in 1905 **OR** the Kronstadt Naval Mutiny.

(6)

- (b) Study Sources A and B and then answer the question that follows.

Source A: From a report written in July 1917. Here the report is describing events during the July Days.

The demonstrators, joined by German spies, drove through Petrograd in stolen cars using guns to shoot at innocent people. They killed and wounded hundreds, and looted many buildings.

5

These demonstrators were led by members of the Bolshevik Party. They demanded the overthrow of the Provisional Government and the transfer of all power to the Soviets. Their demands failed. This damaged the Bolsheviks, but it also turned public opinion against all supporters of the February Revolution.

Source B: From the memoirs of a journalist. Here he is describing the July Days in 1917.

After three days of considerable violence, troops loyal to the Provisional Government began to restore order in Petrograd. The streets now became filled with people shouting 'Hang the Bolsheviks'.

5

Those people who had joined the uprising were disarmed and the death penalty was reintroduced. Bolshevik newspapers were closed. Fake documents claiming that the Bolsheviks were German agents were given to journalists. Lenin was forced into hiding. All over Petrograd, Bolshevik supporters were assaulted and murdered.

10

How far does Source A support the evidence of Source B about the July Days?

Explain your answer.

(8)



(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the July Days, published in 2019.

The July Days seriously damaged the Bolsheviks. Though Lenin did not give his full support to the uprising, the Bolsheviks were blamed and, by late July, it looked as if the Bolshevik Party had been destroyed.

However, the Bolsheviks were still called upon to defend Petrograd from Kornilov's attack in August. Many were released from prison and given guns. By September, the Bolsheviks had over 400 000 members and controlled the Petrograd and Moscow Soviets. In October, they were strong enough to overthrow the Provisional Government. 5

Extract C suggests that the July Days seriously damaged the Bolsheviks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A3 The USA, 1918–41

- (a) Describe **TWO** features of **EITHER** the Sacco and Vanzetti Case **OR** the Social Security Act.

(6)

- (b) Study Sources A and B and then answer the question that follows.

Source A: From a statement made by President Hoover in July 1932.

Congress has provided money for the so-called Bonus Marchers to return home. Some 5,000 war veterans have taken advantage of this money and have already left Washington. A considerable number of those Marchers still remaining are not war veterans; they are communists and criminals.

5

The Bonus Marchers are being led into violence, which no government can tolerate. To put an end to this rioting, I have asked the Army to help the police to restore order.

Source B: From a report in a US magazine, published in August 1932. Here it is telling the story of one Bonus Marcher.

When war began in 1917, William Hushka sold his shop and joined the US Army. After the war, he was unable to find regular work.

In June 1932, Hushka joined other veterans in marching on Washington. 'I might as well starve there as at home,' he said. Hushka protested outside Congress when it voted against the immediate payment of veterans' bonuses. Last week, he was shot dead by police in the worst violence Washington has seen in years.

5

How far does Source A support the evidence of Source B about the Bonus March?

Explain your answer.

(8)



(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Bonus March, published in 2022.

It was a serious mistake for Hoover to use force against the Marchers. Most Americans were very critical of what he had done. Newspaper photographs showed the war veterans being attacked. One writer commented, 'If the Army has to be used to attack unarmed citizens, America is no longer a free country.' 5

However, some did praise Hoover for acting decisively. Paying the veterans' bonuses would have cost the government over a billion dollars. Also, Hoover was convinced that the Marchers were being influenced by political extremists.

Extract C suggests that President Hoover's decision to use force against the Bonus Marchers was a serious mistake.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A4 The Vietnam Conflict, 1945–75

- (a) Describe **TWO** features of **EITHER** the fall of Diem (1963) **OR** pro-war demonstrations in the USA.

(6)

- (b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a US General who served in Vietnam, published in 1984.

A Search and Destroy operation in a hostile area was a terrifying, risky business for US soldiers. They experienced ambushes and booby traps, and suffered high casualties, often without ever seeing the enemy.

5

Search and Destroy had some success when the Vietcong attacked US positions that were well prepared. But after they discovered US forces had more powerful weapons, they attacked only when they could surprise a US camp that wasn't properly defended, and could not protect itself.

Source B: From the memoirs of a lieutenant in the US infantry, published in 2021. Here he is describing a Search and Destroy operation in Vietnam.

Our mission targeted a Vietcong base. The enemy scattered before we could kill many of them, but we successfully destroyed their camp and supplies.

On our return, one of my soldiers triggered a trip wire on an enemy booby trap. I waited for the blast but the grenade failed to go off. In a couple of heartbeats, I experienced tremendous fear, relief, and then, pure joy!

5

How far does Source A support the evidence of Source B about Search and Destroy?

Explain your answer.

(8)



(c) Study Extract C and then answer the question that follows.

Extract C: From *A history of the Vietnam War*, published in 2020.

In 1965, the USA began Search and Destroy to 'take the war to the enemy'. However, these operations made US soldiers easy targets for guerrilla attacks because the Vietcong were better suited to jungle warfare than US troops. Search and Destroy also led to a high number of civilian casualties. 5

Search and Destroy operations did have some successes. They were useful for locating enemy positions and killing many communists. Supplies of arms from North Vietnam to the Vietcong were often destroyed. However, overall, Search and Destroy did little to benefit the US war effort.

Extract C suggests that Search and Destroy did little to benefit the US war effort.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A5 East Germany, 1958–90

- (a) Describe **TWO** features of **EITHER** control of the young in the GDR **OR** the development of a GDR identity.

(6)

- (b) Study Sources A and B and then answer the question that follows.

Source A: From an article in an East German newspaper, 14 August 1961. Here it is reporting on the building of the Berlin Wall.

Checkpoints have been installed all along our borders, including the border with the Western sectors of Berlin. This is to safeguard peace and protect the citizens of the GDR. These measures were ordered by our government, in agreement with our allies in the Warsaw Pact.

5

A government minister stated: 'We understand that this will create inconvenience for people. But the Western powers and the FRG are to blame.'

Source B: From a speech by Konrad Adenauer, the Chancellor of the FRG, on 18 August 1961.

Barbed-wire fences have been erected along the border. All routes between East and West Berlin have been blocked. Traffic between them has been brought to a complete standstill.

5

This crisis was begun on orders from the USSR. The new barrier breaks all previous agreements made with the West. It demonstrates clearly that the communists do not have the support of the people. The Wall has really been built just to stop Germans in the East from leaving for freedom in the FRG.

How far does Source A support the evidence of Source B about the construction of the Berlin Wall in August 1961?

Explain your answer.

(8)



(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Berlin Wall, published in 2022.

Before the Wall, travel from East to West Berlin and back was easy. GDR citizens could see what capitalism offered, like shops full of goods. By restricting access to the West, the Wall reduced criticism of the SED and made the government and economy of the GDR more stable.

5

Certainly, the Wall created problems. It damaged relations between East and West Germany, and raised Cold War tensions. It made East Germany more dependent on the USSR. However, in 1961, the consequences of building the Wall were positive for the GDR.

Extract C suggests that the consequences of building the Berlin Wall were positive for the GDR in 1961.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

TOTAL FOR SECTION A = 30 MARKS

SECTION B: Breadth Studies in Change

Answer ONE question.
You should spend about 45 minutes on this section.

B1 America: from new nation to divided union, 1783–1877

- (a) Explain **TWO** ways in which the way the USA was governed before the presidency of Jefferson (1801–09) was different from the way the USA was governed after his presidency. (6)
- (b) Explain **TWO** causes of the failure of Grant’s Peace Policy (1868) to improve conditions for Native Americans. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How significant were agreements between the United States and other countries in overcoming the problems posed by westward expansion in the years 1803–49?

You may use the following in your answer:

- the Louisiana Purchase (1803)
- Native Americans.

You **must** also use information of your own.

(16)

OR

- (ii) How far was the Civil War the most significant event in changing the status of Black Americans in the years 1850–77?

You may use the following in your answer:

- the Fugitive Slave Act (1850)
- the Civil War (1861–65).

You **must** also use information of your own.

(16)

(Total for Question B1 = 30 marks)



B2 Changes in medicine, c1848–c1948

(a) Explain **TWO** ways in which provision for the health of children before the reforms of the Liberal governments (1906–11) was different from provision for the health of children after the reforms.

(6)

(b) Explain **TWO** causes of the passing of the Public Health Act in 1848.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far were the dangers involved in surgery overcome in the years 1848–1905?

You may use the following in your answer:

- chloroform
- ligatures.

You **must** also use information of your own.

(16)

OR

(ii) How far was the First World War the most important factor in the development of medicine in the years 1905–45?

You may use the following in your answer:

- the First World War
- Florey and Chain.

You **must** also use information of your own.

(16)

(Total for Question B2 = 30 marks)

B3 Japan in transformation, 1853–1945

- (a) Explain **TWO** ways in which Japan's economy in 1853 was different from Japan's economy in 1867. (6)
- (b) Explain **TWO** causes of the Japanese surrender in the War in Southeast Asia in 1945. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did Japan's treatment of China change in the years 1894–1945?

You may use the following in your answer:

- the First Sino-Japanese War (1894–95)
- Manchukuo (1931).

You **must** also use information of your own.

(16)

OR

- (ii) How far did the changes made during the Taisho Democracy have the most significant impact on the way Japan was governed in the years 1912–45?

You may use the following in your answer:

- the Taisho Democracy (1912–26)
- Tenko.

You **must** also use information of your own.

(16)

(Total for Question B3 = 30 marks)



B4 China: conflict, crisis and change, 1900–89

- (a) Explain **TWO** ways in which Mao's position as a political leader after the Civil War was similar to his position before the Civil War. (6)
- (b) Explain **TWO** causes of the attack on agricultural landlords in 1950. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far did challenges to China's government change in the years 1925–49?

You may use the following in your answer:

- the Warlords
- war with Japan (1937–45).

You **must** also use information of your own.

(16)

OR

- (ii) How far was a greater involvement in China's economic life the most significant change in women's lives in the years 1949–76?

You may use the following in your answer:

- collectivisation
- marriage rights.

You **must** also use information of your own.

(16)

(Total for Question B4 = 30 marks)

B5 The changing role of international organisations: the League and the UN, 1919–c2011

(a) Explain **TWO** ways in which the aims of the League of Nations were similar to the aims of the United Nations. (6)

(b) Explain **TWO** causes of the failure of the UN to solve the continuing problem of Palestine in the years 1967–73. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did international events in the years 1919–53 strengthen the peacekeeping ability of international organisations?

You may use the following in your answer:

- the Greek-Bulgarian War (1925)
- the Korean War (1950–53).

You **must** also use information of your own.

(16)

OR

(ii) How far did the work of the United Nations change in the years 1975–2011?

You may use the following in your answer:

- Namibia (1989)
- Sudan (2005–11).

You **must** also use information of your own.

(16)

(Total for Question B5 = 30 marks)



B6 The changing nature of warfare and international conflict, 1919–2011

(a) Explain **TWO** ways in which the nuclear weapons available to the Superpowers immediately after the Second World War were different from the nuclear weapons available to them in 1975.

(6)

(b) Explain **TWO** causes of the use of guerrilla warfare in the Vietnam War.

(8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

(c) (i) How far did developments in technology change warfare in the years 1919–45?

You may use the following in your answer:

- guerrilla warfare
- the atomic bomb.

You **must** also use information of your own.

(16)

OR

(ii) How far do you agree that the most significant development in warfare in the years 1976–2011 was the development of drones?

You may use the following in your answer:

- aircraft carriers
- drones.

You **must** also use information of your own.

(16)

(Total for Question B6 = 30 marks)

B7 The Middle East: conflict, crisis and change, 1917–2012

- (a) Explain **TWO** ways in which relations between Israelis and Palestinians before the Gaza War (2008–09) were different from relations between them after the War. (6)
- (b) Explain **TWO** causes of the setting up of the Peel Commission in 1936. (8)

Answer EITHER (c)(i) OR (c)(ii).

EITHER

- (c) (i) How far was Nasser's nationalisation of the Suez Canal the key turning point in Israel's relationship with its neighbours in the years 1948–73?

You may use the following in your answer:

- the Suez Canal (1956)
- the Munich Olympics (1972).

You **must** also use information of your own.

(16)

OR

- (ii) How far did international involvement in the Middle East change in the years 1973–2003?

You may use the following in your answer:

- Shuttle Diplomacy (1973–75)
- the Roadmap for Peace (2003).

You **must** also use information of your own.

(16)

(Total for Question B7 = 30 marks)



B8 Diversity, rights and equality in Britain, 1914–2010

- (a) Explain **TWO** ways in which voting rights for women in 1914 were similar to their voting rights in 1918 after the First World War. (6)
- (b) Explain **TWO** causes of the setting up of the British Union of Fascists (BUF) in 1932. (8)

Answer **EITHER** (c)(i) **OR** (c)(ii).

EITHER

- (c) (i) How far do you agree that the most significant barrier to reducing discrimination against Commonwealth immigrants in the years 1962–86 was the contribution of Enoch Powell?

You may use the following in your answer:

- Enoch Powell
- government legislation.

You **must** also use information of your own.

(16)

OR

- (ii) How far was the work of the National Council for Civil Liberties (Liberty) the main reason why social equality improved in the years 1986–2010?

You may use the following in your answer:

- the National Council for Civil Liberties (Liberty)
- the Equality Act (2010).

You **must** also use information of your own.

(16)

(Total for Question B8 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

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Acknowledgements

A1 Source A taken from: <https://alphahistory.com/weimarrepublic/?s=spartacists;>

Source B taken from: [https://spartacus-educational.com/FWWsomme.htm;](https://spartacus-educational.com/FWWsomme.htm)

Extract C taken from: <https://www.iwm.org.uk/history/what-happened-on-the-first-day-of-the-battle-of-the-somme;>

A2 Source A taken from: <https://archive.org/details/documentsofrussi027937mbp/page/456/mode/2up;>

Source B taken from: [https://spartacus-educational.com/RUSprovisional.htm;](https://spartacus-educational.com/RUSprovisional.htm)

Extract C taken from: [https://alphahistory.com/russianrevolution/july-days/;](https://alphahistory.com/russianrevolution/july-days/)

A3 Source A taken from: [https://spartacus-educational.com/USAbonus.htm;](https://spartacus-educational.com/USAbonus.htm)

Source B taken from: [https://spartacus-educational.com/USAbonus.htm;](https://spartacus-educational.com/USAbonus.htm)

Extract C taken from: [https://spartacus-educational.com/EXUSA05.htm;](https://spartacus-educational.com/EXUSA05.htm)

A4 Source A taken from: [https://alphahistory.com/vietnamwar/us-military-tactics-in-vietnam/;](https://alphahistory.com/vietnamwar/us-military-tactics-in-vietnam/)

Source B taken from: [https://warstoriesproject.com/just-another-day-in-the-nam/;](https://warstoriesproject.com/just-another-day-in-the-nam/)

Extract C taken from: <https://www.bbc.co.uk/bitesize/guides/z89hg82/revision/4;>

A5 Source A taken from: https://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=823;

Source B taken from: https://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=825;

Extract C taken from: <https://www.bbc.co.uk/bitesize/guides/zyt42p3/revision/3>



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