

General Certificate of Secondary Education
June 2007



HISTORY (SPECIFICATION B)
HISTORY (SPECIFICATION B) (SHORT COURSE)
Modern World
Paper 2 Governments in Action in the first
half of the Twentieth Century

3042/7/2

Thursday 14 June 2007 9.00 am to 10.45 am

For this paper you must have:

- a 12-page answer book.

Time allowed: 1 hour 45 minutes

Instructions

- Use blue or black ink or ball point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is 3042/7/2.
- Answer **two** questions, **one** from **Section A** and **one** from **Section B**. You must **not** answer two questions on the same country.
- Do all rough work in your answer book. Cross through any work you do not want marked.

Information

- The questions are on the following pages:

Section A Question 1 (Russia/USSR 1914–1941)	pages 2–3
Question 2 (Germany 1918–1939).....	pages 4–5
Question 3 (The USA 1919–1941)	pages 6–7
Question 4 (Britain, 1905–1951)	pages 8–9

Section B Question 5 (Russia/USSR 1914–1941)	pages 10–11
Question 6 (Germany 1918–1939).....	pages 12–13
Question 7 (The USA 1919–1941)	pages 14–15
Question 8 (Britain 1905–1951)	pages 16–17

- The maximum mark for this paper is 75.
- The marks for questions are shown in brackets.
- The sources in this question paper have been simplified to make them easier to understand.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose. Quality of Written Communication will be assessed in all answers.

Advice

- You are advised to spend about 1 hour on Section A and 45 minutes on Section B.
- You are strongly advised to read all questions on your chosen countries in both Sections A and B before deciding which questions to answer. You should remember that your choice **must** be on **different** countries.

SECTION A

Answer **one** question from this section, chosen from Questions 1 to 4 on pages 2–9. The question you choose in Section A **must** be on a **different country** from the one chosen in Section B.

You are advised to spend about one hour on this section.

Russia/USSR, 1914–1941**Total for this question: 45 marks****1 Russia, 1914–1921**

Study **Sources A, B, C and D** and then answer **all** the questions which follow.

Source A The Russian Government just before the First World War

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Source B The reasons for the February/March Revolution of 1917 when the Tsar gave up his throne and the Provisional Government took over. This was written by a group of Soviet historians in 1970.

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Source C A view of the Bolsheviks (the Reds) in the Civil War of 1918–1921
This leaflet was issued by the Bolsheviks in 1919.

For the first time in history the working people in Russia have got control of their country. The workers of all countries are striving to achieve this, but we in Russia have succeeded. We have thrown off the rule of the Tsar, of landlords and of capitalists.

5 But we still have tremendous difficulties to overcome. We cannot build a new society in a day. We deserve to be given time. Surely the Russian people are not going to help give Russia back to the landlords, the capitalists and the Tsar?

Source D Another view of the Bolsheviks (the Reds) in the Civil War
It is taken from an announcement by the Whites to the workers and peasants of Russia in July 1918.

Citizens, instead of bread and peace, the Bolsheviks have brought famine and war. Russia was once a mighty country, but is now covered with the blood of peaceful citizens who are starving. The Bolsheviks are arresting and shooting workers who do not agree with their policies, and are ending all freedom.

- (a) Explain what you can learn from **Source A** about the government of Russia just before the First World War. *(5 marks)*
- (b) Do you agree with the interpretation given in **Source B** about the reasons why Tsar Nicholas II gave up his throne in February/March 1917?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(10 marks)*
- (c) How does the content of **Sources C** and **D** differ? *(6 marks)*
- (d) How useful is **Source D** for studying the actions of the Bolsheviks in the Civil War, 1918–1921?
Use **Source D and your own knowledge** to explain your answer. *(9 marks)*
- (e) The Bolsheviks took power from the Provisional Government in October/November 1917.
Use **your own knowledge** to explain why the Bolsheviks succeeded in doing this. *(15 marks)*

Turn over for the next question

Turn over ▶

Germany, 1918–1939**Total for this question: 45 marks****2 Germany under the Nazis, 1933-1939**

Study **Sources E, F, G and H** and then answer **all** the questions which follow.

Source E Treatment of the Jews, 1933–1935

5 Within days of taking power in January 1933, the Nazis made their intentions towards the Jews clear by calling for a boycott of all Jewish businesses. There was also a stream of anti-Jewish propaganda. For the first two years of Nazi rule, however, there was little organised persecution of the Jews. Only in 1935 did Hitler think he was in a strong enough position to use the law to keep Aryans and Jews separate.

From G LACEY and K SHEPHARD, *Germany, 1918–1945*, published in 1997

Source F The Reichstag Fire, February 1933

This was written in 1985 by the left-wing German historian, Hans Mommsen. He was one of the first German historians to argue that the Reichstag fire was not started by the Nazis.

When he heard the news of the fire, Goering seems to have been utterly thunderstruck. He went at once to the burning building. His first thought was to save the tapestries and the library. It cannot be suggested from Goering's actions that he welcomed or expected the fire.

From H MOMMSEN, *The Reichstag Fire*, 1985

Source G One view of the Night of the Long Knives, 30 June 1934

This was written by a German historian in 1971.

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Source H An account of the Night of the Long Knives
From a radio broadcast on 1 July 1934 by Goebbels, a leading Nazi.

A short meeting, and then Hitler's mind was made up. He decided not to wait until the morning but to hunt down the conspirators who were led by Roehm and the S.A., and destroy the plot immediately. We arrived at 7 a.m. We were able to enter the house and surprised a band of conspirators who were asleep. We took them prisoners at once. With great courage Hitler personally made the arrests.

- (a) Explain what you can learn from **Source E** about how the Nazis treated the Jews in the years 1933 to 1935. *(5 marks)*
- (b) Do you agree with the interpretation given in **Source F** about the cause of the Reichstag Fire of February 1933?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(10 marks)*
- (c) How does the content of **Sources G** and **H** differ? *(6 marks)*
- (d) How useful is **Source H** for learning about the events of the Night of the Long Knives, June 1934?
Use **Source H and your own knowledge** to explain your answer. *(9 marks)*
- (e) Use **your own knowledge** to explain how the Nazis were able to use propaganda and censorship to strengthen their dictatorship, 1933–1939. *(15 marks)*

Turn over for the next question

Turn over ▶

The USA, 1919–1941**Total for this question: 45 marks****3 The USA in the 1920s**Study **Sources J, K, L and M** and then answer **all** the questions which follow.**Source J** Immigration and the quota system of 1921

5 The quota system was set up in 1921. It was a victory for the ‘WASPs’ who had little respect for the southern and eastern Europeans who were most of the immigrants between 1900 and 1920. In the quota system, four-fifths of those allowed to enter came from Britain, Ireland, Germany, Holland, Switzerland and Scandinavia. Not many were allowed in from Southern European countries and East Asia. Most new immigrants after 1921 were therefore white and Protestant.

From N SMITH, *The USA, 1917–1980*, published in 1996**Source K** Inequality for Black Americans in the USA in the 1920s

This was written in 1983 by a British historian who supports the idea of multi-cultural societies.

Blacks were denied the vote and had no legal powers. They were rigidly segregated and in constant danger from white violence. Blacks remained a cruelly treated minority. Those who had moved to cities and towns found themselves increasingly restricted to the physically harder and less well-paid jobs.

From M JONES, *The Limits of Liberty*, 1983**Source L** A view on the USA joining the League of Nations

This is taken from a speech by the Democrat President Woodrow Wilson at Pueblo, Colorado, 25 September 1919.

Unless the League of Nations has the power of the great governments of the world, including the USA, behind it, the League will fall like a pack of cards. All the nations that have power are going to be members of the League. When they unite together, they make a solemn promise that they will never use their power against one another for war.

Source M Another view on the USA joining the League of Nations

This is taken from a speech by Senator Cabot Lodge on 12 August 1919.

Senator Lodge was a leading member of the Republican Party.

This League is mainly a political organisation. I object strongly that the politics of the United States might depend on disputes in which we have no direct interest. I can never be anything other than an American, and I must think of the United States first. I wish to limit our interference in the affairs of Europe and of Africa.

- 5 The United States is the world's best hope, but if you tie her in the interests and quarrels of other nations, if you tangle her in the problems of Europe, you will destroy her power for doing good.

- (a) Explain what you can learn from **Source J** about the quota system in the Immigration Act of 1921. *(5 marks)*
- (b) Do you agree with the interpretation given in **Source K** about the life of Black Americans in the 1920s?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(10 marks)*
- (c) How does the content of **Sources L** and **M** differ? *(6 marks)*
- (d) How useful is **Source M** for studying American attitudes in 1919 towards the USA joining the League of Nations?
Use **Source M and your own knowledge** to explain your answer. *(9 marks)*
- (e) Use **your own knowledge** to explain whether 'The Roaring Twenties' is an accurate description of life for all White Americans in the 1920s. *(15 marks)*

Turn over for the next question

Turn over ►

Britain, 1905–1951**Total for this question: 45 marks****4 Britain, 1905–1926**

Study **Sources N, O, P and R** and then answer **all** the questions which follow.

Source N The National Insurance Act of 1911

All wage-earners between sixteen and seventy had to belong to the scheme if they earned less than £3 a week. They paid fourpence a week, their employers added threepence and the State added twopence. In return for these payments, free medical attention was given. This did not include hospital or specialist services, however, just
5 ‘simple doctoring’. When work was lost through sickness, ten shillings per week was paid. This lasted 26 weeks.

From R J COOTES, *The Making of the Welfare State*, 1966

Source O Why women got the right to vote after the First World War
This was published in 1998 by a company promoting women’s rights.

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Source P The defeat of the Liberal Government’s Budget of 1909 by the House of Lords
From a speech in November 1909 by Arthur Balfour, a leading Conservative.

The purpose of the House of Lords is not, and never has been, to prevent the people deciding on the policy of the government. It does, however, exist to make sure that, on important issues, the policy is not being pushed through by a political party using its majority in the House of Commons. The purpose of the House of Lords is to
5 ensure that the Government of this country represents the true wishes of the people.

Source R Another view on the defeat of the Liberal Government's Budget of 1909 by the House of Lords
From a speech in the House of Commons in December 1909 by Herbert Asquith, the Liberal Prime Minister.

The fact is that the House of Lords rejected the Budget last Tuesday, not because they love the people, but because they hate the Budget. The Liberal Party is not against the House of Lords. The real question is not whether the House of Lords will cease to exist, but whether the Lords should always have a Conservative majority.

5 When the people vote for a Conservative government, Liberals suffer because the House of Lords allows the House of Commons to do as it wishes. When the people vote Liberal, a sleeping House of Lords wakes up and is able to prevent our Bills from being passed.

- (a) Explain what you can learn from **Source N** about the health benefits of the National Insurance Act of 1911. *(5 marks)*
- (b) Do you agree with the interpretation given in **Source O** about the reasons why women gained the right to vote at the end of the First World War?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(10 marks)*
- (c) How does the content of **Sources P** and **R** differ? *(6 marks)*
- (d) How useful is **Source R** for explaining attitudes in Britain in 1909 towards the House of Lords?
Use **Source R and your own knowledge** to explain your answer. *(9 marks)*
- (e) Use **your own knowledge** to explain why there was a General Strike in 1926. *(15 marks)*

Turn over for Section B questions

Turn over ►

SECTION B

Answer **one** question from this section, chosen from Questions 5–8 on pages 10–17.
The question you choose in Section B **must** be on a **different** country from the one
chosen in Section A.

You are advised to spend about 45 minutes on this section.

Russia/USSR, 1914–1941**Total for this question: 30 marks****5 Russia, 1918–1941**

Study **Sources S** and **T** and then answer questions (a), (b), (c) and **either** (d) **or** (e) which follow.

Source S The Treaty of Brest-Litovsk, 1918

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Source T The Collectivisation of Agriculture

This photograph shows factory workers in 1930 in Leningrad handing over a new tractor to a collective farm that they are supporting.

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- (a) What does **Source S** tell us about why Russia agreed to sign the Treaty of Brest-Litovsk? *(3 marks)*
- (b) Describe Lenin's New Economic Policy (NEP) introduced in Russia in 1921. *(5 marks)*
- (c) Using **Source T and your own knowledge**, explain why Stalin forced the policy of collectivisation of agriculture on the USSR, 1928–1941. *(7 marks)*

EITHER

- (d) How successful was Stalin's policy of modernising industry in the USSR, 1928–1941? *(15 marks)*

OR

- (e) How was Stalin able to become a dictator in the USSR in the 1930s? *(15 marks)*

Turn over for the next question

Turn over ▶

Germany, 1918–1939**Total for this question: 30 marks****6 Weimar Germany, 1919–1929**

Study **Sources U** and **V** and then answer questions (a), (b), (c), and **either** (d) **or** (e) which follow.

Source U Germany's reaction to the Treaty of Versailles

The German government was horrified. In total, Germany lost 13 per cent of its territory. Germany was only allowed to have a small army of 100 000 men. However, Germany had to sign the Treaty or the Allies would invade the country.

Source V Hyperinflation in Germany, 1923

The photograph shows children playing with bundles of worthless money.

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- (a) What does **Source U** tell us about why Germany hated the Treaty of Versailles? *(3 marks)*
- (b) Using **Source V and your own knowledge**, explain the effects of the hyperinflation of 1923 on the people of Germany. *(7 marks)*
- (c) Describe how the Dawes Plan (1924) and Young Plan (1929) were intended to help the recovery of Germany. *(5 marks)*

EITHER

- (d) In the years 1919 to 1923 Weimar Germany faced many problems.
Do these problems suggest that the Weimar Republic was doomed from the start?
Explain your answer. *(15 marks)*

OR

- (e) To what extent were the Nazis important in politics in the years 1919 to 1929? *(15 marks)*

Turn over for the next question

Turn over ▶

The USA, 1919–1941**Total for this question: 30 marks****7 The USA, 1929–1941**

Study **Sources W** and **X** and then answer questions (a), (b), (c), and **either** (d) **or** (e) which follow.

Source W The Emergency Banking Act, 1933

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Source X The consequences of the Great Depression in the USA
The photograph shows unemployed people in New York queuing for food on Christmas Day, 1931.



- (a) What does **Source W** tell us about how President Roosevelt's government solved the banking crisis of 1933? *(3 marks)*
- (b) Using **Source X and your own knowledge**, explain why Roosevelt was elected in 1932 as President of the USA. *(7 marks)*
- (c) Describe the opposition to the New Deal in the 1930s. *(5 marks)*

EITHER

- (d) To what extent did the New Deal help the American economy to recover? *(15 marks)*

OR

- (e) Was the Wall Street Crash of 1929 the main cause of the Depression in the USA? Explain your answer. *(15 marks)*

Turn over for the next question

Turn over ▶

Britain, 1905–1951**Total for this question: 30 marks****8 Britain, 1929–1951**

Study **Sources Y** and **Z** and then answer questions (a), (b), (c) and **either** (d) **or** (e) which follow.

Source Y The Education Act of 1944

There would be free secondary education for all. The leaving age was to be raised to fifteen almost immediately, and to sixteen as soon as possible. All children would leave primary school at the age of eleven. They would go to different secondary schools according to their ability.

Source Z An aerial photograph of Harlow, one of the new towns created after 1945



- (a) What does **Source Y** tell us about the Education Act of 1944? *(3 marks)*
- (b) Using **Source Z and your own knowledge**, explain what the New Towns Act of 1946 was intended to achieve. *(7 marks)*
- (c) Describe the changes made by the National Health Act of 1946. *(5 marks)*

EITHER

- (d) To what extent did Britain suffer an economic depression in the 1930s? *(15 marks)*

OR

- (e) Did the governments of the 1930s deal successfully with the economic problems facing Britain? Explain your answer. *(15 marks)*

END OF QUESTIONS

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