

General Certificate of Secondary Education
June 2008



HISTORY (SPECIFICATION B)
HISTORY (SPECIFICATION B) (SHORT COURSE)
Modern World

3042/7/1

Paper 1 Conflict in the Modern World:
International and British History

Tuesday 3 June 2008 1.30 pm to 3.15 pm

For this paper you must have:

- a 12-page answer book.

Time allowed: 1 hour 45 minutes

Instructions

- Use black ink or black 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 3042/7/1.
- Answer **three** questions.
Answer **two** questions from Section A and **one** question from Section B.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Section A

If you have studied 1900–1949, choose **two** questions from Questions 1, 2 and 3 on pages 2–5.

If you have studied 1919–1963, choose **two** questions from Questions 2, 3 and 4 on pages 3–6.

If you have studied 1945–1991, choose **two** questions from Questions 3, 4 and 5 on pages 4–7.

Section B

If you have studied Option Y, Britain in the First World War, answer Question 6 on pages 8–9.

If you have studied Option Z, Britain in the Second World War, answer Question 7 on pages 10–11.

Information

- 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 10 minutes on Section A and 35 minutes on Section B.

SECTION A

Answer **two** questions from this section.

There are 25 marks for each question.

1 Events leading to the First World War

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

Source A The Entente Cordiale, 1904

A brief text extract from a History of Modern Europe by H L Peacock outlining the agreements made between Britain and France, in 1904, in the Entente Cordiale. Not reproduced here due to third-party copyright constraints.

Source B Relations between Austria-Hungary and Serbia

From a Declaration which the Serbian Government was forced to sign by the Austro-Hungarian Government, in March 1909, after Austria-Hungary had taken over Bosnia.

Serbia accepts that the situation created in Bosnia does not take away any of the rights of Serbia. Serbia promises to be on good terms with Austria-Hungary and will prevent the formation in Serbia of any groups opposed to Austria-Hungary.

- (a) What does **Source A** tell us about the agreement which Britain made with France in 1904? *(3 marks)*
- (b) Describe the events of the Moroccan Crises 1905–1911. *(6 marks)*
- (c) How accurate is the view in **Source B** of the attitude of the Serbian Government towards Austria–Hungary in the years 1908–1914?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(6 marks)*
- (d) Which was the more important reason for the outbreak of the First World War in 1914:
- the arms race
 - the assassination of Franz Ferdinand in Sarajevo in 1914?

You must refer to **both** reasons when explaining your answer.

(10 marks)

2 Events leading to the Second World War

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

Source C The League of Nations and the Japanese invasion of Manchuria, 1931

When Japan invaded the Chinese province of Manchuria, the League of Nations decided to set up a Commission of Inquiry under Lord Lytton. Its report was published a year after the start of the invasion. It said that Japan had acted against international law and Manchuria should be returned to
5 China. All the countries in the League except Japan accepted the report. The Japanese ignored the report and left the League.

Source D From a speech by Haile Selassie to the League of Nations, 30 June 1936.
Mussolini, the ruler of Italy, had invaded Abyssinia (Ethiopia) in September 1935.

I, Haile Selassie, Emperor of Ethiopia, am here today to claim justice for my people. Never has a people been a victim of such injustice and been abandoned to its aggressor. Italian aircraft have hurled bombs of tear gas and mustard gas upon my armies. Some member countries of the League of
5 Nations are friends with Italy. This has meant that they have not tried to take any measures to stop Italian aggression.

- (a) In 1919, the Treaty of Versailles took land from Germany.
Describe **other** ways in which the Treaty of Versailles punished Germany for the First World War. *(6 marks)*
- (b) What does **Source C** tell us about the action taken by the League of Nations when Manchuria was invaded by Japan? *(3 marks)*
- (c) How accurate is the view in **Source D** of how the League of Nations dealt with the invasion of Abyssinia (Ethiopia) 1935–1936?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(6 marks)*
- (d) Which was the more important reason for the outbreak of the Second World War in 1939:
- Hitler's aims in foreign policy
 - Chamberlain's policy of appeasement, 1938–1939?

You must refer to **both** reasons when explaining your answer. *(10 marks)*

Turn over ▶

3 The beginning of the Cold War

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

Source E The Yalta Conference, February 1945

At the time, the Yalta Conference was thought to be a success because there were several agreements. The United Nations Organisation was to be set up. Germany and Berlin were to be divided into three zones – Russian, American and British (a French zone was included later). Free elections were to be
5 allowed in the states of eastern Europe.

Source F The Truman Doctrine, 1947

An American cartoon showing the Truman Doctrine choking Stalin, the leader of the Soviet Union.

An American cartoon showing the Truman Doctrine of 1947, choking Stalin, the leader of the Soviet Union. Not reproduced here due to third-party copyright constraints.

- (a) What does **Source E** tell us about the decisions reached at Yalta in 1945? *(3 marks)*
- (b) How accurate is the view in **Source F** of the Truman Doctrine?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge.** *(6 marks)*
- (c) Describe the events of the Berlin Blockade and Airlift between June 1948 and May 1949. *(6 marks)*
- (d) Which was the more important reason for the development of the Cold War:
- the Potsdam Conference, July 1945
 - the Marshall Plan, 1947?

You must refer to **both** reasons when explaining your answer. *(10 marks)*

Turn over for the next question

Turn over ▶

4 The developing Cold War, 1949–1963

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

Source G The launch of Sputnik, 1957

The launch of the USSR's satellite, Sputnik, in 1957 damaged US pride. The rocket that blasted Sputnik into space could carry a nuclear weapon. Until 1957, nuclear bombs would have been dropped from long-range aircraft, but now these rockets could be fitted with nuclear warheads and were capable of hitting targets thousands of kilometres away. The Americans developed their own rockets and both countries were now in a 'space race' which eventually led to the building of inter-continental ballistic missiles (ICBMs).

Source H A Soviet view of the Cuban Missile Crisis

From the memoirs of Khrushchev written in 1971. Khrushchev was the leader of the USSR during the Cuban Missile Crisis but was forced from power in 1964.

A brief extract from the memoirs of Khrushchev, written in 1971. As Khrushchev was the leader of the USSR during the Cuban Missile Crisis it gives a Soviet view of the Crisis. He states that the Crisis of 1962 was both a personal and a Soviet triumph. Not reproduced here due to third-party copyright constraints.

- (a) Describe the main events of the Korean War, 1950–1953. *(6 marks)*
- (b) What does **Source G** tell us about the effects of the launch of Sputnik in 1957? *(3 marks)*
- (c) How accurate is the view in **Source H** of the results of the Cuban Missile Crisis, 1962? Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(6 marks)*
- (d) Which was the greater threat to peace in the years 1949–1963:
- the formation of NATO (1949) and the Warsaw Pact (1955)
 - the building of the Berlin Wall, 1961?

You must refer to **both** threats when explaining your answer. *(10 marks)*

5 Cold War and Détente 1968–1991

Study **Sources J** and **K** and then answer **all** the questions which follow.

Source J The beginnings of Détente in the 1970s

In 1971, the USA agreed that China could join the United Nations and the US table tennis team played matches in China. In 1972, President Nixon visited China and met their leader, Mao Zedong.

In 1972, Nixon became the first American President to visit the USSR since the Second World War. In return, Brezhnev visited Washington in 1974. In 1972, the SALT 1 Agreements were signed. This helped the USA and the USSR to develop trade links.

Source K A Soviet view from 1972 of the SALT 1 Agreements of that year

In spite of differences between us, the Strategic Arms Limitation Talks (SALT) show that an improvement in relations between the USSR and the USA is quite possible. The agreements should stop the build up of weapons which creates the threat of nuclear war and diverts vast amounts of money from other areas.

- (a) What does **Source J** tell us about the improvement in relations between the USA and communist countries in the 1970s? *(3 marks)*
- (b) How accurate is the view in **Source K** of the importance of the SALT 1 Agreements of 1972?
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(6 marks)*
- (c) Describe the events in Poland in the 1980s which led to the collapse of communism there in 1989. *(6 marks)*
- (d) Which was the greater threat to world peace in the years 1968 to 1989:
- events in Czechoslovakia in 1968
 - the collapse of Détente, 1979–1984?

You must refer to **both** threats when explaining your answer. *(10 marks)*

Turn over ▶

SECTION B

Answer **either** Question 6 **or** Question 7.

There are 25 marks for each question.

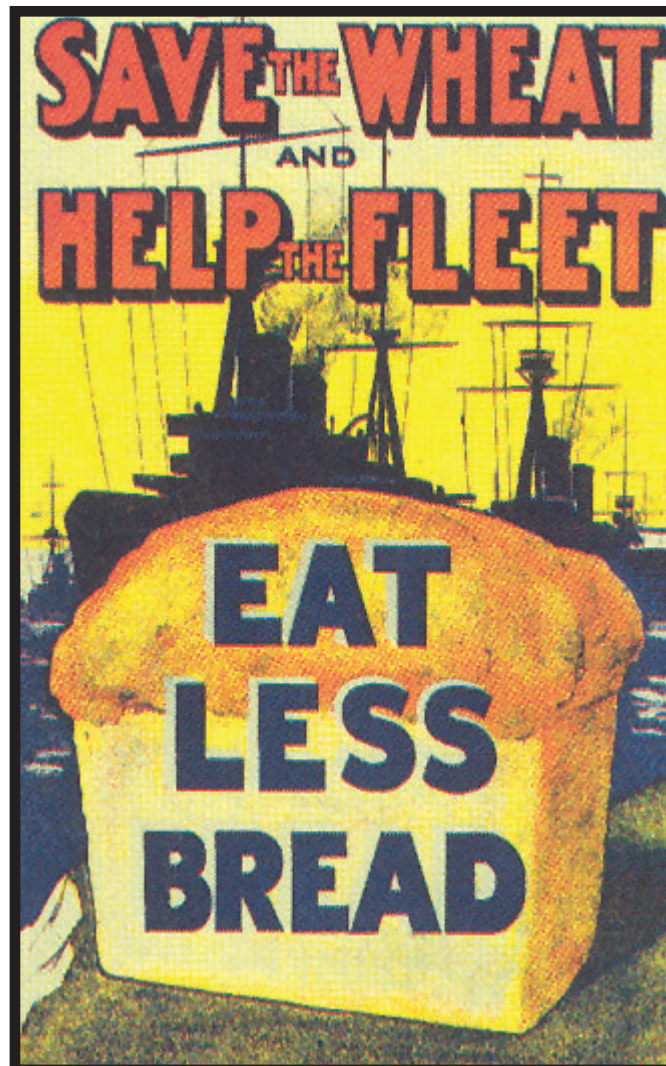
OPTION Y Britain in the First World War

6 Study **Sources L, M, N and O** and then answer **all** the questions which follow.

Source L Aircraft in the First World War

Aircraft were used for reconnaissance as early as 1914 to photograph enemy positions. This led to dogfights in the sky between aircraft. Zeppelin airships bombed Great Yarmouth and Kings Lynn in 1915. Further Zeppelin attacks on London followed. Planes were developed to carry bombs, and
5 from 1917 onwards, German bombers attacked towns on the south coast of England, killing over a thousand people and damaging houses and shops.

Source M A British government poster distributed in 1917



Source N Women working in a munitions factory in the First World War
A painting, *For King and Country*, painted in the First World War by Edward Skinner, an official Government war artist.



Source O General Haig's part in the First World War
From an interview with Earl Haig, the son of General Haig, published on 11 November 1998.

It is high time my father was given credit for the job he did and the victories he achieved. I think he was one of the great men of the twentieth century. He is talked about as this uncaring man, when in fact, he was the kindest of men. Most serious historians now believe that the war had to be fought to the end and that my father deserved credit for the victories in 1918.

- (a) What does **Source L** tell us about the part played by aircraft in the First World War?
(3 marks)
- (b) Why was the poster in **Source M** distributed in Britain in 1917 during the First World War?
Use **Source M** and **your own knowledge** to answer the question. (6 marks)
- (c) How useful is **Source N** to an historian studying the work done by women in the First World War?
Use **Source N** and **your own knowledge** to answer the question. (8 marks)
- (d) **Source O** is about the contribution made by General Haig to the defeat of Germany in the First World War.
Do you agree with this interpretation of his contribution?
Explain your answer by referring to the purpose of the source, as well as using its content and **your own knowledge**. (8 marks)

Turn over ►

OPTION Z Britain in the Second World War

7 Study **Sources P, R, S** and **T** and then answer **all** the questions which follow.

Source P The U-Boat threat to Britain

The German U-Boats aimed to cut off Britain's supplies from overseas. The British protected their merchant ships by grouping them into convoys and using warships to defend them. The development of sonic techniques which could detect U-Boats underwater, was an advantage to the British. Later,
5 radar was used to detect submarines on the surface. Aircraft were used to spot U-Boats and destroy them using depth charges.

Source R A British government poster distributed during the Second World War

Source S Women working in an armaments factory in the Second World War
A painting, *Ruby Loftus at Work*, painted in the Second World War by Dame Laura Knight, an official Government war artist.



Source T The Evacuation from Dunkirk 1940
Written by Winston Churchill after the end of the Second World War.

In the middle of our defeat, glory came to the united and unconquerable people of Britain. Let us remember that without the courage of the men at Dunkirk, the re-creation of an army in Britain for home defence and final victory would have been almost impossible. The story of the Dunkirk beaches
5 will shine wherever records are kept of our history.

- (a) What does **Source P** tell us about the methods used by Britain to defeat the U-Boats in the Second World War? (3 marks)
- (b) Why was the poster in **Source R** distributed in Britain during the Second World War? Use **Source R and your own knowledge** to answer the question. (6 marks)
- (c) How useful is **Source S** to an historian studying the work done by women in the Second World War? Use **Source S and your own knowledge** to answer the question. (8 marks)
- (d) **Source T** is about the importance of the evacuation from Dunkirk in Britain's victory in the Second World War. Do you agree with this interpretation of the importance of Dunkirk? Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. (8 marks)

END OF QUESTIONS

There are no questions printed on this page

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- Question 7, Source S: *The Twentieth Century World*, S LANG, Cambridge University Press, 1998. A painting by Dame Laura Knight. Reprinted by permission of the Imperial War Museum.
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