

General Certificate of Secondary Education  
June 2008



**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

Wednesday 11 June 2008 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 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 3042/7/2.
- Answer **two** questions. Answer **one** from **Section A** and **one** from **Section B**. You must **not** answer two questions on the same country.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The questions are on the following pages:

<b>Section A</b> 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

<b>Section B</b> Question 5 (Russia/USSR, 1914–1941).....	page 10
Question 6 (Germany, 1918–1939).....	page 11
Question 7 (The USA, 1919–1941).....	page 12
Question 8 (Britain, 1905–1951).....	page 13

- 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

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**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.

There are 45 marks for each question.

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**Russia/USSR, 1914–1941****1 Stalin's USSR, 1924–1941**

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

**Source A** Why Trotsky did not succeed Lenin

Trotsky did not have many supporters because people thought he was too clever. Many were suspicious of his Jewish and Menshevik background. When Trotsky spoke out against Lenin's NEP and demanded world revolution, it seemed as though he was going against Lenin. This was made  
5 worse when he did not attend Lenin's funeral.

**Source B** Stalin's policy of Collectivisation

The collectivisation of agriculture was brutal. It failed to increase production and, therefore, could not pay for Russia's industrialisation. Instead, industrialisation was paid for by a drastic drop in the living standards of the ordinary people.

5 Collectivisation was falsely said to be a voluntary change carried out by supportive peasants. Setbacks and failures were hidden behind false statistics.

**Source C** Collectivisation in the USSR

This was published in 1974 by the official press in the USSR.

A brief text extract entitled Collectivisation in the USSR which was published by the official press in the USSR in 1974. It states that in the 1920s there were many state backed collective farms which led to an increase in farm production. Not reproduced here due to third-party copyright constraints.

**Source D** Stalin's show trials in the USSR in the 1930s

The cartoon was published in Paris in the 1930s by someone who had fled from Stalin's rule.

A cartoon entitled Stalin's show trials in the USSR in the 1930s. It shows Stalin dominating the government and was published in Paris in the 1930s by someone who had fled from Stalin's rule. Not reproduced here due to third-party copyright constraints.

- (a) Explain what you can learn from **Source A** about the reasons why Trotsky did not succeed Lenin. *(5 marks)*
- (b) How does the content of **Sources B** and **C** differ? *(6 marks)*
- (c) Do you agree with the interpretation given in **Source C** about the success of Collectivisation?  
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(10 marks)*
- (d) How useful is **Source D** for studying the rule of Stalin in the 1930s?  
Use **Source D and your own knowledge** to explain your answer. *(9 marks)*
- (e) In the years 1928–1941 Stalin started a series of Five-Year Plans for industry.  
Use **your own knowledge** to explain how far these were successful. *(15 marks)*

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## Germany, 1918–1939

### 2 The Weimar Republic, 1918–1929

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

**Source E** The government of the Weimar Republic

Some of the laws of the Weimar Republic were very democratic. Men and women had the vote at the age of 20. Voting was by proportional representation. This meant that the number of seats each party had in the Reichstag was based on the number of votes each gained. There were also  
5 some laws which could weaken democracy. In a crisis the President could ignore the Reichstag and rule by his own laws.

**Source F** The effect of the Treaty of Versailles on Germany

A brief text extract describing the humiliating effect that the Treaty of Versailles had on Germany and on the German people through its imposition of military restrictions on the country. Not reproduced here due to the third-party copyright constraints.

**Source G** Winston Churchill's view of the Treaty of Versailles in his book *The World Crisis* published in 1923. He had been a government minister when the Treaty was agreed.

A fair judgement on the Treaty of Versailles is that it met the wishes of the various countries. Probably less than 3% of the people of Europe are now living under governments of a different nationality from their own. However, no solution could have been free from hardship and the odd  
5 mistake.

Today, people think that the limit on weapons put on Germany is something that all nations should aim for.

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**Source H** A Freikorps (Free Corps) officer establishing order and saying “The revolution is dead!”

The Freikorps were units of soldiers still armed from the First World War.

This drawing, about Germany in 1919–1920, is by the artist George Grosz, who was a Communist supporter and had fought on the side of the Spartacists.

A drawing about Germany in 1919-1920 by a Communist supporter, George Grosz. It shows a Freikorps (Free Corps) officer establishing order and saying ‘the revolution is dead!’ The Freikorps were units of soldiers still armed from the First World War. Not reproduced here due to third-party copyright constraints.

- (a) Explain what you can learn from **Source E** about the government of the Weimar Republic. *(5 marks)*
- (b) How does the content of **Sources F** and **G** differ? *(6 marks)*
- (c) Do you agree with the interpretation given in **Source G** about the Treaty of Versailles? Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. *(10 marks)*
- (d) How useful is **Source H** for learning about the activities of the Freikorps (Free Corps) in 1919–1920? Use **Source H and your own knowledge** to explain your answer. *(9 marks)*
- (e) Use **your own knowledge** to explain how far the Weimar Republic recovered under Stresemann, 1924–1929. *(15 marks)*

**Turn over ►**

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## The USA, 1919–1941

### 3 The USA, 1929–1941

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

**Source J** President Roosevelt's fireside chats

Roosevelt was said to have the first great American radio voice. His fireside chats became so popular that people who did not have a radio went to visit people who did, just to listen to him. The reassuring voice of Roosevelt in living rooms throughout the nation restored confidence and helped people  
5 believe that everything was going to be all right.

**Source K** President Hoover and the Great Depression

A brief text extract outlining President Hoover's quick response to the stock market crash in 1929 where he brought business leaders together to discuss appropriate strategies and, in addition, cut his own salary. Not reproduced here due to third-party copyright constraints.

**Source L** Another view on President Hoover and the Great Depression. It was written in 1985 by Hugh Brogan, a British historian who has specialised in American history. It comes from a chapter about Hoover called *Irresponsibility*.

A brief text extract written in 1985 by Hugh Brogan. It comes from a chapter about Hoover called *Irresponsibility* and states that Hoover believed that organised private charity was the best way to deal with the Depression. It goes on to say that these views showed how unsuitable he was for his role as President. Not reproduced here due to third-party copyright constraints.

**Source M** President Roosevelt and his New Deal children

This cartoon was published in the USA in a newspaper supporting the Democrats during the election campaign of 1936.



- (a) Explain what you can learn from **Source J** about the importance of President Roosevelt's fireside chats. (5 marks)
- (b) How does the content of **Sources K** and **L** differ? (6 marks)
- (c) Do you agree with the interpretation given in **Source L** that President Hoover failed to act against the Depression?  
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. (10 marks)
- (d) How useful is **Source M** for studying the attitudes of Americans to Roosevelt's New Deal?  
Use **Source M** and **your own knowledge** to explain your answer. (9 marks)
- (e) Use **your own knowledge** to explain why the USA fell into depression in 1929. (15 marks)

Turn over ►

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## Britain, 1905–1951

### 4 Britain, 1929–1951

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

**Source N** Building New Towns in the late 1940s

The New Towns Act (1946) combined the need to build more houses with the task of reducing overcrowding in the great cities. New towns were to be built near big cities to take their overspill.

- The new towns have many attractive features. It is easier to achieve things
- 5 like traffic-free shopping centres, separate housing areas and industrial zones, and also to improve the traffic flow if it is all carefully planned before any building is done.

**Source O** Nationalisation in the late 1940s

In 1947 the National Coal Board took over the coal mines. But there were problems. The miners did not earn more money immediately. They began to feel that they did not own the mines after all. The National Coal Board was just another boss. It was the same as it had been before nationalisation.

- 5 The National Coal Board also often felt annoyed because the miners did not like changes. Yet life was changing. For example, many power stations were using oil.

**Source P** Another view of nationalisation

From Clement Attlee's autobiography, *As It Happened*, published in 1954. Attlee had been the Labour Prime Minister in the years 1945–1951.

- There was not much opposition to our nationalisation policy. All political parties realised that the problem of the coal industry had been shockingly mishandled in the past, and that if men were to be persuaded to work in the pits a new start was necessary. Electricity and gas were already to a large
- 5 extent in public ownership. Of all our nationalisation proposals, only iron and steel roused much feeling.



**Source R** The Beveridge Report

This cartoon was printed in December 1942 in a national British newspaper, *The Daily Herald*, which supported the Labour Party.

A cartoon from the Daily Herald in 1942, which is supporting the labour Party. It shows Beveridge tackling the five giants on the road of construction; want, ignorance, disease, squalor and idleness. Not reproduced here due to third-party copyright constraints.

- (a) Explain what you can learn from **Source N** about the reasons for building New Towns in the late 1940s. (5 marks)
- (b) How does the content of **Sources O** and **P** differ? (6 marks)
- (c) Do you agree with the interpretation given in **Source P** about attitudes in the late 1940s towards the nationalisation of British industries?  
Explain your answer by referring to the purpose of the source, as well as using its content **and your own knowledge**. (10 marks)
- (d) How useful is **Source R** for explaining the aims of the Labour Government of 1945–1951 in changing society?  
Use **Source R and your own knowledge** to explain your answer. (9 marks)
- (e) Use **your own knowledge** to explain how far Britain suffered an economic depression in the 1930s. (15 marks)

**Turn over for Section B questions**

**Turn over ►**

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**SECTION B**

Answer **one** question from this section, chosen from Questions 5 to 8 on pages 10–13.  
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.

There are 30 marks for each question.

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**Russia/USSR, 1914–1941**
**5 Russia, 1914–1921**

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

**Source S** Russian society before the First World War

The vast majority of the Russian people were poor peasants trying to buy their own land. In bad winters they starved. A small but growing section of the population worked in factories. They worked long hours and were paid low wages by the rich businessmen.

**Source T** Prices in Petrograd

	1914	1917
Bag of potatoes	1 rouble	7 roubles
Bag of flour	3 roubles	16 roubles
Price of boots	6 roubles	30 roubles

- (a) What does **Source S** tell us about problems in Russian society just before the First World War? *(3 marks)*
- (b) Using **Source T and your own knowledge**, explain how the First World War affected people in Russia. *(7 marks)*
- (c) In March 1917 Tsar Nicholas II gave up his throne. Describe the events of 1917 which led to this abdication. *(5 marks)*

**EITHER**

- (d) Why were the Bolsheviks able to seize power in October/November 1917? *(15 marks)*

**OR**

- (e) Why did the Bolsheviks win the Civil War, 1918–1921? *(15 marks)*

## Germany, 1918–1939

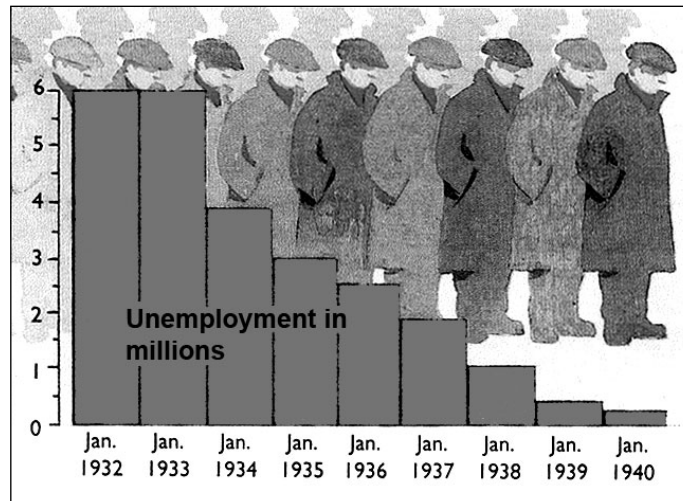
### 6 Germany, 1929–1939

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

#### Source U The Gestapo

The Gestapo (secret state police) was feared by most Germans. Gestapo agents had sweeping powers. They could arrest citizens on suspicion and send them to concentration camps without trial or even explanation. They had informers everywhere.

#### Source V Unemployment in Germany, 1932–1940



- (a) What does **Source U** tell us about why the Gestapo organisation was feared? *(3 marks)*
- (b) Describe how the Nazi Party gained support from 1929 onwards, leading to Hitler becoming Chancellor in January 1933. *(5 marks)*
- (c) Using **Source V** and **your own knowledge**, explain how Hitler solved the problem of unemployment in Germany, 1933–1939. *(7 marks)*

#### **EITHER**

- (d) Explain why Germany changed from a democracy to a Nazi dictatorship between January 1933 and August 1934. *(15 marks)*

#### **OR**

- (e) Explain how the treatment of Jews changed in Nazi Germany in the years 1933 to 1939. *(15 marks)*

**Turn over ▶**

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## The USA, 1919–1941

### 7 The USA, 1919–1929

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

**Source W** Flappers in the USA in the 1920s

After the First World War, the conduct of young middle-class girls or “flappers” shocked parents. They cut their hair short, smoked in public, wore lipstick and short skirts. They stayed out late, dancing.

**Source X** Activities of the Federal Prohibition Agents in the USA in the 1920s

Year	1921	1925	1929
Illegal distilleries seized	9746	12 023	15 794
Gallons of spirits such as whisky seized	414 000	11 030 000	11 860 000
Arrests	34 175	62 747	66 878

- (a) What does **Source W** tell us about flappers in the USA in the 1920s? *(3 marks)*
- (b) Using **Source X** and **your own knowledge**, explain the consequences of Prohibition in the USA in the 1920s. *(7 marks)*
- (c) Describe how the Ku Klux Klan affected life in the USA in the 1920s. *(5 marks)*

#### **EITHER**

- (d) Explain why the USA was able to achieve prosperity in the 1920s. *(15 marks)*

#### **OR**

- (e) Explain how the policies of the US government in the early 1920s encouraged American isolation in world affairs. *(15 marks)*

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**Britain, 1905–1951**
**8 Britain, 1905–1926**

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

**Source Y** Lloyd George's Budget of 1909

The Chancellor of the Exchequer, Lloyd George, worked out that an extra £16 million would have to be raised by the budget of 1909. He proposed raising income tax to 1s 2d (6p) in every pound for people with an income over £2000 a year. He planned to double death duties. He wanted to

5 increase taxes on tobacco and alcohol.

**Source Z** From the General Election Results, 1906–1910: Numbers of MPs elected

	1906 election	Jan 1910 election	Dec 1910 election
Liberal Party	377	275	272
Labour Party (supporting the Liberal Party)	53	40	42
Conservative Party	157	273	272

- (a) What does **Source Y** tell us about Lloyd George's Budget of 1909? *(3 marks)*
- (b) Using **Source Z and your own knowledge**, explain how the crisis over Lloyd George's Budget of 1909 led to the passing of the Parliament Act of 1911. *(7 marks)*
- (c) Describe how the First World War helped women to get the right to vote in 1918. *(5 marks)*

**EITHER**

- (d) Explain the importance of the Liberal welfare reforms, 1906–1914. *(15 marks)*

**OR**

- (e) Explain why the General Strike occurred in May 1926. *(15 marks)*

**END OF QUESTIONS**

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