

Paper Reference(s)

4380/2H

London Examinations IGCSE

History

Higher Tier

Paper 2H

Wednesday 3 June 2009 – Morning

Time: 2 hour 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 64 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 in the years 1789 to 1815.

- (a) Look at the boxes below. Write down the **two** reasons why the meeting of the Estates-General in May–June 1789 did not go as Louis XVI expected.

Voting by Estates	The storming of the Bastille
The Great Fear	The Tennis Court Oath

(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 Louis XVI was executed in January 1793.

(4)

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

The Committee of Public Safety	Maximilien Robespierre
The Law of Suspects	The Thermidorian Reaction

(8)

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

Source: from a modern textbook

Napoleon was a natural organiser and in 1801 began the task of sorting out the problems that had built up in France since 1789. He ruled France himself, with a Council of State to advise him. All the members were chosen by Napoleon. The departments were now run by Prefects who were appointed by Napoleon.

Use the source, and your own knowledge, to describe how Napoleon governed France in the years after 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 in the years 1814–30.

- (a) Look at the boxes below. Write down the **two** terms of the Charter.

Religious toleration	The return of the Bourbons
A two-chamber Assembly	Censorship

(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 murder of the Duc de Berri had important consequences for France.

(4)

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

His coronation	Changes to the franchise
The Catholic Church	Polignac

(8)

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

Source: from a modern textbook

In March 1830, the actions of the king were attacked in the Chamber of Deputies and Charles dissolved the chamber. An election in May led to an even bigger liberal majority. Faced with a Parliament that was completely opposed to his policies, Charles went even further. He attempted to seize power and on 25 July he issued the four July Ordinances.

Use the source, and your own knowledge, to describe how the July Ordinances led to the abdication of Charles X.

(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 Vienna Settlement and the Congress System.

- (a) Look at the boxes below. Write down the **two** aims of Tsar Alexander I at the Congress of Vienna.

Nationalism in Germany	Democracy in Spain
Control of Poland	The Holy Alliance

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Europe in the years 1815–22.

(3)

- (c) Give **two** reasons why Britain did not join the Holy Alliance.

(4)

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

Belgium	The German Confederation
The Rhineland	France

(8)

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

Source: from a modern textbook

In January 1820, rebels in Spain forced the king to accept a constitution. Only months later there was a revolution in Naples with a similar result. Tsar Alexander I immediately offered to send 100,000 troops to Naples to crush the revolt. Therefore, during 1820, the fears of Castlereagh about Russian intervention in the affairs of foreign countries had come true.

Use the source, and your own knowledge, to describe how the Congress System broke down in the years 1820–22.

(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 independence for Belgium and Greece.

- (a) Look at the boxes below. Write down the **two** reasons why many Belgians believed that the economy of the United Netherlands favoured the Dutch.

Free Trade	Posts in the civil service
The National Debt	Language

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between the Belgians and the Dutch after 1815.

(3)

- (c) Give **two** reasons why King William I became increasingly unpopular in Belgium.

(4)

- (d) Choose any **two** of the following and explain the part that they played in Belgian independence.

Leopold of Saxe-Coburg	Luxembourg
France	Britain

(8)

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

Source: from a modern textbook

In July 1825, the Greeks appealed to Britain for help and after the fall of Missolonghi asked the British government to mediate with the Turks. The British government agreed to work with Russia and in April 1826 signed the St Petersburg Protocol. Turkey refused to accept mediation by the Great Powers and continued the military campaign.

Use the source, and your own knowledge, to describe how the intervention of the Great Powers helped to bring about Greek independence.

(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 the unification of Italy.

- (a) Look at the boxes below. Write down the **two** ways in which Cavour tried to modernise Piedmont.

Support for the constitution	Entering the Crimean War
The development of banking	Closing monasteries

(2)

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

(3)

- (c) Give **two** reasons why Lombardy became part of Piedmont in 1860.

(4)

- (d) Choose any **two** of the following and explain how they became part of the Kingdom of Italy.

The Duchies	Sicily
Sardinia	The Kingdom of Naples

(8)

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

Source: from a modern textbook

In 1862, Garibaldi tried to occupy Rome but was stopped by the Piedmontese army. In 1864, Napoleon agreed to remove all French troops from Rome in two years, if the capital of Italy was moved from Turin, in Piedmont, to Florence. The Piedmontese government agreed and at the end of 1866 the French troops left, but returned in 1867.

Use the source, and your own knowledge, to describe how Italy was unified 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 and Germany.

- (a) Look at the boxes below. Write down the **two** ways in which Bismarck solved the budget crisis in 1863.

Reformed the Prussian Army	Collected taxes illegally
Ignored the Prussian Parliament	Invaded Denmark

(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 Prussian membership of the Zollverein helped Bismarck unite Germany.

(4)

- (d) Choose any **two** of the following and explain the part that they played in Bismarck's relations with the Liberals after 1871.

Free Trade	Taxation
The Reichsbank	The Tariff Law

(8)

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

Source: from a modern textbook

All schools in Prussia were removed from the control of churches and placed under the supervision of the state. In 1872, the Reichstag banned the Jesuits from setting up any institutions in the Empire. The Jesuits had set up schools and tried to convert people to the Catholic Church. In 1873, the Prussian parliament passed the May Laws.

Use the source, and your own knowledge, to describe how Bismarck tried to limit the influence of the Catholic Church in the Kulturkampf.

(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** alliances formed by Bismarck in the 1870s.

The Dreikaiserbund (The League of the Three Emperors)	The Dual Alliance
The Mediterranean Agreements	The Reinsurance Treaty

(2)

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

(3)

- (c) Give **two** reasons why Bismarck tried to protect Germany against an attack by France.

(4)

- (d) Choose any **two** of the following and explain the part that they played in relations between Germany and Austria.

The Treaty of San Stefano	The Congress of Berlin
The Triple Alliance	Bosnia–Herzegovina

(8)

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

Source: from a modern textbook

In 1890, Kaiser Wilhelm II refused to renew the Reinsurance Treaty. As a result, relations between Russia and France grew much closer. In 1892, there was a military agreement between the two countries and then the Dual Entente was signed in 1894. The Entente was a defensive agreement.

Use the source, and your own knowledge, to describe the events leading to the creation of the Triple Entente of 1907.

(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 German foreign policy in the years 1890 to 1914 and the outbreak of war.

- (a) Look at the boxes below. Write down the **two** developments in the reign of Kaiser Wilhelm II that caused opposition in Britain.

The construction of the Kiel Canal	Refusal to renew the Reinsurance Treaty
The resignation of Bismarck	'A Place in the Sun'

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between Germany and Britain.

(3)

- (c) Give **two** reasons why the German Navy Laws (1898 and 1900) were passed.

(4)

- (d) Choose any **two** of the following and explain the part that they played in British reactions to the German Navy Laws.

The 'Two-Power' Standard	HMS Dreadnought
The 1909 Budget	The Naval Arms Race

(8)

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

Source: from a modern textbook

The assassination of the Archduke Franz Ferdinand on 28 June 1914 suddenly brought all of the existing rivalries to a boiling-point. The assassination created a situation in which urgent action was needed. But in fact events seemed to happen very slowly. The Austrian ultimatum to Serbia was not sent until 23 July, by which time many people had assumed that the assassination had been forgotten.

Use the source, and your own knowledge, to describe how the assassination of the Archduke Franz Ferdinand led to the spread of war in Europe in July and August 1914.

(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 the reforms of Tsar Alexander II and Tsar Nicholas II.

- (a) Look at the boxes below. Write down the **two** reasons why agriculture was under-developed when Alexander II became Tsar in 1855.

Most farming was by hand	Autocracy
Russia was losing the Crimean War	Peasants were controlled by landlords

(2)

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

(3)

- (c) Give **two** reasons why Tsar Alexander II reformed local government in the 1860s.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the policies of Tsar Alexander II.

Pan-Slavism	Education reforms
The Mir	Legal reforms

(8)

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

Source: from a modern textbook

The 1905 revolution was a protest against the Tsar's autocratic government. People wanted to play a greater part in the way Russia was governed. In October 1905, Tsar Nicholas II was forced to announce the October Manifesto. In it, he promised to set up a constitution and create a parliament (duma).

Use the source, and your own knowledge, to describe the reforms announced by Tsar Nicholas II in 1905.

(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 the growth of opposition to Tsarist rule.

- (a) Look at the boxes below. Write down the **two** reasons why Tsar Alexander II stopped introducing reforms in the mid-1870s.

Terrorist attacks by the ‘People’s Will’	He was assassinated
He wanted to retain autocracy	Formation of the Socialist Revolutionaries

(2)

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

(3)

- (c) Give **two** reasons why the Social Democrats split into two groups in 1903.

(4)

- (d) Choose any **two** of the following and explain the part that they played in bringing about the 1905 Revolution.

Conditions in St Petersburg	Defeats in the Russo-Japanese War
Father Gapon	The policies of Tsar Nicholas II

(8)

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

Source: from a modern textbook

Russia declared war on Austria and Germany in the summer of 1914. The reason was the Austrian declaration of war on Serbia. The Russian Government believed that they could win the war against Germany easily, but they did not realise how powerful the German army was. The Russian army was poorly equipped and old-fashioned.

Use the source, and your own knowledge, to describe how the First World War increased the unpopularity of Tsar Nicholas II.

(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 economic change and the Purges.

- (a) Look at the boxes below. Write down the **two** reasons why Lenin introduced the New Economic Policy (NEP) in 1921.

The Kronstadt Rebellion	The Land Decree
The Cheka	The effects of War Communism

(2)

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

(3)

- (c) Give **two** reasons why Stalin introduced collectivisation in 1928.

(4)

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

The death of Kirov	Secret Police (NKVD)
Gulags	Show Trials

(8)

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

Source: from a modern textbook

Stalin used any methods that he could to encourage people to work as hard as possible. The First Five-Year Plan was actually reduced to four years in an effort to force people to produce more. Record production figures were rewarded with medals, but failure to meet targets could mean disgrace or even execution. ‘Stakhanovites’ were created to encourage harder work.

Use the source, and your own knowledge, to describe the methods used to increase production in the Five-Year Plans.

(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 Soviet Union in the years 1941–64.

- (a) Look at the boxes below. Write down the **two** reasons why Stalin was unprepared for the German invasion of the Soviet Union (June 1941).

He ignored warnings from spies	He could use ‘scorched earth’
He had reinforcements in Siberia	He relied on the Nazi–Soviet Pact

(2)

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

(3)

- (c) Give **two** reasons why Khrushchev had become the leader of the Soviet Union by 1957.

(4)

- (d) Choose any **two** of the following and explain the part that they played in Khrushchev’s economic reforms.

Sovnarkhozy	The Virgin Land Scheme
Collective Farms	The abolition of Gosplan

(8)

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

Source: from a modern textbook

The ‘Secret Speech’ of February 1956 was the first step in de-Stalinisation. This was Khrushchev’s attempt to do away with some of the controls that Stalin had enforced. Khrushchev seems genuinely to have believed that the Soviet people should have more freedom. But he probably also wanted to make sure that when the details of Stalin’s Purges became known he did not get the blame.

Use the source, and your own knowledge, to describe the policy of de-Stalinisation.

(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 Germany in the years 1919–33.

- (a) Look at the boxes below. Write down the **two** groups who tried to seize power in Berlin in the years 1919–20.

German Workers' Party	Socialists
Spartacists	Freikorps

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that the actions of the group had on Germany in the years 1919–20.

(3)

- (c) Give **two** reasons why French and Belgian troops occupied the Ruhr in January 1923.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the recovery of Germany in the years 1924–29.

The Rentenmark	The Dawes Plan
The agreements made at Locarno (1925)	Germany's membership of the League of Nations

(8)

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

Source: from a modern textbook

Hitler told people that he would be able to solve their problems. He offered strong leadership and easy solutions. Hitler said that he would ignore the Treaty of Versailles which had treated Germany so badly. He also said he would make Germany great again. Hitler promised different things to different groups of people.

Use the source, and your own knowledge, to describe the Nazi election campaigns in the years 1928–32.

(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 Italy in the years 1919–39.

- (a) Look at the boxes below. Write down the **two** reasons why many Italians were angry at the treatment of Italy in the Versailles Settlement.

Weak coalition governments	The land given to Italy in 1919
Fiume	The formation of the Blackshirts

(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 Mussolini organised the March on Rome.

(4)

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

The Battle for Grain	The Battle for Land
The Battle for Births	The Battle for the Lira

(8)

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

Source: from a modern textbook

As trade unions were abolished, Mussolini set up Corporations. They were intended to sort out industrial problems without the need for strikes and disputes. At first they appeared to work well, but when economic problems developed in the 1930s, Corporations began to be used to impose decisions made by the Party. Furthermore, Mussolini's racial policies began to cause some unrest.

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

(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 Treaty of Versailles and the League of Nations.

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

Reparations	The Fourteen Points
The creation of Yugoslavia	The Polish Corridor

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Europe in the early 1920s.

(3)

- (c) Give **two** reasons why the League of Nations was able to solve the crisis over the Aaland Islands.

(4)

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

The Council	The Assembly
The Covenant	The Council of Ambassadors

(8)

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

Source: from a modern textbook

The absence of the USA was seen by many as the most important weakness of the League. Americans believed that the United States would be drawn into internal conflicts in other countries. Most people in the United States wanted to concentrate on domestic issues. They believed that the League would keep the old empires of Britain and France going.

Use the source, and your own knowledge, to describe the weaknesses of the League of Nations when it was set up.

(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 League of Nations and the policies of Hitler.

- (a) Look at the boxes below. Write down the **two** reasons why the Lytton Report about the Japanese invasion of Manchuria had little effect.

All members of the League accepted it	It was ignored by Japan
Sanctions were difficult to enforce	It stated that Manchuria should be Chinese

(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 Hitler withdrew Germany from the League of Nations in 1933.

(4)

- (d) Choose any **two** of the following and explain the part that they played in the policies of Hitler in the years 1933–36.

The Saar	Conscription
The attempted Anschluss (1934)	The Rhineland

(8)

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

Source: from a modern textbook

The invasion of Abyssinia created a crisis because Italy was a Permanent Member of the Council of the League of Nations. The invasion deliberately broke the Covenant and severely weakened the authority of the League. Japan and Germany, two other Permanent Members, had already resigned. Sanctions were applied to Italy. They included: an arms embargo, restricting trade and all financial dealings.

Use the source, and your own knowledge, to describe how the invasion of Abyssinia weakened the League of Nations.

(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 the USA in the years 1917–29.

- (a) Look at the boxes below. Write down the **two** reasons why the USA declared war on Germany in April 1917.

The Zimmermann Telegram	The Fordney–McCumber Tariff
US farmers supplying food to Britain	U-Boat attacks on US ships

(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 US economy benefited from the First World War.

(4)

- (d) Choose any **two** of the following and explain the part that they played in US policies on immigration.

The ‘Open Door’	The ‘Red Scare’
Literacy Tests	The Quota Act

(8)

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

Source: from a modern textbook

Henry Ford’s ideas were based on the time and motion studies of Frederick Taylor. Ford’s approach revolutionised industry in the USA. Instead of a car being made from start to finish by the same people, cars were made on assembly lines. Parts were added to the vehicle as it passed along the line. Workers did not have to learn skills.

Use the source, and your own knowledge, to describe how the motor car industry helped to create the boom of 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 USA in the years 1929–41.

- (a) Look at the boxes below. Write down the **two** causes of the Wall Street Crash.

Bonus Marchers	Speculation
Over-production	The Hawley–Smoot tariff

(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 Herbert Hoover was defeated in the presidential election in 1932.

(4)

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

The Supreme Court	The Republican Party
Huey Long	Big Business

(8)

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

Source: from a modern textbook

Once Roosevelt became president in March 1933, he wanted to show that he was determined to take swift, effective action. He stated that he was going to wage war on the Depression. He asked Congress for emergency powers to close the banks in order to restore confidence in the financial system. He also set up the Civilian Conservation Corps (CCC), the first of the Alphabet Agencies.

Use the source, and your own knowledge, to describe how Roosevelt tried to tackle the Depression.

(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 civil rights campaigns and McCarthyism.

- (a) Look at the boxes below. Write down the **two** reasons why the civil rights movement developed in the late 1940s.

Brown v. Topeka	'Jim Crow' Laws
Montgomery Bus Boycott	Some US army units were desegregated

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the civil rights campaigns.

(3)

- (c) Give **two** reasons why events at Little Rock High School were important in the campaigns for civil rights.

(4)

- (d) Choose any **two** of the following and explain their part in the work of Martin Luther King.

President Kennedy	Birmingham, Alabama (1963)
The Civil Rights Act (1964)	The Selma March (1965)

(8)

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

Source: from a modern textbook
McCarthy first began to make use of anti-communist hysteria because he wanted to be re-elected to the Senate, but in 1950 he claimed to have a list of many known communists in the US government. Many of the people he attacked were blacklisted and could not find work for years.

Use the source, and your own knowledge, to describe the methods used by Senator Joseph McCarthy during the 'Red Scare'.

(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 and the Women’s and Students’ Movements.

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

The Programme for Poverty	The Voter Education Project
The Washington March	The Office of Economic Opportunity

(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 Great Society failed to achieve its aims.

(4)

- (d) Choose any **two** of the following and explain their part in the Women’s Movement.

‘Rosie the Riveter’	Betty Friedan’s ‘Feminine Mystique’
Eleanor Roosevelt	The Civil Rights Act, 1964

(8)

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

Source: from a modern textbook

Protests reached a peak in 1968, when ‘Flower Power’, with its slogan ‘make love not war’, became extremely popular. Large numbers of young people began to ‘drop out’ of mainstream society and head for California. Others staged protests against the war in Vietnam. In 1970, four students at Kent State University were shot dead by National Guardsmen during an anti-war demonstration.

Use the source, and your own knowledge, to describe the student protests in the 1960s and early 1970s.

(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 apartheid and the development of opposition to it.

- (a) Look at the boxes below. Write down the **two** reasons why the National Party won the 1948 general election.

Banning orders	The Prohibition of Mixed Marriages Act
The Sauer Report	‘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 Bantu Education Act was introduced.

(4)

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

The Native Resettlement Act	The Promotion of Bantu Self-government Act
The Pass Laws	The Separate Amenities Act

(8)

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

Source: from a modern textbook

In 1985, sanctions and other forms of pressure were increased as the violence of Botha’s methods became known. Many banks stopped lending money to the government, causing a severe financial crisis; the Rand devalued by 35% almost overnight. From 1985 to 1987, many international countries withdrew their investments from South Africa.

Use the source, and your own knowledge, to describe how opposition to apartheid developed in the 1980s.

(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 in West and Central Africa.

- (a) Look at the boxes below. Write down the **two** reasons why Ghana became independent in 1957.

The influence of Winston Churchill	The Governorship of Sir Charles Arden-Clarke
The leadership of Kwame Nkrumah	The influence of Harold Macmillan

(2)

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

(3)

- (c) Give **two** reasons why Ian Smith declared UDI (Unilateral Declaration of Independence) in Southern Rhodesia in 1965.

(4)

- (d) Choose any **two** of the following and explain their part in helping Southern Rhodesia after UDI.

Detention Orders	Support from Portugal
The Southern Rhodesian armed forces	Exports through South Africa

(8)

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

Source: from a modern textbook

By 1979, it was clear that agreement had to be reached with ZAPU and ZANU, who were carrying out most of the guerrilla attacks. Talks began in the autumn of 1979. In December, under pressure from Britain, an agreement was reached. Southern Rhodesia would become independent and be known as Zimbabwe.

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

(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 the growth of opposition to British rule in India.

- (a) Look at the boxes below. Write down the **two** reasons why opposition to British rule increased in the years before the First World War.

The Lucknow Pact	The return of Gandhi to India
The partition of Bengal	The Morley–Minto reforms

(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 many Indians expected Home Rule at the end of the First World War.

(4)

- (d) Choose any **two** of the following and explain their part in the Government of India Act, 1919.

The Dyarchy	The Executive Council
The Viceroy	The Council of State

(8)

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

Source: from a modern textbook

Gandhi's imprisonment in 1924 and his retirement to the ashram left Congress without a leader. This allowed other Indians to emerge as leaders of Congress. The most important were Motilal and Jawaharlal Nehru, father and son. In 1929, Jawaharlal Nehru was elected President of Congress.

Use the source, and your own knowledge, to describe how Congress changed in the later 1920s.

(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 India in the years 1930–47.

- (a) Look at the boxes below. Write down the **two** reasons why the First Round Table Conference was held in 1930.

The second Labour government in Britain	The actions of the Muslim League
The Salt Marches	The Gandhi–Irwin Pact

(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 Congress rejected the Government of India Act (1935).

(4)

- (d) Choose any **two** of the following and explain their part in the changing relations between Britain and India during the Second World War.

The opposition of Congress to the war	Increased support for the Muslim League
The Lahore Resolution (Declaration)	The Indian National Army

(8)

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

Source: from a modern textbook

The consequences of Direct Action were a major factor in the decision of the British government and Lord Mountbatten to insist on partition and to try to bring about independence as soon as possible. When Mountbatten arrived in India he found that communal violence between Muslims and Hindus was growing.

Use the source, and your own knowledge, to describe how India came to be partitioned in 1947.

(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 China in the years 1911–25.

- (a) Look at the boxes below. Write down **two** of the principles of Sun Yat-sen.

Socialism	Communism
Nationalism	Welfare

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Sun Yat-sen's policies.

(3)

- (c) Give **two** reasons why the revolution of 1911 was successful.

(4)

- (d) Choose any **two** of the following and explain their part in the takeover of power by the Warlords.

Yuan Shi-kai	Japanese influence
Taxation	Opium

(8)

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

Source: from a modern textbook

The growth of the nationalist movements also led to the creation of the Chinese Communist Party (CCP). After the Bolshevik seizure of power in Russia in October 1917, Marxist groups began to be formed in Beijing. In 1921, agents from the Comintern (Communist International) arrived in China. This had been formed by Lenin as an attempt to spread revolution worldwide.

Use the source, and your own knowledge, to describe how the Chinese Communist Party developed in the years to 1925.

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

- (a) Look at the boxes below. Write down the **two** reasons why Chiang Kai-shek's early attacks on the Jiangxi (Kiangsi–Hunan) Soviet were unsuccessful.

He blockaded the Soviet	He had an army of 900,000 men
Peasants opposed the Guomindang	Mao Zedong used guerrilla tactics

(2)

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

(3)

- (c) Give **two** reasons why Mao Zedong began the Long March in 1934.

(4)

- (d) Choose any **two** of the following and explain their part in the war against Japan.

The Second United Front	Chiang Kai-shek's retreat to Sichuan
The Eighth Route Army	Japanese targeting of the Guomindang

(8)

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

Source: from a modern textbook

From autumn 1947, the tide 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 GMD was receiving aid from the USA.

Use the source, and your own knowledge, to describe how the CCP won the civil war in China in the years 1946–49.

(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 the policies of Mao Zedong.

- (a) Look at the boxes below. Write down the **two** reasons why Mao Zedong’s economic reforms in the 1950s were sometimes unsuccessful.

He refused to use modern methods	Land reform was his first priority
He used Communes	He would not accept advice or criticism

(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 was not a success.

(4)

- (d) Choose any **two** of the following and explain how they were changed during the Cultural Revolution.

Education	The People’s Liberation Army
Industry	Music and the theatre

(8)

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

Source: from a modern textbook

After the problems of the Great Leap Forward, leaders such as Deng and Liu Shaoqi wanted to follow a more capitalist road which allowed private trading. Mao was against this approach and his ideas were published in the *Little Red Book*. Members of the army were given copies of the book. Mao then introduced the Cultural Revolution.

Use the source, and your own knowledge, to describe the introduction of the Cultural Revolution.

(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 in the years 1976–89.

- (a) Look at the boxes below. Write down the **two** most important figures in the Chinese government in the years 1976–80.

Hua Gaofeng	Jiang Qing
Deng Xiaoping	Yao Wenjuan

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** effect that the person had on China in those years.

(3)

- (c) Give **two** reasons why the Gang of Four was condemned in January 1981.

(4)

- (d) Choose any **two** of the following and explain their part in the reforms of Deng Xiaoping.

Xiangs	State Owned Enterprises
Landholding for peasants	New labour contracts for industrial workers

(8)

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

Source: from a modern textbook

Zhao Zhiyang, the Secretary-General of the Chinese Communist Party (CCP), went to Tiananmen Square to talk to the demonstrators. He appeared to be trying to reach a compromise and said that the *‘People’s Daily’* had gone too far. The government had direct talks with the students, but they refused to call off the protests. The students realised that the world’s media were in Beijing to cover a state visit by Mikhail Gorbachev.

Use the source, and your own knowledge, to describe how the Democracy Movement came to an end in 1989.

(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 Vietnam in the years 1945–73.

- (a) Look at the boxes below. Write down the **two** reasons why French attempts to reach agreement with Ho Chi Minh were unsuccessful.

Ho Chi Minh was given control of a very small area	The French received aid from the USA
The French controlled the south of Vietnam	Ho Chi Minh received support from China

(2)

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

(3)

- (c) Give **two** reasons why the French lost the Battle of Dien Bien Phu (1954).

(4)

- (d) Choose any **two** of the following and explain their part in the Vietnam War.

'Search and Destroy' missions	Events at My Lai
Underground tunnels	Agent Orange

(8)

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

Source: from a modern textbook

In ten years of warfare 2,000,000 men, women and children had been killed. Over 7,000,000 tonnes of bombs were dropped on North Vietnam, more than three times the amount dropped during the Second World War. Large areas of the country were destroyed.

Use the source, and your own knowledge, to describe the effects of the war on the Vietnamese people.

(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 Singapore.

- (a) Look at the boxes below. Write down the **two** ways in which the British tried to defeat communist guerrillas in Malaya in the early 1950s.

The Briggs' Plan	The United Malays Organisation
White areas	The Malayan Union

(2)

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

(3)

- (c) Give **two** reasons why the government of Singapore supported the creation of Malaysia.

(4)

- (d) Choose any **two** of the following and explain their part in the discussions which resulted in the creation of Malaysia in 1963.

Tunku Abdul Rahman	Sabah and Sarawak
Brunei	The Cobbold Commission

(8)

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

Source: from a modern textbook

Immediately after the creation of Malaysia a general election was held in Singapore. The PAP (People's Action Party) won 37 seats and again formed the government. In 1964, in the Malaysian general election, the PAP won 13 seats and became the largest opposition party. Lee Kuan Yew stated that the PAP would act as a loyal opposition party and would work for a democratic, non-communal Malaysia.

Use the source, and your own knowledge, to describe how Singapore left Malaysia in 1965.

(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 1947 to the early 1960s.

- (a) Look at the boxes below. Write down the **two** reasons why Palestinian Arabs objected to the United Nations' partition plan for Palestine.

The Law of Return	Arabs were 60% of the population
Israel received the best land	Citizenship rights in Israel

(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 had occupied most of Palestine by the end of 1949.

(4)

- (d) Choose any **two** of the following and explain their part in relations between Israel and the Arab states in the early 1950s.

Palestinian refugees	President Nasser
Fedayeen	The Aswan Dam

(8)

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

Source: from a modern textbook

The Suez Crisis led to Superpower involvement in the Middle East on a large scale. From being a Middle Eastern issue, relations between Israel and its Arab neighbours became a potential international crisis point. To try to protect Israel and other countries from Soviet influence, the Eisenhower Doctrine was announced in 1957; this offered US aid to any country in the Middle East threatened by communism.

Use the source, and your own knowledge, to describe how the Superpowers became increasingly involved in the Middle East in the 1950s and the early 1960s.

(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 opposition to Israel from 1967 to the early 1990s.

- (a) Look at the boxes below. Write down the **two** terrorist groups that carried out attacks in the late 1960s and early 1970s.

Popular Front for the Liberation of Palestine	Hizbollah
Mossad	Black September

(2)

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

(3)

- (c) Give **two** reasons why the death of President Nasser led to changes in Egypt's policy towards Israel.

(4)

- (d) Choose any **two** of the following and explain their part in the War of October 1973 (Yom Kippur).

The Day of Atonement	The Golan Heights
Air power	The Superpowers

(8)

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

Source: from a modern textbook

The 1987 Intifada began with protests, strikes, the non-payment of taxes and a refusal to use identity documents. Then came stone-throwing at Israeli police and army patrols by youths. After a year, the Palestine Liberation Organisation (PLO) took over the Intifada. It then became more serious and soon developed into incidents involving firearms.

Use the source, and your own knowledge, to describe the Intifada and its effects on the Middle East conflict in the years to 1993.

(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 in the years 1945–49.

- (a) Look at the boxes below. Write down the **two** leaders who met at Potsdam.

Truman	Stalin
Roosevelt	De Gaulle

(2)

- (b) Choose **one** of your answers to question (a) and describe **one** aim that he had in 1945.

(3)

- (c) Give **two** reasons why the Allies disagreed over the future of Germany in the years 1945–46.

(4)

- (d) Choose any **two** of the following and explain their part in the breakdown of relations between East and West in the years 1946–48.

Bizonia	The Marshall Plan
The Deutschmark	Cominform

(8)

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

Source: from a modern textbook

Stalin had wanted to deal with West Berlin for some time. He did not like the fact that it gave the West access to Europe beyond the Iron Curtain. It also gave the people of the East an idea of what life was like in the West. As Marshall Aid began to reach Europe, life in the West seemed more and more attractive. Stalin decided to try to force the Western Allies out.

Use the source, and your own knowledge, to describe how Stalin tried to force the Allies out of West Berlin in the years 1948–49.

(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 in the years 1955–62.

- (a) Look at the boxes below. Write down the **two** reasons why relations between East and West improved when Nikita Khrushchev became the leader of the Soviet Union.

He adopted 'peaceful co-existence'	He created the Warsaw Pact
Events in Poland in 1956	He began summit meetings

(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 Khrushchev encouraged Soviet space research.

(4)

- (d) Choose any **two** of the following and explain their part in relations between East and West.

The U2 incident, 1960	The Vienna Conference, June 1961
The Bay of Pigs	The building of the Berlin Wall

(8)

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

Source: from a modern textbook

At first in the Cuban Missiles Crisis neither Kennedy nor Khrushchev would back down. Kennedy set up the naval blockade and Khrushchev ordered Soviet ships to continue supplying Cuba. On 24 October, some Soviet ships turned away from Cuba and some slowed down. The two leaders exchanged letters and Kennedy agreed to Khrushchev's suggestions.

Use the source, and your own knowledge, to describe how the Cuban Missiles Crisis was 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 European cooperation.

- (a) Look at the boxes below. Write down the **two** organisations that were forerunners of the European Economic Community (EEC).

The Council of Europe	Marshall Plan
Euratom	The European Coal and Steel Community

(2)

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

(3)

- (c) Give **two** reasons why the Treaty of Rome (1957) was signed.

(4)

- (d) Choose any **two** of the following and explain their part in the European Community.

The Treaty of Maastricht	The European Central Bank
The European Court of Justice	The Common Agricultural Policy

(8)

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

Source: from a modern textbook

Britain decided not to join the Common Market (EEC) in 1957. Britain had close links with the Commonwealth which meant that it had a large trading area. A changing world meant Britain decided to try to join the prosperous Common Market in 1961. President de Gaulle rejected the application because he said Britain was not European enough. The next application, in 1967, failed.

Use the source, and your own knowledge, to describe Britain's relations with the EEC in the years 1957–73.

(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 in the years 1945–91.

- (a) Look at the boxes below. Write down the **two** reasons why Stalin believed that the West was trying to undermine Soviet control in Eastern Europe.

Comecon	Marshall Aid
The Truman Doctrine	The Warsaw Pact

(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 Stalin wanted to cut off Eastern Europe's contact with the West in the years 1945–49.

(4)

- (d) Choose any **two** of the following and explain their part in state control in the Soviet Union.

<i>Izvestia</i>	Censorship
The Secret Police (KGB)	<i>Pravda</i>

(8)

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

Source: from a modern textbook

The turning-point for the Soviet Union and the Eastern Bloc came in 1985, when Mikhail Gorbachev came to power. He had not been told of the extreme economic situation that faced the Soviet Union until he became leader. He realised that immediate action was required if communism and the Soviet Union were to survive. Gorbachev had two clear policies: Perestroika and Glasnost.

Use the source, and your own knowledge, to describe how Mikhail Gorbachev changed the Soviet Union in the years to 1991.

(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 Austria and Russia at Austerlitz, December 1805. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From Napoleon Bonaparte’s Proclamation to his army, 2 December 1805, after the Battle of Austerlitz.

I am pleased with you. Everything I expected of your courage has been fulfilled today at Austerlitz. The enemy army of 100,000 men, led by the Russian and Austrian emperors, was crushed in less than four hours with over 30,000 casualties. Those who escaped the force of your weapons drowned. One hundred and twenty cannons, twenty generals and more than 30,000 men captured – this is the outcome of this monumental day.

SOURCE B: From a history of the Battle of Austerlitz, published in 2005.

Tricking his opponents into thinking he was weaker than he actually was, Napoleon encouraged the Austro-Russian army of 85,000 men to attack his apparently weak right flank. A French counter-attack split and defeated the enemy forces. Thousands of fleeing troops drowned when a frozen lake split under the weight of men and guns. Russian and Austrian losses numbered 27,000 men and the French captured 180 cannons.

SOURCE C: A French poster to celebrate the French victory at Austerlitz, published soon after the battle.



SOURCE D: From a history of the Napoleonic Wars, published in 2003.

The French victory at Ulm, in October 1805, was followed up by success at Austerlitz. This was Napoleon's most important victory against the Third Coalition. It led to the effective destruction of the Third Coalition, with Austria making peace within a few weeks of defeat. Victory also permitted the creation of the Confederation of the Rhine, a collection of German states intended as a buffer between France and the rest of Europe. However, within months, Prussian fears sparked the War of the Fourth Coalition.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the outcome of the Battle of Austerlitz? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows a triumphant Napoleon. Why might the poster have shown Napoleon in this way? **(8)**

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

- (c) Source D suggests that Austerlitz was Napoleon's most important victory against the Third Coalition. Do you agree that this was Napoleon's most important victory? Explain your answer, using the sources and your own knowledge. **(12)**

(Total for Question 1: 25 marks)

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B2: Bismarck's Wars, 1864–1871

You should spend about one hour on this question.

2. This question is about the North German Confederation of 1867 and the unification of Germany. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a report by a member of the Prussian Government, in late 1866, about elections in the North German states.

Local electioneering agitation shows strong hatred against the Prussians. Candidates ask electors whether they want to remain Württembergers or become Prussians. Many say that the North German constitution consists of only three articles: Pay up! Be a soldier! Keep your mouth shut! I fear the election of a majority of deputies who oppose the Confederation.

SOURCE B: From a report by the US Ambassador about the North German Confederation, November 1867.

The present union of German states is the consequence of many generations of sufferings and struggles and has been inspired by the ancient feeling of nationalism. It seems to agree totally with the wishes of the people of North Germany. The result seems the more wonderful, the more it is considered. It owes much to the same principles which led to the Constitution of the United States.

SOURCE C: From Bismarck's speech, November 1867, to the Reichstag introducing the constitution of the North German Confederation.

Our relationship with South Germany will develop simply and securely. As soon as we have finished with the North German Constitution, we shall approach the South German governments and invite them to join a lasting *Zollverein*. Further, I have no doubt that North Germany would unconditionally support South Germany in the case of attack. In the North we are certain we would have the assistance of the South if we were attacked.

SOURCE D: From a history of Germany, published in 1986.

Unification was eventually secured when the Southern states supported Prussia in war against France, 1870–71. Prussian victory led to the proclamation at Versailles, in January 1871, of the new German Empire. Nevertheless, the most important reason for unification was the formation of the North German Confederation. This provided the nucleus for a united Germany and further strengthened the position of Prussia.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about attitudes to the North German Confederation? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that there will be greater unity between North and South Germany. Why might Bismarck have made this speech to the Reichstag in 1867? **(8)**

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

- (c) Source D suggests that the formation of the North German Confederation of 1867 was the most important reason for the unification of Germany in 1871. Do you agree that this was the most important reason for the unification of Germany? 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 the Balkan Crisis of 1876–78. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a memorandum written by Disraeli, the British Prime Minister, about the changes proposed in the Treaty of San Stefano.

By giving the new Bulgarian state an extension from the banks of the Danube to the Aegean Sea, and from the Black Sea to Albania in the west, Russia has cut in two the Turkish Empire and seriously weakened it. It is obvious that under such conditions Turkish rule in Europe is impossible. The Greeks and Albanians will never accept the loss of lands and the creation of such a large Bulgaria. England and Austria–Hungary must unite in opposing this Treaty.

SOURCE B: A map showing the changes proposed by the Treaty of San Stefano, March 1878.



SOURCE C: A British painting of early 1878. It shows the Turkish defence of Kars against the Russians during the Russo-Turkish war.



SOURCE D: From a history of Europe, 1815–1914, published in 1981.

The Treaty of San Stefano was the greatest threat to peace during the crisis of 1876–78. It led to a serious breakdown in relations between Russia and Britain. Austria supported Britain and the three countries were on the brink of war. It was assumed in Britain that Bulgaria would give the Russians access to the Aegean Sea and Mediterranean Sea. It would also limit Austrian ambitions in Bosnia. Russia was forced to back down and agree to the Congress of Berlin.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the possible effects of the Treaty of San Stefano? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows an heroic defence of Kars by the Turkish defenders. Why might a British artist have portrayed the event in this way? (8)

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

- (c) Source D suggests that the Treaty of San Stefano was the greatest threat to peaceful relations between the Great Powers during the Balkan Crisis of 1876–78. Do you agree that it was the greatest threat to peace in these years? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 3: 25 marks)

B4: The First World War, 1914–1918

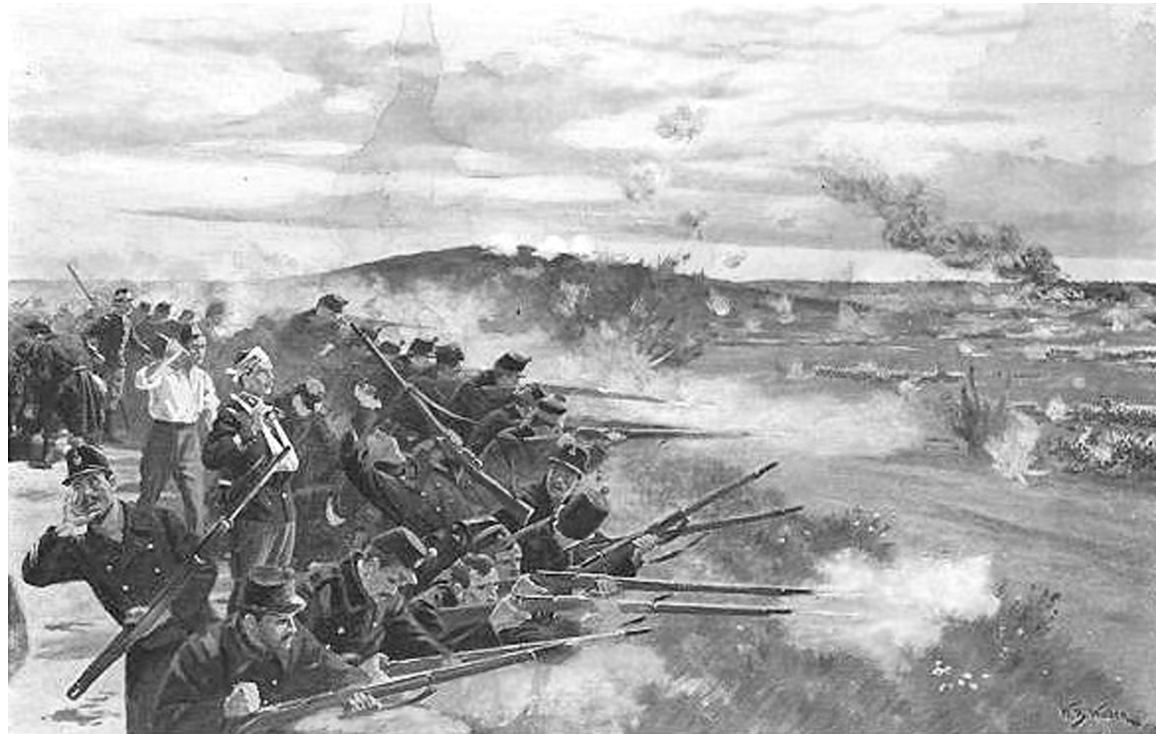
You should spend about one hour on this question.

4. This question is about the Schlieffen Plan and the events of 1914. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a history textbook on the First World War, published in 2003.

Belgium concentrated the bulk of its army of 117,000 west of the River Meuse in order to defend Antwerp. In addition, another 67,000 troops were used to defend the strategic forts at Liège and Namur. The Germans, to their surprise, were seriously delayed by the Belgian army. The Belgian army led by King Albert was ultimately unable to stop the massive German invasion force, but they did show great bravery and courage and slowed the German advance.

SOURCE B: A painting by a British artist in August 1914 showing the Belgian defence of the fortress of Liège against the advancing German army.



SOURCE C: An official British painting of 1914 showing the charge of the British cavalry during the Battle of Mons, 20 August 1914.



SOURCE D: From a history textbook on the First World War, published in 2007.

The main reason the Schlieffen Plan failed was that von Moltke, the German commander, made crucial changes to the original plan. The German armies that invaded Belgium were 100,000 soldiers short of Schlieffen's original estimates because von Moltke sent additional forces to reinforce the Russian front. In addition, German armies were supposed to encircle Paris. This plan was abandoned in early September, leading to the Battle of the Marne.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about Belgian resistance to the German invasion? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows an heroic British attack at Mons. Why might a British artist have shown the Battle in this way? **(8)**

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

- (c) Source D suggests that changes by von Moltke were the main reason for the failure of the Schlieffen Plan. Do you agree that these changes were the main reason for the failure of the Plan? 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 opposition to the Weimar Republic in the years 1919–24. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a poster issued by the German government, January 1919.

The Spartacists are now fighting for total power. Parts of Berlin are the scenes of bloody battles. Traffic is at a standstill. The government is taking all measures necessary to prevent this rule of terror. If the Spartacists rule all personal freedom will be abolished. The government, which wants people to decide their own future by voting in an election, would be overthrown by force. The people would not be allowed to speak.

SOURCE B: A photograph showing a street battle between the Spartacists and the Freikorps in Berlin in January 1919.



SOURCE C: A poster issued by the German government in January 1919. It shows a monster coming towards Germany from Russia. The writing says: ‘The Homeland is in danger. The tidal wave of Communism threatens our country’.



SOURCE D: From a history textbook on Germany 1918–45, published in 1997.

During its first five years the Weimar Republic faced opposition from all sides. The main reason was that the new government was forced to sign a harsh and humiliating peace treaty. Most Germans hated the Treaty. Ex-soldiers murdered hundreds of politicians who agreed with it, and many ex-soldiers supported the Kapp Putsch of 1920.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the Spartacist uprising? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that communism was a huge monster threatening Germany. Why might the German government have wanted to show communism in this way? (8)

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

- (c) Source D suggests that the Treaty of Versailles was the main reason for opposition to the Weimar Republic in the years 1919–24. Do you agree that this was the main reason for opposition? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 5: 25 marks)

B6: The Russian Revolution, 1918–1924

You should spend about one hour on this question.

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

SOURCE A: From a history of the USSR, written by a Soviet historian in 1981.

The New Economic Policy (NEP) produced its first positive results in the spring of 1921. The anti-communist revolts ceased. The working people were now able to join in the country-wide effort to restore the economy. There was immediate recovery in industry. Coal production rose from 8.9 million tonnes in 1921 to 16.1 million tonnes three years later. The NEP also strengthened the alliance between the workers and peasants and secured the victory of communist elements over the capitalist ones.

SOURCE B: From *From Lenin to Stalin* written in 1937 by Victor Serge, a former Communist.

In just a few years, the NEP restored to Russia a feeling of prosperity. But, to many of us, this prosperity was somewhat distasteful. We felt ourselves sinking – paralysed and corrupted. There was gambling, drunkenness, and all the old filth of former times. The class system was re-born before our eyes. There was a growing gap between the prosperity of the few and the misery of the many.

SOURCE C: From a notice in the Communist newspaper *Pravda*, March 1921, announcing the New Economic Policy.

To the Peasants of the Russian Socialist Soviet Republic

The civil war was very costly and demanded many sacrifices from the workers and peasants, especially the requisitioning of agricultural products to feed the many millions of Red Army soldiers. From now on this requisitioning is abolished and a tax, much smaller than the requisitions, is introduced. This will be a great relief for the peasant population and will strengthen the union of the peasants and workers. Every peasant must now know that the more land he plants, the greater will be the surplus of grain which he can keep.

This appeal must be read out in all the villages and factories of the USSR.

SOURCE D: From a history of Russia, published in 1994.

The greatest effect of the NEP was in the countryside, where peasant disturbances became a thing of the past. It was also important in enabling the Bolsheviks to consolidate their power at the end of the civil war. However, leading Bolsheviks, such as Kamenev and Zinoviev, opposed the NEP, arguing it was a betrayal of the main beliefs of communism.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of the NEP? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests the peasants will benefit from the NEP. Why might Lenin's government have wanted this notice widely publicised? **(8)**

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

- (c) Source D suggests that the ending of peasant disturbances was the main consequence of the NEP. Do you agree that this was its main consequence? Explain your answer, using the sources and your own knowledge. **(12)**

(Total for Question 6: 25 marks)

B7: The USA, 1917–1929

You should spend about one hour on this question.

7. This question is about women in the USA during ‘The Roaring Twenties’. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From an article in a US newspaper, 1922.

A flapper takes a man’s point of view as her mother never would. She will never make you a hatband, knit you a scarf or cook you a meal. Instead she’ll drive you from the station on hot summer nights in her sports car. She’ll put on trousers and go skiing with you. She’ll dance as long as you care to, smoke and drink with the best of you.

SOURCE B: From a history of the USA, published in 1995.

Though a few upper-class women in the cities talked about abandoning the older customs – they were the flappers – most women stuck to their traditional attitudes concerning ‘their place’. Most middle-class women concentrated on managing the home. Their daughters prepared for careers as mothers and housewives. Millions of women clung to the traditions that placed men firmly in control of the family.

SOURCE C: A photograph in a magazine in the 1920s showing flappers.



SOURCE D: From a history of the USA, published in 2000.

Labour-saving devices helped ease the burden of housework and increasing numbers of women entered the world of work. There was even a surge in women investors in the stock market. However, the greatest change was in their political position. In 1920 women were allowed to vote for the first time in a presidential election. In 1924, Nellie Tayloe Ross of Wyoming became the first woman to be elected governor of a state.

Questions

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the position of women in the USA in the 1920s? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows a photograph of three flappers. Why might the magazine think that this would interest its readers? **(8)**

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

- (c) Source D suggests that the most important change for women in the USA in the 1920s was in their political position. Do you agree that this was the most important change? 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 Nazi concentration and death camps. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From a Polish survivor of Auschwitz–Birkenau, written in 1945.

All these factors contributed to survival in the camps: strong will, stamina, the length of stay, food, health, the ability to get on with other prisoners, friendship and the help of others. Some were saved by faith in God or by a strong belief that they would survive. Hope was very important and very unimportant. It could keep you going but it could not actually save you.

SOURCE B: A sketch drawn by a survivor of one of the death camps, after liberation.



SOURCE C: An official photograph, taken in 1944 by a member of the SS. It shows the men's orchestra at Auschwitz–Birkenau.



SOURCE D: From a Jewish survivor of Buchenwald, interviewed after the end of the war.

Being part of a group was important. We encouraged each other to stay alive, to stay on course, to stay disciplined. It helped to have the support of loved ones. It helped to have been young and healthy at the start. But all these things did not count at all if people upset an SS guard, some of whom were very sadistic. This was the most important factor in survival.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the reasons for survival in the death camps? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows inmates playing music to other inmates. Why might the SS have wanted this event publicised? (8)

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

- (c) Source D suggests that the attitude of the SS guards was the most important reason for survival in concentration and death camps. Do you agree that this was the most important reason for survival? 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 the expansion of Japan in the years 1941–43. Study Sources A, B, C and D and then answer the questions that follow.

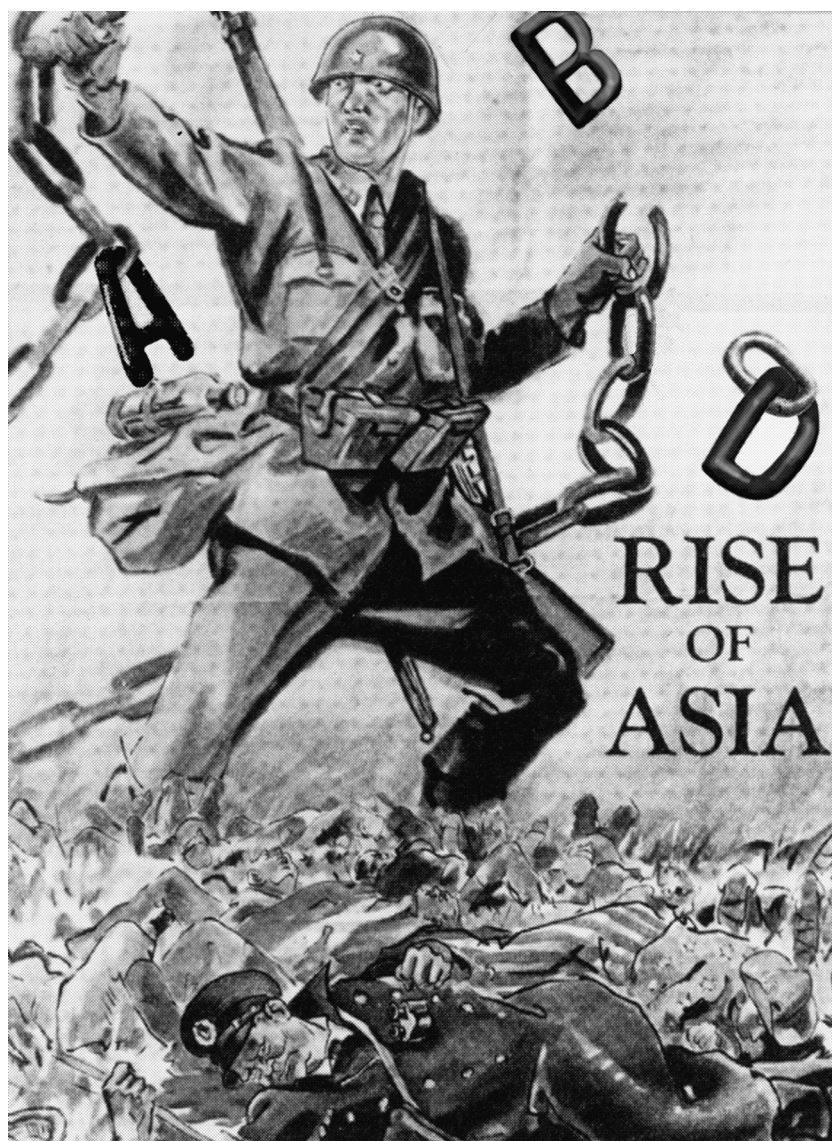
SOURCE A: From the memoirs of a British general who fought in the Far East, written after the Second World War.

Japanese soldiers were trained and experienced in jungle warfare, using bicycles and river boats to move swiftly through the jungle. They carried the minimum of equipment. Our men were frightened of the jungle. There is nothing pleasant about sinking in a foul-smelling bog up to your knees or lying in a trench, half-submerged, while a tropical rainstorm turns it into a river.

SOURCE B: A photograph taken in January 1942, showing Japanese troops advancing through Malaya by bicycle.



SOURCE C: An official Japanese poster of 1943. It shows Japan breaking the power of the Americans, British and Dutch (represented by the letters A, B and D) in Asia.



SOURCE D: From a history textbook of the Second World War, published in 2007.

The main reason for Japanese expansion was their superior air and sea power. The Japanese had realised the importance of aircraft carriers and used their aircraft to destroy enemy aircraft. Britain had no aircraft carriers in the Far East and could only spare two battleships, the *Prince of Wales* and the *Repulse*, which were sunk by air attack on 10 December 1941.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the reasons for Japanese success in the jungle? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows a victorious Japanese soldier in Asia. Why might the Japanese government have shown the event in this way? (8)

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

- (c) Source D suggests that Japanese air and sea power was the main reason for their successes in the Far East. Do you agree that this was the main reason for their successes in the years 1941–43? Explain your answer, using the sources and your own knowledge. (12)

(Total for Question 9: 25 marks)

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B10: China under Mao Zedong, 1949–1959

You should spend about one hour on this question.

10. This question is about the Hundred Flowers Campaign of 1957 and its consequences. Study Sources A, B, C and D and then answer the questions that follow.

SOURCE A: From an official Chinese government newspaper, reporting Mao's Hundred Flowers speech of February 1957.

Mao made a sharp attack on those who went against communist ideas and referred to the new spirit of the 'hundred flowers' policy. He invited all organisations and individuals to join with the communists in open and honest criticism of all the failings of Communist Party activities. Assurances were given that no action would be taken against the critics, and that the movement would be carried out 'as gently as a breeze or fine rain'.

SOURCE B: From a history of China, published in 1997.

By June, in response to Mao's Hundred Flowers speech, all available wall space at Peking University was filled with bulletins. At one corner there appeared a 'democratic wall'. There were many debates attended by thousands of students. However, very suddenly, the Communist Party leadership put an end to the campaign and turned on its critics. Many were arrested, including Ting Ling, one of the most famous Chinese authors.

SOURCE C: An anonymous wall bulletin at Qinghua University entitled *I accuse, I protest*, put up on 2 June 1957.

The Chinese people have been deceived. When they courageously drove out the Chiang Kai-shek gang, they put their trust in the wrong man. Mao and his Party are a group of Fascists who employ foul means, twist the truth and ignore the people's wish for peace both at home and abroad. When one robber had been killed, we gave the knife to the other one. Oh, all you under the robber's knife – speak out! Oh, freedom! Oh, blooming flowers! This is so-called democracy, Mao-style!

SOURCE D: From a history of China, published in 1997.

In the spring of 1957 the intellectuals responded. Mao was shocked. Where he had hoped for criticism directed against people who went against communist ideas, he faced criticism of his own leadership. The main effect of the 'Hundred Flowers' campaign was a crackdown in the form of the 'Anti-Rightist' campaign. Many who had spoken out ended up under arrest. Within a year Mao had launched the Great Leap Forward.

Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the Hundred Flowers Campaign? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that Mao was no better than Chiang Kai-shek. Why might the writer have wanted to show Mao in this way? **(8)**

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

- (c) Source D suggests the Anti-Rightist Campaign was the main consequence of the Hundred Flowers Campaign. Do you agree that this was the main consequence of the Hundred Flowers Campaign? 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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