

# Mark Scheme Summer 2009

O Level

## O Level History (7263)

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Summer 2009

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## 7263 Syllabus C

### Section A: Africa, North and South of the Equator

|        |   |                                  |
|--------|---|----------------------------------|
| 1. (a) | <p>What can you learn from Extract A about President P W Botha's reform programme?</p> <p>Target: Inference from a written source</p> <p>Level 1<br/>Simple statements showing understanding e.g. He is determined to press ahead with a reform programme.</p> <p>Level 2<br/>Developed statements showing a clear understanding of the message, e.g. The source suggests that Botha is keen on introducing change and rejects the idea of apartheid.</p>   | <p>3</p> <p>(1-2)</p> <p>(3)</p> |
| (b)    | <p>Does Extract B support the evidence of Extract A about President P. W. Botha's reform programme? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1<br/>Simple statements which do not cross reference sources. Extract A says he is going to carry out reforms. Extract B says they will not go far enough.</p> <p>Level 2<br/>Developed statements with some cross referencing e.g. Some support in that both sources suggest reform. However, mainly disagree as Extract B suggests that the reforms will be superficial. Extract A is more optimistic.</p> | <p>3</p> <p>(1-2)</p> <p>(3)</p> |

|     |  |  |
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| (c) | <p>How reliable is Extract B as evidence of P .W. Botha’s reform programme?</p> <p>Target: Evaluation of reliability of a written source.</p> <p>Level 1<br/>Simple statements about reliability taking the source at face value, e.g. It is reliable because it was written at the time.</p> <p>Level 2<br/>Developed statements which go beyond face-value, e.g. It is reliable because it gives the views of one of the leading figures for the abolition of apartheid. It expresses the views of many black opponents. However, he does not reflect the views of all and tries to play down the significance of Botha’s reforms.</p>   | <p>4</p> <p>(1-2)</p> <p>(3-4)</p>                             |
| (d) | <p>Describe the events of the late 1980s and early 1990s which led to the abolition of apartheid in South Africa. How important was the role of Nelson Mandela?</p> <p>Target: Description and historical judgement.</p> <p>Level 1<br/>Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>Level 2<br/>Developed statements but only addresses one part of the question, e.g. Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.</p> <p>Level 3<br/>Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, e.g. The second part, may not be fully addressed.</p> <p>Level 4<br/>A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable.</p> | <p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p> |

(Total 20 marks)

|    |     |   |   |
|----|-----|---|---|
| 2. | (a) | In what ways did the government of Egypt change as a result of the ending of the First World?<br><br>Target: Explanation of change. Higher marks for more precise and comprehensive explanations. | 6 |
|    | (b) | Describe the circumstances in which King Farouk of Egypt was overthrown in 1952.<br><br>Target: Description. Higher marks for more precise and comprehensive description.                         | 6 |
|    | (c) | Why did relations between Britain and Egypt deteriorate in the years 1952-56?<br><br>Target: Causation. Nasser's aims and colonisation of Suez Canal. Anglo-French agreement. Israel.             | 8 |

(Total 20 marks)

|    |  |  |  |
|----|--|--|--|
| 3. |  | Explain the importance of three of the following in the history of the South Africa in the first half of the twentieth century.<br><br>The Land Act, 1913<br>The African National Congress, 1923-39<br>The government of James Hertzog, 1924-39<br>Segregation Laws, 1910-39<br>The Second World War, 1939-45<br>The 1948 election.<br><br>Target: Description (maximum 12 marks) and historical judgement. Up to 7 marks for each factor. |  |
|----|--|--|--|

(Total 20 marks)

|    |  |  |  |
|----|--|--|--|
| 4. |  | Describe the career and assess the achievements of one of the following leaders of states in Africa:<br><br>Idi Amin in Uganda<br>Hastings Banda in Malawi<br>Joseph Mobutu in Zaire<br>Julius Nyerere in Tanzania<br><br>Target: Description and historical judgement. Higher marks for more precise description. Maximum 14 marks for description. |  |
|----|--|--|--|

(Total 20 marks)

|    |     |  |   |
|----|-----|--|---|
| 5. | (a) | Why was there a state of emergency in Kenya in the years 1952-60?<br><br>Target: Causation. Mau Mau rebellion and terrorism. Kenyatta.   | 6 |
|    | (b) | Describe the events in the years 1960--63 which led to the independence of Kenya.<br><br>Target: Description. 1961 release of Kenyatta. Kanu and coalition.                          |   |
|    | (c) | How successful was Jomo Kenyatta as leader of Kenya in the years after independence in the years 1963-78?<br><br>Target: Historical judgement. Balanced assessment for higher marks. | 8 |

(Total 20 marks)

|    |     |   |   |
|----|-----|---|---|
| 6. | (a) | Describe the events leading to the independence of Nigeria in 1960.<br><br>Target: Description. Nnamdi Azikiwe. 1954 new constitution.  | 6 |
|    | (b) | Why did civil war take place in Nigeria in the years 1967-70?<br><br>Target: Causation. Tribal differences, economic recession and military coup.   | 8 |
|    | (c) | How successful were the governments of Nigeria in the years 1970-90 in dealing with the problems caused by the civil war?<br><br>Target: historical judgement. Higher marks for more balanced judgement. Gowon and reforms. 1980s Shagari | 6 |

(Total 20 marks)

|    |     |   |   |
|----|-----|---|---|
| 7. | (a) | Explain why Southern Rhodesia declared unilateral independence (UDI) in 1965.<br><br>Target: Causation. Rhodesia Front. Smith and white settlers.   | 6 |
|    | (b) | Why did negotiations between the governments of Southern Rhodesia and Britain end in failure in the years 1966-70?<br><br>Causation: Failure to compromise. Attitude Smith.               | 6 |
|    | (c) | Describe the circumstances by which Robert Mugabe came to power in an independent Zimbabwe by 1980.<br><br>Description: ZAPU & ZANU. Weakening support Smith inside and outside Rhodesia. | 8 |

(Total 20 marks)

|        |   |   |
|--------|---|---|
| 8. (a) | Choose one of the following countries: Algeria, Morocco or Tunisia. Explain why your chosen country able to achieve independence from France.<br><br>Target: Causation.                             | 6 |
| (b)    | Describe the problems the country your chosen country faced on achieving independence.<br><br>Target: Description. Should include range of problems for higher marks.                               | 6 |
| (c)    | How successfully did the government of this country deal with these problems in the twenty years following independence?<br><br>Target: Historical judgement. Balanced assessment for higher marks. | 8 |

(Total 20 marks)

SECTION B: Asia, including the Middle East

|               |  |                                  |
|---------------|--|----------------------------------|
| <p>9. (a)</p> | <p>What can you learn from Extract A about the Amritsar Massacre of 1919?</p> <p>Target: Inference from a written source</p> <p>Level 1<br/>Simple statements showing understanding e.g. The shooting lasted for 8 to 10 minutes.</p> <p>Level 2<br/>Developed statements showing a clear understanding of the message, e.g. The source suggests that the civilians had no chance and that the massacre lasted several minutes.</p>  | <p>3</p> <p>(1-2)</p> <p>(3)</p> |
| <p>(b)</p>    | <p>Does Extract B support the evidence of Extract A about the Amritsar Massacre of 1919? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1<br/>Simple statements which do not cross reference sources. Extract A says they packed close together. Picture B says some praised the Red Army.</p> <p>Level 2<br/>Developed statements with some cross referencing e.g. Picture B strongly supports the evidence of Extract A. Both suggest that the Indians were packed closely together and were fired at by British soldiers.</p> | <p>3</p> <p>(1-2)</p> <p>(3)</p> |



|     |  |  |
|-----|--|--|
| (c) | <p>How reliable is Extract B as evidence of the Amritsar Massacre of 1919?</p> <p>Target: Evaluation of reliability of an illustration.</p> <p>Level 1<br/>Simple statements about reliability taking the source at face value, e.g. It is reliable because it was painted after the event.</p> <p>Level 2<br/>Developed statements which go beyond face-value, e.g. It is reliable because it suggests that the civilians were massacred by the British troops. It is not reliable because the artist may have exaggerated the event to turn people against the British.</p>  | <p>4</p> <p>(1-2)</p> <p>(3-4)</p>                             |
| (d) | <p>Describe the methods used by Gandhi and the Congress Party to campaign for independence for India in the years 1918-39. How successful were these methods?</p> <p>Target: Description and historical judgement.</p> <p>Level 1<br/>Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>Level 2<br/>Developed statements but only addresses one part of the question, e.g. Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.</p> <p>Level 3<br/>Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, e.g. The second part, may not be fully addressed.</p> <p>Level 4<br/>A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable.</p> | <p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p> |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 10. (a) | Why was the Balfour Declaration of 1917 important in the history of the Middle East?<br><br>Target: Causation. Encouraged greater immigration by Jews. Upset Palestinians.  | 4 |
| (b)     | Explain why a substantial immigration of Jews into Palestine occurred in the years 1919-45.<br><br>Target: Causation. Encouragement British. Escape persecution in Europe, especially Nazi Germany.                                       | 8 |
| (c)     | Describe the events in the years 1945-48 which led to the creation of an independent state of Israel in 1948.<br><br>Target: Description. Attitude Labour Government. Terrorism from both sides. End of British mandate. Israeli actions. | 8 |

(Total 20 marks)

|     |  |  |
|-----|--|--|
| 11. | Explain the importance of three of the following in the history of China in the years 1911-39<br><br>The revolution of 1911<br>The Warlords<br>Sun Yat-sen<br>The massacres in Shanghai, 1927<br>The Japanese invasion of Manchuria, 1931<br>The Long March, 1934-35<br><br>Target: Description and historical judgement. Maximum 7 marks for each and 4 marks for description of each factor. |  |
|-----|--|--|

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 12. (a) | Explain why Indonesia achieved independence in the years 1945-49.<br><br>Target: Causation. Impact WW2 and Sukarno. Dutch opposition. Dutch agreed due to cost and UN pressure.             | 8 |
| (b)     | Describe the problems which faced Indonesia when full independence was achieved in 1949.<br><br>Target: Description. Higher marks for more precise and comprehensive descriptions.          | 6 |
| (c)     | How successful was the government of President Sukarno in dealing with these problems in the years 1949-66?<br><br>Target: Historical judgement. Higher marks for more balanced assessment. | 6 |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 13. (a) | Why were the Israelis successful in the wars of 1948 and 1967 against their Arab neighbours?<br><br>Target: Causation. US aid. Strength Israeli military. Weaknesses Arabs. Maximum 5 marks for each war.       | 8 |
| (b)     | Describe the key features of the Yom Kippur War of 1973.<br>Target: Target description. Surprise Arab attack. Early Arab successes. Israeli recovery.   | 6 |
| (c)     | Explain why the Superpowers became involved in the Arab-Israeli conflict in the years after 1948.<br><br>Target: Causation. US sympathy Israel. Jewish lobby. Attitude to Suez. Soviet support Arabs. Cold War. | 6 |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 14. (a) | Explain how the French were forced to leave Indo-China by 1945-54.<br>Target: Causation. French weaknesses. Strength Vietminh. Leadership Ho Chi Minh.  | 6 |
| (b)     | Describe the key features of the Vietnam War in the 1960s.<br><br>Target: Description. Greater US involvement. Rolling Thunder. Vietcong tactics. US bombing. Tet offensive.  | 8 |
| (c)     | Why were the North Vietnamese able to achieve the reunification of Vietnam by 1975?<br><br>Target: Causation. Failure Vietnamisation and US withdrawal. Weakness of South Vietnam. Attitude North Vietnam. Paris Peace Agreement. | 6 |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 15. (a) | Describe the events of the years 1945-49 which led to the Communist takeover of power in China.<br><br>Target: description. End conflict with Japan. CCP strategies with peasants. Unpopularity of Guomindang.                | 8 |
| (b)     | Why did Mao Zedong launch the Great Leap Forward in 1958?<br><br>Causation. Need for rapid economic expansion. Communist influence. Use of manpower.  | 6 |
| (c)     | How successful was the Great Leap Forward in achieving its aims in the years 1958-62?<br><br>Target: Historical judgement. Failures include famine and backyard furnaces. Some more long term successes. Employment of women. | 6 |

(Total 20 marks)

|     |  |  |
|-----|--|--|
| 16. | Describe the career, and assess the achievements, of one of the following leaders in the Middle East:<br>Ayatollah Khomeini of Iran<br>Golda Meir of Israel<br>Saddam Hussein of Iraq<br><br>Target: Description and historical judgement. Maximum 14 marks for description. |  |
|-----|--|--|

(Total 20 marks)

SECTION C: The USA and the Americas

|                |  |                                  |
|----------------|--|----------------------------------|
| <p>17. (a)</p> | <p>What can you learn from Extract A about the methods suggested to achieve civil rights for black citizens in the USA in the 1960s?</p> <p>Target: Inference from a written source</p> <p>Level 1<br/>Simple statements showing understanding e.g. He will use karate and judo.</p> <p>Level 2<br/>Developed statements showing a clear understanding of the message, e.g. The source suggests that X believes in more violent methods of campaigning.</p>  | <p>3</p> <p>(1-2)</p> <p>(3)</p> |
| <p>(b)</p>     | <p>Does Extract B support the evidence of Extract A about the methods suggested to achieve civil rights for black citizens in the USA in the 1960s? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1<br/>Simple statements which do not cross reference sources. Source A says peaceful methods. Source B says they might have to use karate.</p> <p>Level 2<br/>Developed statements with some cross referencing e.g. Strong differences. Source B suggests might have to resort to violence. Source A supports peaceful methods and totally opposed to violence.</p> | <p>3</p> <p>(1-2)</p> <p>(3)</p> |

|     |  |  |
|-----|--|--|
| (c) | <p>How reliable is Extract B as evidence of the methods used to achieve civil rights for black citizens in the USA in the 1950s and in the 1960s?</p> <p>Target: Evaluation of reliability of a written source.</p> <p>Level 1<br/>Simple statements about reliability taking the source at face value, e.g. It is reliable because it was said at the time.</p> <p>Level 2<br/>Developed statements which go beyond face-value, e.g. Reliable because reflects his views at the time but may exaggerate because speech trying to win support. Also not reliable about his later more peaceful views.</p>  | <p>4</p> <p>(1-2)</p> <p>(3-4)</p>                             |
| (d) | <p>Describe the key features of the Black Power movement in the USA in the 1960s. How much progress was there in civil rights for black citizens by the end of the 1960s?</p> <p>Target: Description and historical judgement.</p> <p>Level 1<br/>Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>Level 2<br/>Developed statements but only addresses one part of the question, e.g. Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.</p> <p>Level 3<br/>Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, e.g. The second part, may not be fully addressed.</p> <p>Level 4<br/>A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable.</p> | <p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p> |

(Total 20 marks)

|         |  |   |
|---------|--|---|
| 18. (a) | Describe the key features of the 'Roaring Twenties' in the USA.<br><br>Target: Description. Include social and economic e.g. growth industries, shares, cars, leisure, flappers  | 8 |
| (b)     | Why did the USA experience an economic depression in the years 1929-33?<br><br>Target: Causation. Higher marks for more long term as well as short term factors - overproduction, too many shares, panic 1929                                  | 8 |
| (c)     | How successful was President Hoover in dealing with the Depression in the years 1929-32?<br><br>Target: Historical judgement. Mainly critical espec laissez-faire, Bonus Marchers and Hooverilles but higher marks for some positive measures. | 4 |

(Total 20 marks)

|         |  |    |
|---------|--|----|
| 19. (a) | What were the aims of President F D Roosevelt's New Deal?<br><br>Description: Three R's. Banking, reduce unemployment.   | 4  |
| (b)     | Describe the key features of the Alphabet Agencies which were set up by the New Deal.<br><br>Target: Description. Include CCC, AAA, PWA, NRA, TVA                        | 10 |
| (c)     | Why was there opposition to the New Deal in the years 1933-41?<br><br>Target: Causation. Supreme Court and Republicans doing too much. Long and others doing too little. | 6  |

(Total 20 marks)

|         |  |   |
|---------|--|---|
| 20. (a) | Why did the USA become involved in a war with Japan by the end of 1941?<br><br>Target: Causation. Long term factors such as Japanese expansion, Manchuria and China. Pearl Harbour.    | 6 |
| (b)     | Describe the key features of the war between the USA and Japan in the years 1941-45<br><br>Target: Description. Early Japanese successes. Midway. Island hopping. Use of atomic bombs. | 8 |
| (c)     | Why was the USA able to defeat Japan in this war?<br><br>Target: Combination Japanese weaknesses, espec. economy, and US strengths - and use of atomic bombs.                          | 6 |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 21. (a) | Why did Juan Peron come to power in Argentina in 1946?<br>Target: Causation. His positive qualities and failings of time.                             | 6 |
| (b)     | Describe the key features of his domestic and foreign in the years 1946-55<br>Target: Description. Maximum of 5 marks for either domestic or foreign. | 8 |
| (c)     | Explain why he was so popular among many citizens of Argentina.<br>Target: Causation. Image, influence of wife.                                       | 6 |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 22. (a) | Why was President Batista of Cuba overthrown in 1959?<br>Target: Causation. Repressive and corrupt and links with USA. Appeal of Castro.  | 8 |
| (b)     | Describe Castro's domestic policies in Cuba in the years 1959-79<br>Target: Description. Needs to include political, social and economic. | 8 |
| (c)     | How successful were these policies?<br>Target: Historical judgement. Higher marks for more balanced answers.                              | 4 |

(Total 20 marks)

|     |   |  |
|-----|---|--|
| 23. | <p>Explain the importance of three of the following in the history of the USA in the 1960s:</p> <p>J F Kennedy's New Frontier<br/>Assassination of President J F Kennedy, 1963<br/>Johnson's Great Society<br/>National Organisation for Women (NOW)<br/>Students for a Democratic Society (SDS)<br/>The election of Richard Nixon as president, 1968</p> <p>Target: Description and historical judgement. Maximum 7 marks for each and 4 marks for description of each factor.</p> |  |
|-----|---|--|

(Total 20 marks)

|     |   |  |
|-----|---|--|
| 24. | <p>Describe the career and achievements of President Clinton. Why were attempts made to impeach President Clinton in 1999?</p> <p>Target: Description and historical judgement. Maximum 14 marks for description.</p> |  |
|-----|---|--|

(Total 20 marks)



SECTION D: Europe, including Britain and Russia.

|                |  |                                  |
|----------------|--|----------------------------------|
| <p>25. (a)</p> | <p>What can you learn from Extract A about the role of women in Nazi Germany?</p> <p>Target: Inference from a written source</p> <p>Level 1<br/>Simple statements showing understanding e.g. Her world is her husband, her children and her home.</p> <p>Level 2<br/>Developed statements showing a clear understanding of the message, e.g. The source suggests that women had a specific role in Nazi Germany which was the traditional domestic role. They would play a limited part in society.</p>  | <p>3</p> <p>(1-2)</p> <p>(3)</p> |
| <p>(b)</p>     | <p>Does Poster B support the evidence of Extract A about the role of women in Nazi Germany? Explain your answer.</p> <p>Target: Cross referencing two sources</p> <p>Level 1<br/>Simple statements which do not cross reference sources. Extract A says they should look after the family. Poster B shows them at the centre of the family.</p> <p>Level 2<br/>Developed statements with some cross referencing e.g. Strong support between sources. Poster B suggests that women were at centre of family and that their world revolved round husband and children. This is suggested in Source A. Both sources try to promote role of women.</p> | <p>3</p> <p>(1-2)</p> <p>(3)</p> |

|     |  |  |
|-----|--|--|
| (c) | <p>How reliable is Poster B as evidence of the role of women in Nazi Germany?</p> <p>Target: Evaluation of reliability of an illustration.</p> <p>Level 1<br/>Simple statements about reliability taking the source at face value, e.g. It is useful because it was drawn at the time. It shows us the role of women.</p> <p>Level 2<br/>Developed statements which go beyond face-value, e.g. It is reliable because it is an example of Nazi propaganda to encourage women to accept their traditional role, However, it exaggerates the central role of women and does not give view of those who did not support this role.</p>  | <p>4</p> <p>(1-2)</p> <p>(3-4)</p>                             |
| (d) | <p>Describe the policies introduced by the Nazis to control young people. How successful were these policies?</p> <p>Target: Description and historical judgement.</p> <p>Level 1<br/>Simple or generalised statements with some information relevant to the question. There may be some inaccuracies and/or irrelevance.</p> <p>Level 2<br/>Developed statements but only addresses one part of the question, e.g. Omits key events and/or second part of question. Some inaccuracies and/or irrelevance.</p> <p>Level 3<br/>Developed explanation/exposition which uses a range of accurate information sufficient to support a balanced treatment of the topic. However one aspect of the topic, e.g. The second part, may not be fully addressed.</p> <p>Level 4<br/>A sustained argument/exposition which fully addresses all aspects of the question with a good range of accurate information, effectively selected to support a balanced treatment of the topic. The candidate uses precise detail and adheres strictly to chronology. There may well be a great focus on the second part of the question if applicable.</p> | <p>10</p> <p>(1-3)</p> <p>(4-6)</p> <p>(7-8)</p> <p>(9-10)</p> |

(Total 20 marks)

|    |     |  |   |
|----|-----|--|---|
| 26 | (a) | Explain how the League of Nations came into existence in the years 1918-20.<br><br>Target: Explanation of change. Fourteen Points. Aims of Allies. Peace and collective security.                  | 4 |
|    | (b) | Describe the successes of the League of Nations in the 1920s.<br><br>Target: Description. Include Refugees Commission, Aaland Islands and Upper Silesia.   | 8 |
|    | (c) | Why was the League unable to preserve peace in the 1930s?<br><br>Target: Causation. Include weaknesses of League especially membership, rise of dictators and failures in Abyssinia and Manchuria. | 8 |

(Total 20 marks)

|     |     |  |   |
|-----|-----|--|---|
| 27. | (a) | Why did Mussolini and his Fascist Party come to power in Italy in 1922?<br><br>Target: Causation. Weak Italian governments. Disappointment with Versailles. Economic problems. Attraction Fascists. March on Rome. | 6 |
|     | (b) | Describe the economic and social policies he introduced in Italy in the years 1922-39.<br><br>Target: Description. Battles Lire, Births, Wheat. Pontine Marches. Control of education.                             | 8 |
|     | (c) | How successful were these policies?<br><br>Target: Historical judgement. Balanced evaluation for higher marks.   | 6 |

(Total 20 marks)

|    |  |   |  |
|----|--|---|--|
| 28 |  | Explain the importance of any three of the following in the history of Russia and the Soviet Union in the years 1918-41:<br><br>The Russian Civil War, 1918-21<br>The leadership contest between Stalin and Trotsky, 1924-28<br>The Kulaks<br>The Five Year Plans<br>The Show Trials<br>The Cult of Stalin<br><br>Target: Description (maximum 12 marks) and historical judgement. Up to 7 marks for each factor. |  |
|----|--|---|--|

(Total 20 marks)

|         |   |    |
|---------|---|----|
| 29. (a) | Explain the aims of Hitler's foreign policy in 1933 when he became Chancellor of Germany.<br><br>Target: Explanation. Should include Lebensraum, rearmament, destroy Treaty of Versailles.  | 4  |
| (b)     | Describe the policies he carried out to achieve these aims in the years 1933-38.<br><br>Target: Description. Rearmament, Saar, Rome-Berlin Axis, Rhineland, Anschluss, Sudetenland          | 10 |
| (c)     | Why did the German invasion of Poland (September 1939) lead to the outbreak of the Second World War?<br><br>Target: Causation. Prague. Attitude Britain & France. Nazi-Soviet Pact. Poland. | 6  |

(Total 20 marks)

|        |  |   |
|--------|--|---|
| 30 (a) | Why did tension increase between the USA and the Soviet Union in the years 1949-61?<br><br>Target: Causation. NATO, Warsaw Pact, Hungary, U-2 incident, Bay of Pigs and Berlin Wall.   | 8 |
| (b)    | Describe the key features of the Cuban Missiles Crisis of 1962.<br><br>Target: Description. Missile sites. Kennedy's actions. Two letters. Ending of crisis.   | 6 |
| (c)    | How successful was the policy of détente in improving relations between the USA and the Soviet Union in the 1960s and 1970s?<br><br>Target: Historical judgement. Successes - SALT treaties and Helsinki. Failures due to Afghanistan etc. | 6 |

(Total 20 marks)

|         |   |   |
|---------|---|---|
| 31. (a) | (a) Why was the Fourth Republic in France politically unstable in the years 1946-58?<br><br>Target: Causation. Political problems, agriculture, failure in Vietnam, Constitution. | 6 |
| (b)     | Describe the circumstances in which Charles de Gaulle became President of France in 1958.<br><br>Target: Description. Came out of retirement. Popularity. Failure at Suez.        | 6 |
| (c)     | How successfully did de Gaulle deal with the domestic problems which faced France in the years 1958-69?<br><br>Target: Historical judgement.                                      | 8 |

(Total 20 marks)

|     |  |  |
|-----|--|--|
| 32. | <p>Describe the career and achievements of Mikhail Gorbachev. How successful was he in dealing with the problems that faced the Soviet Union in the years 1985-90?</p> <p>Target: Description (maximum 14 marks) and historical judgement. Include perestroika and glasnost.</p> |  |
|-----|--|--|

(Total 20 marks)

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