

**1540/402**

NATIONAL MONDAY, 26 MAY  
 QUALIFICATIONS 10.20 AM – 11.50 AM  
 2008

HISTORY  
 STANDARD GRADE  
 General Level

Answer questions from Unit I **and** Unit II **and** Unit III.

Choose only **one** Context from each Unit and answer Sections A **and** B. The Contexts chosen should be those you have studied.

The Contexts in each Unit are:

Unit I— Changing Life in Scotland and Britain

Context A: 1750s–1850s ..... Pages 2–3

Context B: 1830s–1930s ..... Pages 4–5

Context C: 1880s–Present Day ..... Pages 6–7

Unit II— International Cooperation and Conflict

Context A: 1790s–1820s ..... Pages 8–11

Context B: 1890s–1920s ..... Pages 12–13

Context C: 1930s–1960s ..... Pages 14–15

Unit III— People and Power

Context A: USA 1850–1880 ..... Pages 16–17

Context B: India 1917–1947 ..... Pages 18–19

Context C: Russia 1914–1941 ..... Pages 20–21

Context D: Germany 1918–1939 ..... Pages 22–23

Use the information in the sources, and your own knowledge, to answer the questions.

Number the questions as shown in the question paper.

Some sources have been adapted or translated.



## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

## CONTEXT A: 1750s–1850s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about housing in the countryside in the late eighteenth century.

**Source A**

Many new houses have been built and old houses allowed to go to ruin. Farm houses have been built two stories high with slate roofs. Houses are much cleaner and have better furniture in them. People are better dressed. Instead of mean, dirty houses, built with stones, without cement, houses are now built by good builders using mortar. They are finished on the outside with lime.

1. Describe the improvements made to housing in the countryside between 1750 and 1850.

3

**Source B** is about changes in the textile industry.

**Source B**

In 1779 Samuel Crompton developed a spinning machine, Crompton's Mule. The Mule was able to produce a thread that was both soft and strong. This machine could spin 300 threads at once. From about 1790 steam-driven machines were introduced into the mills. A steam-driven mule needed only one operator to control a total of 1,200 spindles at the same time. As a result, by around 1830 large numbers of skilled spinners were no longer needed.

2. How important was new technology in the development of textile mills in Britain?

4

## SECTION B: ENQUIRY SKILLS

The issue for investigating is:

Improvements in diet and food supply were the main causes of population growth in Scotland between 1750 and 1850.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

Source C is taken from the Statistical Account of Scotland, 1791–1799, for Perthshire.

Source C

Within the past forty years there has been a great increase in the number of people, especially from the Highlands, who settle in Blairgowrie. The situation of the village is very healthy and it is well supplied with water. The village has plenty of butcher meat and other articles. Food supplies have increased very much within these few years. The inhabitants of Blairgowrie enjoy a reasonable degree of benefits and comforts of society.

3. How useful is **Source C** for investigating the causes of population growth in Scotland between 1750 and 1850?

3

Source D is from a modern textbook.

Source D

The population of Scotland grew rapidly in the 100 years after 1750. There were big improvements in personal hygiene which reduced the spread of disease. With the introduction of cheap soap and better water supplies, more people were able to wash themselves and their clothes. As industry expanded in the towns, there were many more jobs for young workers. Better housing conditions led to less disease.

4. What evidence is there in **Source C** that improved diet and food supply caused population growth in Scotland between 1750 and 1850?

What evidence is there in **Source D** that other factors caused population growth in Scotland between 1750 and 1850?

5

5. How far do you agree that improved diet and food supply were the main causes of population growth in Scotland between 1750 and 1850?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion.

4

[END OF CONTEXT IA]

Now turn to the Context you have chosen in Unit II.

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

## CONTEXT B: 1830s–1930s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about housing in the countryside in the late nineteenth century.

**Source A**

By the late nineteenth century, a great number of minor improvements were made. Following the end of the window tax, small windows became quite common. In some houses the fireplaces had a proper chimney. This helped overcome the problem of smoke. A door was cut on the front wall of the house so the door between the byre and the house was now blocked off. Earthen floors continued in most houses.

1. Describe the improvements which were made to housing in the countryside by the late nineteenth century.

3

**Source B** is about the railways.

**Source B**

Railways went on developing after 1850. Steel rails replaced iron from the 1870s. Four tracks were laid on busy main lines. Many more branch lines were opened. The block signalling system which divided the line into sections and only allowed one train in each section at a time, made travelling safer and faster. The design of locomotives made them more powerful and reliable. Britain's railways were at their peak around 1900.

2. How important was new technology in the development of railways in Britain?

4

## SECTION B: ENQUIRY SKILLS

**The issue for investigating is:**

Improvements in diet and food supply were the main causes of population growth in Scotland between 1830–1930.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is from the memories of Thomas Jones who grew up in Glasgow around 1900.

**Source C**

Great changes have taken place since the 1880s. Food is now more varied. Fresh fruit is available all year round. Cattle byres are now beyond the city outskirts and the milk supply is much cleaner. There is less drunkenness. Barefooted women and children were common 50 years ago. No-one ever sees them today.

3. How useful is **Source C** for investigating the causes of population growth in Scotland between 1830 and 1930? 3

**Source D** is from the New Statistical Account for Dundee.

**Source D**

There has been an extraordinary increase in the population. The increase is chiefly due to the great expansion of the linen trade which has produced so many jobs in spinning mills. The harbour has been extended and this has brought employment to thousands. Plenty of work has encouraged early marriages which has led to larger families. It has also brought families in from other parts of Scotland and from Ireland.

4. What evidence is there in **Source C** that improved diet and food supply caused population growth in Scotland between 1830 and 1930?

What evidence is there in **Source D** that other factors caused population growth in Scotland between 1830 and 1930? 5

5. How far do you agree that improved diet and food supply were the main causes of population growth in Scotland between 1830 and 1930?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IB]

**Now turn to the Context you have chosen in Unit II.**

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

## CONTEXT C: 1880s–Present Day

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about housing in the countryside after 1880.

**Source A**

The farmhouse in the village of Banavie, near Fort William, was once a two room stone cottage. The second storey of two bedrooms was added in 1889. Other improvements at that time included piped water from a dam on the hill. A flush toilet with a septic tank was also added to the house, something which was not widespread in many rural areas before 1930.

1. Describe the improvements which were made to housing in the countryside after 1880. **3**

**Source B** is about the growth of the motor car industry.

**Source B**

The motor car industry was a new industry in 1900. New technology meant that the car industry could use mass production methods. It produced a large number of cars cheaply and quickly. Machinery made the parts to the same quality. Workers specialised in one task only, which they could do quickly and which earned them good wages. In 1914 Britain produced 34,000 cars; by 1930 output had risen to 180,000.

2. How important was new technology in the development of the motor car industry? **4**

## SECTION B: ENQUIRY SKILLS

**The issue for investigating is:**

Improvements in diet and food supply were the main causes of population increase in Scotland 1900–1970.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is from the Third Statistical Account of Scotland for the Parish of Moulin in Perthshire, written in 1962.

**Source C**

The population of the parish has steadily increased. This is due to a number of factors, including people enjoying a more varied diet. The provision of school meals helps improve the diet. So too does the increasing pre-packing of food. This has given housewives more freedom to work in shops or hotels. Refrigeration provides a greater variety of fresh meat and fish throughout the year.

3. How useful is **Source C** for investigating the causes of population growth in Scotland between 1900 and 1970? 3

**Source D** is from “British Economic and Social History 1850–Present Day” by Philip Sauvain.

**Source D**

There were many reasons why the population grew in the twentieth century. The infant mortality rate fell. The removal of slums and building of better homes was another factor. Much higher standards of cleanliness also helped. People were eating better, more nourishing food, such as fruit and vegetables. Improvements in medicine meant people lived longer.

4. What evidence is there in **Source C** that improved diet and food supply caused population growth in Scotland between 1900–1970?

What evidence is there in **Source D** that other factors caused population growth in Scotland between 1900 and 1970? 5

5. How far do you agree that improved diet and food supply were the main causes of population growth in Scotland 1900–1970?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IC]

**Now turn to the Context you have chosen in Unit II.**

UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

CONTEXT A: 1790s–1820s

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the causes of war between Britain and France.

Source A

The French Government decided to spread word of the revolution. However, the fact they were prepared to use force was a worry for other countries. They called on the lower classes everywhere to join in the revolution. The British Government was frightened that some of the British lower classes might listen to them and rebel. This increased the hostility between the French and British Government. In 1793 war broke out.

1. How important was the fear of revolution in causing war with France? 3

Source B is about the Congress of Vienna.

Source B

Although the Vienna Settlement had great faults, some of its decisions showed much wisdom. The British representative decided that France should not be unfairly treated for the faults of Napoleon. Therefore he left France with no grievances. The Great Powers managed to establish a balance of power between themselves. They attempted to settle European problems by meeting together regularly.

2. Explain why the Congress of Vienna maintained peace in Europe after 1815. 4



**[Turn over for Section B on *Page ten***

*SECTION B: ENQUIRY SKILLS*

*Marks*

The following sources are about methods of naval warfare.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** was written by a crew member on one of Nelson's ships during the Battle of Trafalgar, 1805.

**Source C**

We were now unable to manoeuvre the ship since our yards, sails and masts were disabled. In this condition we lay by the side of the enemy firing away, and now and then we received fire from them. Often during the battle we could not see for the smoke, whether we were firing at an enemy or friend. However, our sailors fired at the enemy so fast that some went into the water.

3. How useful is **Source C** for investigating naval battle tactics in the early nineteenth century?

**3**

**Source D** is a painting of the Battle of Trafalgar, 1805.

**Source D**



4. How far do **Sources C** and **D** agree about the methods of naval warfare during the Napoleonic Wars? 4
5. How fully do **Sources C** and **D** describe the methods of fighting at sea during the Napoleonic Wars?

You must use evidence **from the sources** and **from your own knowledge** and give reasons for your answer. 4

[END OF CONTEXT IIA]

**Now turn to the Context you have chosen in Unit III.**

**UNIT II—INTERNATIONAL COOPERATION AND CONFLICT**

**CONTEXT B: 1890s–1920s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about the causes of the First World War.

**Source A**

Britain had not needed friends in Europe but she felt threatened by the system of alliances. By 1900 Europe was divided into two separate alliances. France's humiliating defeat by the Germans in 1871 led to her desire for revenge. In 1904, Britain and France signed the Entente Cordiale. Three years later, Britain also reached agreement with Russia. In 1914 war broke out.

1. How important was the Alliance System in causing tension in Europe before the First World War? 3

**Source B** is about the effects of the Treaty of Versailles.

**Source B**

In 1920 Keynes published a book criticising the Treaty of Versailles. He said that the Treaty would eventually prove disastrous. He was very critical of the economic terms of the Treaty. The reparations, he said, could never work. Keynes argued that the Treaty would cripple Germany. A poor Germany would mean a poor Europe. Many Britons growing up during the next twenty years agreed that the Treaty of Versailles was not worth defending.

2. Explain why many people criticised the Treaty of Versailles. 4

*SECTION B: ENQUIRY SKILLS*

The following sources are about the use of new technology during the First World War.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is taken from the diary kept by George Coppard who fought in the First World War, 1914–1918.

**Source C**

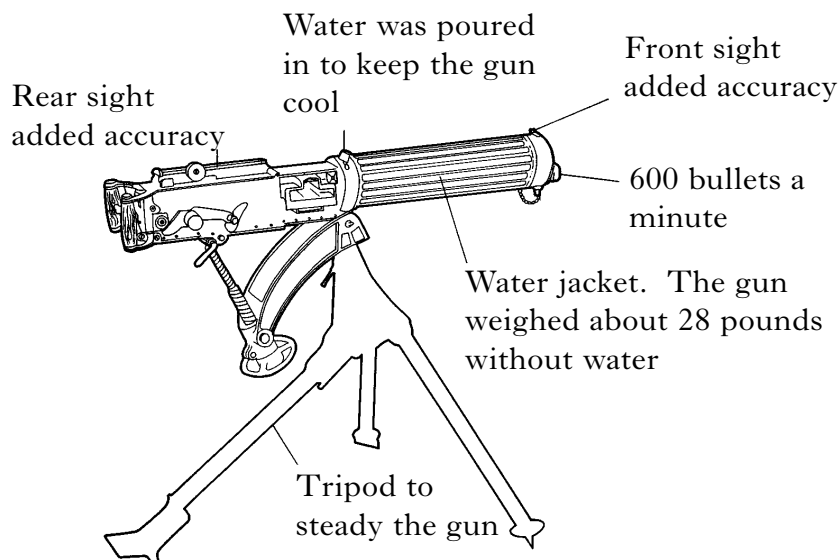
The Vickers machine gun proved to be successful, being highly efficient, reliable, compact and reasonably light. The tripod was the heaviest component, weighing about 50 pounds; the gun itself weighed 28 pounds without water. In good condition the rate of fire was 600 bullets a minute. The use of front and rear sights increased the accuracy of the weapon. Machine guns killed thousands of men.

3. How useful is **Source C** for investigating the use of machine guns during the First World War?

3

**Source D** is a diagram of a machine gun taken from a history text book.

**Source D**



4. How far do **Sources C** and **D** agree about the Vickers machine gun?
5. How fully do **Sources C** and **D** describe the new technology used on the Western Front during the First World War?

4

You must use evidence **from the sources** and **from your own knowledge** and give reasons for your answer.

4

[END OF CONTEXT IIB]

**Now turn to the Context you have chosen in Unit III.**

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

## CONTEXT C: 1930s–1960s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about the causes of the Second World War.

**Source A**

On September 1 1939, Germany invaded Poland. By that time both France and Britain had decided that they could not give into Hitler any more. They had both told Poland that they would support her if she was attacked by Germany. Hitler thought he could get away with force as Britain and France wanted to avoid a war. However, when Hitler invaded Poland, Britain and France sent Germany an ultimatum. War began on 3rd September.

1. How important was Hitler's attack on Poland in causing the Second World War?

3

**Source B** is about the effects of building the Berlin Wall in 1961.

**Source B**

To stop the huge numbers of young, talented and educated Berliners leaving for the West, the East German government built a concrete wall. It divided the city of Berlin into two parts. Any East Berliner who tried to escape over the wall was shot. The Americans were furious. President Kennedy tried to persuade the Soviet Union to pull down the wall, but he failed. The wall stayed up and the killings continued. Each escape attempt and each killing raised tension between East and West.

2. Explain why the building of the Berlin Wall caused a crisis in 1961.

4

## SECTION B: ENQUIRY SKILLS

The following sources are about the effects of new technology used during the Second World War.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

In **Source C** a Hiroshima survivor describes what happened shortly after the first atomic bomb was dropped on Hiroshima on 6 August 1945.

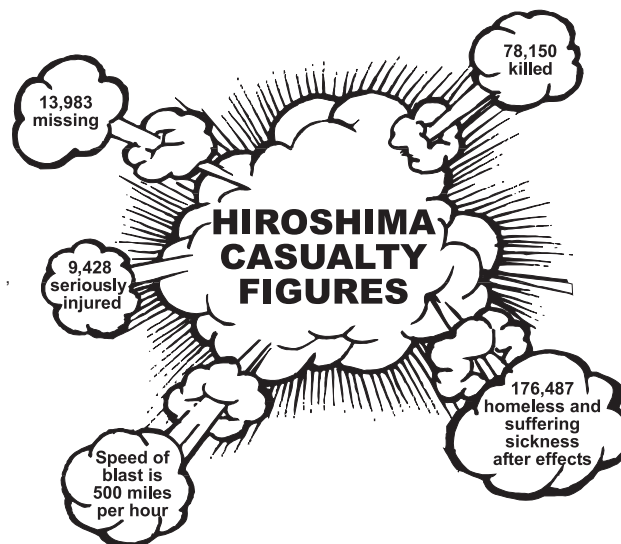
**Source C**

Suddenly a glaring pinkish light appeared in the sky, followed by a huge tremor. Almost immediately, a wave of heat and wind swept away everything in its path. Many were killed instantly, others were lying on the ground screaming in agony from the intolerable pain of their burns. Everything standing upright in the way of the blast—walls, housing, factories and other buildings—was completely destroyed.

3. How useful is **Source C** for investigating the effects of the atomic bomb dropped on Japan in 1945?

3

**Source D** is a diagram showing the damage caused to Hiroshima by the atomic bomb.

**Source D**

4. How far do **Sources C** and **D** agree about the effects of the atomic bomb?
5. How fully do **Sources C** and **D** describe the effects of new technology in the Second World War?

4

You must use evidence **from the sources** and **from your own knowledge** and give reasons for your answer.

4

[END OF CONTEXT IIC]

**Now turn to the Context you have chosen in Unit III.**

## UNIT III—PEOPLE AND POWER

## CONTEXT A: USA 1850–1880

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about the problems Westward expansion caused Native Americans.

**Source A**

The Native American tribes were not especially troubled by the first pioneers. Soon, however, the white settlers poured west in ever increasing numbers. Hunters virtually wiped out the buffalo. Buffalo Bill killed 4,280 buffalo in eighteen months. This helped destroy the traditional Native American way of life. Tribes were moved onto reservations where they were treated badly by white traders.

1. Explain the problems affecting Native Americans as a result of Westward expansion. **3**

**Source B** was written by Joseph Smith, a Mormon leader, describing how Mormons were treated.

**Source B**

We made purchases of land. Peace and happiness was enjoyed throughout our neighbourhood. However, we did not get on with our neighbours due to their sabbath breaking and gambling. They began to ridicule us. Then an organised gang burned our houses. Finally, they drove us from our homes. This was ignored by the government.

2. Describe the treatment received by the Mormons. **3**



*SECTION B: ENQUIRY SKILLS*

The following sources are about Abraham Lincoln's election as President.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** describes Southerners' views about the election of President Lincoln.

**Source C**

During the 1860 election, the Republican Party candidate, Abraham Lincoln, won every Northern state. Only a handful of Southerners voted for Lincoln. For many Southerners, Lincoln's election was the final straw. They said that the North had elected a president who believed slavery was a terrible injustice. This would lead to slavery's extinction. This seemed a threat and offended Southern honour.

3. What was the attitude of the Southerners, in **Source C**, towards the election of Lincoln?

3

**Source D** is about the election of 1860.

**Source D**

In 1860, the leaders of the Republican Party asked Abraham Lincoln to run for president. Most people in the North voted for Lincoln. However, he had little support in the South. He did not insist on ending slavery in the South, but he would not let it spread to new territories. However, plantation owners in the South were terrified that slavery would die out. This would ruin their plantations and make them poor. Lincoln won the election in November 1860.

4. How far do **Sources C** and **D** agree about the election of Lincoln?

4

*[END OF CONTEXT IIIA]*

**UNIT III—PEOPLE AND POWER**

**CONTEXT B: INDIA 1917–1947**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about how Britain benefited from ruling India.

**Source A**

Britain took control of India in the 18th century. India became the “Jewel in the Crown” of the British Empire. The British army in India was paid for by Indians and was used in other parts of Asia and Africa. The army provided many important jobs for Britons. India was a valuable trading partner for Britain as India bought a lot of cloth from Lancashire.

1. Explain why Britain benefited from ruling India.

**3**

**Source B** is about the way Untouchables were treated in India.

**Source B**

Caste not only determines a person’s job, but how others treat them. The Untouchables are outside the caste system. Untouchables have to do jobs no-one else will do such as toilet cleaning. They have to use separate entrances to buildings. They must drink from separate wells.

2. Describe how many Indians treated the Untouchables.

**3**

*SECTION B: ENQUIRY SKILLS*

The following sources are about the appeal of Gandhi.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** was said by the English judge who sent Gandhi to jail in 1922.

**Source C**

I know that you are different from any other person I have tried. It would be impossible to ignore the fact that to millions of your countrymen you are a great patriot and a great leader. Even those who hold different views from you look up to you as a man of high and saintly ideals. I do not forget you have done much to prevent violence.

3. What was the attitude of the English judge, in **Source C**, towards Gandhi? 3

**Source D** is part of a speech by Nehru who worked closely with Gandhi.

**Source D**

Ghandi got on so well with the masses of the Indian people. This meant that older leaders were pulled towards him. The fact that stood out about Ghandi was how he attracted people of different kinds. He thereby became a link between different groups from the poorest peasant, to rich businessmen. I have come across no-one like him in my life.

4. How far do **Source C** and **D** agree about Gandhi's appeal? 4

[END OF CONTEXT IIIB]

## UNIT III—PEOPLE AND POWER

## CONTEXT C: RUSSIA 1914–1941

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is about the difficulties faced by the Provisional Government.

**Source A**

The Provisional Government in 1917 wanted to build a democratic Russia. By July 1917, the crowds on the streets had freedom. There was a shortage of food because the railways could not bring enough to the cities. Many Russian soldiers had decided to desert. In the factories there were many strikes.

1. Explain why the Provisional Government faced difficulties in 1917.

3

Source B is about how Stalin treated the Kulaks.

**Source B**

Since the death of Lenin, Stalin had been building up his control of the Communist party. In the winter of 1929 he began the policy of combining farms known as collectivisation. Many wealthier peasants or Kulaks resented this. Stalin's soldiers shot peasants who were resisting collectivisation. Poor peasants were encouraged to denounce these wealthier peasants as Kulaks. Any Kulak could be sent to prison.

2. Describe the ways in which Stalin treated the Kulaks.

3

*SECTION B: ENQUIRY SKILLS*

The following sources are about the appeal of Lenin.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is from the memoirs of a Russian, Ivan Sukhanov, who knew Lenin.

**Source C**

Lenin could rightfully claim he created the Communist party. Several times when our hold on power was threatened he took bold action to save it. Lenin did this by signing an unpopular peace treaty in 1918. He also introduced the New Economic Policy in 1921. Lenin made Russian Communism a world force. He never boasted about his great achievements but I, like thousands, mourned his death.

3. What is the attitude of Sukhanov, in **Source C**, towards Lenin?

3

**Source D** is from “Hammer and Sickle” by Tony Howarth.

**Source D**

When Lenin died in 1924, the Communist party that he had created had grown to half a million members. Thousands of sad Russians queued for hours in the biting cold of Moscow to see his body. They wanted to see the man who had made Communism a world force. He was the man who brought in the New Economic Policy. The Party changed the name of Petrograd to Leningrad as an honour to him.

4. How far do **Sources C** and **D** agree about Lenin?

4

[END OF CONTEXT IIC]

## UNIT III—PEOPLE AND POWER

## CONTEXT D: GERMANY 1918–1939

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** describes the problems of hyperinflation faced by Germany in 1923.

**Source A**

In Germany, 1923 was the year of hyperinflation. Old people with pensions suffered because, as prices rose, their income stayed the same. People with money in the bank found their savings lost their value. Workers were paid twice a day so they could spend their wages on food before prices went up again. Others did well out of the economic difficulties. Those who had borrowed money previously, found it very easy to repay their debts.

1. Explain why hyperinflation caused hardship for German people.

3

**Source B** is from “Hitler’s Domestic Policy” by Andrew Boxer.

**Source B**

In 1933 the Nazi Government introduced a number of restrictions on Jews. In April, laws were passed forcing Jews out of the Civil Service and legal professions. President Hindenburg insisted this should not apply to Jews who had fought in the war and Hitler agreed. Later, in April, a law banned Jewish doctors from working for the state. Increasing numbers of Jews now tried to leave Germany.

2. Describe the ways Hitler treated the Jews before 1939.

3

*SECTION B: ENQUIRY SKILLS*

The following sources are about the appeal of Adolf Hitler to the German people.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is from Kurt Ludecke's book "I Knew Hitler", published in 1938.

**Source C**

When Hitler stepped onto the platform, there was not a sound to be heard. Then he began to speak, quietly at first. Before long, however, his voice had risen to a hoarse shriek that gave an extraordinary effect. He was holding the masses, and me with them, under a hypnotic spell. I don't know how to describe the emotions that swept over me as I heard this man. When he spoke of the disgrace of Versailles, I felt ready to spring on any enemy.

3. What is the attitude of the author, in **Source C**, towards Hitler's appeal as a speaker? **3**

**Source D** describes Hitler speaking at a Nazi rally.

**Source D**

When Hitler moved onto the stage, 100,000 people became silent. Hitler started his speech very quietly. People had to strain to hear him. By the end, however, he was yelling at the crowd and the crowd yelled back. Hitler spoke of how awful the Treaty of Versailles was and of the need to tear it up. The crowd were hypnotised by Hitler. When he finished, the audience rose and cheered and cheered.

4. To what extent do **Sources C** and **D** agree about Hitler as a speaker? **4**

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

Unit II Context A Section B Source D—Painting *Scene at the Battle of Trafalgar* taken from page 160–161 of *Trafalgar: The Nelson Touch* by David Howarth. ISBN 1 84212 717 9. Permission is being sought from Orion Publishing Group

Unit II Context B Section B Source D—Diagram of a Machine Gun taken from *War Beyond Britain* by Fiona Reynoldson. ISBN 0 435 31744 X. Permission is being sought from The Imperial War Museum. No further action is required as cannot trace source.