National Qualifications 2017

X737/75/11 History

TUESDAY, 9 MAY
1:00 PM – 2:45 PM

Total marks — 60

SECTION 1 — SCOTTISH CONTEXTS — 20 marks
Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 20 marks
Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks
Attempt ONE part.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

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SECTION 1 — SCOTTISH CONTEXTS

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SECTION 3 — EUROPEAN AND WORLD CONTEXTS

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MARKS

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part A — The Wars of Independence, 1286–1328

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

1. Explain the reasons why many Scots were unhappy to accept the Maid of Norway as their queen. **5**

Source A is from a textbook written by a modern historian in 2009.

Source A

> After the Scots asked for his help, King Edward I called for a parliament to be held in May 1291 to settle the future of the Scottish crown. The location he chose was Norham Castle on the English side of the River Tweed. He said that the proceedings would not start until the Guardians and the claimants to the throne had acknowledged his position as overlord of Scotland. The Scots were stunned.

2. Evaluate the usefulness of **Source A** as evidence of problems the Scots faced when judging the Great Cause. **5**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

3. Describe the actions Edward I took to assert his authority over Scotland in 1296. **5**

Source B is about what happened to William Wallace after the Battle of Falkirk.

Source B

> For many years, little was known about Wallace's activities between his defeat at Falkirk and his death. He certainly left Scotland. Historians found a "safe conduct" which was given to Wallace in 1300 by the King of France. Wallace travelled to France as part of his campaign to free John Balliol. Wallace apparently planned to visit the Pope to get him on Balliol's side. His campaign failed however and Wallace was back in Scotland well before 1305 where he continued to fight against Edward's rule.

4. How fully does **Source B** describe what happened to William Wallace after the Battle of Falkirk? (Use the source and recall to reach a judgement.) **5**

[Now go to SECTION 2 starting on page 08]

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part B — Mary Queen of Scots, and the Scottish Reformation, 1542–1587

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

5. Explain the reasons why Mary, Queen of Scots left Scotland for France in 1548. **5**

6. Describe the events that led to Scotland becoming a Protestant country in 1560. **5**

Source A is from a textbook written by a modern historian in 2013.

Source A

> On the night Darnley was killed, everyone in the palace was woken by a deafening noise that shook the entire area. Mary asked what cannon were firing as she thought they were under attack. But no one knew what was happening. All over town, people hurried outside to discover what dreadful disaster had occurred. Those who lived in Kirk o' Field stared in disbelief at the house where Darnley was staying, which was now rubble.

7. Evaluate the usefulness of **Source A** as evidence of the death of Darnley in 1567. **5**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

Source B describes the events relating to the abdication of Mary, Queen of Scots in 1567.

Source B

> Many of the Scottish nobles were outraged that Mary had married the Earl of Bothwell. Some of the Protestant nobles decided to rebel against Mary and Bothwell, including her half-brother the Earl of Moray. The Protestant nobles raised an army and so did Mary and her new husband. The two armies met at Carberry on 15th June 1566. The nobles said they would withdraw if Mary gave up Bothwell but she refused. Bothwell escaped to Denmark and Mary surrendered to the Scottish nobles.

8. How fully does **Source B** describe the events relating to the abdication of Mary, Queen of Scots? (Use the source and recall to reach a judgement.) **5**

[Now go to SECTION 2 starting on page 08]

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part C — The Treaty of Union, 1689–1715

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

Source A describes the causes of tension between Scotland and England up to 1707.

Source A

> Relations between Scotland and England were very poor in these years. In England there was a lot of resentment at the level of support for the Jacobites in Scotland. The Scots were angry at not being consulted by the English over the Act of Settlement of 1701. As the smaller partner in the union of crowns the Scots felt their interests were ignored. The Scots were also annoyed that they had not been consulted over entry into the war of Spanish Succession.

9. How fully does **Source A** describe the causes of tension between Scotland and England up to 1707? (Use the source and recall to reach a judgement.) **5**

10. Describe the arguments used by the opponents of Union in Scotland. **5**

11. Explain the reasons why many Scots were in favour of Union with England. **5**

Source B is from a textbook written by a modern historian in 1996.

Source B

> Many Kirk ministers were very concerned about the possibility of union. But when Parliament passed an Act for the Security of the Kirk many of them changed their tune. The Equivalent was the biggest incentive for many as it led to the sum of over three hundred thousand pounds sterling to be sent in cash to Scotland. English guarantees over the independence of the Scots legal system also soothed most fears within the Scottish legal profession.

12. Evaluate the usefulness of **Source B** as evidence of the reasons why the Scots Parliament passed the Treaty of Union. **5**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 2 starting on page 08]

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part D — Migration and Empire, 1830–1939

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

13. Describe the impact the Empire had on Scotland between 1830 and 1939. **5**

Source A describes the importance of the Catholic Church to Irish immigrants in Scotland.

Source A

> Seventy five percent of Irish immigrants to Scotland were Catholic and by 1902 there were 234 priests ministering to the Irish community in Glasgow. The church enabled them to keep their religious identity in Scotland through worshipping in their traditional way. It was the centre of social life for many Irish immigrants, offering a friendly environment where people could meet and be made welcome. The church also established youth groups. The church also attempted to tackle some of the issues Scottish society faced, such as the problem of poverty.

14. How fully does **Source A** describe the importance of the Catholic Church to Irish immigrants in Scotland? (Use the source and recall to reach a judgement.) **5**

Source B is from a textbook written by a modern historian in 2007.

Source B

> Jewish immigrants usually lacked the experience needed to work in heavy industry but instead they supplied goods and services. The Census of 1891 showed that in the Gorbals in Glasgow, where most of the working class Jews lived, 195 Jews worked in the clothing industry. Another 116 made a living selling door to door or running small shops. Many had practised these occupations in their native country so they brought these skills with them.

15. Evaluate the usefulness of **Source B** as evidence of the work done by immigrants in Scotland. **5**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

16. Explain the reasons why many Scots were attracted to start new lives overseas. **5**

[Now go to SECTION 2 starting on page 08]

MARKS

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

Part E — The Era of the Great War, 1900–1928

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

17. Describe the conditions Scottish soldiers faced in the trenches. **5**

18. Explain the reasons why rationing was introduced during the Great War. **5**

Source A describes the changing role of women during the Great War.

Source A

> The Great War was a crucial time for women. This is because it gave women an opportunity to prove themselves in a male-dominated society, doing more than cleaning the house and looking after children. With so many men going to war, there was a large gap in employment and women responded by replacing men in the workplace. The Women's Royal Air Force was created, where women worked on planes as mechanics. Some of the less well known roles of women in the war included selling war bonds.

19. How fully does **Source A** describe the changing role of women during the Great War? (Use the source and recall to reach a judgement.) **5**

Source B is from a textbook written by a modern historian in 1989.

Source B

> The Great War had a considerable impact on Scotland's fishing industry. By 1919 the hundreds of fishing boats that had been working for the Royal Navy were free again to go fishing. It meant there were far more boats chasing the same amount of fish, and many boats could not make enough money to stay in business. On top of that it was far more difficult to sell fish. Before the war most of the herring that were caught were sold to Germany and Russia.

20. Evaluate the usefulness of **Source B** as evidence of the effects of the Great War on Scotland's industries. **5**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 2 starting on page 08]

MARKS

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part A — The Creation of the Medieval Kingdoms, 1066–1406

Answer the following **three** questions using recalled knowledge and information from the sources where appropriate.

21. Explain the reasons why David I was influenced by the Normans during his reign. **6**

22. To what extent were illegal castles Henry II's greatest problem when he became king in 1154? **8**

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from a chronicle, written by a monk in 1381.

Source A

> King Richard II was eager to end the revolt and so agreed to meet the peasants. Whilst at the meeting, a fight broke out and the peasants' leader, Wat Tyler was killed. The peasants immediately took up their weapons to fight but the king rode toward them and persuaded them to put their weapons away. The king promised the peasants that they would be treated fairly and so they agreed to go home.

23. Evaluate the usefulness of **Source A** as evidence of the reasons for the failure of the Peasants' Revolt. **6**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 3 starting on page 14]

MARKS

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part B — War of the Three Kingdoms, 1603–1651

Answer the following **three** questions using recalled knowledge and information from the sources where appropriate.

Source A is from the Protestation of 1621, a statement from the House of Commons of England.

Source A

> After many years of growing discontent we the members assemble in Parliament to make our protest formally. The privileges of Parliament are our ancient birth right. Matters concerning the king, state, defence, the church and the making of laws are for debating in Parliament only. And that, if any of its members are questioned for anything said or done in Parliament, the same is to be applied to the king.

24. Evaluate the usefulness of **Source A** as evidence of the arguments between Parliament and King James VI and I. **6**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

25. Explain the reasons why Charles I was unpopular in Scotland. **6**

26. To what extent were financial disputes between Charles I and Parliament the main reason for the outbreak of the Civil War? **8**

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

[Now go to SECTION 3 starting on page 14]

MARKS

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part C — The Atlantic Slave Trade, 1770–1807

Answer the following **three** questions using recalled knowledge and information from the sources where appropriate.

27. To what extent was increased employment the main benefit the slave trade brought to Britain? **8**

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

28. Explain the reasons why the slave trade had a negative impact on the Caribbean islands. **6**

Source A is from an Abolitionist speech made by William Wilberforce to the House of Commons on the 12th May 1789.

Source A

> Let anyone imagine to himself 600 of these unfortunates chained two and two. The right ankle of one is connected with the left ankle of another by a small iron fetter. The slaves are so miserable at leaving their country, that they set sail at night, unaware of their departure. For exercise, these miserable people, loaded down by chains and suffering from disease, are forced to dance by the terror of the whip.

29. Evaluate the usefulness of **Source A** as evidence used by the abolitionists to argue against the slave trade. **6**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

[Now go to SECTION 3 starting on page 14]

MARKS

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part D — Changing Britain, 1760–1914

Answer the following **three** questions using recalled knowledge and information from the sources where appropriate.

30. To what extent was a lack of clean water the main reason for poor health in towns during the nineteenth century? **8**

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is an extract from the Factory Act passed by the government in 1833.

Source A

- No children under the age of 9 are permitted to work in textile mills
- Children aged 9–13 must not work more than 8 hours each day
- Children aged 14–18 must not work more than 12 hours each day
- Children under 18 must not work at night
- Government factory inspectors will be given the power to demand entry to textile mills and enforce these rules

31. Evaluate the usefulness of **Source A** as evidence of the ways working conditions in factories were improved by 1900. **6**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

32. Explain the reasons why the Chartists failed to achieve their aims. **6**

[Now go to SECTION 3 starting on page 14]

MARKS

SECTION 2 — BRITISH CONTEXTS — 20 marks

Part E — The Making of Modern Britain, 1880–1951

Answer the following **three** questions using recalled knowledge and information from the sources where appropriate.

33. To what extent were the reports of Booth and Rowntree the main reason for changing attitudes to poverty around 1900? **8**

(You must use recalled knowledge to present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

34. Explain the reasons why the Liberal Reforms of 1906–1914 improved the lives of some British people. **6**

Source A is a government advertisement published in May 1948.

Source A

YOUR NEW
NATIONAL HEALTH SERVICE

On 5th July the new National Health Service starts for the benefit of the public all over Britain.

Anyone can use it — men, women and children. There are no age limits. You can use any part of it, or all of it, as you wish. Your right to use the National Health Service does not depend upon any weekly payments.

Choose your doctor now.

35. Evaluate the usefulness of **Source A** as evidence of the introduction of the National Health Service in 1948. **6**

(You may want to comment on what type of source it is, who wrote it, when they wrote it, why they wrote it, what they say and what has been missed out.)

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MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part A — The Cross and the Crescent: the Crusades, 1071–1192

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** are about Pope Urban II's speech in 1095.

Source A

> In 1095, Pope Urban II held a meeting in France. At the meeting, the Pope said that Jerusalem must be recaptured and protection given to Christian churches and shrines there. The Pope warned that every Christian in the west must fight or the Muslims could advance into Europe. He appealed to the knights to stop their violent behaviour towards each other and use their military skills against God's enemy in the east.

Source B

> Pope Urban II's speech at Clermont shocked all those who heard it. The Pope said a Christian army must be called to stop the Muslims before they captured every city they attacked. Pope Urban told the knights of Europe to stop fighting amongst each other and unite against the infidel. The Pope said Jerusalem was the most important city in the world and that it must be taken back from the Muslims.

36. Compare the views of **Sources A** and **B** about Pope Urban II's call for the First Crusade in 1095. (Compare the sources overall and/or in detail.) **4**

MARKS

Source C explains why Jerusalem was difficult to capture in 1099.

Source C

> The Crusaders' joy at reaching Jerusalem did not last long. The Muslims were well prepared for an attack and had strengthened the wall around the city. As well as this, the Muslims had collected the harvest early and had enough food to last for several months. The Crusaders attacked Jerusalem but the Muslims fought back and forced them to retreat. The Crusaders did not have scaling ladders or siege machines and so could not launch another attack until supplies arrived from Europe.

37. How fully does **Source C** explain the reasons why Jerusalem was difficult to capture in 1099? (Use the source and recall to reach a judgement.) **6**

38. Explain the reasons why the Crusaders had problems after the First Crusade. **5**

39. Describe the Battle of Arsuf in 1191. **5**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part B — "Tea and Freedom": the American Revolution, 1774–1783

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

40. Explain the reasons why some British people sympathised with America during the American Revolution. **5**

Sources A and **B** are about the Continental Army.

Source A

> The Continental Army was led by George Washington, who was an experienced soldier. The troops themselves were usually inexperienced in battle and for many it was their first time fighting. Many soldiers left to return home, leaving the army without enough men. The Continental Army always lacked sufficient cavalry and artillery. Washington was always short of money to buy much needed supplies or to pay his soldiers.

Source B

> The army needed troops even more than fortifications, and Washington appealed to Congress to provide them. Many of the soldiers needed practice with their weapons, so early in July he ordered that each man was to fire two rounds — hardly extensive training but all that supplies permitted. The Continental Army was always short of ammunition. Gunpowder was always in short supply but houses were stripped of lead for bullets.

41. Compare the views of **Sources A** and **B** about the capabilities of the Continental Army. (Compare the sources overall and/or in detail.) **4**

42. Describe the events of the British defeat at Saratoga. **5**

MARKS

Source C is about help given to the colonists after the British defeat at Saratoga.

Source C

> After the British defeat at Saratoga, many in Europe were keen to take advantage of British weakness. France, in particular, wanted revenge for the loss of her colonies. In order to help the colonists France offered financial support. France also gave military assistance in the form of soldiers and gunpowder to put more pressure on Britain. Spain saw an opportunity to try to retake Gibraltar to distract Britain. Finally, France and Spain joined forces and threatened to invade Britain in 1779.

43. How fully does **Source C** explain the reasons why help was given to the colonists in their war against Britain? (Use the source and recall to reach a judgement.) **6**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part C — USA, 1850–1880

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** are about the treatment of slaves on Southern Plantations.

Source A

> The cotton planter gave me meat and bread with the other slaves, which was not half enough for me to live upon. He flogged me nearly every day. He set me to work without any shirt in the cotton field, in a very hot sun. When a slave runs away, the master always adopts a more strict system of flogging. When I was caught, I got a severe flogging of one hundred lashes each time.

Source B

> The usual method of punishing slaves was using a system of floggings, beatings and in some severe cases, hanging. As well as the beatings, slaves were given the absolute minimum amount of food to survive. Some slaves were punished by being tied to trees on the plantation, often in the burning heat of the sun. However, some slaves were treated better on plantations by their masters.

44. Compare the views of **Sources A** and **B** about the treatment of slaves on Southern Plantations. (Compare the sources overall and/or in detail.) **4**

MARKS

Source C is about the reasons for Southern secession in 1861.

Source C

> Why did the Confederate states secede? Some writers argued they seceded to escape the high taxes that they thought would come with a Republican election victory. The main reason for secession was that the Southerners had come to feel themselves a separate community. They had come more and more to dislike and despise, to hate and fear, their northern neighbours. There was also a feeling in the South that there would be more advantages to secession than staying in the union.

45. How fully does **Source C** explain the reasons for Southern secession in 1861? (Use the source and recall to reach a judgement.) **6**

46. Describe the activities of the Freedmen's Bureau. **5**

47. Explain the reasons why there was conflict between white settlers and Native Americans. **5**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part D — Hitler and Nazi Germany, 1919–1939

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

48. Describe the appeal of Adolf Hitler to many Germans between 1929 and 1933. **5**

Sources A and **B** are about the Night of the Long Knives in 1934.

Source A

> On the night of 29–30 June, units of the SS arrested the leaders of the SA as well as political opponents. The arrests carried on for two more nights. In total 77 men were executed on charges of treason. Röhm was shot and others were beaten to death. The SA was placed under the command of the army. Hitler received an oath of allegiance from all those who served in the army.

Source B

> Members of the SS stormed a hotel where the SA had gathered, pulled Röhm and his henchmen from their beds and had them arrested. Some were promptly executed. Röhm was taken to a Munich prison, along with other SA leaders, and there awaited his fate. He was given a chance to shoot himself, but did not take it. An SS officer entered his cell and shot Röhm at point blank range.

49. Compare the views of **Sources A** and **B** about the events of the Night of the Long Knives. (Compare the sources overall and/or in detail.) **4**

50. Explain the reasons why there was a lack of effective opposition in Nazi Germany between 1933 and 1939. **5**

MARKS

Source C is about Nazi education policies.

Source C

> Education played a very important part in Nazi Germany. Schools tried to develop a loyal following for Hitler. Geography taught pupils about the land that Germany lost in 1919 to make them understand the need for more living space. The science curriculum was changed so shooting had to be studied as well as bridge building and the impact of poisonous gases. Girls had a different curriculum as they studied domestic science and racial studies. Both of these were to prepare a young girl to be the perfect wife and mother.

51. How fully does **Source C** explain Nazi education policies? (Use the source and recall to reach a judgement.) **6**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part E — Red Flag: Lenin and the Russian Revolution, 1894–1921

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

52. Describe the events of Bloody Sunday in January 1905. **5**

Source A is about Stolypin's reforms.

Source A

> Stolypin's government did gradually bring about a number of economic and social reforms in Russia. He ordered the Zemstvos to carry out a huge expansion of health services to the provinces. In 1912 a system of health insurance was set up for workers. Compulsory universal education within ten years became a declared aim. By 1914 the government had established 50,000 additional primary schools, administered and funded by the Zemstvos. There was also an expansion of secondary and higher educational institutions.

53. How fully does **Source A** explain the impact of Stolypin's reforms? (Use the source and recall to reach a judgement.) **6**

54. Explain the reasons why Tsar Nicholas II abdicated in March 1917. **5**

MARKS

Sources B and **C** are about the Russian Civil War.

Source B

> The territory held by the Bolsheviks was a great advantage to them — their control of central areas meant shorter lines of supply and communication. However the White forces stretched right out along the edges of Russia — in Siberia, the western borderlands and along the Volga in the South. The Bolsheviks were better prepared to mobilise their troops and acquire resources. In contrast the Whites were disorganised in battle. Eventually the Bolsheviks were victorious.

Source C

> During the Civil War, Russian people suffered greatly, families were torn apart and there were huge numbers of casualties. The Bolsheviks won the Civil War largely because they were well prepared and disciplined. In comparison the Whites were disorganised, lacking in the ability to properly mobilise and lead their troops. The Bolsheviks held better territory and had access to railways for their communication and supply lines.

55. Compare the views of **Sources B** and **C** about the reasons why the Bolsheviks won the Civil War. (Compare the sources overall and/or in detail.) **4**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part F — Mussolini and Fascist Italy,1919–1939

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

56. Describe Mussolini's economic policies up to 1939. **5**

Sources A and **B** are about Fascist propaganda.

Source A

> Italian Fascists relied a great deal on propaganda to maintain support. Mussolini was portrayed as athletic, strong and courageous and most Italians believed this. The Fascist regime was very successful in controlling the output of radio and cinema. One admirer of him was the British Foreign Secretary, Austen Chamberlain, who was widely reported as saying that Mussolini was "a wonderful man working for the greatness of his country".

Source B

> Fascist propaganda made many claims about Mussolini. Few Italians believed the ridiculous claims that Mussolini was a brilliant athlete and musician. While the Fascist regime did its best to control the media, in reality Italians watched American films which certainly did not support Fascist ideas. Foreigners could see through the Fascists' crude propaganda attempts and in the European press Mussolini was often presented as a figure of fun.

57. Compare the views of **Sources A** and **B** on the effectiveness of Fascist propaganda. (Compare the sources overall and/or in detail.) **4**

MARKS

Source C is from a history textbook.

Source C

> Benito Mussolini's Fascist regime came to power in Italy in 1922. He quickly set about removing democratic rights and freedoms. It took Mussolini some time to fully develop his foreign policy. His main aim was to make Italy respected as a world power. To achieve this he wanted to build up the Italian armed forces to make Italy feared. Mussolini was determined that one day Italy would be the dominant power in the Mediterranean. He was particularly keen to extend Italian influence in the countries of the Balkans.

58. How fully does **Source C** explain the aims of Fascist foreign policy up to 1939? (Use the source and recall to reach a judgement.) **6**

59. Explain the reasons why opposition never posed a serious threat to the Fascist state. **5**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part G — Free at Last? Civil Rights in the USA, 1918–1968

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

Sources A and **B** describe the activities of the Ku Klux Klan.

Source A

> Dressed in their white hoods the Klan were very frightening — they looked like ghosts! They sneaked around at night when us blacks were in our beds. My father told me that I should avoid them at all costs. He said the Klansmen tied up the blacks that they caught and beat them. They left their victims with their hands tied in the air and the blood streaming out of their wounds.

Source B

> The Klan came to my house about ten o'clock. I was in bed at that time fast asleep. I jumped up, stepped to the door and looked out. As far as I could see they were all disguised, with white sheets pulled over their heads. The Klansmen came in and when I spoke they grabbed me. They took me out into the yard and struck me three times over the head with a pistol.

60. Compare the views of **Sources A** and **B** about the activities of the Ku Klux Klan. (Compare the sources overall and/or in detail.) **4**

MARKS

Source C is about the growth of the civil rights movement after 1945.

Source C

> Soldiers in World War II experienced life in a more equal society when abroad and were determined to fight against discrimination when they returned. In the years that followed the war the campaign to gain equality for black Americans grew. Black Americans were better educated than previous generations and therefore better equipped to challenge discrimination. The success of the Montgomery Bus Boycott encouraged others to become involved in the fight for civil rights. The leadership of civil rights campaigner Martin Luther King inspired others to join the civil rights campaign.

61. How fully does **Source C** explain the reasons why there was a growth in the civil rights movement after 1945? (Use the source and recall to reach a judgement.) **6**

62. Describe the events at Central High School in Little Rock, Arkansas in 1957. **5**

63. Explain the reasons why race riots broke out in the ghettos of Northern cities in the 1960s. **5**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part H — Appeasement and the Road to War, 1918–1939

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

64. Explain the reasons why France and Britain did not take military action against German rearmament up to 1938. **5**

65. Describe the events leading to Germany's Anschluss with Austria in 1938. **5**

Source A is about Neville Chamberlain and the policy of appeasement.

Source A

> In March 1939, Chamberlain abandoned appeasement and promised to defend Poland if the Nazis invaded. The main reason was the invasion of Czechoslovakia which proved that Hitler was a liar and that he did not just want land where Germans lived. In addition, many were influenced by Churchill's speeches which meant appeasement was losing the support of the British people. Kristallnacht proved that the Nazi regime was evil and ought to be resisted. Rearmament had strengthened Britain's armed forces too and gave Chamberlain the confidence to tackle Nazi aggression.

66. How fully does **Source A** explain the reasons why Chamberlain abandoned the policy of Appeasement? (Use the source and recall to reach a judgement.) **6**

MARKS

Sources B and **C** are about the reasons why Stalin signed the Nazi-Soviet Non-Aggression Pact in 1939.

Source B

> The agreement shocked the world as each nation had been the sworn enemy of the other. By signing the pact the Soviet Union gained time to prepare its defences against a future German attack. Stalin also gained the opportunity to take back lands Russia lost in the aftermath of the First World War. The half-hearted attempt of the British to come to an agreement with the Soviet Union was another factor in Stalin's decision.

Source C

> The British were unenthusiastic about a possible Anglo-Soviet agreement, and this encouraged Stalin to sign the Nazi-Soviet Pact. The pact gave the Soviet Union time to prepare for eventual German invasion. The chance to extend Soviet control over lands from which Russia had been excluded since the end of the First World War was another factor. The Nazi-Soviet Pact was therefore a logical result of Stalin protecting his country's interests.

67. Compare the views of **Sources B** and **C** on the reasons why Stalin signed the Nazi-Soviet Non-Aggression Pact in 1939. (Compare the sources overall and/or in detail.) **4**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part I — World War II, 1939–1945

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

Source A is about why Japan attacked Pearl Harbour in December 1941.

Source A

> In 1937 America restricted oil supplies to Japan. Faced with severe shortages of oil, Japan became increasingly angry with America. The Japanese were also determined to push American influence out of the Pacific and planned an attack. The attack was also intended to damage US military strength. A surprise attack took place on the US Pacific fleet at Pearl Harbour on 7 December 1941. Japan was confident of defeating the US because they had rehearsed the attack for a year until they achieved an 80% hit rate.

68. How fully does **Source A** explain why Japan attacked Pearl Harbour in December 1941? (Use the source and recall to reach a judgement.) **6**

69. Describe the treatment of Jews and other minorities in Nazi occupied Europe. **5**

MARKS

Sources B and **C** are about collaboration in Nazi occupied Europe.

Source B

> People collaborated with the Nazis in occupied Europe in many different ways. In many cases it was simply a way to survive such as doing the laundry of German soldiers to earn extra food for your family. Others were more actively involved by informing the Germans of "enemies" within the community. Then there were those who supported the Nazi regime such as the local civilians and police who were recruited into the SS death squads.

Source C

> Collaboration on a large scale occurred in Vichy France where the authorities supplied information to help the Nazis round up "undesirables". Other examples of collaboration involved civilians working for the Germans in order to earn extra money or gain extra food rations. The most infamous example of collaboration was at Babi Yar near Kiev. Over 33,000 Jews were slaughtered there in September 1941 by Nazi SS forces, assisted by the Ukrainian police.

70. Compare the views of **Sources B** and **C** about collaboration in Nazi occupied Europe. (Compare the sources overall and/or in detail.) **4**

71. Explain the reasons why the Normandy landings were successful. **5**

MARKS

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 20 marks

Part J — The Cold War, 1945–1989

Answer the following **four** questions using recalled knowledge and information from the sources where appropriate.

72. Describe the attitude of Hungarians to the Soviet Union by 1956. **5**

73. Explain the reasons why the Berlin Wall was built. **5**

Source A is about American opposition to the war in Vietnam.

Source A

> There were many in the United States who opposed joining the war in Vietnam from the beginning. They felt it was not America's job to fight a war thousands of miles from home. Many remembered the Second World War and did not want a repeat of the casualties suffered in this conflict. By 1967, as many as 160 American soldiers were being killed every week. Some Americans opposed the conflict as they felt its huge cost meant the government was unable to spend money on health and housing.

74. How fully does **Source A** explain why many Americans opposed the war in Vietnam? (Use the source and recall to reach a judgement.) **6**

MARKS

Sources B and **C** are about the policy of Glasnost.

Source B

> At only 54 years of age, Mikhail Gorbachev, was a breath of fresh air for the Soviet Union. Gorbachev was most famous for his policies of Glasnost and Perestroika. His intention was to give a boost to the Soviet economy, which was performing badly. The aim of Glasnost was to allow open discussion of social and economic issues. Gorbachev hoped this would strengthen the Communist system.

Source C

> Mikhail Gorbachev, who was appointed in 1985, was the last General Secretary of the Soviet Union. Gorbachev was responsible for the policy of Glasnost. Gorbachev remained a committed Communist and hoped that Glasnost would increase support for the system. He wanted to find new solutions to problems by allowing people to express their views freely. Ultimately, the hope was that Glasnost could help strengthen the Soviet economy.

75. Compare the views of **Sources B** and **C** on the aims of the policy of Glasnost. (Compare the sources overall and/or in detail.) **4**

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