



National
Qualifications
2022 MODIFIED

X837/75/11

History

FRIDAY, 20 MAY

1:00 PM – 3:20 PM

Total marks — 80

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Attempt ONE part.

SECTION 2 — BRITISH CONTEXTS — 26 marks

Attempt ONE part.

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 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.



* X 8 3 7 7 5 1 1 *

SECTION 1 — SCOTTISH CONTEXTS

PARTS

- A. The Wars of Independence, 1286–1328 *pages 04–05*
- B. Mary Queen of Scots, and the Reformation, 1542–1587 *pages 06–07*
- C. The Treaty of Union, 1689–1715 *pages 08–09*
- D. Migration and Empire, 1830–1939 *pages 10–11*
- E. The Era of the Great War, 1900–1928 *pages 12–13*

SECTION 2 — BRITISH CONTEXTS

PARTS

- A. The Creation of the Medieval Kingdoms, 1066–1406 *pages 14–15*
- B. War of the Three Kingdoms, 1603–1651 *pages 16–17*
- C. The Atlantic Slave Trade, 1770–1807 *pages 18–19*
- D. Changing Britain, 1760–1914 *pages 20–21*
- E. The Making of Modern Britain, 1880–1951 *pages 22–23*

SECTION 3 — EUROPEAN AND WORLD CONTEXTS

PARTS

- A. The Cross and the Crescent: the Crusades, 1071–1192 *pages 24–25*
- B. ‘Tea and Freedom’: the American Revolution, 1774–1783 *pages 26–27*
- C. USA, 1850–1880 *pages 28–29*
- D. Hitler and Nazi Germany, 1919–1939 *pages 30–31*
- E. Red Flag: Lenin and the Russian Revolution, 1894–1921 *pages 32–33*
- F. Mussolini and Fascist Italy, 1919–1939 *pages 34–35*
- G. Free at Last? Civil Rights in the USA, 1918–1968 *pages 36–37*
- H. Appeasement and the Road to War, 1918–1939 *pages 38–39*
- I. World War II, 1939–1945 *pages 40–41*
- J. The Cold War, 1945–1989 *pages 42–43*

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Part A — The Wars of Independence, 1286–1328

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

1. Describe what was agreed between Scotland and England in the Treaty of Birgham.

4

Sources A and **B** are about Scottish attitudes towards Margaret, Maid of Norway becoming Scotland's queen.

Source A

The reign of King Alexander III was known as the 'Golden Age'. However his reign came to an end in 1286 when he died unexpectedly. Many Scots claimed that Margaret was too young to become Scotland's monarch. Others said that it was not possible for a woman to be a national leader. Some Scottish nobles, including Robert Bruce, felt they had a better claim than Margaret to succeed Alexander.

Source B

King Alexander III died in 1286 after falling from his horse. As Alexander's closest living relative, Margaret was seen by many powerful Scots as his rightful replacement. Although she was a child some Scots pointed out that Alexander was a successful king despite being only seven when he was crowned. It was also argued that countries such as France and England had previously had a queen's rule in the absence of a king.

2. Compare the views of **Sources A** and **B** about Scottish attitudes towards Margaret, Maid of Norway becoming Scotland's queen.

4

(Compare the sources overall and/or in detail.)

3. Explain the reasons why Edward I of England was able to impose his authority on Scotland between 1292 and 1296.

6

Source C explains the reasons why the Scots won the Battle of Stirling Bridge in 1297.

Source C

Events before the Battle of Stirling Bridge influenced its outcome. The Scots' position on high ground at Abbey Craig helped them see English movements and plans. After defeating Scotland's army the previous year, English commanders had become overconfident and expected an easy victory. However, in this case the soft ground of the battlefield made the English cavalry much less effective. Wallace's leadership inspired the Scots to overcome a much larger English army. Following the victory at Stirling Bridge, the legend of William Wallace was created.

4. How fully does **Source C** explain the reasons why the Scots won the Battle of Stirling Bridge in 1297?

6

(Use the source and recall to reach a judgement.)

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

Source D

Just six weeks after killing Comyn in Dumfries, Bruce was at Scone to be crowned king. At first his supporters enjoyed success, winning control of Cupar Castle. However, King Edward sent Aymer de Valance to Scotland displaying a Dragon banner to show that Bruce would receive no mercy. Valance captured many Bruce supporters, including Bishops Wishart and Lamberton. Valance's men eventually found Bruce's army and killed most of them. Bruce was more fortunate and somehow survived.

5. Evaluate the usefulness of **Source D** as evidence of problems faced by Bruce before 1314.

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 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

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

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

6. Describe the power of the monarchy and nobility in Scotland in the 1540s.

4

Sources A and B are about the reasons for the ‘Rough Wooing’.

Source A

Henry VIII invaded Scotland in order to end Scotland’s alliance with France. Henry was also upset at senior Scottish nobles such as the Earl of Arran who changed their attitude to Henry himself and his religion. For Henry VIII, the invasion of Scotland was about using military force to secure his Northern borders against France. English armies launched repeated attacks, burning parts of Edinburgh. The violent campaign was given the title the ‘Rough Wooing’.

Source B

In 1544 Henry VIII sent an army into Scotland to force the marriage of his son Edward, and Mary, Queen of Scots. He made it clear that Mary should move to England. Henry was also encouraged by the support of some Scots who hoped to see a change in religion. Henry VIII believed that an invasion would persuade Scots of the benefits of closer links with England.

7. Compare the views of **Sources A and B** about the reasons for the ‘Rough Wooing’.
(Compare the sources overall and/or in detail.)
8. Explain the reasons why the Protestant religion grew in Scotland.

4

6

Source C explains the reasons why Mary was forced to abdicate in 1567.

Source C

Mary started her reign well, but soon things went wrong. She was suspected of being involved in the murder of her husband, Lord Darnley, in February 1567. Mary's half-brother, the Earl of Moray, rebelled against the queen as he hoped to take control of Scotland by acting as regent to her infant son. Protestant Lords joined Moray as they wanted Mary's son James on the throne. The nobles said they would withdraw if Mary handed over Bothwell, she refused and was forced to surrender. Mary then abdicated in favour of James.

9. How fully does **Source C** explain the reasons why Mary was forced to abdicate in 1567?

6

(Use the source and recall to reach a judgement.)

Source D is from a textbook written by a modern historian in 2008.

Spies constantly searched for evidence that Mary was a threat to Elizabeth I. In the Ridolfi plot, a letter written by Mary named the Duke of Norfolk as head of a movement to restore the Catholic faith to England. The letter went on to say Mary would become Queen of England, a right many considered to be hers as a great-grandchild of Henry VII. Furthermore, she declared that she would personally lead an army to take Dumbarton and Edinburgh castles.

10. Evaluate the usefulness of **Source D** as evidence of Mary's involvement in Catholic plots against Elizabeth I.

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 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Part C — The Treaty of Union, 1689–1715

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

11. Describe the events that took place during the Worcester incident.

4

Sources A and B are about the economic problems in Scotland up to 1707.

Source A

Although famine in Scotland had a negative impact it was not disastrous as the economy was able to recover. Transatlantic trade continued after the English Navigation Acts, as Scottish merchants avoided the restrictions through smuggling. A report into the state of royal burghs visited most towns to investigate the economic situation in Scotland. Many burghs were still making profits from manufacturing and overseas trade but lied about having debt to avoid paying taxes.

Source B

Scottish trade was disadvantaged by reinforced Navigation Acts as it treated Scots as aliens in the American colonies which stopped trade. The Convention of Royal Burghs found evidence of a significant debt increase in some burghs due to an economic downturn. The most serious problem was a run of poor harvests which resulted in severe famine and economic downturn. The Scottish Kirk stated that the famine was evidence of God's unhappiness with the Scottish people.

12. Compare the views of **Sources A** and **B** about the economic problems in Scotland up to 1707.

4

(Compare the sources overall and/or in detail.)

13. Explain the reasons why many Scots argued against the Union with England.

6

Source C explains the reasons why the Scottish Parliament passed the Treaty of Union.

Source C

Discussions for the passing of the Treaty of Union started in 1706 in the Scottish Parliament. The passing of the Treaty was helped along by the indecisiveness of the Duke of Hamilton at key points in the parliamentary debate. The Act of Security of the Church of Scotland guaranteed the protection of Presbyterianism in Scotland after Union. Scottish nobles were satisfied that Union maintained private courts of the landed class. In addition, the Scots were granted free trade with England and her colonies which Scots had wanted for some years.

14. How fully does **Source C** explain the reasons why the Scottish Parliament passed the Treaty of Union?

6

(Use the source and recall to reach a judgement.)

Source D is from a textbook written by a modern historian in 2010.

Source D

The Episcopalians disliked the idea of a Presbyterian church dominating Scotland and were willing to accept a Roman Catholic monarch. However, it is important not to overemphasise the role of religion in the increasing support for the Jacobites. Many Scots were angry as the Union did not have an immediate positive effect on trade or industries in Scotland. Furthermore, the Earl of Mar, who led the Jacobites in 1715, used the threat of force to ensure the support of his tenants for the Jacobite rebellion.

15. Evaluate the usefulness of **Source D** as evidence of the reasons why the Jacobite rebellion took place in 1715.

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 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

Part D — Migration and Empire, 1830–1939

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

16. Describe the impact of the Empire on Scotland between 1830 and 1939. 4

Sources A and B are about the reasons why Lithuanian immigrants settled in Scotland.

Source A

Lithuanians came to Scotland fleeing oppression in their homeland. In Lithuania, Russian occupation had changed their lives. Many Lithuanians chose to come to Scotland because they had been recruited by employers in Coatbridge. Lithuanian immigrants continued to be attracted to Scotland because it offered family and community connections. In and around Coatbridge, there were many businesses set up to cater for Lithuanians such as bakeries and newspapers.

Source B

In the late 19th century, Lithuanian immigrants came to Scotland because of poverty in their homeland. Most of the Lithuanians found themselves stranded in Scotland because they lacked funds to travel to America. By the end of the First World War, Lithuanians were no longer coming to Scotland as the community had broken up because of disagreements over which country they should fight for. Those Lithuanians who stayed often changed their names.

17. Compare the views of **Sources A and B** about the reasons why Lithuanian immigrants settled in Scotland. 4
(Compare the sources overall and/or in detail.)
18. Explain the reasons why migrants experienced difficulties living in Scotland between 1830 and 1939. 6

Source C explains the reasons why Scots emigrated overseas, 1830–1939.

Source C

The headmaster gave a speech; he said many former pupils had left to go to Canada and were living a better life. They sent letters encouraging their family and friends to move too. He introduced the immigration agent. The agent said Canada was a huge country, which had great opportunities for farming. He explained that a ticket to Canada with the Anchor Line cost £13 and 13 shillings, which got comments of ‘expensive’. He enthusiastically persuaded us of the merits of emigration with film clips and views of Canada.

19. How fully does **Source C** explain the reasons why Scots emigrated overseas, 1830–1939?

6

(Use the source and recall to reach a judgement.)

Source D is from a textbook written by a modern historian in 2008.

Source D

The majority of Scots who emigrated to New Zealand, came from around Edinburgh or Glasgow. Many of the emigrants were skilled or semi-skilled workers. John Ewing set up a highly successful mining operation. The Burt Brothers also established a nationwide plumbing and gas fitting business. Scots also made contributions in other areas. The Scottish education system was the model for New Zealand’s education system. It must be stated, however, that not all of the emigrants made their presence a wholly welcome one in this land.

20. Evaluate the usefulness of **Source D** as evidence of the impact of Scots on the areas to which they emigrated.

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 14]

SECTION 1 — SCOTTISH CONTEXTS — 25 marks

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

Attempt the following **five** questions using recalled knowledge and information from the sources where appropriate.

21. Describe the use of tanks on the Western Front.

4

Sources A and **B** are about military tactics on the Western Front.

Source A

General Haig was worried about attacking at Loos as he knew his soldiers would have almost no cover and would find it hard to advance. Haig also wanted to keep the reserve troops close to the Front Line to achieve a breakthrough. Battalions from every Scottish regiment fought at Loos and ultimately 7,000 Scottish soldiers were killed. The Battle of Loos was a total tactical failure for the British.

Source B

The Battle of Loos was fought in September 1915 on the Western Front. The British had some tactical success at Loos. General Haig however, was accused of being over-ambitious about his attacking troops achieving a breakthrough. Haig's commander, Sir John French, thought that Haig's tactics for the reserve troops risked high casualties without guaranteed success. After the battle, Haig and Sir John French never resolved their differences.

22. Compare the views of **Sources A** and **B** about military tactics on the Western Front. (Compare the sources overall and/or in detail.)

4

23. Explain the reasons why some people became conscientious objectors.

6

Source C explains the reasons why Scotland faced economic difficulties after the Great War.

Source C

By 1928 the economy of Scotland was in serious decline. Foreign competition helped cause over half of Scotland's iron furnaces to be dismantled by 1927. The mining industry suffered due to coal being much cheaper abroad. New fuels being made available led to further decrease in coal production and many of Scotland's pits began to close. The failure of many Scottish industries to modernise also made it more difficult to compete because of higher costs.

24. How fully does **Source C** explain the reasons why Scotland experienced economic difficulties after the Great War?

6

(Use the source and recall to reach a judgement.)

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

Source D

The disagreements of the rent strikes were about the high cost of housing. The threat of eviction led to a woman in some tenement blocks being posted as a sentry to warn others if the bailiffs arrived. Everyone in the building would then run to defend their neighbour against eviction. Flour, rotting food and even wet clothes were thrown at the bailiffs to stop them from entering the building. The solidarity of the women was often so strong that it could not be broken.

25. Evaluate the usefulness of **Source D** as evidence of what happened during the rent strikes of 1915.

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 14]

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

Attempt questions 26, 27 and 28 **AND** question 29(a) **OR** 29(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the Normanisation of Scotland.

Source A

King David I was born on a date unknown in 1084 in Scotland. David I had spent much of his early life in England and Normandy. He was the youngest son of Malcolm III and became king in 1124. David I granted land to nobles who had been part of the Norman conquest. He created a new ruling elite in Scotland. In southern Scotland, a language developed that was similar to Old English, called Scots. Royal burghs were established which promoted trade in towns such as Roxburgh and Berwick.

26. How fully does **Source A** describe the Normanisation of Scotland?
(Use the source and recall to reach a judgement.)

6

Source B is from a chronicle written by a monk in 1170.

Source B

Prior to the murder of Archbishop Thomas Becket, his relations with the king were increasingly strained. Henry II wanted an Archbishop who would reform the power of the Church in favour of himself. The Archbishop was told that four knights had arrived from the king who wanted to speak with him. One of the knights approached him, striking the Archbishop on the shoulder with his sword. After the first blow, the knights attacked and butchered him, scattering his brains across the floor.

27. Evaluate the usefulness of **Source B** as evidence of the murder of Archbishop Thomas Becket in 1170.

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**.)

28. Explain the reasons why the Church was important in medieval times.

6

[Now attempt either question 29(a) **OR** 29(b)]

29. (a) To what extent was discontent over the Poll Tax the main reason for the Peasants' Revolt in 1381?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

OR

- (b) To what extent was William's relationship with Edward the Confessor the main reason why William claimed a right to the English throne?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

[Now go to SECTION 3 starting on *page 24*]

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

Attempt questions 30, 31 and 32 **AND** question 33(a) **OR** 33(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the changes to the ways Scotland and England were governed after the Union of the Crowns.

Source A

Before the Union of the Crowns, Scotland and England were entirely different countries. This changed in 1603. A significant difference was that James VI and I was based in London. Communication was greatly improved with the development of a postal service between Edinburgh and London to keep the King in touch with his government in Edinburgh. However, after 1603 Scotland found it more difficult to influence foreign policy. In addition, Scotland was to be ruled by a Privy Council to ensure the King's will was followed in Scotland.

30. How fully does **Source A** describe the changes to the ways Scotland and England were governed after the Union of the Crowns?

6

(Use the source and recall to reach a judgement.)

Source B is a public letter written by King Charles I in 1639 addressed to the Scottish people.

Source B

To all of our loving and loyal Scottish subjects, greetings. We have advanced with our army and nobles of this kingdom and intend to end the current disorderly actions of some Scots. This nation knows that there is a plan of some Scots to invade England. If these men raise troops without our authority and come within 10 miles of the English border then we shall see that as an invasion and treat all such men as rebels.

31. Evaluate the usefulness of **Source B** as evidence of what happened during the Bishops' Wars.

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**.)

32. Explain the reasons why there were challenges to royal authority in England under Charles I.

6

[Now attempt either question 33(a) OR 33(b)]

33. (a) To what extent were religious disputes the main reason for the outbreak of civil war in 1642?

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

OR

- (b) To what extent was the personality of James VI and I the main reason for tension between the King and Parliament up to 1625?

9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

[Now go to SECTION 3 starting on *page 24*]

Part C — The Atlantic Slave Trade, 1770–1807

Attempt questions 34, 35 and 36 **AND** question 37(a) **OR** 37(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the experience of slaves in slave factories on the African coast.

Source A

Those being forced into slavery are forced to walk for many days to reach the coast. When captured Africans are brought from the inland areas, they are held in prison. There is a chain of 30 large stone forts along the Gold Coast of West Africa. When we buy the captives, they are all brought out together and thoroughly examined by our surgeons. Slaves are often put in punishment cells for rebellious behaviour. Slaves are often kept chained up during their time in slave factories.

34. How fully does **Source A** describe the experience of slaves in slave factories on the African coast?

6

(Use the source and recall to reach a judgement.)

Source B is a letter written by a visitor to Jamaica in 1774.

Source B

Smallpox is a dreadful disease which has frequently caused many deaths here among the enslaved Africans. The latest method of vaccination practised in this island promises to put an end to such awful loss of life. I am also concerned at the deep divisions that can be seen between rich white and poor free black communities. The focus only on sugar is stopping this island from developing other businesses which will harm the island's economy if sugar prices go down.

35. Evaluate the usefulness of **Source B** as evidence of the impact of the slave trade on the development of the Caribbean islands.

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**.)

36. Explain the reasons why resistance by slaves was so difficult on plantations.

6

[Now attempt either question 37(a) **OR** 37(b)]

37. (a) How important was the role of William Wilberforce in the success of the abolitionist campaigns to end the Atlantic slave trade?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

OR

- (b) How important was loss of population as an impact of the slave trade on African societies?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

[Now go to SECTION 3 starting on *page 24*]

SECTION 2 — BRITISH CONTEXTS — 26 marks

Part D — Changing Britain, 1760–1914

Attempt questions 38, 39 and 40 **AND** question 41(a) **OR** 41(b) using recalled knowledge and information from the sources where appropriate.

Source A describes living conditions in cities up to 1914.

Source A

The first census to deal with the problem of housing was that of 1861. It demonstrated that a significant number of all houses only had one room. An estimated 1% of families lived in houses without any windows. The ‘single end’ was the normal environment in which to bring up a family. Yet, there was much resentment at being trapped in these houses with rats and other vermin. There was also the problem of outside toilets which were shared by the entire building.

38. How fully does **Source A** describe living conditions in cities up to 1914?
(Use the source and recall to reach a judgement.)

6

Source B is from an interview with a woman who worked in the coalmines in 1842.

Source B

I have worked underground for 33 years and in that time I have had 9 children. The pay is so low that I have always had to work until nearly giving birth, and then forced to return within days. It is extremely dangerous carrying large sacks of coal to the surface. I would work elsewhere, but there are no jobs. Women get so weak that they are forced to take their little ones down to help them, even children of 6 years old.

39. Evaluate the usefulness of **Source B** as evidence of working conditions in coalmines.
(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**.)

5

40. Explain the reasons why canals declined as a form of transport.

6

[Now attempt either question 41(a) OR 41(b)]

41. (a) To what extent were divisions among the Chartists the main reason for the failure of the Chartist movement?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

OR

- (b) To what extent was piped water supply the main reason for improved health in Britain by 1914?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

[Now go to SECTION 3 starting on *page 24*]

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

Attempt questions 42, 43 and 44 **AND** question 45(a) **OR** 45(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the surveys of Booth and Rowntree.

Source A

In the late 19th century, there was a growing interest in the welfare of the general population. Charles Booth's study of London's population showed that poverty was not always the poor person's own fault. Booth's survey brought new methods to study the amount of poverty that existed. Booth's findings were supported by Seebohm Rowntree. Rowntree showed that poverty was not just a problem in London but in towns like York too. The survey by Rowntree found that one third of the population of York lived in poverty.

42. How fully does **Source A** describe the surveys of Booth and Rowntree?
(Use the source and recall to reach a judgement.)

6

Source B is from a speech by David Lloyd George (a Liberal politician) in 1914.

Source B

Concerns have been raised that compulsory contributions for sickness and unemployment have led to poor people falling further into poverty. It has also been suggested that the payments do not last long enough to sustain the poor if they are sick or unemployed. However, there have been some successes in reducing unemployment in key industries such as shipbuilding. The National Insurance Act has been a great social experiment but only covers the better off workers.

43. Evaluate the usefulness of **Source B** as evidence of the limitations of the Liberal reforms of 1906–1914.
(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**.)
44. Explain the reasons why the Beveridge Report of 1942 was popular with the British public.

5

6

[Now attempt either question 45(a) OR 45(b)]

45. (a) How successful were the Labour welfare reforms, 1945–1951, in improving the lives of the British people?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

OR

- (b) How successful was the voluntary system in dealing with the problem of poverty before 1906?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

[Now go to SECTION 3 starting on *page 24*]

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

Attempt questions 46, 47, 48 and 49 **AND** question 50(a) **OR** 50(b) using recalled knowledge and information from the sources where appropriate.

46. Describe a knight's weapons and equipment. 4
47. To what extent was religion the main reason why Pope Urban II called the First Crusade? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the reasons for the success of the First Crusade.

Source A

There remains a lively debate as to why the Crusaders were able to win the First Crusade and recapture Jerusalem. The Muslim side was disadvantaged by significant religious and political divisions, making their efforts to resist the Crusaders less effective. However, that does not tell the whole story. The Crusaders also showed effective military planning and used their supplies well. They also benefited from very effective naval support.

Source B

The Crusaders enjoyed powerful support from the sea, which they used to help them win battles along the coast. They also managed to keep their supply lines open allowing them to be generally well supplied. However, it was not only the strength of the Crusaders that would help them win the First Crusade. There were significant divisions within the Muslim forces that made their military efforts to resist the Crusaders less successful.

48. Compare the views of **Sources A and B** about the reasons for the success of the First Crusade. 4
- (Compare the sources overall and/or in detail.)
49. Explain the reasons why the Crusaders faced problems after the First Crusade. 6

[Now attempt either question 50(a) **OR** 50(b)]

Source C describes the role of Richard I in the Third Crusade.

Source C

Richard arrived with an effective fighting force that resupplied the Crusaders and enabled them to attack the city of Acre. His arrival resulted in great celebration from the other Crusaders. The tight naval blockade put in place by Richard's Crusaders was successful and the people of Acre began to starve. Richard ordered the Crusaders to dig trenches around the city so that there was no hope of Saladin driving them away. Thanks to Richard's leadership, Acre fell soon after his arrival.

50. (a) How fully does **Source C** describe the role of Richard I in the Third Crusade?
(Use the source and recall to reach a judgement.)

6

OR

Source D describes Saladin's unification of the Muslims.

Source D

Saladin's ability to unify the Muslim world in resistance to the Frankish invaders has been an area of focus for historians. Saladin was ruthless in the way he used military conquest to build alliances between Muslim lords. Unlike the Crusaders, when Saladin conquered a Muslim region he respected local interests and allowed them to keep some traditions. He was then able to proclaim himself as leader of the military struggle against the infidels. The unification of Muslims in the 12th century has also been linked to a Muslim religious revival.

- (b) How fully does **Source D** describe Saladin's unification of the Muslims?
(Use the source and recall to reach a judgement.)

6

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

Attempt questions 51, 52, 53 and 54 **AND** question 55(a) **OR** 55(b) using recalled knowledge and information from the sources where appropriate.

51. Describe the ways in which the British Government tried to raise revenue in the American colonies up to 1774. 4
52. How important were the benefits of the British Empire as a reason why some colonists remained loyal to Britain during the war? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the events in Lexington and Concord in 1775.

Source A

The first shots of the war were fired at Lexington, although it is still not clear who fired first. General Gage had sent 700 men from Boston to Concord to seize rebel arms. The British soldiers had been given permission to use force, if necessary, to control the population. When they reached Lexington, shots were fired and eight colonists were killed. The British destroyed the military stores at Concord and then turned back to Boston.

Source B

On the night of 18 April, hundreds of troops marched from Boston to nearby Concord in order to capture a weapons reserve. When they arrived in Lexington, they came across militiamen gathered on the town green. They had just been ordered to disperse when a shot rang out. To this day, no one knows which side began the fighting. When the smoke cleared, eight militiamen were dead and nine were wounded.

53. Compare the views of **Sources A and B** about the events in Lexington and Concord in 1775. 4
- (Compare the sources overall and/or in detail.)
54. Explain the reasons why American colonial forces experienced difficulties at the beginning of the war. 6

[Now attempt either question 55(a) OR 55(b)]

Source C describes the role of George Washington during the Wars of Independence.

Source C

George Washington was a Virginia plantation owner before the war began. After being made Commander in Chief, he forced the British to withdraw by placing artillery on Dorchester Heights in Boston. He planned a successful hit and run attack at Trenton in December 1776. Washington kept up the morale of his troops throughout the war. He commanded American and French troops at Yorktown in 1781 which resulted in a humiliating surrender for the British.

55. (a) How fully does **Source C** describe the role of George Washington during the Wars of Independence?

6

(Use the source and recall to reach a judgement.)

OR

Source D describes the experience of the British army during the Wars of Independence.

Source D

Compared to American forces, the British army was a reliable steady force of professionals. The great majority of new British recruits became efficient soldiers as a result of sound training and strong discipline. British soldiers fought under officers who had little formal training. However, soldiers found that most officers were very experienced from fighting in Britain's many wars, which American officers were not. That said, the British army was under the command of generals who tended to have a lack of imagination and initiative.

- (b) How fully does **Source D** describe the experience of the British army during the Wars of Independence?

6

(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part C — USA, 1850–1880

Attempt questions 56, 57, 58 and 59 **AND** question 60(a) **OR** 60(b) using recalled knowledge and information from the sources where appropriate.

56. Describe the problems for settlers travelling West after 1850. 4

57. How important was the election of Abraham Lincoln as a cause of the American Civil War? 9

(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about slave life on Southern plantations before the outbreak of the American Civil War.

Source A

Work in the sugar fields was extremely hard, especially when the crop was being harvested. The best slaves were usually bought between the ages of 15–20. Their diet was inadequate and at times even basic food was in short supply. Slaves were punished in a variety of ways such as being shifted to other parts of the country or even sold to a different owner.

Source B

Slave work varied enormously depending on the crop. Sugar was grown in many plantations because it was very profitable. Sugar made the harshest of demands: six months of heavy harvesting and gathering in hot tropical weather. Slaves everywhere faced the possibility of having their family lives disrupted by removal to another plantation. Slaves were given little to eat which was barely enough to keep them from hunger.

58. Compare the views of **Sources A and B** about slave life on Southern plantations before the outbreak of the American Civil War. 4

(Compare the sources overall and/or in detail.)

59. Explain the reasons why the Black Codes had an impact on African Americans in the South. 6

[Now attempt either question 60(a) OR 60(b)]

Source C describes the conflicts between Native Americans and the American Government.

Source C

White expansion Westward created tension between Native Americans and the settlers. General Custer was chosen to lead part of the US Army against the Native Americans. At the Battle of Little Bighorn, General Custer led the 7th Cavalry to try and round up the rebellious Native Americans and take them back to their reservation. Unknown to Custer, around 2,000 Native American warriors were waiting for him. Many of the warriors had horses and modern repeating rifles. Custer ignored his scouts thinking they had exaggerated Native American numbers.

60. (a) How fully does **Source C** describe the conflicts between Native Americans and the American Government?

6

(Use the source and recall to reach a judgement.)

OR

Source D describes the help given by the Freedmen's Bureau during Reconstruction in the South.

Source D

The Freedmen's Bureau was established in March 1865 by the government of President Abraham Lincoln to improve the lives of freed slaves. The Freedmen's Bureau was set up to help former slaves get legal help. Freedmen would get temporary shelter and packages of clothing and food to relieve their suffering. The Bureau would confiscate abandoned land to rent to Freedmen. The Bureau helped legalise former slaves' marriages. The Freedmen's Bureau also created a great deal of hostility from white southerners who disliked northern interference in their way of life.

- (b) How fully does **Source D** describe the help given by the Freedmen's Bureau during Reconstruction in the South?

6

(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part D — Hitler and Nazi Germany, 1919–1939

Attempt questions 61, 62, 63 and 64 **AND** question 65(a) **OR** 65(b) using recalled knowledge and information from the sources where appropriate.

61. Describe the terms of the Treaty of Versailles. 4
62. To what extent was discontent against the Weimar Republic the most important reason for the rise to power of the Nazis up to January 1933? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the importance of the Reichstag fire, 1933.

Source A

On 27 February the Reichstag building caught fire. The Reichstag fire helped to boost Nazi popularity among the German public. This crime was blamed on the Communists and Hitler was able to take very tough action against them. The day after the fire President Hindenburg signed the Decree for the Protection of the People and the State, which gave many new powers to the Nazi Government.

Source B

The Reichstag fire helped the Nazis to increase their share of votes and seats in the election of March 1933. A Dutch Communist, Marinus van der Lubbe, was quickly identified as the man responsible. However, some people claimed that the Nazis had set the fire themselves. The so-called Reichstag fire law moved Germany ever closer to dictatorship by allowing the Nazis to censor newspapers and limit meetings.

63. Compare the views of Sources A and B about the importance of the Reichstag fire, 1933. 4
- (Compare the sources overall and/or in detail.)
64. Explain the reasons why many Germans did not oppose the Nazis, 1933–1939. 6

[Now attempt either question 65(a) **OR** 65(b)]

Source C describes the Nuremberg rallies.

Source C

Nuremberg is the second largest city in the state of Bavaria. The Nuremberg rallies were usually held in late August or early September and lasted several days. They were designed by Albert Speer who used lighting to create an effect similar to today's pop concerts. Music by the great German composer Wagner was played. Torchlit processions at night created an amazing spectacle. The city of Nuremberg was used for the trials of Nazi war criminals after the Second World War.

65. (a) How fully does **Source C** describe the Nuremberg rallies?
(Use the source and recall to reach a judgement.)

6

OR

Source D describes the treatment of Jews and other minority groups.

Source D

The 1930s were a nightmare time for Germans who were Jews and other minority groups. Jews were hounded from their jobs, businesses and homes. Anti-semitism had always been part of the Nazi programme but once in power they stepped up their activities. Crude racial propaganda presented Jews as a threat to the pure German nation. Soon, Jews were being banned from social clubs and schools. Some religious leaders tried to speak up for minority groups. Bishop Galen attacked the Nazis for killing patients in clinics and homes for the mentally ill.

- (b) How fully does **Source D** describe the treatment of Jews and other minority groups?
(Use the source and recall to reach a judgement.)

6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

Attempt questions 66, 67, 68 and 69 **AND** question 70(a) **OR** 70(b) using recalled knowledge and information from the sources where appropriate.

66. Describe the methods used by the Tsarist government to control Russia before 1905. 4
67. How important was Bloody Sunday as a reason for the 1905 Revolution? 9
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about Stolypin's reforms.

Source A

One of the great ideas behind the Stolypin reforms was to find a way to modernise Russian agriculture. In November 1905, redemption payments had been abolished. Stolypin also extended the Peasants' Land Bank, whereby peasants would be given loans to buy land. Moreover, the Stolypin reforms increased the number of schools in Russia, particularly in the countryside. Russia's peasants generally responded well to these reforms.

Source B

Stolypin was concerned that revolution was a serious threat in Russia and so proposed his reforms to avoid this. In addition, redemption payments for peasants were stopped. Stolypin also wished for more peasants to read, so he built around 50,000 more schools. Similarly, Stolypin also improved the Peasant Land Bank which gave individual farmers loans so that they could buy their own land.

68. Compare the views of Sources A and B about Stolypin's reforms. 4
(Compare the sources overall and/or in detail.)
69. Explain the reasons why Tsar Nicholas II abdicated in 1917. 6

[Now attempt either question 70(a) **OR** 70(b)]

Source C describes the strengths of the Red Army during the Russian Civil War.

Source C

The Civil War lasted three years and caused great distress across the nation. The Reds controlled the central areas where the war was fought. They could also make better use of the railways, based around Moscow and Petrograd. The Bolshevik secret police, known as the Cheka, hunted down and executed any potential opposition to the Red Army. The Red Army was well supplied with food because of the Food Dictatorship. All of these measures ensured the success of the Red Army during the Russian Civil War.

70. (a) How fully does **Source C** describe the strengths of the Red Army during the Russian Civil War?

6

(Use the source and recall to reach a judgement.)

OR

Source D describes the problems facing the Provisional Government.

Source D

The Provisional Government's authority was challenged by the system of Dual Power and the power of the Petrograd Soviet. Part of their problem was that the Provisional Government lacked political support as there had not been an election. The Provisional Government did enjoy a 'honeymoon' period when many Russians viewed it favourably, especially when it pursued anti-Tsarist policies. However, soon economic problems resulted in many calling for a change of government. These problems were most visible in terms of the lack of food and fuel in the cities.

- (b) How fully does **Source D** describe the problems facing the Provisional Government?

6

(Use the source and recall to reach a judgement.)

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

Part F — Mussolini and Fascist Italy, 1919–1939

Attempt questions 71, 72, 73 and 74 **AND** question 75(a) **OR** 75(b) using recalled knowledge and information from the sources where appropriate.

71. Describe Mussolini's seizure of power up to 1925. 4
72. How successful were Mussolini's economic policies? 9
(Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the aims of Mussolini's youth policies.

Source A

Mussolini prioritised the young in his policies because his aim was to create a nation of fascists. The Fascist youth organisations were taken over by the Education Ministry in 1929. Schools and the youth organisations looked to prepare young people for war through sports in the curriculum and after-school activities. A central aim of youth organisations was to promote unwavering loyalty and love for Benito Mussolini.

Source B

From 1928 the youth organisation *Opera Nazionale Balilla* (ONB) was compulsory for those Italians who wished to join the Fascist party in adulthood. The ONB prioritised love of *Il Duce* through songs which included lines such as 'Swear loyalty to Mussolini'. The school curriculum had an emphasis on sport in order to build up a potential army. Ultimately the youth policies were intended to indoctrinate the young to become fascists.

73. Compare the views of Sources A and B about the aims of Mussolini's youth policies. 4
(Compare the sources overall and/or in detail.)
74. Explain the reasons why Mussolini became involved in the Spanish Civil War. 6

[Now attempt either question 75(a) **OR** 75(b)]

Source C describes how Mussolini crushed opposition in Fascist Italy.

Source C

Italy remained a monarchy but Mussolini held real power and took action against opposition. By the end of 1925 only the Fascist Party was allowed to operate by law, all other political parties were banned in Italy. Not only were political parties banned but the Lateran Agreements neutralised opposition from the Church as well. In addition, 400 people were killed by the State for political reasons. Many opponents were forced into exile on Italian islands such as Lipari and Lampedusa.

75. (a) How fully does **Source C** describe how Mussolini crushed opposition in Fascist Italy?

6

(Use the source and recall to reach a judgement.)

OR

Source D describes the conflict in Abyssinia.

Source D

Italy and Abyssinia once had an amicable relationship, with Italy proposing Abyssinia to the League of Nations in 1923. However, by December 1934 Italian and Abyssinian forces clashed at the Wal Wal oasis. From February of the following year, Italy started to send extra troops to Italian East Africa. Mussolini launched the full invasion of Abyssinia on 3 October 1935 and had captured Adowa by 6 October. The Abyssinians were not equipped for modern warfare and the Italians won the war after seven months of fighting.

- (b) How fully does **Source D** describe the conflict in Abyssinia?

6

(Use the source and recall to reach a judgement.)

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

Attempt questions 76, 77, 78 and 79 **AND** question 80(a) **OR** 80(b) using recalled knowledge and information from the sources where appropriate.

76. Describe the experiences of immigrants in the USA during the 1920s. 4
77. To what extent were the activities of the Ku Klux Klan the most important reason for the migration of black Americans to the North up to 1945? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the experience of black Americans during World War Two.

Source A

For many Americans, the war changed little but for others it made a dramatic difference. The 'Double V' campaign demanded victory for democracy at home as well as abroad, which was popular amongst black servicemen. Philip Randolph used the March on Washington Movement to secure a Presidential order to end segregation in the war industries. In the military, black Americans were given more opportunities such as the flight programme training pilots at Tuskegee, Alabama.

Source B

Almost as soon as America entered the war in 1941, the war effort required changes to military recruitment and training. The outbreak of war provided opportunities for black Americans to train as military pilots for the first time. President Roosevelt was pressured to issue an Executive order to prohibit discrimination in defence industries. Additionally, black soldiers supported the 'Double V' campaign as they fought to defeat Nazi Germany but also demanded civil rights at home.

78. Compare the views of **Sources A and B** about the experience of black Americans during World War Two. 4
- (Compare the sources overall and/or in detail.)
79. Explain the reasons why the Montgomery Bus Boycott was important in the campaigns for civil rights. 6

[Now attempt either question 80(a) **OR** 80(b)]

Source C describes the activities of the Black Panthers.

Source C

The Black Panthers stand out as perhaps the most controversial organisation of the black civil rights movement. They set up projects for black American communities which included its free ambulance programme. The Black Panthers had other welfare programmes, such as shoe distribution in ghetto areas. They also helped provide free transportation for black Americans to visit relatives in prison. On the other hand, the Black Panthers had many critics. What is remembered most about them is that Black Panthers on patrol would openly carry loaded weapons.

- 80. (a)** How fully does **Source C** describe the activities of the Black Panthers?
(Use the source and recall to reach a judgement.)

6

OR

Source D describes the Freedom Rides.

Source D

The Freedom Rides took place at a time when Southern black people still suffered from segregation. The Riders travelled on buses through the American South using facilities such as lunch counters which were supposed to be white-only. Before starting, the Riders completed a few days of training on how to respond to any harassment. Hundreds of protesters were arrested during the campaign. The first Freedom Riders were unable to finish their journey by bus, so flew to New Orleans instead.

- (b)** How fully does **Source D** describe the Freedom Rides?
(Use the source and recall to reach a judgement.)

6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 marks

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

Attempt questions 81, 82, 83 and 84 **AND** question 85(a) **OR** 85(b) using recalled knowledge and information from the sources where appropriate.

81. Describe the successes of the League of Nations. 4
82. To what extent was Hitler's desire to overturn the Treaty of Versailles the main reason for the Nazi foreign policy, 1933–1938? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the Munich Agreement.

Source A

The French, British, Italians and Germans met at Munich in order to discuss the future of the disputed Sudetenland. Chamberlain was anxious to avoid a military confrontation with Germany at almost any cost. It was agreed that all areas with a population that was more than 50% German be turned over to Germany. Perhaps the most shameful aspect of the agreement was the failure to consult the Czechoslovaks.

Source B

At Munich Hitler was able to take advantage of the fact that the British were desperate to avoid another war. The Czechoslovakian government was not asked for its view and was forced to accept the loss of the Sudetenland. The agreement meant that all areas of Czechoslovakia with majority German populations would be handed over to Germany. Chamberlain believed he could trust Hitler and that he had secured peace in Europe.

83. Compare the views of Sources A and B about the Munich Agreement. 4
- (Compare the sources overall and/or in detail.)
84. Explain the reasons why Britain followed a policy of appeasement up to 1938. 6

[Now attempt either question 85(a) **OR** 85(b)]

Source C describes the final steps to war from March 1939.

Source C

In the years before 1939, Hitler had done much to challenge the Treaty of Versailles. On 15 March 1939, thousands of German troops marched into the Czechoslovakian capital of Prague. The day after entering Prague, Hitler declared Bohemia and Moravia as a 'Protectorate' of Germany. Then Ruthenia was given to Hungary. On 22 May Adolf Hitler and Benito Mussolini strengthened the ties between their two countries by signing an agreement which required them to help each other in time of war.

85. (a) How fully does **Source C** describe the final steps to war from March 1939?
(Use the source and recall to reach a judgement.)

6

OR

Source D describes the British and French appeasement of Germany before 1938.

Source D

In March 1936 Hitler marched troops into the demilitarised Rhineland in defiance of the Treaty of Versailles. Britain condemned the breaking of the peace treaty but took no military action. The British also took no direct action in the Spanish Civil War to avoid possible conflict with Germany. The French were unwilling to act without the support of Britain but criticised Germany while reinforcing the Maginot Line. Britain and France reaffirmed the Locarno Treaty offering assurances to Belgium in the hope this would prevent a German invasion.

- (b) How fully does **Source D** describe the British and French appeasement of Germany before 1938?
(Use the source and recall to reach a judgement.)

6

SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 29 MARKS

Part I — World War II, 1939–1945

Attempt questions 86, 87, 88 and 89 **AND** question 90(a) **OR** 90(b) using recalled knowledge and information from the sources where appropriate.

86. Describe the siege of Leningrad. 4
87. To what extent were US code breakers the main reason for American victory at the Battle of Midway in 1942? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about the Japanese attack on Pearl Harbour, 1941.

Source A

The enemy attack was fierce and took us totally by surprise. The bombs sent filthy black smoke pouring up into the sky. A shock like an earthquake went through our formation and my aircraft shuddered with the force of it. The Arizona exploded and a deep red flame burst upwards followed by white smoke to a height of 3,000 feet. Nobody knew what to do first.

Source B

I was rudely awakened just before 8am by the most terrific noise of bombs. I jumped out of bed and ran to investigate. Black columns of smoke were rising into the sky from the harbour. The attack caught both the army and the navy completely off guard. I ran outside unsure of what to do and was shocked to see the Arizona explode in a ball of fire and white smoke.

88. Compare the views of Sources A and B about the Japanese attack on Pearl Harbour, 1941. 4
- (Compare the sources overall and/or in detail.)
89. Explain the reasons why resistance in occupied Europe was so difficult. 6

[Now attempt either question 90(a) **OR** 90(b)]

Source C describes Operation Market Garden, September 1944.

Source C

The Allied forces had made slower progress than expected across France, so were keen to speed up their advance. 'Market Garden' was the highly ambitious plan in September 1944 to reach Germany quickly through the Netherlands. Paratroopers dropped into the Netherlands and secured all bridges en-route to Germany. Rivers had been a difficult barrier in previous battles, therefore intact bridges were highly prized. Armoured forces moved as quickly as possible through the Netherlands. The allies succeeded in liberating the Dutch cities of Eindhoven and Nijmegen.

90. (a) How fully does **Source C** describe Operation Market Garden, September 1944?
(Use the source and recall to reach a judgement.)

6

OR

Source D describes collaboration in occupied territories during World War II.

Source D

In occupied Europe in 1940–1941, the Nazis encountered many active or potential collaborators. Some people took advantage of the opportunities for power or cruelty gained by working for the Nazis. Others in Eastern Europe helped the Nazis clear the local populations to make way for German incomers. The leaders of Vichy France were eager to develop a partnership with the Germans. In Norway, Vidkun Quisling headed the government in a joint administration with the Germans, making sure Nazi policies were followed.

- (b) How fully does **Source D** describe collaboration in occupied territories during World War II?
(Use the source and recall to reach a judgement.)

6

Part J — The Cold War, 1945–1989

Attempt questions 91, 92, 93 and 94 **AND** question 95(a) **OR** 95(b) using recalled knowledge and information from the sources where appropriate.

91. Describe what happened during the Korean War, 1950–1953. 4
92. To what extent were concerns about population loss the main reason for the building of the Berlin Wall? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

Sources A and B are about domestic pressures on US President Kennedy.

Source A

After becoming American President in January 1960, John F. Kennedy faced many significant problems. Many senators pushed him to reduce the advantage that the USSR seemed to have in the space race. Other issues affected his government too. The growing civil rights campaign urged him to take action to tackle prejudice against black people. Other Americans lived in poverty and pressed Kennedy to try to end unemployment.

Source B

US President John F. Kennedy is now remembered as a successful leader. He became President during an economic crisis and faced demands to create jobs. In addition, Soviet success in sending Yuri Gagarin into outer space scared politicians who wanted action to improve their space programme. Kennedy also struggled with pleas to stop the racism that many Americans suffered from each day. The President appointed various people to support him, including his brother, Robert.

93. Compare the views of **Sources A and B** about domestic pressures on US President Kennedy. 4
- (Compare the sources overall and/or in detail.)
94. Explain the reasons why many Americans changed their views on the Vietnam War. 6

[Now attempt either question 95(a) **OR** 95(b)]

Source C describes attempts at détente between the superpowers after 1968.

Source C

Rising military costs helped push the USA and USSR to improve relations. Richard Nixon made history when he became the first American President to travel to Moscow. Partly as a result of this meeting, the two countries agreed actions to limit their submarine-launched missiles. One significant development was the normalisation of relations between the two superpowers through trade agreements. The USA also sought to improve their links with China through the famous 'Ping Pong' diplomacy exchange of table tennis players. Détente ended after 1979.

95. (a) How fully does **Source C** describe attempts at détente between the superpowers after 1968?

6

(Use the source and recall to reach a judgement.)

OR

Source D describes the military tactics used by the USA during their involvement in the Vietnam War.

Source D

After the French withdrawal from Vietnam, the USA became more directly involved. At first the US sent military advisors, whose job it was to oversee the South Vietnamese use of American weaponry. America also tried strategic hamlets, moving South Vietnamese peasants to protected villages. Later President Johnson ordered a major bombing campaign of North Vietnamese military targets. President Nixon followed a plan of Vietnamisation, training South Vietnam forces whilst reducing American forces. The USA saw the conflict in simple terms: America stood for freedom, whilst the Communists wanted tyranny.

- (b) How fully does **Source D** describe the military tactics used by the USA during their involvement in the Vietnam War?

6

(Use the source and recall to reach a judgement.)

[END OF QUESTION PAPER]

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE