



National
Qualifications
2016

X737/75/11

History

FRIDAY, 20 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.



SECTION 1—SCOTTISH CONTEXTS

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- C. The Treaty of Union, 1689–1715** **Page 05**
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- E. The Era of the Great War, 1910–1928** **Page 07**

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SECTION 3—EUROPEAN AND WORLD CONTEXTS

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SECTION 1—SCOTTISH CONTEXTS—20 marks

Part A—The Wars of Independence, 1286–1328

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

1. Explain the reasons why King John Balliol had problems ruling Scotland between 1292 and 1296. 6

Source A is an extract from a letter written by Wallace and Murray as Guardians of Scotland in 1297.

Source A

From Andrew Murray and William Wallace, greetings to our beloved friends the mayors in Lubeck and in Hamburg. We ask that you announce to your merchants that they may safely trade their goods to all ports in the kingdom of Scotland, because the kingdom has been freed by war from the power of the English. In return, our merchants will bring their trade to you.

2. Evaluate the usefulness of **Source A** as evidence of Wallace's leadership. 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.)
3. To what extent had Bruce dealt successfully with opposition by 1314? 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 2 starting on Page 08]

SECTION 1—SCOTTISH CONTEXTS—20 marks

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

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

4. Explain the reasons why Protestantism grew in Scotland up to 1560. 6
5. To what extent did Mary's marriage to Darnley play a part in her downfall in 1567? 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 letter written in 1586 by Mary Queen of Scots to Anthony Babington.

Source A

When everything is prepared and the forces are ready both in this country and abroad, then you must set the six gentlemen to work. Give orders that when the act is done, they get me away from here. At the same time get all your forces into battle order to protect me while we wait for help from abroad. May God grant success to our plans.

6. Evaluate the usefulness of **Source A** as evidence of why Mary Queen of Scots was executed in 1587. 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 2 starting on Page 08]

SECTION 1—SCOTTISH CONTEXTS—20 marks

Part C—The Treaty of Union, 1689–1715

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

7. To what extent was anger over the Darien Scheme the most important reason in explaining worsening relations between Scotland and England by 1707? 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 petition by Stirling Town Council against the Union presented on 18 November 1706.

Source A

We want a lasting friendship with England. But we judge that this Union will bring a high burden of taxation upon this land. Scotland would be under the rules of the English in the Parliament of Britain. The English may discourage our trade, if they think it will be in competition with their own. The Union will ruin our industry, our religion, laws and liberties.

8. Evaluate the usefulness of **Source A** as evidence of the arguments used by Scots against the Union. 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.)

9. Explain the reasons why the Scots Parliament passed the Treaty of Union. 6

[Now go to SECTION 2 starting on Page 08]

SECTION 1—SCOTTISH CONTEXTS—20 marks

Part D—Migration and Empire, 1830–1939

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

10. To what extent were the Clearances the most important factor for people leaving the Highlands? 8

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

11. Explain the reasons why so many immigrants came to Scotland after 1830. 6

Source A is from a song written by a Scottish emigrant to Canada in the 1920s.

Source A

The winter night is long for me.
I see only bleak empty prairie,
There's no sound of waves breaking on the shore.
In the evening darkness
My spirit sinks with homesickness
Thinking how far away
Is everything I want to be visiting -
The happy wee *ceilidh** house
With the peat fire on the floor
Where cheerful folk gathered for a gossip.
But there's no *ceilidh** on the prairie.
It seems like forever since I left Lewis.

**ceilidh* = a friendly gathering, like a party

12. Evaluate the usefulness of Source A as evidence of how well Scots settled in their new countries. 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 2 starting on Page 08]

SECTION 1—SCOTTISH CONTEXTS—20 marks

Part E—The Era of the Great War, 1910–1928

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

13. Explain the reasons why so many Scots volunteered to fight in the Great War. 6

14. To what extent did food shortages have the biggest impact on Scottish civilians during the Great War? 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 “*Scotland and the Impact of the Great War 1914–1918*” a book written by the historian John Kerr in 2010.

Source A

The 1918 Representation of the People Act gave some women over 30 the vote in national elections. They had to be either householders or the wives of householders, occupiers of property with an annual rent of £5 or graduates of British universities. The electorate increased to about 21 million, of which 8.4 million were women. By the end of the 1920s women over 21 were also given the vote.

15. Evaluate the usefulness of **Source A** as evidence of the extension of the right to vote by 1918. 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 2 starting on Page 08]

SECTION 2—BRITISH CONTEXTS—20 marks

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

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

16. Explain the reasons why William, Duke of Normandy, claimed he had a right to the English throne. 5

Sources A and B are about how William I dealt with rebellion.

Source A

When William's army reached York it brutally crushed the rebellion. Every home and farmland was burnt and all livestock destroyed. So many people were massacred that their bodies filled the streets. William made no attempt to control his anger and punished everyone whether they were innocent or guilty. Within weeks the whole of Yorkshire had become a wasteland. The few who had survived now faced starvation.

Source B

William marched north with an army of experienced soldiers. Hundreds of people were slaughtered when William's men went from village to village to end the uprising. Crops were set on fire, herds of animals were slaughtered and supplies of food ruined. Whole families died of hunger as a result of William's harsh actions. The north never rebelled again and William was able to spend his time dealing with problems elsewhere in his kingdom.

17. Compare the views of Sources A and B about how William I dealt with rebellion. (Compare the sources overall and/or in detail.) 4
18. Describe the actions taken by Henry II to increase his power when he became king in 1154. 5

Source C explains why the Church was important in medieval times.

Source C

Harvest failure and disease meant life was often short and brutal for medieval people. The Church offered support and comfort during difficult times and encouraged people not to give up. Every Sunday, priests preached about the afterlife and taught people how to be good Christians. Priests also heard confessions and issued penance for those who wanted their sins forgiven. In this way the Church was able to control the way people behaved in society allowing most communities to live in peace.

19. How fully does Source C explain why the Church was important in medieval times? (Use the source and recall to reach a judgement.)

6

[Now go to SECTION 3 starting on Page 18]

SECTION 2—BRITISH CONTEXTS—20 marks

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

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

Source A and B are about the reign of King Charles I.

Source A

The reign of Charles I began with an unpopular friendship with the Duke of Buckingham. He used his influence with the King to control the nobility. Buckingham was assassinated in 1628. There was ongoing tension with Parliament over money, made worse by the costs of war abroad. Religious tensions led to further resentment of Charles I as he preferred Anglican forms of worship which made Puritans suspicious.

Source B

Charles I was a very religious man who enjoyed Anglican church services full of ritual, and this led to clashes with Puritans who preferred plain and simple services. Charles also angered many by having favourites at court, particularly the Duke of Buckingham. In 1628 Buckingham was assassinated. Charles' constant arguments with Parliament led him to rule without Parliament for eleven years. Charles also angered many with the methods he used to raise money.

20. Compare the views of Sources A and B about the reign of King Charles I. (Compare the sources overall and/or in detail.) 4
21. Explain the reasons why there was opposition to the methods used by Charles I to raise money. 5
22. Describe the reaction in Scotland to the introduction of the New Prayer Book in 1637. 5

Source C is about the Battle of Edgehill in 1642.

Source C

The King ordered his army to occupy the high ridge on Edgehill, hoping that the Parliamentarian army would be forced to attack uphill. Instead the Parliamentarian army was arranged on flat ground 2 miles away, waiting for the King to make the first move. The Parliamentary army was commanded by the Earl of Essex who had gained experience of commanding an army during the First Bishops' War. Essex's decision to wait forced the King to take action. The King moved his army down off the ridge and attacked.

23. How fully does Source C describe the events of the Battle of Edgehill in 1642? (Use the source and recall to reach a judgement.)

6

[Now go to SECTION 3 starting on Page 18]

SECTION 2—BRITISH CONTEXTS—20 marks

Part C—The Atlantic Slave Trade, 1770–1807

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

Source A is about conditions on board ships during the Middle Passage.

Source A

Slave ships left from British ports on the triangular trade. When the ships arrived in Africa, captains exchanged guns or alcohol for slaves. Slaves were often tightly packed below deck for the journey across the Atlantic Ocean. This was known as the middle passage. Conditions below deck were horrendous and slaves were denied basic sanitation. Disease was common and many died from conditions such as dysentery. Slaves were given enough food to sustain them during the voyage. However, the food was unfamiliar and many slaves simply refused to eat.

24. How fully does **Source A** describe the conditions on board ships during the Middle Passage? (Use the source and recall to reach a judgement.) 6
25. Explain the reasons why the slave trade was important to British cities. 5

Sources B and C are about resistance on the plantations.

Source B

Slaves hated the way they were treated. They were not paid for their work and saw no reason for working hard. They sabotaged their owners by working slowly and inefficiently. They broke tools and let animals loose. They were harshly punished for such behaviour. As well as whipping, some slaves had their ears, noses and limbs cut off. Many slaves attempted to run away. In mountainous islands like Jamaica, runaways fled to the mountains.

Source C

The West Indian plantations relied on slaves to do the work. Although the slaves outnumbered the Whites they still felt isolated and powerless. However, they resisted their situation in many ways. The mildest forms of resistance were doing a job slowly or badly. Other slaves ran away when they saw a chance. The punishments for slaves who resisted were very harsh. Plantation records show that punishments such as hanging, mutilation or lashing were common.

26. Compare the views of **Sources B** and **C** about resistance on the plantations. (Compare the sources overall and/or in detail.) 4
27. Describe the methods used by abolitionists to try and end the slave trade. 5

[Now go to SECTION 3 starting on Page 18]

SECTION 2—BRITISH CONTEXTS—20 marks

Part D—Changing Britain, 1760–1914

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

Sources A and B are about the Peterloo massacre in 1819.

Source A

In 1819 a meeting was due to be addressed by Henry Hunt in Manchester. People had gathered from all over Lancashire in St Peter's Fields. The magistrates wrongly believed that people had been marching and drilling like soldiers in preparation. They ordered the army to charge the crowd. In the stampede that followed, 11 people were killed and hundreds injured. The press nicknamed the tragedy "Peterloo" in mocking memory of the Battle of Waterloo.

Source B

I saw a large crowd that had gathered from miles around and was moving towards St Peter's Fields. I laughed at the fears of the magistrates as the so-called "marching" protest was actually a procession of men with their wives, sisters and children. After that there was just noise and confusion and I could see that many people had been hurt. I will always be haunted by the sight of those trampled bodies.

28. Compare the views of **Sources A** and **B** about the events of the Peterloo massacre in 1819. (Compare the sources overall and/or in detail.) 4
29. Explain the reasons why working in mills was harmful to the health of textile workers. 5

Source C describes the benefits that railways brought to Britain.

Source C

Railways changed the lives of nearly everyone in Britain. As early as 1852, all the present-day main lines had been laid. Even the most remote country areas were brought into contact with towns and cities. Industries benefited greatly from being able to transport their raw materials and goods quickly and cheaply. Farmers were able to sell their fresh produce over greater distances. Faster travel meant that people could live further from their jobs, so towns spread as suburbs were built.

30. How fully does **Source C** explain the benefits brought to Britain by railways? (Use the source and recall to reach a judgement.) 6
31. Describe the changes made to voting and representation by 1867. 5

[Now go to SECTION 3 starting on Page 18]

SECTION 2—BRITISH CONTEXTS—20 marks

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

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

32. Describe the problems facing the poor by the early 1900s. 5

Source A is about changing attitudes to poverty.

Source A

In 1900 the Labour Party was formed. This new party campaigned for reforms to tackle poverty. Other parties were afraid that they might lose votes to Labour if they did not show that they wanted to help the poor. Most working class men now had the vote, so it was possible that they could vote for Labour. Trade unions put pressure on the Liberals and Conservatives to do more to help the poor. Society was beginning to accept that some people became poor through no fault of their own.

33. How fully does **Source A** explain the reasons for changing attitudes to poverty by the 1900s? (Use the source and recall to reach a judgement.) 6
34. Explain the reasons why the reforms of the Liberal government of 1906–1914 did not fully meet the needs of the British people. 5

Sources B and C are about the success of the reforms of the Labour Government of 1945–1951.

Source B

There is some disagreement amongst historians about how successful the Labour reforms actually were. However, their record of success is difficult to argue with. The National Health Service was the greatest achievement of the Labour welfare state, giving free medical and dental treatment to all. Considerable progress was made in tackling the housing shortage. Between 1948 and 1951, around 200,000 homes were built per year.

Source C

Labour came to power in 1945. Their reputation of being the creator of the modern welfare state is not entirely deserved. Labour's record on house building was poor when compared to previous governments. Labour claimed the credit for maintaining low levels of unemployment, but this was mainly due to booming private industry and exports. By 1951, charges had to be introduced for some dental treatment, spectacles and prescriptions, meaning the NHS was not entirely free.

35. Compare the views of Sources B and C about the success of the reforms of the Labour Government of 1945–1951. (Compare the sources overall and/or in detail.)

4

[Now go to SECTION 3 starting on Page 18]

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

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

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

36. Describe the role of a knight in medieval times. 5
37. Explain the reasons why the People's Crusade failed. 5

Source A describes Muslim disunity.

Source A

After capturing Antioch, the Crusader army had an easy march south. Local Muslim communities did not attack the Crusaders and some even gave them money to keep the peace. Unwilling to end their bitter rivalries, the Muslim leaders refused to join together and thought only of their own land. By the time the Crusaders reached Jerusalem, the Seljuk Turks had been defeated by an Egyptian force and had lost the city. The Egyptians asked for help but no Muslim armies came to their aid.

38. How fully does **Source A** describe Muslim disunity during the First Crusade? (Use the source and recall to reach a judgement.) 5

Source B is from a chronicle written by a Crusader in 1187.

Source B

Desperate to help the Christians in Tiberias, King Guy gathered a large Crusader army and left for the city. Whilst on their way, the Crusaders were constantly attacked by Saladin's men. Exhausted by their journey, King Guy made a terrible mistake and made camp near Hattin. Without water and supplies the Crusaders could neither carry on nor turn back. Saladin's army surrounded the Crusaders' camp and slaughtered nearly all those inside.

39. Evaluate the usefulness of **Source B** as evidence of the Battle of Hattin. 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.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

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

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

40. Explain the reasons why the colonists had become unhappy with British rule by the 1770s. 5
41. Describe the events at Bunker Hill in 1775. 5

Source A is about the events in Lexington and Concord in 1775.

Source A

By early 1775 many in the colonies had started to prepare for war. Spies had informed the British commander in Boston about a store of gunpowder and weapons that the colonists had been collecting at Concord. British soldiers were dispatched to seize the supplies. When the British arrived at Lexington they were confronted by a group of minutemen. These were colonists who had been training and preparing for war. Shots were fired and several colonists were killed. The British then marched on to Concord where they destroyed any remaining supplies.

42. How fully does **Source A** describe the events at Lexington and Concord in 1775? (Use the source and recall to reach a judgement.) 5

Source B is from a diary written by an American army officer in December 1777.

Source B

The army now continues to grow sickly from the exhaustion they have suffered in this campaign. We are sick—discontented—and out of humour. Poor food—cold weather—nasty clothes—nasty cooking—the Devil’s in it! I can’t endure it! Why are we sent here to starve and freeze? Despite all of this, the men still show a spirit not to be expected from such young troops.

43. Evaluate the usefulness of **Source B** as evidence of the condition of the American army during the winter of 1777. 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.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

Part C—USA, 1850–1880

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

44. Describe the problems faced by the different groups who travelled west after 1850. 5
45. Explain the reasons why the Southern States seceded from the Union in 1861. 5

Source A is from a letter written by George Fitzhugh, a Southern lawyer, in 1857.

Source A

The slaves of the South are the happiest and are, in many ways, the most free people in the world. The children, the aged and the sick do not work at all. They have all the comforts and necessities of life provided for them such as food and housing. The slave women do little hard work. On average the slave men and boys do not work more than nine hours a day in good weather.

46. Evaluate the usefulness of **Source A** as evidence of slave life on plantations before 1861. 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 is part of a speech made by Frederick Douglass, a former slave, in 1880.

Source B

Slaves were made free in 1865. At first there were great hopes for change. But today, in most of the Southern States, the Fourteenth and Fifteenth Amendments to the Constitution are almost totally ignored. The right of citizenship granted in the Fourteenth Amendment is practically a mockery. The right to vote, provided for in the Fifteenth Amendment, is under attack. The old ruling class is victorious today and the newly freed slaves are little better off than they were before the rebellion of the Southern States against the Union.

47. How fully does **Source B** describe the impact of Reconstruction in the South after 1865? (Use the source and recall to reach a judgement.) 5

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

Part D—Hitler and Nazi Germany, 1919–1939

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

48. Explain the reasons why the German people were opposed to the Treaty of Versailles. 5
49. Describe the treatment of the Jews in Nazi Germany. 5

Source A is from the diary of Ernst Thalmann, a Communist leader writing about his arrest in 1933 by the Gestapo.

Source A

Every cruel method of blackmail was used against me to obtain details about my comrades. But the approach proved unsuccessful. I was then assaulted and in the process had four teeth knocked out. They tried hypnosis which was also ineffective. Finally, a Gestapo officer with a whip in his hand beat me with measured strokes. Driven wild with pain, I screamed at the top of my voice.

50. Evaluate the usefulness of **Source A** as evidence of the use of intimidation by the Nazis. 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 is about the activities of the Hitler Youth.

Source B

Boys learned military skills such as practising with weapons. To toughen them up, they were taken on cross country hikes and runs. One member of the Hitler Youth remembered that anyone who got a stitch while running was punished and humiliated as a weakling. Boys were also tested on their knowledge of Nazism and those who passed the test were given a dagger marked “Blood and Honour”. Most members of the Hitler Youth joined because they thought it was fun and exciting. However they did not all enjoy the endless marching.

51. How fully does **Source B** describe the activities of the Hitler Youth? (Use the source and recall to reach a judgement.) 5

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

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

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

Source A is about the conditions for workers and peasants in Russia before 1905.

Source A

Tsar Nicholas II, I do not wish to die without having told you and the people of Russia what I think of your activities up to the present. Police brutality is steadily growing. The prisons are filled to overflowing with hundreds of thousands of common criminals. Many workers are now imprisoned along with political prisoners. The treatment of millions of peasants, on whom the power of Russia depends, leads to them becoming poorer every year. Famine is now normal throughout the country.

52. How fully does **Source A** describe the conditions of workers and peasants in Russia before 1905? (Use the source and recall to reach a judgement.) 5
53. Describe the reforms which were introduced in Russia after the 1905 Revolution. 5
54. Explain the reasons why the Bolsheviks were able to seize power in Petrograd in October 1917. 5

Source B is from the diary of Leon Trotsky written in 1921.

Source B

We formed an army out of peasants, workers and refugees escaping from the Whites. We believed that this flabby, panicky mob could be changed into a useful force. What was needed were good commanders and a few experienced fighters. The mob would fight as long as they had boots for the barefooted, a bathhouse, food, underwear, tobacco and a dozen or so Communists ready to make any sacrifice to inspire them.

55. Evaluate the usefulness of **Source B** as evidence of the reasons for the Bolshevik victory in the Civil War. 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.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

Part F—Mussolini and Fascist Italy, 1919–1939

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

56. Explain the reasons why Mussolini was able to secure power in Italy by 1925. 5
57. Describe the policies introduced by Mussolini to try to control the lives of young Italians. 5

Source A is about the cult of “Il Duce”.

Source A

When the Fascists came to power in 1922, a leadership cult was established in Italy. The media played a very important role, making Mussolini the centre of every story. The cult built popular support for him and secured continuing support for his dictatorship. Benito Mussolini was shown as a man chosen by destiny to save Italy and its people from Communism and Socialism. He was the new Caesar—a man of genius, a man of action.

58. How fully does Source A describe the cult of “Il Duce”. (Use the source and recall to reach a judgement.) 5

Source B is part of a speech made by Mussolini in 1922.

Source B

There is much for us to do in this country. Perfect unity in Italy cannot be spoken of until Fiume and Dalmatia and other territories have come back to us, fulfilling the proud dream which we carry in our hearts. Violence may have to be used. Violence is sometimes necessary. Italy, in order to become a Mediterranean power, must have control over the Adriatic Sea.

59. Evaluate the usefulness of Source B as evidence of Mussolini’s foreign policy. 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.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

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

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

60. Describe the ways that the Jim Crow laws segregated black and white Americans. 5
61. Explain the reasons why many Americans were against immigration by the 1920s. 5

Source A is about the actions of the Ku Klux Klan.

Source A

The original Ku Klux Klan was a white supremacist organisation founded in 1866. Wearing white robes and pointed hats, the Klan of the 1920s looked similar to the original. During elections, the Klan would wait outside the voting place to beat up blacks if they came near. Women considered immoral were also targeted by the Klan. A divorced woman in Texas was tarred and feathered for remarrying. A massive march in Washington DC in 1925 was a demonstration of the Klan's power.

62. How fully does **Source A** describe the actions of the Ku Klux Klan in the 1920s? (Use the source and recall to reach a judgement.) 5

Source B is from a newspaper interview with a black American taxi driver from New York in 1961.

Source B

I like Malcolm the best. I can believe in a leader who comes from the street, Malcolm is one of us. Malcolm isn't afraid to stand up to the FBI and the cops. Those black Muslims make more sense than the NAACP and all of the rest of them put together, you don't see Malcolm tip-toeing around the whites like he's scared of them.

63. Evaluate the usefulness of **Source B** as evidence of the reasons why Malcolm X was popular amongst many black Americans. 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.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

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

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

64. Describe the ways in which Hitler rearmed Germany between 1933 and 1935. 5

Source A is from an article by the historian Professor Neil Gregor in “*20th Century History Review*”, published in 2008.

Source A

The Anschluss had a number of significant consequences and was notable for several reasons. Most obviously, it marked the beginning of Germany’s territorial expansion, starting a chain of events which continued with the occupation of the Sudetenland. The lack of meaningful opposition from Britain and France underlined again for Hitler that he could do as he pleased. The persecution of Jews by the Nazis was greatly intensified following the Anschluss, especially in Austria.

65. Evaluate the usefulness of **Source A** as evidence of the consequences of the Anschluss. 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 is about the British policy of appeasement in the 1930s.

Source B

Appeasement was a policy which involved making concessions to Hitler. The main reason for such a stance was a belief that given the harsh treatment of Germany at Versailles, Hitler’s demands were not unreasonable. The policy was motivated by several other factors. The British public were still haunted by memories of World War One and unwilling to back military action. Chiefs of the armed forces advised that the British military was unprepared for war. The Treasury meanwhile warned against the financial consequences of war.

66. How fully does **Source B** explain the reasons why Britain followed a policy of appeasement? (Use the source and recall to reach a judgement.) 5
67. Explain the reasons why Hitler declared war on Poland in 1939. 5

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

Part I—World War II, 1939–1945

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

68. Explain the reasons why Hitler launched an attack on Russia in June 1941. 5
69. Describe the attack on Pearl Harbour by Japanese forces in December 1941. 5

Source A is about the preparation for the Normandy Landings of June 1944.

Source A

Operation Overlord was a complex operation. It involved the land, sea and air forces of the USA, Britain and Canada. Preparations began in 1943 under the overall command of General Eisenhower of the United States. Normandy was chosen as the site for the landings because of its open beaches that were not as well defended as those at Calais. Normandy was also chosen because it had a fairly large port, Cherbourg. It was also opposite the main ports of southern England. The intended date for the invasion was May 1944.

70. How fully does **Source A** describe the preparations for the Normandy Landings of June 1944? (Use the source and recall to reach a judgement.) 5

Source B is from a leaflet dropped by the US Government over Japan on 16 August 1945.

Source B

TO THE JAPANESE PEOPLE: We are in possession of the most destructive explosive devised by man. We have just begun to use this weapon against your country. If you still have any doubts, ask what happened to Hiroshima when just one atomic bomb fell on that city. You should take steps now to surrender. Otherwise we shall use this bomb again to promptly and forcefully end the war. EVACUATE YOUR CITIES.

71. Evaluate the usefulness of **Source B** as evidence of the use of atomic bombs against Japan in 1945. 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.)

SECTION 3—EUROPEAN AND WORLD CONTEXTS—20 marks

Part J—The Cold War, 1945–1989

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

Source A is from a leaflet published by the East German Government in 1962.

Source A

We could no longer stand by and see so many of our doctors, engineers and skilled workers persuaded by corrupt methods to work in West Germany or West Berlin. These dirty tricks cost East Germany annual losses amounting to 3·5 thousand million marks. But we prevented something much more important with the Wall—West Berlin could have become the starting point for military conflict.

72. Evaluate the usefulness of **Source A** as evidence of why the Berlin Wall was built. 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 is about the Cuban missile crisis.

Source B

During the Cuban missile crisis it was said that the world held its breath. There was a crisis in Cuba because by the early 1960s the USA and the Soviet Union were bitter rivals. Many in the United States believed that the Soviet actions in Cuba provided proof of a determination to spread Communism all around the world. Cuba was very close to the American mainland and this explains why Americans were so concerned by events there. Both sides were afraid to back down in case they lost face.

73. How fully does **Source B** explain the reasons for the Cuban missile crisis? (Use the source and recall to reach a judgement.) 5
74. Describe the differing American views on the Vietnam War. 5
75. Explain the reasons why the USA and the Soviet Union followed a policy of détente after 1968. 5

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