



National  
Qualifications  
2023 MODIFIED

**X837/75/11**

**History**

TUESDAY, 2 MAY  
1:00 PM – 3:20 PM

**Total marks — 80**

**SECTION 1 — SCOTTISH CONTEXTS — 29 marks**

Attempt ONE part.

**SECTION 2 — BRITISH CONTEXTS — 25 marks**

Attempt ONE part.

**SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 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 14–16*
- B. War of the Three Kingdoms, 1603–1651 *pages 17–19*
- C. The Atlantic Slave Trade, 1770–1807 *pages 20–22*
- D. Changing Britain, 1760–1914 *pages 23–25*
- E. The Making of Modern Britain, 1880–1951 *pages 26–28*

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS

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- A. The Cross and the Crescent: the Crusades, 1071–1192 *pages 29–31*
- B. ‘Tea and Freedom’: the American Revolution, 1774–1783 *pages 32–33*
- C. USA, 1850–1880 *pages 34–35*
- D. Hitler and Nazi Germany, 1919–1939 *pages 36–37*
- E. Red Flag: Lenin and the Russian Revolution, 1894–1921 *pages 38–39*
- F. Mussolini and Fascist Italy, 1919–1939 *pages 40–41*
- G. Free at Last? Civil Rights in the USA, 1918–1968 *pages 42–43*
- H. Appeasement and the Road to War, 1918–1939 *pages 44–45*
- I. World War II, 1939–1945 *pages 46–47*
- J. The Cold War, 1945–1989 *pages 48–49*

[Turn over for next question

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## SECTION 1 — SCOTTISH CONTEXTS — 29 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 the succession problem following the death of Alexander III, 1286–1292. 4
  
2. To what extent was Edward I's treatment of Balliol the main reason why Edward was able to impose his authority on Scotland, 1292–1296? 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 Scottish response to the Anglo-French War.

## Source A

During 1294, Edward I was preparing to go to war with France and he wanted the Scots to fight for him. However, the Scottish nobles argued that Edward I had no right to ask Scottish people to fight for him. The Scots did not want to get involved because they wanted to prioritise their relationship with France. Scotland had strong economic ties with France and the Scots did not want to fight their trading partner.

## Source B

After Alexander III had died, Scotland had suffered economic turmoil. Scotland and France were historic allies. The Scots did not want to fight in a war against a country with whom they had strong economic links. Scottish nobles were also angered by Edward's demand that they fight with England in his war against France. The Scots preferred to develop closer links with France by signing a treaty.

3. Compare the views of Sources A and B about the Scottish response to the Anglo-French War. 4  
 (Compare the sources overall and/or in detail.)
  
4. Explain the reasons why William Wallace was defeated at the Battle of Falkirk, 1298. 6

**Source C** describes the events of the Battle of Bannockburn in 1314.

**Source C**

By 1314, Bruce had managed to recapture most Scottish castles. The English had a deadline to reinforce Stirling Castle by mid-summer of the same year, leading to the Battle of Bannockburn. The battle started with Edward II sending two separate scouting parties ahead of his main force. Despite this, the English army still lacked proper organisation. The English cavalry did not have enough space to charge at the Scots successfully. Also, the English archers could not find an effective position from which to attack the Scots.

5. How fully does **Source C** describe the events of the Battle of Bannockburn in 1314?  
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 29 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 role of the Catholic Church in the 1540s. 4
7. To what extent was the work of Andrew Melville the main reason for the development of Presbyterianism by the end of the 1570s? 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 terms of the Treaty of Edinburgh.

## Source A

After a month of bargaining, the Treaty of Edinburgh was signed on 6 July 1560. Under the terms of the Treaty, the French forces would leave Scotland. There were also conditions focused on the relationship with the English. Elizabeth I was to be recognised as the rightful Queen of England. For Elizabeth there were other important considerations. Mary and her husband Francois would abandon all claims to the English throne.

## Source B

It was clear that Mary did not wish to sign the Treaty of Edinburgh. She strongly believed in her right to the English throne but the Treaty would force her to give up her claim. The Treaty stated that Mary would acknowledge Elizabeth as the true Queen of England. The Treaty would end the divisions in Scotland. Therefore, the removal of the French soldiers from Scotland was written into the terms of the Treaty.

8. Compare the views of Sources A and B about the terms of the Treaty of Edinburgh. (Compare the sources overall and/or in detail.) 4
9. Explain the reasons why it was difficult for Mary to rule Scotland, 1561–1567. 6

Source C describes Mary's imprisonment in England.

Source C

The news of Mary's escape from Scotland astonished all who heard about it. She was taken into protective custody at Carlisle Castle in May 1568 where she stayed for a few months. While there she was permitted to go on daily walks in front of the castle. When Mary moved to Bolton Castle her staff totalled 50 servants including a secretary, a doctor and two cooks. Desperate to escape her imprisonment, Mary became involved in the Babington Plot, which made Elizabeth furious.

10. How fully does **Source C** describe Mary's imprisonment in England?  
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 2 starting on page 14]

**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 relationship between Scotland and England up to 1707. 4
12. To what extent were religious concerns the main reason why many Scots opposed Union with England? 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 why some Scots supported Union with England.

**Source A**

Many Scots saw a full Union as the only way for the Scottish economy to improve as it was believed it would reduce poverty. The Treaty of Union would grant Scotland free trade with all English colonies abroad, including America. Wealthy landowners who supported Union, had little understanding of the successful illegal overseas trade between Scotland and the American colonies. Therefore, landowners viewed Union as the only option to increase investment in agricultural developments.

**Source B**

Much of the later 17<sup>th</sup> century had been a difficult time for Scotland politically. If Scotland and England were one country, then Scottish merchants would gain access to English colonies and markets. It was argued that Union might help the Scottish economy recover and improve living standards. The economic strength created by Union would lead landowners and farmers to invest in land improvements in their estates.

13. Compare the views of **Sources A** and **B** about the reasons why some Scots supported Union with England. 4
- (Compare the sources overall and/or in detail.)
14. Explain the reasons why the Treaty of Union was passed by the Scottish Parliament. 6

**Source C** describes the economic effects of the Union up to 1715.

**Source C**

The making of the United Kingdom in 1707 was the product of power, control and negotiation. The Union gave Scotland free access to the large English domestic and colonial markets opening new trade links. Scottish merchants were presented with a chance for personal advancement through positions in the Hudson Bay and East India Company. Scots had opportunities to buy land in the Caribbean, making money from the production of sugar cane. Highland chiefs benefited through the black cattle trade which was in demand to feed the growing populations in towns.

15. How fully does **Source C** describe the economic effects of the Union up to 1715?  
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 29 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 patterns of settlement of immigrants to Scotland, 1830–1939. 4
17. To what extent did Italian immigrants make the largest impact on Scotland's economy? 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 living conditions for Irish immigrants in Scotland.

## Source A

Many Irish immigrants were attracted to Scotland due to its proximity to their home country. This had an impact on living conditions. Irish immigrants often lived in overcrowded tenement slums with up to 12 people living in a single room. The water was often unclean, which led to diseases such as cholera and typhus. The tenements usually had shared toilets with water pumps in common courtyards.

## Source B

By the 1880s, large numbers of Irish people had made the journey to Scotland over the Irish Sea, many hoping to travel on to America. Irish families sometimes lived in cramped buildings in single rooms of 12 people. It was not uncommon for the families to share facilities such as toilets and water pumps. Cholera was a problem due to the sewage and refuse in the water.

18. Compare the views of **Sources A** and **B** about the living conditions for Irish immigrants in Scotland. 4
- (Compare the sources overall and/or in detail.)
19. Explain the reasons why many Scots emigrated, 1830–1939. 6

**Source C** describes the impact of Scots on the countries to which they emigrated.

**Source C**

Scots migrated to New Zealand to take advantage of what the country had to offer and set up new lives. Many made an impact on those countries. The Scottish woman, Learmonth Dalrymple, helped to create the first girls' school in New Zealand. Scots also helped shape the curriculum of New Zealand's first university in Otago. In terms of politics, the Scot Peter Fraser helped to set up the New Zealand Labour Party in 1916. Around the same time, Andrew Fisher became three times Prime Minister of Australia.

20. How fully does **Source C** describe the impact of Scots on the countries to which they emigrated?

6

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

[Now go to SECTION 2 starting on page 14]

## SECTION 1 — SCOTTISH CONTEXTS — 29 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 poison gas on the Western Front. 4
22. To what extent was censorship the main impact of the Defence of the Realm Act during the Great 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 how conscientious objectors were treated in prison.

## Source A

A rule of silence was enforced in prisons and inmates were punished if they broke it. Quite often conscientious objectors faced cruel treatment from prison guards. Prisoners were given simple, monotonous work to do, such as making mail bags. Their diet was very poor, quite often bread and water and was meant to be much worse than the army diet. Conscientious objectors could often be moved between prisons, making it difficult to receive visitors.

## Source B

There were a variety of places used to confine prisoners during the Great War. Some of the best known were Edinburgh Castle and the camp at Dyce near Aberdeen. Prison warders were accused of unfair punishments, particularly towards conscientious objectors. Conscientious objectors could be fed a very basic diet of bread and water. ‘Conchies’ undertook boring manual jobs like breaking stones and hand sewing mail bags. Many conscientious objectors went mad because of their treatment.

23. Compare the views of Sources A and B about how conscientious objectors were treated in prison. 4
- (Compare the sources overall and/or in detail.)
24. Explain the reasons why Scotland’s heavy industry declined after the Great War. 6

Source C describes the rent strikes during the Great War.

Source C

Perhaps Glasgow's biggest contribution to the war effort was in the engineering and shipbuilding industries. When the war started many workers moved to Glasgow to take up employment opportunities. Private landlords raised rents leading to over 20,000 tenants refusing to pay the increases. Many wives and mothers played a key role in organising community action. When striking tenants were taken to court in November 1915, sympathetic shipyard workers threatened to strike. A strike of over 10,000 workers took place later in 1915 in support of the women.

25. How fully does **Source C** describe the rent strikes during the Great War?  
(Use the source and recall to reach a judgement.)

6

[Now go to SECTION 2 starting on page 14]

## SECTION 2 — BRITISH CONTEXTS — 25 marks

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

Attempt questions 26, 27, 28 and 29 **AND** question 30(a) **OR** 30(b) using recalled knowledge and information from the sources where appropriate.

26. Describe the Normanisation of Scotland.

4

Sources A and B are about the Battle of Hastings.

## Source A

Although the English army had defeated the King of Norway, Harold Hardrada, they had suffered heavy losses. As a result, the English army that fought at Hastings was made up largely of untrained peasants. The exhausted and battle-weary English army marched to meet the Normans, just outside Hastings. The Norman forces were led by William, Duke of Normandy. The Normans pretended to retreat and successfully drew the English troops away from their defensive line.

## Source B

The English army, led by King Harold, were energised and ready for battle. By the time the English army arrived at Hastings, it had been reinforced with trained knights. The English pushed the Normans back with their battle-axes and stalemate was reached. Some Normans fled because they heard a rumour that the Duke of Normandy had been killed and they were pursued by the English.

27. Compare the views of Sources A and B about the Battle of Hastings.

4

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

28. Explain the reasons why there were quarrels between Henry II and Archbishop Thomas Becket.

6

**Source C** explains the reasons why the Church was important to people during the medieval period.

**Source C**

Life was often very tough for many people during the medieval period. The Church collected taxes from everyone which meant it could provide food if a harvest failed. Religion also provided a sense of purpose and belonging in communities which brought reassurance to people. An important aspect of religious life was death, and the Church administered the last rites for a dying person. The Church was also important to the King as it was able to provide important political advice.

**29.** How fully does **Source C** explain the reasons why the Church was important to people during the medieval period?

**6**

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

**[Now attempt either question 30(a) OR 30(b)]**

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

**Source D**

The Black Death was a bubonic plague pandemic which reached England in 1348. The bacteria which caused this outbreak was carried by fleas and transferred to humans through contact with rats. Without as many peasants to work the land, those who survived demanded higher wages. Some peasants even left their home and their lord's land in the search for higher wages. This led to disgruntled lords and relationships between landowners and peasants deteriorated following the Black Death.

30. (a) Evaluate the usefulness of **Source D** as evidence of the impact of the Black Death on medieval society.

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**.)

OR

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

**Source E**

Throughout the medieval period, people had deeply held beliefs about the correct way to live your life. The Church encouraged people to go on pilgrimage to visit special holy places called shrines. Pilgrims would pray to God and saints at these holy shrines once given access by the keeper of the shrine. Sometimes pilgrims would be allowed to touch or kiss holy relics but they would have to pay money to the keeper of the shrine.

- (b) Evaluate the usefulness of **Source E** as evidence of the role of saints, relics and pilgrimage during the medieval period.

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 3 starting on page 29]

## SECTION 2 — BRITISH CONTEXTS — 25 marks

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

Attempt questions 31, 32, 33 and 34 **AND** question 35(a) **OR** 35(b) using recalled knowledge and information from the sources where appropriate.

31. Describe the personality of King James VI and I.

4

Sources A and B are about arguments over revenue and religion during the reign of King James VI and I.

## Source A

King James was celebrated for overcoming years of strife in England regarding religious and financial challenges. His low taxation policy had earned him love and respect from his countrymen. He was also extremely religious and was praised for writing eloquent sermons and books on divinity. Furthermore, he was tolerant towards Catholics, even after the Gunpowder Plot when he insisted that he would not become a persecutor of Catholics.

## Source B

King James treated his subjects like a bank to fund his extravagant lifestyle. The country, represented through the House of Commons, would react angrily when James introduced new taxes. In religious matters he disappointed Puritans who wanted more radical church reforms. He also hated Catholics, especially after the Gunpowder plot when he enforced strict penalties against them. Overall, James did not always deal successfully with the religious and financial challenges of his reign.

32. Compare the views of Sources A and B about the arguments over revenue and religion during the reign of King James VI and I.

4

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

33. Explain the reasons why Charles I's policies caused problems in England, 1625–1629.

6

[Turn over

**Source C** explains the reasons why royal authority in Scotland was challenged under Charles I.

**Source C**

When Charles I became king, relations with Scotland were already difficult. These were made worse by the Act of Revocation that took former church lands from the nobility, which angered the nobles. Some also felt that this would serve to create a rich church again, like the Catholic model. When Charles insisted his coronation be held with full Anglican rites, many were horrified and thought this was too much like Catholicism. Charles never returned to Scotland after his coronation and was resented for being an absentee monarch.

**34.** How fully does **Source C** explain the reasons why royal authority in Scotland was challenged under Charles I?

**6**

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

**[Now attempt either question 35(a) OR 35(b)]**

**Source D** is from a textbook written by a modern historian in 2020.

**Source D**

The defeat at Naseby in 1645 turned the tide against the Royalist army. Despite a series of Royalist uprisings across the country, the Battle of Preston in 1648 brought an end to Charles I's chances of victory. Parliament then put the King on trial for treason. Charles was found guilty of being a tyrant and a traitor by a court he did not recognise as having any authority over him. His death warrant was signed by 59 officials including Oliver Cromwell.

35. (a) Evaluate the usefulness of **Source D** as evidence of the trial and execution of Charles 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**.)

OR

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

**Source E**

Scots prided themselves on the achievements of the Scottish Reformation. They were insulted when Charles I decided to improve Scots services by introducing an English style prayer book. When the Dean of St Giles tried to use Charles' book during a service, the congregation protested. Groups of Scots who were unhappy with Charles' rule, took advantage of the riot and decided to teach Charles a lesson. This event marked a significant public expression of the growing opposition to Charles in Scotland.

- (b) Evaluate the usefulness of **Source E** as evidence of the St Giles riot, 1637.

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 3 starting on page 29]

## SECTION 2 — BRITISH CONTEXTS — 25 marks

## Part C — The Atlantic Slave Trade, 1770–1807

Attempt questions 36, 37, 38 and 39 **AND** question 40(a) **OR** 40(b) using recalled knowledge and information from the sources where appropriate.

36. Describe the conditions experienced by enslaved people during the Middle Passage. 4

Sources A and B are about how enslaved people were treated in slave factories.

## Source A

Old fortresses were often used as slave factories on the west coast of Africa by slave traders. I have seen slaves with plenty of space to walk around when they were held in slave factories. The slaves I saw during my visit were always well-fed and watered which kept them healthy. There was enough space for captives to sleep while held in the slave factories.

## Source B

The slave factory was usually a large, brick building used to keep those captured secure until they were sold. Often these were buildings that were also used to trade gold and other valuable goods. Enslaved people lived in cramped, poorly ventilated dungeons. There was little room for enslaved people to lie down to rest. Captives were often kept without water and given poor quality food.

37. Compare the views of Sources A and B about how enslaved people were treated in slave factories. 4  
(Compare the sources overall and/or in detail.)
38. Explain the reasons why the slave trade had a negative impact on the development of the Caribbean islands. 6

**Source C** explains the reasons why resistance on plantations was mostly unsuccessful.

**Source C**

Enslaved people who were branded found it difficult to run away because they were easily identified. Hunters were hired to track down missing enslaved people meaning they were often returned to their owners. One notable group of escapees were the Maroons in Jamaica. The Maroons lived in the mountains and sometimes took part in violent rebellions. Slave owners put up posters describing runaways, making it harder for them to remain free. Enslaved people who engaged in resistance faced severe punishments, making them less likely to rebel.

39. How fully does **Source C** explain the reasons why resistance on plantations was mostly unsuccessful?

6

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

**[Now attempt either question 40(a) OR 40(b)]**

**Source D** is from a textbook written by a modern historian in 2018.

**Source D**

Members of the Society for the Abolition of the Slave Trade hated slavery and wanted to see it abolished completely. In the 1780s, Africans who had freed themselves formed the Sons of Africa, giving lectures about their horrific experiences. In 1787, Cugoano published a book on the evils of slavery in the British Caribbean, which shocked its readers. Furthermore, Thomas Clarkson travelled around Britain and West Africa collecting evidence against Atlantic slavery. These campaigns opened people's eyes to the reality of slavery.

40. (a) Evaluate the usefulness of **Source D** as evidence of the methods used by the abolitionists. 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**.)

OR

**Source E** is from a textbook written by a modern historian in 2011.

**Source E**

Millions of Africans were torn from their homeland and taken by ship thousands of miles away to the Americas and the Caribbean. Enslaved people did not have much furniture in their huts on the plantations. They slept on simple beds made from boards, with just a mat and blanket to provide basic comfort. In some ways, house slaves had better treatment and working conditions than field hands.

- (b) Evaluate the usefulness of **Source E** as evidence of the living and working conditions of enslaved people on plantations. 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 3 starting on page 29]

## SECTION 2 — BRITISH CONTEXTS — 25 marks

## Part D — Changing Britain, 1760–1914

Attempt questions 41, 42, 43 and 44 **AND** question 45(a) **OR** 45(b) using recalled knowledge and information from the sources where appropriate.

41. Describe the improvements made to housing in British towns and cities, 1760–1914. 4

Sources A and B are about the causes of medical problems in Britain up to 1914.

## Source A

In 1842 Edwin Chadwick produced a report on the sanitary conditions of the labouring population of Great Britain. He concluded that disease amongst the working class was not caused by their own behaviour, but by filth on the streets. The report found a link between poor living standards such as overcrowding and the spread of disease. The lack of clean drinking water was also most likely a cause of much disease, such as cholera.

## Source B

Before the discoveries and advancements of the 19th century, there were many outdated attitudes to health and medical care. Many people believed that poverty and ill-health were caused by idleness amongst the working classes. Many blamed diseases such as cholera on bad air in the atmosphere, known as miasma. The government believed that living standards had no impact on health and were therefore not their responsibility.

42. Compare the views of Sources A and B about the causes of medical problems in Britain up to 1914. 4  
(Compare the sources overall and/or in detail.)
43. Explain the reasons why changes to technology and legislation improved working conditions in textile factories by 1914. 6

[Turn over

**Source C** explains the reasons why railways benefitted society and the economy.

**Source C**

By 1900, British railways were at their peak. Most companies had earned large profits for years, which were invested back into the economy. By this point, many of the smaller companies had joined together to create larger ones like the Great Northern Railway. Thousands of new jobs were created, such as train drivers and conductors. The demand for raw materials to build rails and stations meant industries such as iron and coal grew. The forestry industry was also boosted as timber was needed to build the rails.

44. How fully does **Source C** explain the reasons why railways benefitted society and the economy?

6

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

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

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

**Source D**

In 1832 the Reform Act was passed — often called the Great Reform Act. The right of some depopulated areas to elect an MP was taken away. Middle class men who earned a certain amount gained the vote. However, for many, the Act did not go far enough. Most men and all women, still had no vote. In the following years, more legislation was passed which extended democracy further. By 1914, there had been improvements in almost every aspect of the democratic system.

45. (a) Evaluate the usefulness of **Source D** as evidence of the extent of democratic changes brought about by the 1832 Reform Act. 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**.)

OR

**Source E** is from a textbook written by a modern historian in 2004.

**Source E**

Railway mania swept across the nation in the 1840s, however, the railways were not universally welcomed and faced opposition. Railway companies found problems buying the land they needed from owners who believed it was worth more than companies were willing to pay. Railways faced opposition from those who feared they would destroy scenery with embankments and cuttings. There were also fears the railways would set farmland on fire with sparks from the locomotives. Despite this opposition, the railways continued to expand.

- (b) Evaluate the usefulness of **Source E** as evidence of the reasons for opposition to the building of the railways. 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 3 starting on page 29]

## SECTION 2 — BRITISH CONTEXTS — 25 marks

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

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 the problems facing people living in poverty up to 1914.

4

Sources A and B are about the surveys carried out by Booth and Rowntree.

## Source A

In the early 20<sup>th</sup> century, the social investigators, Charles Booth and Seebohm Rowntree, looked at the reasons for poverty in London and York. Booth and Rowntree's reports were widely read by the British public. Booth's report was based on research in London only, so many people rejected its findings on poverty. However, these surveys did help to change the minds of the British public by proving that poverty was not the fault of the individual.

## Source B

Booth and Rowntree were significant in revealing the extent of poverty in Britain. The extent of poverty revealed in Booth's report shocked people leading to pressure for change in how poverty was dealt with. However, many people in Britain did not read the reports of Booth and Rowntree and this limited the impact of the reports. As a result, lots of people in Britain continued to believe in laissez-faire policies, that those living in poverty had to help themselves.

47. Compare the views of Sources A and B about the surveys carried out by Booth and Rowntree.

4

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

48. Explain the reasons why some Liberal reforms, 1906–1914, were not successful in improving the lives of the British people.

6

**Source C** explains the reasons why World War II changed attitudes to poverty in Britain.

**Source C**

World War II disrupted life in Britain. Due to extensive bombings, the government provided temporary housing and many people hoped that this kind of support would continue. Owing to conscription, people were more accepting of government involvement in helping with social problems. Mothers with two or more children also appreciated the benefits of the Family Allowances Act introduced during the War, which gave additional financial support. In addition, the common experience of wartime changed what people thought the role of government should be for helping people in need.

49. How fully does **Source C** explain the reasons why World War II changed attitudes to poverty in Britain?

6

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

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

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

**Source D**

Before the Labour reforms, disease was widespread as many British people could not afford the cost of medical care. The introduction of the National Health Service dealt effectively with this issue as treatment and services were initially free at point of use. However, there was little money for building new facilities so many hospitals were out of date, which limited the care which could be provided. The expansion of the National Health Service created job opportunities, particularly for nurses and support staff.

50. (a) Evaluate the usefulness of **Source D** as evidence of the impact of the National Health Service on people's lives. 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**.)

OR

**Source E** is from a textbook written by a modern historian in 2004.

**Source E**

World War II highlighted the many issues facing the British people. As a result of intensive bombing during the war, one of the biggest problems facing the government was homelessness, 'Squalor'. However, probably the biggest issue was 'Want', which meant that many people in Britain did not have what they needed to survive above the poverty line. The Labour government aimed to solve the causes of poverty and so introduced reforms to deal with the reasons for unemployment, 'Idleness'.

- (b) Evaluate the usefulness of **Source E** as evidence of the problems identified by the 'Five Giants'. 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 3 starting on page 29]

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

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

Source A describes the weapons and battle tactics used by knights.

## Source A

Knights captured a series of strategically important cities using a combination of siege tactics and speed. Many of these cities had large populations and were very well defended. Another tactic used by knights was that they sometimes divided their army, helping them to surround important cities and castles. The knights conducted long sieges of powerful cities to deny them food and supplies. They did not always rely on military strength to take castle walls. Sometimes the knights benefited from the treachery of castle commanders during battles.

51. How fully does Source A describe the weapons and battle tactics used by knights?  
(Use the source and recall to reach a judgement.)

6

[Turn over

**Source B** is from a letter written by an adviser to Emperor Alexius I in 1148.

**Source B**

Despite a long and hard journey, the pilgrims of the People's Crusade were still so numerous that they threatened to swamp the Byzantine Empire. Alexius I asked Crusader knights to leave Byzantium because of poor discipline, which deprived them of money and supplies. The Crusaders were shipped to Nicomedia, where they received some supplies but they were still isolated. Peter the Hermit and the leadership of the People's Crusade were very inexperienced, putting the Crusade in great danger.

52. Evaluate the usefulness of **Source B** as evidence of the failure of the People's Crusade. 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**.)
53. Explain the reasons why Saladin was able to unite the Muslims. 6

[Now attempt either question 54(a) OR 54(b)]

54. (a) To what extent were the weaknesses of Muslim forces the main reason for Richard I's military success?
- (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 were economic factors the main reason for the call of the First Crusade?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

Attempt questions 55, 56 and 57 **AND** question 58(a) **OR** 58(b) using recalled knowledge and information from the sources where appropriate.

**Source A** describes what happened during the Gaspee incident.

**Source A**

Tensions between American colonists and British soldiers had been growing for some time. The Royal Navy patrolled the American coast in search of smugglers and enforcing customs laws. The HMS Gaspee seized every boat it could, and raided Rhode Island farms for supplies. This made the locals unhappy, but Admiral Montagu warned he would hang anyone who interfered with the Gaspee’s work. In June 1772, the Gaspee ran aground in pursuit of a small merchant vessel. Local fishermen and merchants seized their chance and boarded the ship during the night.

55. How fully does **Source A** describe what happened during the Gaspee incident? 6  
(Use the source and recall to reach a judgement.)

**Source B** is from a leaflet written by a colonial loyalist in 1776.

**Source B**

Owing to our shared background, Britain has powerfully assisted our merchants and farmers and our settlements have prospered. I am perfectly satisfied that the protection of Great Britain will secure us peace within these lands. There are those among us who resent the burden of taxation we currently carry as a result of the war with France. However, we have much better security from invasions as a result of the largest and best disciplined army under heaven.

56. Evaluate the usefulness of **Source B** as evidence of colonial loyalty to Britain. 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**.)
57. Explain the reasons why British forces experienced difficulties fighting during the war. 6

[Now attempt either question 58(a) OR 58(b)]

58. (a) To what extent was the leadership of George Washington the main reason for American victory in the War of Independence? 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 Battle of Lexington the main reason why the conflict escalated between Britain and the American colonies between 1774 and 1776? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part C — USA, 1850–1880

Attempt questions 59, 60 and 61 **AND** question 62(a) **OR** 62(b) using recalled knowledge and information from the sources where appropriate.

**Source A** describes the problems for settlers travelling West.

**Source A**

From the 1850s many settlers decided to travel West in order to improve their prospects. The length of the journey often stretched over several thousand miles. During the journey, settlers generally travelled in a covered wagon that gave only a little protection from the weather. The climate could change quickly and many settlers were killed by extreme weather events like flash floods. Even with experienced guides, the wide prairies could present dangers such as a shortage of fresh water. Despite these dangers, settlers still headed West in large numbers.

59. How fully does **Source A** describe the problems for settlers travelling West? 6  
(Use the source and recall to reach a judgement.)

**Source B** is from a speech given by a Southern politician in 1850.

**Source B**

The North's insistence on meddling in the affairs of Southern states has placed the Union in danger. The reluctance of the North to guarantee the continuation of slavery in the South has been allowed to go on and on. The Abolitionist's insistence on attacking the freedoms of the South has caused discontent in the Southern section of the Union. This is the time, gentlemen, to decide how to proceed in these unsettled times — should you wish for the Union to be saved!

60. Evaluate the usefulness of **Source B** as evidence of the relations between the slave and non-slave states. 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**.)
61. Explain the reasons why some Americans reacted negatively to Reconstruction. 6

[Now attempt either question 62(a) **OR** 62(b)]

62. (a) How important were the actions of the US government as a reason for conflict between settlers and Native Americans?
- (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 the attack on Fort Sumter as a reason for the outbreak of the Civil War?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part D — Hitler and Nazi Germany, 1919–1939

Attempt questions 63, 64 and 65 AND question 66(a) OR 66(b) using recalled knowledge and information from the sources where appropriate.

Source A describes the terms of the Treaty of Versailles.

## Source A

In May 1919 the terms of the Treaty were presented to a horrified German delegation. There was resentment in Germany in particular to Article 231, the ‘War Guilt’ clause. The Rhineland was to become a demilitarised zone to act as a buffer between France and Germany. Some terms were resented much more than others. The Anschluss (union with Austria) was forbidden by Article 80 of the Treaty. All of Germany’s colonies were to be handed over to the Allies as decided by the League of Nations.

63. How fully does **Source A** describe the terms of the Treaty of Versailles?  
(Use the source and recall to reach a judgement.) 6

Source B is from an election leaflet produced by the Nazi Party in 1929.

## Source B

What have your Weimar political parties done for you? They made weak coalitions that soon collapsed leaving Germany without leadership. Remember when inflation robbed you of your savings and businesses? Middle class voters, the Communist Party is a threat to your livelihood, join us in fighting it wherever it is to be found. Farmers and workers, for a long time you have believed that obeying law and order was the first duty of the citizen. Now, you should look after yourselves. Vote National Socialist!

64. Evaluate the usefulness of **Source B** as evidence of the reasons why the Nazis appealed to Germans up to 1933. 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**.)
65. Explain the reasons why Jews and other minorities were treated so badly in Nazi Germany, 1933–1939. 6

[Now attempt either question 66(a) OR 66(b)]

66. (a) How successful were the Nazis in controlling youth movements and education up to 1939?

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) How important was violence and intimidation as a reason why the Nazis were able to consolidate their power up to 1934?

9

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

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

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

**Source A** describes how the Tsarist government controlled Russia before 1905.

**Source A**

Nicholas II had become Tsar in 1894 after the death of his father. By 1900, Russia had become the fourth largest industrial country in the world. If any Russians disobeyed the Tsar, they could be flogged, beaten or even executed. The Tsar's ministers, whom he chose personally, helped him to rule Russia. At this time, there was no parliament in Russia so there were no elections. The Russian Orthodox Church also helped maintain the Tsar's rule by promoting him as the 'Little Father', who was appointed by God.

67. How fully does **Source A** describe how the Tsarist government controlled Russia before 1905?

6

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

**Source B** is from a speech made by Pyotr Stolypin in 1907.

**Source B**

Gentlemen, and members of the State Duma. The government has just recently set up a land fund. The Russian peasants are the backbone of our society, we must try and give them true freedom. The peasant bank, which has also been established by this government, must now be improved. Our poorest must also be helped financially, so we will award them with credit facilities too. All of Russia must come together to make these reforms successful.

68. Evaluate the usefulness of **Source B** as evidence of Stolypin's reforms.

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**.)

69. Explain the reasons for the failure of the Provisional Government in 1917.

6

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

70. (a) To what extent were the weaknesses of the Whites the main reason for Bolshevik victory in the Russian 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**.)

OR

- (b) To what extent was growing opposition to the Tsar the main 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**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part F — Mussolini and Fascist Italy, 1919–1939

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

Source A describes the appeal of the Fascists.

## Source A

Benito Mussolini created a new political movement in the Fascists who were to seize power in the 1920s. Mussolini's speeches were well received and won many over to the Fascist cause. Many listeners agreed with his view that democracy had made Italy weak and only the Fascists could make her strong. Mussolini convinced the poor that he would create a fairer society by tackling unfair business practices. Mussolini was able to exploit resentment against the peace settlement to strengthen his appeal.

71. How fully does Source A describe the appeal of the Fascists?

6

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

Source B is from a school textbook published by the Italian government in 1928.

## Source B

What is the role of young people in our brave new Italy? To love your parents as much as your country and your country as much as you love your parents. To be totally devoted and give thanks always for the Duce who has made our wonderful country stronger and greater. To feel love and warmth for all those who have unselfishly sacrificed their lives for a new Italy and for Fascism which has saved us all.

72. Evaluate the usefulness of Source B as evidence of Fascist propaganda.

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**.)

73. Explain the reasons why Italy attacked Abyssinia in 1935.

6

[Now attempt either question 74(a) OR 74(b)]

74. (a) To what extent was the use of fear and intimidation the main reason why opposition was not effective in Fascist Italy? 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) How successful was Fascist economic policy in Italy? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

Attempt questions 75, 76 and 77 AND question 78(a) OR 78(b) using recalled knowledge and information from the sources where appropriate.

**Source A** describes the immigrant experience in the USA in the 1920s.

**Source A**

New immigrants were often exploited by landlords who charged them high rents as they had nowhere else to go. These tenements typically consisted of six floors and four apartments per floor. Most tenements were built to house the maximum number of people in the smallest amount of space and led to extremely overcrowded conditions. Shared toilets were common as working-class housing rarely came with their own modern conveniences. Under such conditions, immigrants suffered high rates of disease often transmitted through unsafe drinking water.

75. How fully does **Source A** describe the immigrant experience in the USA in the 1920s? (Use the source and recall to reach a judgement.)

6

**Source B** is from a letter written by an American army general in 1942.

**Source B**

There are more than 70,000 black Americans who have signed up to serve in the US military. It is important to look in more detail at the contribution of these men in the defence effort so far. Some black Americans have been provided with officer training and there are now more than 400 black officers in our army. However, many black American soldiers are being given support roles which has prevented them from gaining frontline experience.

76. Evaluate the usefulness of **Source B** as evidence of the experience of black Americans during World War Two.

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**.)

77. Explain the reasons why Martin Luther King was important in the campaigns for civil rights.

6

[Now attempt either question 78(a) OR 78(b)]

78. (a) To what extent was crime the main problem faced by black Americans in the Northern ghettos? 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 were 'Jim Crow' laws the main reason for the migration of black Americans to the North before 1945? 9
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

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

Attempt questions 79, 80 and 81 AND question 82(a) OR 82(b) using recalled knowledge and information from the sources where appropriate.

**Source A** describes the impact of the Treaty of Versailles on Germany.

**Source A**

In June the Treaty was finalised, it was clear before then that we would not be consulted. We ask you now, how will this treaty impact Germany in years to come? If we accept this treaty we will abandon generations of our people to foreign rule. We are effectively agreeing to make Germany defenceless against attack by other nations. There is also the matter of theft of our overseas territory. If we do not accept, we cannot survive. So we must agree, but we believe this Treaty is a Diktat.

79. How fully does **Source A** describe the impact of the Treaty of Versailles on Germany? (Use the source and recall to reach a judgement.)

6

**Source B** is from a diary of a member of the British Government in 1936.

**Source B**

Against the advice of his Generals, Hitler has pursued more aggressive tactics in the Rhineland. The Treaties of Versailles and Locarno forbade this but Hitler has calculated that this move would seem of little importance to Britain compared with the Abyssinian crisis. He is right of course; there is no section of British public opinion that would support action against Germany on this issue. I believe that we should not go to war, and most British people would agree with me.

80. Evaluate the usefulness of **Source B** as evidence of British attitudes to the reoccupation of the Rhineland.

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**.)

81. Explain the reasons why Britain adopted the policy of appeasement in the 1930s.

6

[Now attempt either question 82(a) OR 82(b)]

82. (a) To what extent was the Nazi invasion of Poland the main reason for the declaration of war in 1939?
- (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 Hitler in achieving his foreign policy aims in the years 1933–1938?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part I — World War II, 1939–1945

Attempt questions 83, 84 and 85 AND question 86(a) OR 86(b) using recalled knowledge and information from the sources where appropriate.

**Source A** describes what happened during the Battle of Britain.

**Source A**

In May 1940, Winston Churchill became Prime Minister of Britain, replacing Neville Chamberlain. By the summer of the same year, Nazi forces controlled most of Europe. Hitler then turned his attention to Britain. German air attacks began on Britain's coastal defences. Nazi Germany used Messerschmitt airplanes in the attacks. Britain tried to defend itself by using radar to give early warnings of German air raids. Many pilots who fought to save Britain came from other countries, including Poland and South Africa.

83. How fully does **Source A** describe what happened during the Battle of Britain? 6  
(Use the source and recall to reach a judgement.)

**Source B** is from a speech given by US President Franklin D. Roosevelt in 1941.

**Source B**

Mr Vice President, Mr Speaker, and Members of the Senate and House of Representatives. Yesterday, the United States of America was suddenly and deliberately attacked by Japan. The United States has been at peace with Japan for many years. I regret to tell you that due to the attack many American lives have been lost. In addition, American ships were torpedoed at sea. Our people, our territory, and our interests are now in grave danger.

84. Evaluate the usefulness of **Source B** as evidence of the attack on Pearl Harbour. 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**.)
85. Explain the reasons why some people in occupied territories collaborated with the Nazis. 6

[Now attempt either question 86(a) OR 86(b)]

86. (a) To what extent were Allied resources the main reason for the success of the Normandy landings in June 1944?
- (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 were British military weaknesses the main reason that Britain lost the Battle of Singapore?
- (Use recalled knowledge to **introduce** then present a **balanced assessment** of the influence of different factors and come to a **reasoned conclusion**.)

9

## SECTION 3 — EUROPEAN AND WORLD CONTEXTS — 26 marks

## Part J — The Cold War, 1945–1989

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

**Source A** describes what happened during the Korean War.

**Source A**

Korea had once been part of Japan's empire but gained independence after World War Two. At this stage, the USA did not consider Korea to be a strategically important location. However, in 1950, North Korea invaded South Korea. The Soviet Union gave different types of help to the North Koreans, including medical assistance. Large numbers of Chinese troops also fought in the war. This forced the USA to take action and eventually the United Nations sent military support to assist the South Koreans.

87. How fully does **Source A** describe what happened during the Korean War? 6  
(Use the source and recall to reach a judgement.)

**Source B** is from a speech given by US President John F. Kennedy in 1962.

**Source B**

Good evening, my fellow citizens. Within the past week unmistakable evidence has been revealed that the Soviet Union has placed nuclear weapons in Cuba. The size of this undertaking makes it clear that it has been planned for some months. I have ordered immediate action, including increased surveillance of Cuba. I have also reinforced our military base in Cuba. Our goal is both peace and freedom, here and around the world. God willing, that aim will be achieved.

88. Evaluate the usefulness of **Source B** as evidence of events during the Cuban Missile Crisis. 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**.)
89. Explain the reasons why the USA failed to win the Vietnam War. 6

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

90. (a) To what extent was Mikhail Gorbachev's leadership the main reason for changing relations between the USA and the USSR, 1968–1989?

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 need to stop Western spying 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**.)

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