



National  
Qualifications  
2014

**X737/75/01**

**History**

WEDNESDAY, 7 MAY

9:00 AM – 10:30 AM

---

**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**

### **PARTS**

- A. The Wars of Independence, 1286–1328 Page 3
- B. Mary Queen of Scots, and the Scottish Reformation, 1542–1587 Page 4
- C. The Treaty of Union, 1689–1715 Page 5
- D. Migration and Empire, 1830–1939 Page 6
- E. The Era of the Great War, 1910–1928 Page 7

## **SECTION 2 — BRITISH CONTEXTS**

### **PARTS**

- A. The Creation of the Medieval Kingdoms, 1066–1406 Page 8
- B. War of the Three Kingdoms, 1603–1651 Page 9
- C. The Atlantic Slave Trade, 1770–1807 Page 10
- D. Changing Britain, 1760–1900 Page 11
- E. The Making of Modern Britain, 1880–1951 Page 12

## **SECTION 3 — EUROPEAN AND WORLD CONTEXTS**

### **PARTS**

- A. The Cross and the Crescent; the Crusades, 1071–1192 Page 13
- B. “Tea and Freedom,”: the American Revolution, 1774–83 Page 14
- C. USA 1850–1880 Page 15
- D. Hitler and Nazi Germany, 1919–1939 Page 16
- E. Red Flag: Lenin and the Russian Revolution, 1894–1921 Page 17
- F. Mussolini and Fascist Italy, 1919–1939 Page 18
- G. Free at Last? Civil Rights in the USA, 1918–1968 Page 19
- H. Appeasement and the Road to War, 1918–1939 Page 20
- I. World War II, 1939–1945 Page 21
- J. The Cold War, 1945–1989 Page 22

SECTION 1 — SCOTTISH CONTEXTS — 20 marks

MARKS

Part A — The Wars of Independence, 1286–1328

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

1. Explain the reasons why Edward I was able to become involved in Scottish affairs between 1286 and 1292. 5
2. Describe what happened at the Battle of Stirling Bridge in 1297. 5

Source A is from the chronicle of Walter of Guisborough, written in 1306.

Source A

Robert the Bruce wanted to be king of Scotland but feared Lord John Comyn would stop him. He lured him to a meeting in Greyfriars Church in Dumfries to deal with business concerning them both. Comyn suspected nothing and they greeted each other in a friendly way. Suddenly Bruce accused Comyn of telling lies about him to the king of England. He struck him with his sword and marched out.

3. Evaluate the usefulness of **Source A** as evidence of Bruce's actions in 1306. 5  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Source B describes how Bruce established himself as king of an independent Scotland.

Source B

After Bannockburn, Bruce's parliament agreed that Scots nobles who had not made peace with him would lose their lands in Scotland. Bruce gave this forfeited land to his own supporters. The Douglasses benefited greatly from this. Scots nobles would no longer be allowed to have English estates so their loyalties would not be divided. Bruce also backed his brother's campaign in Ireland to continue to challenge English rule. He continued to raid the north of England to put pressure on Edward to recognise him as king of an independent nation.

4. How fully does **Source B** describe how Bruce established himself as king of an independent Scotland after the Battle of Bannockburn? (Use **Source B** and recall.) 5

[Now go to SECTION 2 starting on *Page eight*]

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

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

1. Describe the events which led Mary, Queen of Scots, to move to France in 1548. 5

**Source A** is about the growth of Protestantism in Scotland.

**Source A**

The Protestant form of worship meant that people could participate much more in services. The Bible was available in English, not Latin; therefore people who could not read Latin could still understand it. Only churchmen and a few others could understand Latin. A conflict between Catholics and Protestants was developing in Scotland for various reasons. Some people began to criticise the Catholic Church because of its great wealth. Local priests were resented for charging people for christening their children. This was a ceremony people would not dare go without.

2. How fully does **Source A** explain the reasons for the growth in the Protestant religion in Scotland? (Use **Source A** and recall.) 5

**Source B** is from a sermon written in the 1560s by John Knox.

**Source B**

In 1563 there was a great famine in Scotland. But in the north of the country, where Mary had travelled before harvest time, the famine was hardest with great suffering. Many people died. Thus did God punish the many sins of our wicked Queen and her followers. The excessive celebrations and huge feasts in the palace and in the country provoked God into this action.

3. Evaluate the usefulness of **Source B** as evidence of Protestant attitudes towards Mary, Queen of Scots, during her reign in Scotland. 5  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
4. Explain the reasons why Riccio became unpopular with Darnley and the Scottish nobles. 5

[Now go to SECTION 2 starting on *Page eight*]

**Part C — The Treaty of Union, 1689–1715**

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

1. Describe the worsening relations between Scotland and England between 1689 and 1705. 5

**Source A** is from a leaflet written by Andrew Fletcher in 1706.

**Source A**

Let me explain my opposition to Union. Scotland needs to keep its own separate law and church. They cannot be governed and supported by a Parliament in London. If the Scots agree to these interests being controlled by a single Parliament they will surrender control to the English. The Scots deserve no pity if they surrender their interests to a Parliament where the English will have a vast majority.

2. Evaluate the usefulness of **Source A** as evidence of the arguments used by Scots against the Union. 5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

**Source B** is about the Treaty of Union.

**Source B**

I could give you some account of the many advantages we will obtain by a union with England. By this union we will all have access to all the advantages of trade that the English enjoy at the moment. We will be able to improve our wealth which will be for the benefit of the whole island. We will have our liberty, our property and our religion secured. Scotland will be under the protection of one sovereign and one Parliament of Great Britain.

3. How fully does **Source B** explain the arguments used by Scots in favour of the Union? (Use **Source B** and recall.) 5

4. Explain the reasons why many Scots participated in the Jacobite rebellion of 1715. 5

[Now go to SECTION 2 starting on *Page eight*]

**Part D — Migration and Empire, 1830–1939**

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

1. Explain the reasons why many Scots resented immigrants between 1830 and 1939. 5
2. Describe the assistance given to Scots to help them to emigrate to the Empire. 5

**Source A** describes the career of a Scots emigrant to Australia in the 19th century.

**Source A**

Alexander Spark left Elgin for lack of local opportunities. With a good education and some inherited money he applied for a land grant in Australia. He settled in Sydney. Within three years he was a leading member of the business community, prominent in banking and by 1840 owned £40,000 of land. He became the local agent for a variety of companies including shipping, banks and the Australian Gas company. Scottish Agents in Australia handled the interests of many Scots who invested money in Australian businesses without ever leaving Scotland.

3. How fully does **Source A** describe the contribution of Scots to their new countries? (Use **Source A** and recall.) 5

**Source B** is from a memoir by Mary Contini, about her Italian grandparents who emigrated to Scotland in the early 20th century.

**Source B**

When my grandparents visited other Italian families, invariably the conversation turned to the price of potatoes. The price they paid was important because so many of them made their living selling fish and chips. The unfamiliar ideas of banks and debt worried them and made them work even harder. Their shops were open long hours and the whole family helped serve customers. This helped their shops become the focus of social life in many communities.

4. Evaluate the usefulness of **Source B** as evidence of the ways immigrants fitted in to Scottish society. 5  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

[Now go to SECTION 2 starting on *Page eight*]

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

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

1. Describe the use of new technology on the Western Front.

5

**Source A** is from the memoirs of David Lloyd George who was in charge of the Ministry of Munitions in 1915.

**Source A**

The courage of the women engaged in these factories has never been sufficiently recognised. They had to work under conditions of real danger to life. What some of them probably dreaded more was horrible disfigurement — for one of the risks of the shell filling factories was toxic jaundice resulting from TNT poisoning. The poor girls were nicknamed “canaries”. They were quite proud of this. They had earned it in the path of duty.

2. Evaluate the usefulness of **Source A** as evidence of the impact of the Great War on Scottish women.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

**Source B** is about the treatment of conscientious objectors.

**Source B**

Men who refused to enlist in the army had to face military discipline. Some were sentenced to death for refusing orders although the sentence was always reduced if the “conchie” still refused to give in. Many refused non-combatant duty on the grounds that it simply released another man to kill. Special prisons and work camps were opened up in addition to ordinary prisons to which many objectors were sent. Twenty-four objectors died while detained at these work camps.

3. How fully does **Source B** describe how conscientious objectors were treated during the Great War? (Use **Source B** and recall.)

5

4. Explain the reasons why heavy industry declined in Scotland after the Great War.

5

[Now go to SECTION 2 starting on *Page eight*]

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

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

1. To what extent was William I's leadership the main reason why the Normans won the Battle of Hastings?

8

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

**Source A** is from a chronicle written by a royal clerk in 1174.

**Source A**

Whilst Henry was dealing with problems elsewhere in his kingdom, the king of Scotland, William the Lion, rebelled and attacked Northumberland. William's army committed terrible crimes wherever they went. Women and children were slaughtered and priests murdered inside their own churches. Next William travelled to Carlisle. His army besieged the castle and, by cutting off their supplies, forced the English to make a treaty with the Scots.

2. Evaluate the usefulness of **Source A** as evidence of the rebellions faced by Henry II during his reign.

6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

3. Explain the reasons why there was a Peasants Revolt in 1381.

6

[Now go to SECTION 3 starting on *Page thirteen*]

SECTION 2 — BRITISH CONTEXTS — 20 marks

MARKS

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

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

1. To what extent were arguments between King James VI and I and Parliament the result of religious differences?

8

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

2. Explain the reasons why Charles I was an unpopular monarch by 1640.

6

**Source A** is from a letter dated 17 September 1649, written by Oliver Cromwell to the House of Commons.

**Source A**

Our army came to Drogheda on 3rd September. On Monday 9th the battering guns began. I sent Sir Arthur Aston a request to surrender the town but received no satisfactory answer. Our guns then beat down the corner tower, and made gaps in the east and south walls. On the following day, after some fierce fighting, we entered the town. Several of the enemy, including Sir Arthur Aston, retreated into Mill Mount, a place very difficult to attack.

3. Evaluate the usefulness of **Source A** as evidence of what happened at Drogheda in Ireland during the Civil War.

6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

[Now go to SECTION 3 starting on *Page thirteen*]

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

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

1. To what extent was the success of the abolitionist campaigns due to the work of campaigners such as Thomas Clarkson?

8

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

2. Explain the reasons why many people in Britain continued to support the slave trade.

6

Source A is from *Black Peoples of the Americas*, a book written by an historian in 1995.

## Source A

The planters in the Caribbean were afraid of a rebellion and they followed a policy of control through fear. Slaves had no rights. They were seen as possessions rather than human beings. Owners could deal with slaves exactly as they pleased and there was no punishment for owners who worked their slaves to death. Until the nineteenth century, no-one questioned owners burning or torturing their slaves.

3. Evaluate the usefulness of **Source A** as evidence of the treatment of slaves on the plantations.

6

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

[Now go to SECTION 3 starting on *Page thirteen*]

## Part D — Changing Britain, 1760–1900

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

**Source A** is from a report on housing in Manchester, written by a doctor in 1832.

**Source A**

The houses that the mill workers live in are poorly ventilated and do not have toilets. The streets are narrow, unpaved and worn into deep ruts. These ruts become the common resting place of mud, refuse and disgusting rubbish. In Parliament Street there is only one toilet for 380 inhabitants. The flow of muck from this toilet infests close-by houses and must be a source of disease.

1. Evaluate the usefulness of **Source A** as evidence of housing conditions in British cities in the nineteenth century. 6  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
2. To what extent was new technology the main reason for improvements in coal mining by 1900? 8  
(You must use recalled knowledge to present a **balanced account** of the influence of different factors and come to a **reasoned conclusion**.)
3. Explain the reasons why there was a decline in the use of canals after the 1840s. 6

[Now go to SECTION 3 starting on *Page thirteen*]

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

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

1. To what extent was poor health the main cause of poverty by 1900? 8  
(You must use recalled knowledge to present a **balanced account** of the influence of different factors and come to a **reasoned conclusion**.)

Source A is from the book *From the Cradle to the Grave: Social Welfare in Britain 1890s-1951* by historians and published in 2002.

## Source A

One of the groups of “deserving poor” that the Liberals aimed to help in Britain was the young. The Boer War and the condition of many recruits led politicians to act. The Liberal government knew that poorer children would be the soldiers of the future. Healthy children would grow up to be healthy soldiers and workers, and the British Empire would be stronger as a result.

2. Evaluate the usefulness of **Source A** as evidence of the reasons why the Liberals introduced reforms to help the young. 6  
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)
3. Explain the reasons why the Second World War changed attitudes to welfare reform in Britain. 6

[Now go to SECTION 3 starting on *Page thirteen*]

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

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

1. Describe the use of castles in medieval times. 5
2. Explain the reasons why people joined the First Crusade. 5

**Source A** describes the relationship between Emperor Alexius and the Crusaders.

**Source A**

Emperor Alexius was horrified when the Crusader knights arrived at Constantinople. Fearing they would attack his city, Alexius made the Crusaders camp outside and only allowed them to enter in small groups. In a desperate attempt to take charge of the army, Alexius offered treasure and supplies to the Crusaders who agreed to fight for him. Any Crusader who refused was attacked and forced to surrender. Although Alexius had asked the Pope for knights he did not trust them and made plans to remove them from Constantinople.

3. How fully does **Source A** describe the relationship between Emperor Alexius and the Crusaders? (Use **Source A** and recall.) 6

**Sources B and C** are about the character of Richard I.

**Source B**

When the king of France left the Crusade, Richard vowed to fulfil his Christian duty and continue to Jerusalem. An excellent military commander, Richard used clever tactics to win key battles and drive the Muslims back. Richard had such a fearsome reputation that the Muslims dreaded facing him on the battlefield. Despite the danger involved Richard always fought alongside his men, courageously attacking the enemy.

**Source C**

The Crusaders had been besieging Acre for two years before Richard arrived with his army. Richard immediately took charge of the attack and using his experience and leadership forced the city to surrender. Throughout the fighting Richard showed great bravery by defending his men and killing the enemy. When some Crusaders returned home, Richard refused to leave promising he would keep his oath to God and recapture Jerusalem.

4. Compare the views of **Sources B and C** as evidence of the character of Richard I. (Compare the sources overall and/or in detail.) 4

## Part B — “Tea and Freedom”: the American Revolution, 1774–83

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

**Source A** explains why there was growing tension between Britain and the colonists.

**Source A**

The war with France had ended in 1763. Although victory was widely celebrated, there were already voices being raised against British rule in the thirteen colonies. The decision to increase taxes on the colonists was very unpopular. Britain had gone to great expense to protect the colonies and wanted the colonies to pay some of this money back. The decision to maintain a standing army in the colonies also alarmed the colonists. The Stamp Act of 1765 provoked a furious reaction. Colonists responded by organising a boycott of British goods.

1. How fully does **Source A** explain why there was growing tension between Britain and the colonists by 1774? (Use **Source A** and recall.) 6
2. Describe the events of the Boston Tea Party and the British government’s reaction to it. 5
3. Explain the reasons why Britain lost the war against the colonists. 5

**Sources B** and **C** are about the events that led to the British defeat at Saratoga.

**Source B**

In June 1777 General Burgoyne set out from Canada with nearly 8,000 men but his progress was then slowed by mountains and dense forest. The British fought off American forces in September. However, unlike the Americans, Burgoyne had no reinforcements. In October, Burgoyne tangled with the Americans once again. He was forced to retreat and his army was trapped against the Hudson River. On 17 October, Burgoyne was forced to surrender almost 6,000 men and 30 cannons.

**Source C**

General Burgoyne was eager to win fame for himself. He planned to march south to Albany. Another British army was due to join up with Burgoyne’s forces. However, they were stopped by heavy resistance and Burgoyne’s army was left on its own. Burgoyne decided to carry on but his progress was slowed by the difficult terrain and lack of supplies. The British were trapped at the little community of Saratoga and had no option but to surrender.

4. Compare the views of **Sources B** and **C** about the British defeat at Saratoga. (Compare the sources overall and/or in detail.) 4

## Part C — USA 1850–1880

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

1. Describe slave life on Southern plantations before the outbreak of the civil war. 5
2. Explain why there was a growth in tension between the Northern and Southern States by 1860. 5

Source A describes the reasons why some settlers and prospectors headed west after 1850.

## Source A

After 1850 large numbers of settlers and prospectors were heading west. They were attracted by the promise of a better life. Some were fed up with the cold winters in the east and were attracted by the warmer weather in California. Many farmers went west because they thought the land would be more fertile. Ranch owners, such as Charles Goodnight, quickly realised that the plains could be used to feed their huge herds of cattle. However, it was hard going. One person in ten died before they reached their destination.

3. How fully does Source A describe the reasons why large numbers of settlers and prospectors were attracted west after 1850? (Use Source A and recall.) 6

Sources B and C are about the Sand Creek Massacre in 1864.

## Source B

Black Kettle and other chiefs of the Cheyennes were opposed to hostilities with the whites. Yet their village was still attacked by Colonel Chivington, who commanded 900 to 1,000 men. There were 500 people in the village, two-thirds of whom were women and children. I rode over the field after the slaughter was over, and counted from 60 to 70 dead bodies. A large majority of the dead were women and children.

## Source C

In the Cheyenne camp there were about 1,200 people in the village and about 700 were warriors. My reason for making the attack was that I believed they were hostile to the whites. I estimate that there were 500 or 600 people killed. I saw only one woman who had been killed and I saw no dead children. We found the scalps of 19 white people in the camp.

4. Compare the views of Sources B and C about the events which took place during the Sand Creek Massacre of 1864. (Compare the sources overall and/or in detail.) 4

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

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

1. Describe the rights all Germans had in the Weimar Republic.

5

Sources A and B are about hyperinflation in Germany.

**Source A**

Workers were paid twice a day and when they were given their wages, they threw bundles of banknotes out of factory windows to waiting members of their families who would then rush to the shops to buy food or coal or clothes before the prices went up. Millions of people faced starvation due to hyperinflation. People such as pensioners who were living on fixed incomes found that prices rose much faster than their earnings.

**Source B**

Almost overnight the life savings of many Germans became worthless. Some workers were paid twice a day and could spend their wages instantly. People who were paid monthly or depended on savings suffered because these could not keep up with price rises. Pensioners lived on fixed incomes. They always received the same amount of money each week. These incomes were now worth nothing. They faced homelessness and starvation.

2. Compare the views of **Sources A** and **B** on the effects of hyperinflation on the people of Germany. (Compare the sources overall and/or in detail.)
3. Explain the reasons why Hitler and the Nazi Party attracted so much support by January 1933.

4

5

Source C is about Nazi control of people's lives.

**Source C**

Hitler and the Nazi Party aimed to control every part of people's lives, and that included their free time. The KDF (Strength through Joy Organisation) controlled most forms of entertainment. Each year around seven million people took part in KDF sports matches. Mass outings to the theatre and the opera were arranged. The KDF had its own symphony orchestra which toured the country. Workers were also provided with affordable holidays including cruises and walking or skiing holidays.

4. How fully does **Source C** describe how the Nazis controlled people's lives? (Use **Source C** and recall.)

6

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

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

1. Describe the methods used by the Tsar to control Russia before 1905. 5
2. Explain the reasons why the Tsar's control of Russia was threatened in 1905. 5

**Source A** describes some of the effects of the First World War on Russia.

**Source A**

The outbreak of the First World War in August 1914 was to have a terrible impact on Russians. Russia went to war to support its friends and allies. Russian armies were in action against Germany and Austria-Hungary within only six days. Heart-breaking losses were suffered by the Tsar's armies during the early years of the war. Thousands of wounded soldiers were left lying untreated on the ground for days. Nurses and doctors lacked enough bandages to treat even a quarter of the wounds.

3. How fully does **Source A** describe the effects of the First World War on Russia? (Use **Source A** and recall.) 6

**Sources B** and **C** describe the events in Petrograd during February 1917.

**Source B**

The disturbances which have begun in Petrograd are becoming more serious. Shortages of bread and flour cause panic. The workers are without jobs, the unemployed take the path to riot and revolt. The capital is in a state of anarchy. The Government is paralysed. The transport system has broken down. The suppliers of fuel and food are completely disorganised. There is wild shooting on the streets and troops are firing at each other.

**Source C**

The situation was already very serious. Some of the factories had to close down and there were several thousand workmen unemployed. They wanted bread, but after waiting for hours in the queues outside the bakers' shops, many had been unable to get any. On Thursday, March 8, there had been a stormy sitting in the Duma and it was the bread shortage that was the cause of the unrest.

4. Compare the views of **Sources B** and **C** on the events in Petrograd during February 1917. (Compare the sources overall and/or in detail.) 4

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

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

1. Describe Mussolini's foreign policy up to 1939. 5
2. Explain the reasons why many Italians were unhappy with Mussolini's economic policies. 5

Source A describes the use of propaganda in Fascist Italy.

## Source A

Mussolini had long experience in the newspaper business and so he knew a thing or two about how to make effective propaganda. Mussolini's press office issued official versions of events which all the newspapers were expected to publish without question. The radio and cinema were also used to broadcast Fascist propaganda. News bulletins broadcast a daily diet of Mussolini's speeches and praised him as the saviour of Italy. The media played a very crucial role in the cult of "Il Duce."

3. How fully does Source A describe the use of propaganda in Fascist Italy? (Use Source A and recall.) 6

Sources B and C are about opposition to Mussolini.

## Source B

The Fascists used terror and violence, but for the most part this was not necessary. Unpopular groups like the Communists and Socialists were treated brutally. Fascist policies benefited the rich to ensure their support. The signing of the Lateran agreement in 1929 was important in winning the support of Catholics. There was some opposition in the army but this was never carried out in a coordinated way.

## Source C

While there was opposition to the Fascists, this never really posed a threat to the government. While some army generals opposed Mussolini, others liked his aggressive attitude. Mussolini changed his policy towards the Roman Catholic Church. This new close relationship with the church reduced the threat of opposition from Catholics. Big businessmen and landowners supported a regime which always seemed to be on their side.

4. Compare the views of Sources B and C on opposition to Mussolini. (Compare the sources overall and/or in detail.) 4

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

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

Sources A and B are about immigrants in American cities in the 1920s.

**Source A**

The early twentieth century saw a massive growth in immigration from Southern and Eastern Europe. Immigrants from the same country usually lived in the same areas of the city. These areas contained tenement slums which were damp, dark and filthy with no water supply, toilets or drains. Immigrants had to take any work they could get, usually low paid jobs such as labourers or servants.

**Source B**

Finding a well-paid, skilled job was a common problem for poorly educated immigrants. Immigrants tended to live in their own communities: in New York there was a Polish district, a Jewish district and an Italian district. Tenement buildings in these areas were often five or six storeys high with rooms which lacked light or sanitation. Many of the new immigrants found that life in America was not what they expected.

1. Compare the views of **Sources A** and **B** about the living and working conditions of immigrants in American cities. 4
2. Describe the non-violent protests of the Civil Rights Movement in the 1950s and 1960s. 5

**Source C** is about the actions taken by federal authorities to help black Americans.

**Source C**

Federal authorities did take action. President Truman issued orders to desegregate the US military in 1948. He also set up a President's Committee on civil rights in 1946 to report to him on how progress towards black civil rights could be made. However no legislation followed. In 1960 Congress passed a Civil Rights Act which established penalties for obstructing black voting. The assassination of President Kennedy in November 1963 came at the time he was preparing a Civil Rights Bill.

3. How fully does **Source C** describe the actions taken by federal authorities to improve civil rights for black Americans between 1945 and 1964? (Use **Source C** and recall.) 6
4. Explain the reasons why the Black Panthers gained the support of many black Americans. 5

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

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

1. Describe the military terms of the Treaty of Versailles.

5

Source A is about the weaknesses of the League of Nations.

## Source A

The USA refused to join as they were not interested in getting involved in the problems of other countries. Initially Russia was not invited to join, so another great country of the world was absent. Therefore, right from the start the League of Nations was actually rather weak. Taking decisions was difficult as the Assembly had to be unanimous and member states often could not agree. A further problem was that the League did not have its own army to back up its decisions.

2. How fully does Source A explain the reasons why the League of Nations was weak? (Use Source A and recall.)
3. Explain the reasons why Britain did not take military action against Germany's reoccupation of the Rhineland.

6

5

Sources B and C are about the Anschluss.

## Source B

Germany and Austria are now one. It was a mistake of the peacemakers at Versailles to forbid the union of Austria and Germany. The population of Austria comprised ethnic Germans, the majority of whom are enthusiastic about the Anschluss. The Austrians will not only feel at home as part of Germany, they will benefit financially too from an increase in trade with their German brothers.

## Source C

That there has been no fighting is proof of the desire of the Austrian people to belong to Germany. Austrians will also benefit from greater markets for their raw materials and manufactured goods. The union of these two countries should never have been forbidden at Versailles. Winston Churchill has argued that Austria is a small country "brutally struck down". I do not see what there is to complain about.

4. Compare the views of Sources B and C about the Anschluss. (Compare the sources overall and/or in detail.)

4

## Part I — World War II, 1939–1945

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

Sources A and B are about the German strategy of Blitzkrieg.

## Source A

Blitzkrieg was a tactic based on speed and surprise. It required the effective use of light tank units supported by planes and infantry. The tactic was developed by army officer Hans Guderian. He had written a military pamphlet called “Achtung Panzer” which got into the hands of Hitler. It was used effectively in the first years of the Second World War and resulted in the British and French armies being pushed back in just a few weeks to the beaches of Dunkirk.

## Source B

Hitler had spent four years in World War One fighting a static war with neither side moving far for months on end. He was enthralled by Guderian’s plan that was based purely on speed and movement. When Guderian told Hitler that he could reach the French coast in weeks if an attack on France was ordered, fellow officers openly laughed at him. Once a strategic target had been selected, Stuka dive bombers were sent in to “soften” up the enemy, then the tanks approached, supported by infantry.

1. Compare the views of **Sources A** and **B** on the German strategy of Blitzkrieg. (Compare the sources overall and/or in detail.) 4
2. Describe what life was like for the ordinary citizens of Nazi occupied Europe. 5

Source C is about the activities of the French Resistance.

## Source C

The French Resistance movement developed in 1940. It helped Jews, and Allied airmen who had crash landed in France, to escape. Many resistance workers paid for their courage with their lives. Even school children were recruited to help smuggle people across the borders of northern and southern France. As well as this, the Resistance movement was crucial to undermining Nazi rule by producing publications of news and information. Nazi rule was further challenged by the Resistance who worked together to discover French collaboration.

3. How fully does **Source C** describe the activities of the French Resistance? (Use **Source C** and recall.) 6
4. Explain the reasons why the Russian army was able to take over Berlin in 1945. 5

## Part J — The Cold War, 1945–1989

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

1. Explain the reasons why a Cold War developed after 1945.

5

Source A is about American intervention in Vietnam.

## Source A

The Americans intervened in Vietnam for several reasons. In a speech in March 1947 President Truman explained that America would resist the spread of Communism. This became known as the Truman Doctrine. In the 1950s the Americans had responded to French requests for assistance in Vietnam by giving money to try to halt the Vietminh. By the early 1960s it was clear that South Vietnam could not resist Communism without the support of American troops. Many in America believed war was necessary to stop the spread of Soviet influence.

2. How fully does Source A explain the reasons why Americans intervened in Vietnam? (Use Source A and recall.)

6

Sources B and C are about the crisis in Berlin in 1961.

There is peace in Berlin today. The source of world trouble and tension is Moscow, not Berlin. And if war begins, it will have begun in Moscow and not Berlin. For the choice of war or peace is largely theirs, not ours. It is the Soviets who have stirred up this crisis. It is they who are trying to force a change. They have rejected an all-German peace treaty and the rule of international law.

## Source C

We can now look back on the Berlin crisis and say with confidence that this crisis was caused by Moscow. It was the brutal Soviet-backed regime in East Germany which caused so many people to leave. The Soviet domination of East Germany was a clear breach of international law. The Soviets rejected an American proposal for a peace treaty which would have dealt with all of the issues in Germany.

3. Compare the views of Sources B and C on the crisis in Berlin in 1961. (Compare the sources overall and/or in detail.)
4. Describe the impact of the Cuban Missile Crisis on international relations.

4

5

[END OF QUESTION PAPER]

[BLANK PAGE]

[BLANK PAGE]