



National  
Qualifications  
SPECIMEN ONLY

**SQ23/N5/01**

**History**

Date — Not applicable

Duration — 1 hour and 30 minutes

**Total marks — 60**

**SECTION 1 — SCOTTISH — 20 marks**

Attempt ONE part.

**SECTION 2 — BRITISH — 20 marks**

Attempt ONE part.

**SECTION 3 — EUROPEAN AND WORLD — 20 marks**

Attempt ONE part.

**Before attempting the questions you must check that your answer booklet is for the same subject and level as this question paper.**

On 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.



\* S Q 2 3 N 5 0 1 0 1 \*

## **SECTION 1 — SCOTTISH**

### **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**

### **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**

### **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 — 20 marks

Attempt ONE part

MARKS

Part A — The Wars of Independence, 1286–1328

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

Source A is a letter written by Bishop Fraser of St Andrews to King Edward in October 1290.

Source A

A rumour has spread among the people that the Maid of Norway has died. The Bishop of Durham, Earl Warenne and I then heard that she has recovered from her sickness but that she is very weak. We have agreed to stay at Perth until we hear definite news about her. We have sent two knights to Orkney to find out exactly what has happened.

1. Evaluate the usefulness of **Source A** as evidence of the succession problem following the death of Alexander III. 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.)

2. Describe the role played by William Wallace during the Wars of Independence. 5

3. Explain the reasons why Robert Bruce was able to take control of Scotland between 1306 and 1313. 5

Source B is about the Battle of Bannockburn.

Source B

Bruce's careful preparations for battle were ruined when Edward II moved his army to attack from the east and not from the south. However, this gave the much larger English army no room to move because they were surrounded by marshes and streams. Bruce decided to take advantage of this mistake and to attack them. The English were so jammed together and so tangled up that their leaders struggled to organise any defence and they lost all confidence in Edward II for leading them into this trap.

4. How fully does **Source B** explain why the Scots were able to win the Battle of Bannockburn? (Use **Source B** and recall.) 5

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

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

**Source A** is about why the Scots rebelled against Mary of Guise in 1559.

**Source A**

After Mary Queen of Scots married in 1558, her mother, Mary of Guise, continued to rule Scotland on behalf of her daughter who was in France. Guise took strong action against Protestants in Scotland, especially after Elizabeth became Queen of England in November of the same year. She made more use of French officials and used more French soldiers to control key strongholds in Scotland. She also demanded a new tax, but the Scottish nobles were determined not to allow that.

1. How fully does **Source A** explain why the Protestant Lords rebelled against Mary of Guise in 1559? (Use **Source A** and recall.)

5

**Source B** is Mary Queen of Scots's order to pay ministers of the Church of Scotland, issued in 1566.

**Source B**

Because the ministers within Scotland have not been paid for this last year and because I determined that they should be paid in the future, I have, with the advice of my government officials, decided to allocate the sum of £10,000 for their payment. I have also ordered that this sum must be paid in full.

2. Evaluate the usefulness of **Source B** as evidence of Mary Queen of Scots's support for the Church of Scotland in 1566.

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.)

3. Describe the effects the murder of Riccio had during the reign of Mary Queen of Scots.

5

4. Explain the reasons why Mary Queen of Scots was executed in 1587.

5

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

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

1. Explain the reasons why relations between Scotland and England got worse between 1689 and 1707. 5

**Source A** is from a letter written in 1707 by a member of the Scottish government.

**Source A**

It is impossible to state exactly how much was given to the Duke of Atholl, the Marquis of Tweeddale and the Earls of Roxburghe, Marchmont and Cromartie without revealing exactly how much has been given to everybody else. So far, this has been kept a secret and revealing this information at present would cause embarrassment.

2. Evaluate the usefulness of **Source A** as evidence of why some Scots were persuaded to support the Act of 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 some of the arguments used in the debate over the Union.

**Source B**

There was very clear opposition to the Union in Scotland and some towns sent petitions against it to Edinburgh. There was a fear that Scotland would lose business to its more powerful neighbour. They would lose the ability to make their own decisions and would be throwing away all that their ancestors had fought so hard to protect. However, opponents of the Union in the Scottish Parliament were not well enough organised to take advantage of this popular opinion.

3. How fully does **Source B** explain the arguments used in the debate over the Union? (Use **Source B** and recall.) 5
4. Describe the main changes to Scotland as a result of the Treaty of Union. 5

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

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

**Source A** is about why many Irish immigrated to Scotland in the 1840s.

**Source A**

Among those who moved to Scotland, the largest group of immigrants came from Ireland. Irish immigration continued steadily until the 1840s. The Irish potato famine of the mid-1840s however led to a sharp increase in this immigration. It led to great poverty and some landlords evicted those who could not pay their rent. Transport costs were cheap, and wages in the west of Scotland continued to be higher than those in Ireland. However, by the end of the 19th century it was not just the Irish who were attracted to Scotland.

1. How fully does **Source A** explain why people moved to Scotland between 1830 and 1939? (Use **Source A** and recall.) 5
2. Describe the impact of the Empire on Scotland between 1830 and 1939. 5

**Source B** is from the *Inverness Courier* newspaper, dated 30 May 1838, explaining why poor Scots were able to emigrate in the 19th century.

**Source B**

The emigration agent was eagerly awaited by so many poor farmers. They arrived in Inverness promising riches in Australia. Early on the Monday, thousands of Highlanders were seen crowding around the Caledonian Hotel, where the agent was speaking. They were desperate to go and possess the limitless quantity of land in Australia. They could no longer make farming pay here in Scotland. Only the biggest farms could make enough money to support a family.

3. Evaluate the usefulness of **Source B** as evidence of why Scots emigrated from the Highlands between 1830 and 1939. 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 so many Scots were successful in the countries to which they emigrated. 5

**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 during the First World War.

5

**Source A** is from the memoirs of Lieutenant George Craik, who fought with the 12<sup>th</sup> Battalion Highland Light Infantry in 1915.

**Source A**

When we arrived at Loos the trenches were in not too bad a state. The problems for commanders were organising supplies and suitable living conditions. The other problem was the disposal of the many dead lying all about. This could only be done under cover of darkness. To venture into no man's land in daylight was instant death.

2. Evaluate the usefulness of **Source A** as evidence of conditions in trenches for soldiers during the First World War.

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 the activities of workers in Glasgow during the War.

**Source B**

The Government needed to control the factories to keep the soldiers supplied. However, the Clyde Workers' Committee was formed to campaign against the Munitions Act, which forbade engineers from leaving the works where they were employed. On 25 March 1916, David Kirkwood and other members of the Clyde Workers' Committee were arrested under the Defence of the Realm Act. The men were sentenced to be deported. The Committee's journal, *The Worker*, was prosecuted for an article criticising the war. William Gallacher and John Muir, the editors, were both sent to prison.

3. How fully does **Source B** describe the effects of the war on Scottish industry? (Use **Source B** and recall.)

5

4. Explain the reasons why women gained the vote in 1919.

5

SECTION 2 — BRITISH — 20 marks

Attempt ONE part

MARKS

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

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

Source A was written in the 12<sup>th</sup> century, by a French poet, about chivalry.

Source A

Many knights are failing to live by the Code of Chivalry. They steal money from churches and rob pilgrims of their possessions. They attack whoever they please and show disrespect to children and the elderly. They speak of honour and bravery when they practice neither. Even though knights have spent years training to be the perfect soldier and role model they often forget their vows.

1. Evaluate the usefulness of **Source A** as evidence of the behaviour of knights in the 12<sup>th</sup> 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 the corruption in the legal system the most important problem facing Henry II? 8
3. Explain the reasons why abbeys and monasteries became more popular in medieval times. 6

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

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

**Source A** is part of Parliament's Petition of Right presented to the king in 1628.

**Source A**

- (i) No man should be forced to make any gift, loan, donation, tax or similar charge to the Crown without the consent of Parliament.
- (ii) No free man should be detained in prison without due cause shown.
- (iii) Soldiers and sailors should not be housed upon private citizens without their agreement.
- (iv) There should be no military law in times of peace.

1. Evaluate the usefulness of **Source A** as evidence of the poor relations between Crown and Parliament in the reign of King Charles I. 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 were challenges to royal authority in the 1630s a result of religious differences? 8
3. Explain the reasons why the Parliamentary forces were able to defeat the Royalist forces at Marston Moor. 6

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

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

**Source A** is from a travel memoir by Mungo Park in 1799.

**Source A**

There are slave factories near the coast. The African captives are usually secured by putting the right leg of one and the left leg of another into the same pair of fetters. By supporting the fetters with a string, they can just walk, though very slowly. Every four slaves are likewise fastened together by their necks with a strong rope or twisted thongs and at night extra fetters are put on their hands.

1. Evaluate the usefulness of **Source A** as evidence of the treatment of Africans when they were first captured. **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. Explain the reasons why resistance was difficult for slaves on the plantations. **6**
3. To what extent was the success of the abolitionist campaigns due to the work of William Wilberforce? **8**

**Part D — Changing Britain, 1760–1900**

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

1. To what extent were improvements in public health by 1900 brought about by improved medical knowledge?

8

**Source A** is from the memoirs of a Scottish railway engineer who worked during the 1840s.

**Source A**

We had to build the line to Perth over Lord Seafield's land. Lady Seafield very decidedly told us that she hated railways. "Cheap travel", she said, "brought together such an objectionable variety of people." Lord Seafield said the railway would frighten away the grouse from his moors. "Besides", he went on, "what would become of the men who have for many years been employed to float timber down the River Spey to the sea. Would a railway replace them?"

2. Evaluate the usefulness of **Source A** as evidence of attitudes to the building of railways in 19<sup>th</sup> century Scotland.

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 more people gained the vote by 1867.

6

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

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

**Source A** is from a letter describing conditions in London around 1890 by a campaigner for change.

**Source A**

In one cellar a sanitary inspector reports finding a father, mother, three children and four pigs! In another room a missionary found a man ill with smallpox, his wife just recovering from the birth of her eighth child, and the children running about half naked and covered with dirt. Despite efforts of local charities, elsewhere was a poor widow, her three children, and a child who had been dead 13 days.

1. Evaluate the usefulness of **Source A** as evidence of the effects of poverty in Britain around 1900. 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 were the Liberal Welfare Reforms 1906–14 due to concerns about the increasing popularity of the Labour Party? 8
3. Explain the reasons why the Labour Government introduced the Welfare State in 1945. 6

SECTION 3 — EUROPEAN AND WORLD — 20 marks

Attempt ONE part

MARKS

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.

Sources A and B describe what happened to Jewish communities during the First Crusade.

Source A

After only a few weeks of travelling, Peter the Hermit and his followers came upon a Jewish community in Germany. Many of the Crusaders were poor and hungry so they began stealing food and possessions from the Jews. As the Crusaders thought the Jews were the enemy of Christ, most believed they could treat them as they wished. Some forced the Jews to change religion and become Christian. Others, against the orders of Peter the Hermit, slaughtered the Jews.

Source B

A rumour spread among the Crusaders that whoever killed a Jew would have all their sins forgiven. Immediately Peter the Hermit's army began attacking and killing Jewish men, women and children. Although some Jews tried to fight back they had few weapons and were easily defeated. In the riot that followed, houses were robbed and valuables stolen. Those Jews who survived the massacre were forced to give up their faith and become Christians.

1. Compare the views of Sources A and B about what happened to Jews during the First Crusade. (Compare the sources overall and/or in detail.) 4
2. Describe the capture of Nicaea during the First Crusade. 5
3. Explain the reasons why the Crusaders were able to recapture Jerusalem in 1099. 5

Source C describes the role of Saladin during the Third Crusade.

Source C

Saladin was renowned for his knightly virtues which matched those of Richard the Lionheart. When Richard the Lionheart was sick with a fever, Saladin, knowing that he had few supplies, sent him a gift of the best fruits of the land. On another occasion, when Richard's horse had been killed in battle, Saladin sent a fine Arabian horse as a present for his rival. For two years Saladin constantly fought Richard in almost daily combat in attempts to prevent the Crusaders capturing Jerusalem.

4. How fully does Source C describe the character of Saladin during the Third Crusade? (Use Source C and recall.) 6

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

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

1. Explain the reasons why many colonists were unhappy with British rule in 1774. 5

**Source A** is about the American forces which fought against the British army.

**Source A**

The Revolutionary War was waged by small armies. The American forces were often led by inefficient, even incompetent, commanders who fought muddled campaigns. The men gathering in Boston were enthusiastic but badly armed and lacking supplies. The American commander, George Washington, could rely on no more than 5,000 regular soldiers. Most men were part-time and served for only a few months. Britain’s professional army was larger but not large enough to subdue the Americans.

2. How fully does **Source A** describe the condition of the American army in 1777? (Use **Source A** and recall.) 6

**Sources B** and **C** are about the events of the Battle of Yorktown, 1781.

**Source B**

In 1781, Cornwallis moved into Virginia and began to build a base at Yorktown. By late summer, Cornwallis’s position at Yorktown was deteriorating fast. While American forces prevented him from moving inland, a large French fleet carrying 3,000 troops had sailed up from the West Indies to join the siege. The fate of Cornwallis was sealed when the French defeated the British fleet in Chesapeake Bay. On 19 October, Cornwallis surrendered his entire army of 7,000 men.

**Source C**

To launch his campaign in Virginia, Cornwallis’s army carried out raids, harassing the Americans wherever he could. In August 1781, Cornwallis set up camp at Yorktown but this turned out to be a poor position. American troops moved quickly to surround him and keep him there. The British could not help Cornwallis’s army to escape or bring in reinforcements.

3. Compare the views of **Sources B** and **C** about the events of the Battle of Yorktown. (Compare the sources overall and/or in detail.) 4
4. Describe the events leading up to the British surrender at Saratoga in 1777. 5

## Part C — USA 1850–1880

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

1. Describe the effects of westward expansion on American society.

5

Source A is about the arguments between slave and non-slave states.

## Source A

The Compromise of 1850 was created by Henry Clay and others to deal with the balance between slave and free states. Another issue that further increased tensions was the Kansas-Nebraska Act of 1854. This allowed continued expansion to the west. The real issue occurred in Kansas where pro-slavery people of Missouri began to pour into the state to help force it to be slave. The fight even erupted on the floor of the Senate when anti-slavery campaigner Charles Sumner was beat over the head by South Carolina's Senator Preston Brooks.

2. How fully does Source A explain why the Civil War broke out? (Use Source A and recall.)

6

3. Explain the reasons why the North was able to defeat the South in the Civil War.

5

Sources B and C are about the treatment of black Americans during Reconstruction.

## Source B

They said that I had committed a great wrong; I had kept a Sunday school which was forbidden. Many school houses were burned down. Hostility was shown to the school teachers like me who taught in schools for blacks. Two school board directors were warned to leave the Board and one of them did. They went at night and gave these warnings. I asked them while they were whipping me what I had done. They said I wanted to make these blacks equal to the white men; that this was a white man's country.

## Source C

The violence that the whites committed was directed not only at black people but anyone who furthered their cause. Teachers became key figures so they were frequently intimidated. These attacks usually took place at night: leaving behind a burning cross they beat, mutilated and murdered. Black Americans were reluctant to resist as they wanted to be seen as peaceful and law-abiding.

4. Compare the views of Sources B and C about the treatment of black Americans during Reconstruction. (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 political problems faced by the Weimar Republic between 1919 and 1923. 5

Source A is about the hyper-inflation in Germany in 1923.

**Source A**

During 1923, hyper-inflation gripped Germany. On Friday afternoons, workers desperately rushed to the nearest store, where a queue had already formed. It was soul-destroying. When you arrived a pound of sugar cost two million marks but, by the time your turn came, you could only afford a half pound. In the chaos, people pushed prams loaded with money. Life became nightmarish. We were devastated as life savings became worthless.

2. How fully does **Source A** describe the effects of hyper-inflation? (Use **Source A** and recall.) 6
3. Explain the reasons why Hitler was able to become Chancellor in 1933. 5

Sources B and C are about the Night of the Long Knives.

**Source B**

Hitler's courage in taking firm action has made him a hero in the eyes of many Germans. He has won approval and sympathy for the steps he took. People think his action is proof that he wants order and decency in Germany. Reports from different parts of the country are all agreed that people are expressing satisfaction that Hitler has acted against the serious threat posed by Rohm and the SA to Germany and her people.

**Source C**

On the morning of 30 June 1934, Rohm and other SA leaders were arrested and eventually shot. Hitler's personal popularity soared as a result of the Night of the Long Knives. Most Germans disliked the corruption of the SA and welcomed the strong action against it. President Hindenburg's telegram to Hitler read: "By your determined action and brave leadership, you have saved the German nation from serious danger."

4. Compare the views of **Sources B** and **C** about the attitude of Germans to the Night of the Long Knives. (Compare the sources overall and/or in detail.) 4

**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 hardships faced by industrial workers in Russia before 1914. 5

Source A is about the outbreak of the 1905 Revolution.

**Source A**

By 1905 there was a growing desire to overthrow the repressive government of Nicholas II. There was a great deal of poverty in the cities and the countryside. The revolutionary movement gained strength following Russia's humiliating defeat by Japan. In January an uprising to remove the Tsar began. The non-Russian areas of the empire witnessed violent disturbances. Revolutionary groups became much more organised. They formed a soviet in St Petersburg. A soviet was a type of worker's parliament.

2. How fully does **Source A** explain why there was a revolution in Russia in 1905? (Use **Source A** and recall.) 6
3. Explain the reasons why the Bolsheviks were able to seize power in October 1917.

Sources B and C describe Trotsky's leadership in the Civil War. 5

**Source B**

For three years, Trotsky lived on his armoured train travelling to all areas of the front. He covered 65,000 miles during the course of the war, ensuring that the Red Army was well fed and properly armed. He was an inspirational leader and was dedicated to the cause. He made rousing speeches to the troops and raised morale among his men, even when other Bolshevik leaders were not convinced that they would defeat the Whites. Over five million men joined the Red Army of their own free will.

**Source C**

Trotsky was appointed Commissar for War in early 1919 and quickly established a reputation as a ruthless leader who used strict discipline and ruled by fear. He forced people to join the Red Army to raise the numbers of troops and introduced 50,000 former Tsarist officers to train the raw recruits. The death penalty was not only used for deserters. When 200 soldiers deserted at Svyazhsk, Trotsky arrived and ordered the execution of one in every ten men in the regiment as a warning to the rest.

4. Compare the views of **Sources B** and **C** about Trotsky's leadership in the Civil War. (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.

Sources A and B are about why Mussolini was able to seize power in 1922.

## Source A

The Fascist squads' reputation for ruthless violence had put Mussolini in the position to threaten the government. This he did in what became known as the "March on Rome". Though the government decided to send in the army to stop Mussolini, the king, Victor Emmanuel III, decided instead to give in to Mussolini's demands and appointed him head of a new government.

## Source B

The Socialists and Communists launched an anti-Fascist general strike but the people failed to support them. After the strike, Mussolini decided to seize the government. Mussolini and his followers marched for Rome. Before he resigned, the prime minister called out the army when the Fascists surrounded Rome. However, the pressure proved too much for the Italian king who refused to use the military to squash Mussolini's "march".

1. Compare the views of **Sources A** and **B** about why Mussolini was able to seize power in Italy in 1922. (Compare the sources overall and/or in detail.)

4

Source C describes the cult of Il Duce in Fascist Italy.

## Source C

The leadership cult in Fascist Italy started almost as soon as Mussolini came to power in 1922. By the end of 1925, his role as Duce of Fascism and Head of the Government had been secured by changes to the law. The nature of Mussolini's leadership and, above all, the quality of his political judgement, has been hotly debated. Mussolini had undoubted charisma and political intelligence with which to maintain his power over Fascism and the Italian people. However, his main talents lay in the areas of acting and propaganda.

2. How fully does **Source C** describe the cult of Il Duce in Fascist Italy? (Use **Source C** and recall.)
3. Describe Fascist attempts to rebuild the Italian economy in the 1920s and 1930s.
4. Explain the reasons why there was so little opposition to Mussolini.

6

5

5

**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.

1. Describe the problems facing black Americans who moved north in the 1920s and 1930s. 5

Sources A and B describe the results of the Montgomery Bus Boycott.

**Source A**

Throughout the boycott a young black preacher inspired the black population of Montgomery. His name was Martin Luther King and this was to be his first step towards becoming the leading figure in the Civil Rights Movement. The boycott lasted over a year until eventually the courts decided that segregation on Montgomery's buses was illegal. On its own, the bus boycott only had limited success. Montgomery remained a segregated town. There were still white-only theatres, pool rooms and restaurants.

**Source B**

The bus company's services were boycotted by 99% of Montgomery's African Americans for over a year. As a result of the protest, the US Supreme Court announced that Alabama's bus segregation laws were illegal. However, most other facilities and services in Montgomery remained segregated for many years to come. As a result of the boycott, Martin Luther King became involved in the Civil Rights Movement. He went on to become an African American leader who was famous throughout the world.

2. Compare the views of **Sources A** and **B** about the results of the Montgomery Bus Boycott. (Compare the sources overall and/or in detail.) 4
3. Explain the reasons why black Americans felt that progress towards civil rights had been made between 1945 and 1964. 5

Source C is about the opposition of Malcolm X to non-violent protest.

**Source C**

Malcolm X was mistreated in his youth and this gave him a different set of attitudes to Martin Luther King. Later, while in jail, he was influenced by the ideas of Elijah Muhammad who preached hatred of the white race. In his speeches he criticised non-violence. He believed that the support of non-violence was a sign that black people were still living in mental slavery. However, Malcolm X never undertook violent action himself and sometimes prevented it. Instead he often used violent language and threats to frighten the government into action.

4. How fully does **Source C** explain the views of Malcolm X on non-violent protest? (Use **Source C** and recall.) 6

**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. Explain the reasons why Hitler wanted to re-arm Germany in the 1930s.

5

Source A is about Britain’s policy of Appeasement in the 1930s.

**Source A**

The Great Depression meant that money could not be found for re-armament and the government knew that the British people were totally opposed to war. Chamberlain had been Chancellor before becoming Prime Minister in 1937. He was in favour of personal, face-to-face talks among Europe’s leaders and believed he could negotiate directly with Hitler. The British government took the view that Communist Russia was the real threat to peace in the world.

2. How fully does **Source A** explain why Britain followed a policy of Appeasement up to 1937? (Use **Source A** and recall.)

6

Sources B and C describe the Anschluss between Germany and Austria in 1938.

**Source B**

It is clear that Anschluss is popular among the Austrian people who are, after all, German in language and culture. Keeping Germany and Austria apart had been one of the more spiteful terms of Versailles and this wrong is now made right. Therefore Europe is likely to benefit from a period of peace and prosperity as Germany moves into a brighter future.

**Source C**

Germany has taken over Austria. Any intelligent person can see that an even more powerful Germany is a threat to the peace and stability of Europe. The decision in 1919 to forbid Anschluss had been a very sensible one for limiting the war-like ambitions of Germany. We have permitted Hitler to brutally invade an independent country.

3. Compare the views of **Sources B** and **C** about the Anschluss between Germany and Austria in 1938. (Compare the sources overall and/or in detail.)
4. Describe attempts by Britain and France to avoid war with Germany over the Czech Crisis.

4

5

**Part I — World War II, 1939–1945**

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

1. Explain the reasons why the German army was able to defeat its enemies so quickly between 1939 and 1942. 5

Sources A and B are about the work of the French Resistance.

**Source A**

For two years the resistance movements of Europe had found it hard to make much of an impression on the might of the German military. However, they had been useful in gathering intelligence for the Allies. The devastating attacks of 1939 to 1941 had given little time for each country to prepare any kind of a secret army to undermine the invaders. German army commanders indicated that the resistance movements were a nuisance, but no more than this.

**Source B**

Over the course of the war, the French Resistance scored key victories against the German occupation forces. Resistance members organised themselves in secret to discover French collaborators, kill many ranking Nazi officials, and destroy trains, convoys, and ships used by the German army. These accomplishments carried a heavy price. The Gestapo occasionally carried out bloody revenge attacks on innocent civilians.

2. Compare the views of **Sources A** and **B** about the work of the French Resistance. (Compare the sources overall and/or in detail.) 4

Source C is about the fall of Berlin.

**Source C**

Friday 20 April was Hitler's 56<sup>th</sup> birthday. The Soviets sent him a birthday present in the form of an artillery barrage right into the heart of the city, while the Western Allies joined in with a massive air raid. The radio announced that Hitler had come out of his safe bomb-proof bunker to talk with the 14-16 year-old boys who had "volunteered" for the "honour" to be accepted into the SS and to die for their Führer in the defence of Berlin. What a cruel lie! These boys did not volunteer, but had no choice, because boys who were found hiding were hanged as traitors by the SS.

3. How fully does **Source C** describe events leading to the fall of Berlin? (Use **Source C** and recall.) 6
4. Describe the ways in which the Americans were able to defeat Japan in 1945. 5

## Part J — The Cold War, 1945–1989

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

Source A is about the Cuban Missile Crisis.

## Source A

To the American government, placing missiles on Cuba was a war-like act by the Soviets. They believed that the Soviet Union intended to supply a large number of powerful nuclear weapons. The Soviet Union denied any war-like purpose. However, spy photographs proved the offensive purpose of the missiles which were pointed directly at major American cities. It was estimated that within a few minutes of them being fired, 80 million Americans would be dead.

1. How fully does **Source A** explain why the American government took action during the Cuban Missile Crisis? (Use **Source A** and recall.) 6
2. Explain the reasons why the East Germans built the Berlin Wall in 1961. 5

Sources B and C are about the tactics of the Vietcong.

## Source B

The Vietcong, or “Charlie” as the Americans called them, were the locally born guerrilla fighters of South Vietnam. The Vietcong consisted of three groups: units of regular soldiers, provincial forces, and part-time guerrillas. The Vietcong generally avoided large-scale attacks on the enemy, but continually harassed their troops and installations. This limited the scale of their casualties to only a handful at a time. They travelled light, carrying basic weapons and few supplies.

## Source C

Our first real battle was in open warfare at the Michelin Rubber Plantation. Thousands of Vietcong launched wave after wave of attacks on our camp. But they had all kinds of Chinese and Russian weapons, such as flamethrowers and rocket launchers. Eventually we counter-attacked and pushed them back. Fortunately, we only lost around seven guys. The Vietcong body count was reported to have been 800, but I thought it was more.

3. Compare the views of **Sources B** and **C** about the tactics used by the Vietcong. (Compare the sources overall and/or in detail.) 4
4. Describe the steps taken to reduce tension between the USA and the USSR between 1968 and 1989. 5

[END OF SPECIMEN QUESTION PAPER]