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EDEXCEL INTERNATIONAL GCSE HISTORY: QUESTIONS BY TOPIC

Historical Investigations

International GCSE History · Paper 2 Section A

80 questions · 2400 marks · Mark schemes included

Pearson Edexcel International GCSE (9–1) History 4HI1, Papers 1 & 2 (all variants), June 2019 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic (depth study, investigation or breadth study), oldest paper first.
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QUESTIONS

80 questions · 2400 marks · grouped by sub-topic

SUB-TOPIC

EAST GERMANY, 1958–90

16 questions in this booklet

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the New Economic System **OR** the importance of sport in the GDR.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an interview in 2014 with a former resident of the GDR. Here she is recalling events that followed the opening of the border between East Germany and West Germany in 1989.

I remember my parents watching the television news in disbelief. Almost overnight, the supermarket shelves filled with Mars Bars*, western newspapers and other wonderful things which had been totally unavailable in the GDR. A few weeks later, our teachers told us there would be no more school on Saturdays as there always had been in the GDR. Soon afterwards we were told that we wouldn't be following the communist school syllabus any more.

* Mars Bars – a chocolate bar popular in the West

Source B: From an account written in 2014 by a former resident of the GDR. Here he is describing events that followed the opening of the border between East Germany and West Germany in 1989.

The weekend after the borders opened, we headed for West Berlin. We waited hours at the border because the traffic crossing from East to West was heavy. What struck me about the West was the different colours on the streets. Also the shops were filled with things to buy, unlike in East Germany. Soon after, my parents asked for permission to leave the GDR permanently, a process which would have previously taken years. Now, it took only three weeks.

How far does Source A support the evidence of Source B about the opening of the border between East Germany and West Germany in 1989?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Germany Divided and Reunited 1945–91*, published in 2009.

In January 1989, Honecker proclaimed that the Berlin Wall would stand for another 100 years. However, Gorbachev's changes in the USSR had encouraged the start of reform in other Eastern bloc states and threatened the GDR's stability. In the summer, thousands of East Germans took the opportunity to 'escape' through Czechoslovakia and Hungary to West Germany. Meanwhile, mass demonstrations in the GDR openly challenged communist rule. When Gorbachev used his influence to prevent Honecker from arresting these protesters, the GDR's long-term problems became much worse and hastened its end.

Extract C suggests that the main reason for the end of the GDR was the actions of Mikhail Gorbachev.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** control of the young in the years 1962–87 **OR** the elections of March 1990.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a speech made by the Foreign Minister of the GDR in September 1973. It was made on the day that both the GDR and FRG became members of the United Nations as a result of the policy of Ostpolitik.

This is a happy day. It confirms that the socialist GDR has broken away completely from the old Germany, whose aggressive policies led to two world wars and immense suffering. It confirms the GDR's equal participation in international life. It marks the recognition by the United Nations of the GDR and the FRG as two separate states, independent of each other and with different political systems. This is another significant step on the road to peace in Europe.

Source B: From a speech made by the Foreign Minister of the FRG in September 1973. It was made on the day that both the GDR and FRG became members of the United Nations as a result of the policy of Ostpolitik.

The fate of my people is to live in two states, uncertain of their future relationship. However, the signing of the Basic Treaty in 1972 gives us new hope. It remains painful to accept the division of our country but the aim of the FRG's policy of Ostpolitik remains clear – West Germany will continue to work for peace in Europe and the eventual reunification of the German people.

How far does Source A support the evidence of Source B about the significance of Ostpolitik in the early 1970s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Communist States in the Twentieth Century*, published in 2015.

The GDR was successful in establishing itself as an independent country in the years 1969–87. This was clear from the series of state visits that followed on from joining the United Nations in 1973. The GDR seemed now to be a truly separate state whose sovereignty and borders were recognised by most of the world. It even had its own flag and national anthem. However, the GDR still heavily depended on its economic ties with the FRG and its political ties to the Soviet Union.

Extract C suggests that the GDR was successful in establishing itself as an independent country in the years 1969–87.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the role of women in the GDR **OR** border openings with Hungary and Austria in 1989.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an interview with a British woman who lived in the GDR in the 1980s.

I was cautious, but not too concerned, about what I said. After all, I wasn't a spy or an opponent of the SED. Why would the Stasi be interested in me?

Most East Germans adopted a similarly cautious attitude. Only among family and close friends would they be honest about their true feelings towards the government. However, after the collapse of the GDR they realised that family members and friends could have been working for the Stasi too.

Source B: From the memoirs of a girl living in the GDR in the 1970s. Here she is recalling events following the arrest of her mother's friend for criticising the SED.

Suddenly, Stasi officers were everywhere, in uniform and plain clothes. They sat in cars in front of our house. They followed us everywhere. My mother was prevented from seeing her friends.

The Stasi made millions of ordinary people behave towards each other with anxiety and suspicion. It intimidated a whole nation. Everybody had to be careful. If you told a political joke, you automatically lowered your voice.

How far does Source A support the evidence of Source B about the effect of the Stasi on those living in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Germany United, Divided and Reunited: 1945–91*, published in 2009.

By the 1970s, the Stasi employed 180 000 full-time staff in East Germany. Additionally, it had a vast network of informers. Three-quarters of the adult population of the GDR were under Stasi observation at some point in their lives. However, the SED did not depend on the Stasi to control the people. Many people lived completely normal lives and did not come into contact with the Stasi. Also, large numbers approved of the SED's socialist aims. Its policies on issues like housing were widely supported.

Extract C suggests that the SED did not depend on the Stasi to control the people of the GDR.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the impact of the Wall on East Berliners in the years 1961–63 **OR** the agreements of 1970–72.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a report on the shortages of consumer goods in the GDR, written by a West German journalist in 1980.

GDR leaders are taking the shortages of consumer goods very seriously. They know that the standard of living is very important to the people of the GDR. Last week, the SED strongly encouraged factories to produce more goods for the shops. But, as one woman out shopping said, 'The queues are getting longer. Whatever you want to buy is either unavailable or far too expensive. If the shop workers don't know you, you won't get anything at all.'

Source B: From the memoirs of a GDR citizen, published in 2009. Here he is referring to conditions in the 1980s.

Having the right connections was essential in the GDR – knowing the right people was vital. In East Germany you could get nearly everything you wanted. But you had to be able to bribe people or repay them with other products they wanted that were difficult to find in the shops. Otherwise you had to rely on family members or friends being in charge of selling scarce goods or services.

How far does Source A support the evidence of Source B about the availability of consumer goods in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Communist States in the Twentieth Century*, published in 2015.

The GDR failed to deal effectively with the economic problems it faced in the 1980s. The Five-Year Plan of 1986–90 attempted to boost the economy by producing new technologies, such as microchips. In addition, consumer goods produced in the GDR were sold abroad to increase exports. But this created even greater shortages at home and caused increasing discontent among the people.

Also, government spending was still too high. Although welfare spending was reduced, the huge expenditure on the armed forces was not cut back. Therefore, more loans from the FRG were necessary.

Extract C suggests that the GDR failed to deal effectively with the economic problems it faced in the 1980s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the Economic System of Socialism (1968–71) **OR** education in the GDR.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in a West German newspaper, published in August 1961. Here it is describing one of the first attempts to escape across the Berlin Wall.

Yesterday, East German guards shot a man who was trying to cross to West Berlin by swimming across the Teltow canal. By reaching the canal bank, he had already managed to evade the machine gun posts that were guarding the Wall. But as he dived into the canal, they heard him. He was shot in the head and killed. A young East German shouted abuse at the guards. He was arrested immediately.

Source B: From letters written in 1961 by a schoolgirl living in East Berlin.

My parents thought that the building of a proper border in Berlin was a good thing and necessary to keep bad people out of the GDR. But when I tried to defend the Wall in school, my friends were angry and hostile. They complained that they were not allowed to visit the shops in the West any more. One of them shouted that the GDR had become a prison, a dictatorship in which only communist officials lived well.

How far does Source A support the evidence of Source B about the effects on East Berliners of the building of the Berlin Wall?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Germany United, Divided and Reunited: 1945–91*, published in 2009.

The Berlin Wall had a positive impact on the citizens of the GDR in the years 1961–63. Many now accepted life in the GDR and began to work harder to create a successful society. The government was also able to plan its economic policies more effectively because skilled workers could no longer leave. In 1963, the New Economic System promised more attractive career prospects to East Germans. People still tried to escape, however. Families and friends were now divided, and travel between East and West was almost impossible.

Extract C suggests that the building of the Berlin Wall had a positive impact on the citizens of the GDR in the years 1961–63.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** propaganda and censorship in the GDR **OR** state visits (1969–87).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memories of an East German citizen written in 2014.

Sport in the GDR was very, very important. At school, sports lessons were two hours long, three times a week. There were also sports clubs outside school, run by volunteers. Great emphasis was put on competitions and there was a continual search for talent. As a result, the GDR had top athletes competing in all sports for European and World Championships and the Olympic Games. This created a spirit of unity and pride in the country.

Source B: From a speech by Walter Ulbricht to GDR athletes returning from the Olympic Games in 1968.

Dear friends and comrades! In the name of the SED Central Committee and the people of the GDR, I wish to congratulate you heartily on your success at the Olympic Games. You have greatly pleased all our citizens and set an outstanding example for the youth of our Republic! You have strengthened the reputation of the GDR all over the world! I wish all of you good health, and new successes for the glory of the GDR!

How far does Source A support the evidence of Source B about the importance of sport in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Communist States in the Twentieth Century*, published in 2015.

Sport was important in the GDR because it improved the health of the population and, as a result, the performance of the economy. It also developed togetherness and pride in the state. However, sport was encouraged in East Germany mainly to improve the reputation of the GDR abroad. Sporting success was supposed to demonstrate the superiority of communism over western nations. It helped gain East Germany international recognition. By the 1972 Olympics, the GDR had its own team, flag and national anthem. At the 1976 Olympics, the GDR was second in the medal table.

Extract C suggests that sport was encouraged in East Germany mainly to improve the reputation of the GDR abroad.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** economic problems in the 1980s **OR** Gorbachev's visit to the GDR in October 1989.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From *Women – Peace and Socialism*, a document issued by the Politburo that was circulated in the GDR in 1962.

Often, women in work are over-burdened, and their duties as mothers and housewives are overlooked. Instead of helping women, many men invent reasons that are supposed to prove that promoting women in the workplace is impossible. Some say that employing women is not 'efficient', that men are more reliable and would not be absent from work as often. Also, there is the false suggestion that women have less understanding than men of technical and business problems.

Source B: From a speech made by Erich Honecker to SED party leaders in 1979.

One of the greatest achievements of socialism in our country is to have introduced equal legal rights for women in every-day life – no capitalist country can claim this. The important thing now is how to enable women to make use of these rights. Although men are increasingly sharing domestic responsibilities, it remains a fact that the main burden of work in the home is carried by women. We must also improve childcare so that women can still go out to work.

How far does Source A support the evidence of Source B about women in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Germany United, Divided and Reunited 1945–91*, published in 2009.

The lives of women in the GDR had improved enormously by 1987. Maternity benefits and child allowances were the most generous in the world. Women were entitled to one day off work each month to carry out household duties. Also, universities and colleges provided flexible arrangements for student mothers. However, women were still mostly employed in low-skill jobs. Even though women made up half of all doctors and teachers, they were rarely promoted to senior positions. There were very few women in the government.

Extract C suggests that the lives of women in the GDR had improved enormously by 1987.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** religion and the church in the GDR **OR** housing in the GDR.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a speech made by President Bush of the USA on the Day of German Unity, 3 October 1990.

On this very special day, I send my sincere congratulations to all Germans. Throughout this newly-united nation, from east to west, they are celebrating a wonderful moment. From 1945, Germans were a divided people. From 1961, a cruel wall of concrete divided the nation. East Germans were punished for opposition and shot for attempting to flee to freedom. But now, Germany is united, Germany is free. Today, our eyes open on a new world of hope.

Source B: From a speech made by the FRG President, Richard von Weizsäcker, on the Day of German Unity, 3 October 1990.

Today, we Germans feel gratitude and joy. We are experiencing a rare historical period in which things can truly be changed for the better. But, at the same time, we feel a great and serious duty. Let us not forget there are many important problems to address in our country. We must realise how difficult it is to satisfy the demands of all the German people. We must also take seriously the concerns of the countries around us.

How far does Source A support the evidence of Source B about the reunification of East and West Germany in October 1990?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a Modern History book, published in 2009.

Germany was reunited because many Germans, from east and west, demanded it. 'We are one people,' they chanted. But reunification was not welcomed by all. The enthusiasm that greeted the opening of the Berlin Wall was soon replaced by much disappointment. The speed of reunification, and the way in which the GDR was simply merged into the FRG, shocked many people in Germany and abroad. Many East Germans disliked Western living standards and many West Germans resented the costs of reunification that rose sharply during 1990.

Extract C suggests that the opening of the Berlin Wall in November 1989 was followed by much disappointment in Germany.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** international recognition of the GDR **OR** the collapse of the SED government (1989–90).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a citizen of the GDR, published in 2009.

Every year, official celebrations were held in most towns on 1 May, the international day of working people, and on 7 October, the anniversary of the foundation of the GDR.

On both days, party leaders made speeches from platforms. Citizens would march past shouting along with slogans, like 'Hooray for our party and its leaders!', broadcast from loudspeakers. These events were televised and the media claimed that they showed 'the bond' between the people and the SED.

Source B: From an account published in 1991. It was written by a West German after a visit to the GDR.

On 1 May the town was packed. On the main street, party leaders gave speeches. Few listened but the crowds cheered as local workers paraded past.

These workers appeared cheerful and were clearly discussing something amongst themselves. But it wasn't 'socialism in the GDR'. Instead, they were trying to swap goods or exchanging tips on where to buy scarce items. These problems are what the party leaders should have been talking about.

How far does Source A support the evidence of Source B about propaganda in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history of communist states, published in 2015.

The use of propaganda by the SED was successful in influencing the East German people. All newspapers and television programmes carried the same messages. SED leaders were praised, West Germany was attacked, and important communist anniversaries were publicised.

Increasingly, many East Germans had access to television and radio programmes broadcast from West Germany. They could see for themselves how life in the GDR compared with life in the west. This led East Germans to doubt the propaganda of the SED but this did not mean that they totally disbelieved it.

Extract C suggests that the use of propaganda by the SED was successful in influencing the East German people.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the role of Comecon **OR** relations with West Germany (1969–87).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a citizen of the GDR. Here she is recalling her childhood in the 1980s.

There was a shortage of homes. People had very long waits for an apartment in a *Plattenbau* – concrete blocks of flats, built at speed, to supply homes for young people.

Many adults still had to live with their parents. My mother searched for an apartment for three years without success. We had to live with my grandparents in an older property, which had only a coal heater. We had to carry coal up to the 4th floor every day in winter.

Source B: From a speech made by Erich Honecker to the SED Party Congress in April 1986.

In the last fifteen years, we have built 2.4 million new, modern apartments. This has helped improve the lives of over 7 million citizens. In line with our socialist aims, two-thirds of all newly-built housing has been allocated to workers. One in four new apartments went to young, married couples.

Since 1971, we have spent 260 billion marks on our housing programme – this is ten per cent of the GDR's national income!

How far does Source A support the evidence of Source B about housing in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history book on East Germany, published in 2015.

Honecker's housing programme had some successes. It exceeded the targets set for constructing new houses, and some new housing estates included health and childcare centres, and sporting facilities.

However, the SED failed to solve East Germany's housing problem. The quality of new housing was a major issue, especially in the *Plattenbau* estates. Party officials were able to jump the queues for new apartments. Also, the housing shortage continued – many divorces were caused by young couples being forced to live with their parents.

Extract C suggests that the SED failed to solve East Germany's housing problem.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the influence of Khrushchev on the building of the Berlin Wall **OR** the agreements of 1970–72 with the FRG.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a citizen of the GDR, published in 2009.

Schools were not just centres of academic education. Besides classes, they also organised activities preparing children to become 'good socialists'.

From an early age, we were made to feel part of the system. Everybody had to be involved in the duties, like tidying the classrooms, that were completed every day. Every morning, we would stand up when the teacher entered the classroom. They would ask us, 'Are you willing?' We would respond, 'Always prepared!'

Source B: From an account by a former citizen of the GDR, written in 2017.

During my childhood, the influence of the SED was everywhere. That included forcing us to be members of political youth organisations after school from the age of six. You started out as a Young Pioneer, eventually becoming a member of the Free German Youth.

Young Pioneers took an oath to study hard, respect their parents and be kind to others. As you got older, you promised also to strengthen socialism and fight against the lies of the west.

How far does Source A support the evidence of Source B about the lives of the young in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a modern history book, published in 2015.

The main purpose of GDR government policies towards the young was to ensure loyalty to the SED. The school curriculum was strongly influenced by socialist principles. The only youth organisations allowed were run by the SED.

However, schools also focused on teaching subjects that were needed to boost the economy. This often required the encouragement of creativity and initiative. Another aim of youth policy in the GDR was to create fairer opportunities for all young people. By the 1960s, half of all university students were from working-class homes.

Extract C suggests that the main purpose of government policies towards the young in the GDR was to ensure loyalty to the SED.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the provision of employment in the GDR **OR** the reunification of East and West Germany (March–October 1990).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an application for permission to leave the GDR made by a leading East German musician in 1977. Here he is describing action taken against him after he had supported criticism of the SED.

Because I supported freedom of speech, I have been banned from GDR television. Although all my concerts were sold out, most were cancelled without any explanation. I am now publicly described as an 'enemy of the state', accused of having savings in a secret foreign bank account.

As the Stasi is pressurising my friends to avoid me, and my children are being ignored at school, I wish to live in the FRG.

Source B: From an interview with a British woman who taught in East Germany during the 1980s. Here she is commenting on information found in her Stasi file, which she requested to see after the collapse of the GDR.

My East German boyfriend was under observation because he had the 'wrong friends'. Two friends had illegally emigrated to the FRG and another had been caught trying to leave. The Stasi were monitoring our letters and phone calls, and someone we trusted was informing on us. The authorities were never going to allow us to marry.

Nonetheless, the Stasi were often really incompetent. Once, they reported that I was meeting British Embassy officials in East Berlin, even though I had left the GDR months earlier.

How far does Source A support the evidence of Source B about state control in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a book on the history of East Germany, published in 2015.

People in the GDR were controlled through fear and propaganda. It was difficult to ignore the SED's propaganda because it controlled the mass media. Most people believed that Stasi informers were everywhere, and everybody knew of people punished for dissent. 5

However, state control of the population was not fully effective in the GDR. Many people criticised the SED among friends and tuned in, secretly, to news broadcasts from the FRG. By the 1980s, over 100 people were leaving for the West every day.

Extract C suggests that state control of the population was not fully effective in the GDR.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the New Economic System **OR** the mass media in the GDR.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in an American newspaper, published in June 1987. Here it is describing clashes between young people and the police in East Berlin.

This was the most serious outbreak of discontent for nearly 10 years. The young people, mostly in their teens and early 20s, chanted 'Gorbachev! Gorbachev!' They were hoping to persuade the SED to copy some of the Soviet leader's reforms. They also shouted, 'The Wall must go!'

The SED is worried because East Germans, who have easy access to West German television and radio, are more likely than other East Europeans to demand Western-style freedoms.

Source B: From a Stasi report on opposition to the SED, written for the government of the GDR in June 1989.

It is concerning that there are increasing attempts to gain support by groups that wish to weaken East Germany. Almost all of these groups have formed within the Protestant churches in the GDR. They have been encouraged by officials from non-communist states, especially the FRG, the USA and Great Britain.

Opposition to the government among sections of the GDR's population is also being encouraged by events in other communist countries.

How far does Source A support the evidence of Source B about opposition to the SED in the late 1980s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the collapse of East Germany, published in 2016.

The SED Government collapsed mainly because of the influence of Mikhail Gorbachev. Honecker hoped that Soviet military and financial support would save the GDR. Instead, Gorbachev encouraged the SED to begin reforms such as those that he had introduced in the USSR. After Honecker refused, he fell from power and the SED's authority faded away.

There were other reasons for the collapse. The Protestant churches had been leading large public protests calling for change. The GDR was also suffering a major economic crisis that was encouraging many East Germans to flee to the west.

Extract C suggests that the SED Government collapsed mainly because of the influence of Mikhail Gorbachev.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** control of the young in the GDR **OR** the development of a GDR identity.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an article in an East German newspaper, 14 August 1961. Here it is reporting on the building of the Berlin Wall.

Checkpoints have been installed all along our borders, including the border with the Western sectors of Berlin. This is to safeguard peace and protect the citizens of the GDR. These measures were ordered by our government, in agreement with our allies in the Warsaw Pact. 5

A government minister stated: 'We understand that this will create inconvenience for people. But the Western powers and the FRG are to blame.'

Source B: From a speech by Konrad Adenauer, the Chancellor of the FRG, on 18 August 1961.

Barbed-wire fences have been erected along the border. All routes between East and West Berlin have been blocked. Traffic between them has been brought to a complete standstill. 5

This crisis was begun on orders from the USSR. The new barrier breaks all previous agreements made with the West. It demonstrates clearly that the communists do not have the support of the people. The Wall has really been built just to stop Germans in the East from leaving for freedom in the FRG.

How far does Source A support the evidence of Source B about the construction of the Berlin Wall in August 1961?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Berlin Wall, published in 2022.

Before the Wall, travel from East to West Berlin and back was easy. GDR citizens could see what capitalism offered, like shops full of goods. By restricting access to the West, the Wall reduced criticism of the SED and made the government and economy of the GDR more stable.

Certainly, the Wall created problems. It damaged relations between East and West Germany, and raised Cold War tensions. It made East Germany more dependent on the USSR. However, in 1961, the consequences of building the Wall were positive for the GDR.

Extract C suggests that the consequences of building the Berlin Wall were positive for the GDR in 1961.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** the building of the Berlin Wall **OR** protest movements in the GDR in the years 1987–90.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an article published in 2019. Here the author is describing her experience of daily life in East Germany during the 1980s.

Most people had a job and wages were quite high. Rents were low and food such as bread was cheap. There was social security and free childcare for all.

However, shoppers had to queue to buy almost everything. Consumer goods, such as television sets, were always in short supply because the GDR operated outdated and inefficient factories. Some people now say that life in the GDR wasn't too bad but it could be very difficult.

Source B: From an article on life in the GDR, published in 2009. Here the author is describing daily life in East Germany in the 1980s.

Bananas were a luxury and very rare. When you heard they were available, you'd have to rush to the shops and queue. A television cost 10 times a person's monthly salary. If you bought a car, sometimes you had to wait for over 10 years for it to be delivered.

Not everything was bad though. There was no unemployment and most groceries were extremely cheap. There was a real community spirit. Generally, people were happy.

How far does Source A support the evidence of Source B about the standard of living in the GDR in the 1980s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on life in the GDR during the 1980s, published in 2020.

East German living standards were the highest in the Eastern bloc. In 1980, the GDR Government claimed that over three-quarters of East German homes had a refrigerator and washing machine, while two-thirds had a television.

However, despite these improvements, life in the GDR was still difficult. East Germans lacked the choices and comforts available in West Germany. Every aspect of their lives was dominated by the government's policies. Radio, television and cinema were full of SED propaganda. Most sporting clubs had members who were Stasi informers.

Extract C suggests that life in the GDR, in the 1980s, was difficult.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

A5 East Germany, 1958–90

(a) Describe **TWO** features of **EITHER** state visits (1969–87) **OR** border openings with Hungary and Austria (1989).

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an order issued by the GDR Government in 1977. Here it is describing the introduction of positive action plans that were intended to encourage equality for women at work.

Plans to encourage women workers are to be agreed in all factories. Each factory manager must involve women in the preparation of these plans and must see them carried out to the satisfaction of the women he employs.

The plans should improve working and living conditions for women. Plans must promote the skills of women in the workplace. They should improve the training of women and prepare them for managerial positions.

Source B: From an account by an engineer in the GDR. Here she is recalling reporting to her manager on the first day of a new job in 1986.

My manager didn't look very enthusiastic.

'A woman?', he said. 'With a child, too?'

'Yes,' I said, 'so I will need the childcare and apartment that I am entitled to. I will also take my day off for housekeeping each month, and if anyone at the nursery gets ill, I'll have to stay home with my baby.'

I got childcare and an apartment, and I was very happy and grateful. But they allocated me a boring job for which I was overqualified.

How far does Source A support the evidence of Source B about life for women in work in the GDR?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on women's lives in the GDR, published in 2012.

The SED Government introduced generous policies to encourage greater gender equality. As a result, by the 1980s, the GDR had the highest rate of childbirth in Europe and also the highest rate of female employment.

However, in reality, the SED made little progress towards equality for women. Many women had to fulfil the difficult and demanding role of both worker and housewife. Also, prejudices continued to exist. Although 40 per cent of members of the East German Parliament were women, not one became a senior government minister.

Extract C suggests that the SED made little progress towards equality for women in the GDR.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A5 = 30 marks)

SUB-TOPIC

RUSSIA AND THE SOVIET UNION, 1905–24

16 questions in this booklet

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the *Potemkin* Mutiny **OR** the influence of Rasputin.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an appeal for support made to the Russian people by General Kornilov in August 1917.

The Provisional Government, under pressure from the Bolsheviks, is assisting the German army by its actions. In such awful times, I am being forced to remove the Government to save our dying land. I declare that I desire nothing for myself other than the salvation of Russia. I promise to lead the country to victory over the Germans. After this, I promise to have elections, so that the Russian people can decide their own political future.

Source B: From the memoirs of Alexander Kerensky, the Russian Prime Minister at the time of the Kornilov Revolt, published in 1927.

When I appointed Kornilov to lead the army I trusted that he would stay out of politics. But this did not happen. I tried to convince him that any attempt to reverse the results of the February Revolution would fail and only help the Germans. However, a plot was already underway, encouraged by the rich and powerful. Kornilov had decided to overthrow the Provisional Government by force and establish a personal dictatorship.

How far does Source A support the evidence of Source B about the reasons for the Kornilov Revolt?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Russia 1881–1924*, published in 2005.

The overthrow of the Provisional Government was due mainly to the actions of the Bolsheviks. These revolutionaries were utterly self-confident and determined to defeat all other parties and ideas. Certainly, the Provisional Government was in a troubled position from the start. It was unsure of its own authority and it had no choice other than to continue with the war. However, the ruthlessness of the Bolsheviks meant that no person or party could govern Russia effectively without overcoming the challenge of these dedicated revolutionaries.

Extract C suggests that the main reason for the overthrow of the Provisional Government was the actions of the Bolsheviks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the April Theses **OR** the Treaty of Brest-Litovsk.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a police report on the events of Bloody Sunday written in January 1905.

Secret revolutionary groups provoked the workers who began heading in great numbers towards the centre of St Petersburg. Their petition, addressed to the Tsar, made excessive political demands. The fanatical preaching of the priest Gapon, and the criminal actions of other persons with evil motives, encouraged bloody clashes between the workers and the soldiers. The crowd refused the command to disperse and they even attacked the soldiers.

Source B: From a report on the events of Bloody Sunday written by the American Ambassador in January 1905.

The workers were encouraged by a group of socialists led by Father Gapon, but the marchers did not look like revolutionaries. The Tsar should have agreed to meet a committee of workers and done what their petition demanded – to investigate their grievances about wages and living conditions. I have heard that the crowd was guilty of nothing more than jeering at the troops, pushing the officers and using foul language towards them.

How far does Source A support the evidence of Source B about Bloody Sunday?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Russia Under Tsarism and Communism 1881–1953*, published in 2002.

The main cause of the 1905 Revolution was economic hardship. There was a rise in food prices and unemployment, and growing discontent. Because of the Russo-Japanese War, the Trans-Siberian Railway was being used by the army and trade was affected. Shortages of raw materials hit industries like cotton, and factories closed. Many peasants were mobilised into the army and agricultural production suffered. In St Petersburg, a priest called Gapon decided to ask the Tsar for help in improving the lives of the people. This had a dramatic impact and kick-started the Revolution of 1905.

Extract C suggests that the main cause of the 1905 Revolution was economic hardship.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the Lena Goldfield Strike **OR** the 1917 Decrees.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an account by an American journalist who had been present in Russia when the NEP was introduced. It was written in 1935.

Within weeks, Moscow changed. The restoration of run-down buildings began and house fronts were cleaned and painted. Shops, cafes and restaurants were opening all over the city. Peasants began selling fruit and vegetables. Other goods now appeared from unexpected corners after being hidden or hoarded. Many communists considered the results of the NEP to be dreadful. But, for most workers, the NEP brought jobs and better days.

Source B: From an account written by a communist author in 1937. Here he is commenting on the introduction of the NEP.

Very quickly, a new middle class of 'NEP men' emerged. They included private traders, craftsmen, small-scale manufacturers and prosperous peasants, but also criminals and con-men. They were all uncertain how long the NEP would last and were eager to take advantage while they could. The atmosphere under the NEP was offensive and indecent. Prostitution flourished. The Moscow Casino was full of gamblers every night – corrupt officials, gangsters, and foreigners with money to throw around.

How far does Source A support the evidence of Source B about the impact of the New Economic Policy (NEP) in Russia?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Russia 1881–1924*, published in 2005.

Lenin introduced the NEP mainly in order to meet Russia's urgent need for food. Statistics suggest that this worked. Grain production, in particular, rose quickly. By the time of Lenin's death in 1924, Soviet agriculture had begun to make a significant recovery. However, the NEP was not a success. Industry failed to expand as quickly as agriculture. The 'NEP men' may have done well, but there was high unemployment in the cities. The NEP also created divisions among the communists.

Extract C suggests that the NEP was not a success.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the Petrograd Soviet **OR** the Kronstadt Naval Mutiny.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a letter written by Tsar Nicholas II to his mother in November 1905. Here he is writing about the events of the 1905 Revolution.

I could have crushed all these strikes, riots and mutinies by sheer force, but this would have meant enormous bloodshed. The other way was to give the people their civil rights and to have all laws agreed by a *duma*. Count Witte, the Prime Minister, backed this option very strongly and drew up the October Manifesto. We discussed it for two days and, in the end, I signed. This was a terrible decision but a necessary one.

Source B: From the memoirs of a Russian aristocrat, published in 1953.

The Tsar was forced to compromise by establishing the *duma*. There were strikes almost everywhere and there were several attempts to kill members of the royal family and government officials. The Tsarina strongly opposed a *duma* but she did not understand how serious the situation really was.

The first *duma* opened in April 1906. If all *duma* members had been patriotic Russians, it might have helped the government greatly. Instead, it was dominated by revolutionaries.

How far does Source A support the evidence of Source B about the decision to call the first *duma*?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Russia 1848–1917*, published in 2002.

After 1906, Nicholas II was still reluctant to work constructively with the *duma*. Also, Russia's deep social divisions and inequalities meant that revolutionary disorder was always possible at any time. As a result, the policies that had been introduced by the Tsar, in the years 1905–06, included stern measures of repression. However, Nicholas' political reforms proved to be successful. Tsarist government was far more stable in 1914 than it had been in 1905, and opposition to the Tsar was much less dangerous.

Extract C suggests that the political reforms made by Nicholas II, in the years 1905–06, were successful.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the 1905 Revolution **OR** the abdication of the Tsar.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the autobiography of Leon Trotsky, published in 1930. Here he is writing about his reasons for signing the Treaty of Brest-Litovsk.

The terms demanded by Germany were designed to make it impossible for us to agree. We all believed that Germany did not really want to make peace with us. Instead we thought that Germany had already come to an agreement with Britain and France to end their conflict with these two countries. This would then allow these three countries to join together and crush Soviet Russia. Therefore, we had to sign and did so without even re-reading the treaty fully.

Source B: From a resolution passed at the Bolshevik Party Congress in March 1918.

As we have no effective army, and our remaining troops at the front are totally demoralised, we must do whatever is necessary to protect Soviet Russia. At this early stage of the Revolution, it is inevitable that our enemies will seek to attack us, even within the next few days. Therefore, this Congress agrees that we must accept this most humiliating Brest-Litovsk treaty, which the government has recently signed with Germany.

How far does Source A support the evidence of Source B about the signing of the Treaty of Brest-Litovsk in March 1918?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Treaty of Brest-Litovsk, published in 2016.

The Treaty was signed five months after the Decree on Peace and almost a year after Lenin's April Theses. But this peace came at a great cost for Russia. It was forced to surrender vast areas of land including important food-producing areas. The Treaty also created political divisions between the Bolsheviks and their supporters, and within the Bolshevik Party itself. Brest-Litovsk fulfilled Lenin's promises to end the war and delivered peace to the war-weary Russian people, but the Treaty did more harm than good to the Bolsheviks.

Extract C suggests that the Treaty of Brest-Litovsk did more harm than good to the Bolsheviks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** Stolypin's policy of repression **OR** the closure of the Constituent Assembly.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From a book written by a British woman living in Russia during the First World War. Here she is describing the situation in Petrograd in the summer of 1916.

The complaints of the Russian people came from all sides. They were exhausted by the war and angered by the mistakes of their leaders. Food was growing more scarce. The queues outside bread shops stretched down the streets.

Rasputin's power seemed to increase every day. Many believed that simply repeating his name brought bad luck. Some said that Tsarina Alexandra was a traitor who was plotting with Germany and negotiating a secret peace treaty. The Tsar was no longer viewed with respect.

Source B: From a report written by the secret police for the Russian government in October 1916. Here the report is describing the conditions in Petrograd.

The people are increasingly unsettled. There is now greater opposition to the government than was present during 1905–06. Despite an increase in wages, the condition of the people is worse than terrible. Many food products and other necessities are impossible to find. The workers are being pushed towards very serious unrest. They are angered by the time wasted standing in queues and by the increase in disease caused by hunger and dirty living conditions.

How far does Source A support the evidence of Source B about the situation in Russia in 1916?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an online article on Nicholas II, published in 2014.

The main cause of Nicholas II's abdication was his own mistakes. In 1915, he made the disastrous decision to take direct command of the Russian army. From then on, every military failure was blamed on him. With Nicholas away at the front, his German-born wife Alexandra took a more active role in government. She soon became a reason for discontent. In February 1917, widespread demonstrations began in Petrograd. Nicholas lost the support of the army and was forced to abdicate.

Extract C suggests that the main cause of Nicholas II's abdication was his own mistakes.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** Nicholas II's attitude to the first four *dumas* **OR** opposition to the NEP.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From Order Number One of the Petrograd Soviet, issued on 1 March 1917.

To the soldiers of the army and navy:

This order is to be obeyed immediately and strictly. It is also issued to the workers of Petrograd for their information.

All military units are to elect men from the lower ranks to be their representatives at the Soviet. The military orders of the Provisional Government will be carried out only where they do not conflict with the orders of the Soviet.

Source B: From the April Theses, issued by Lenin when he returned to Russia on 3 April 1917.

The Provisional Government is still a businessmen's government, and the war continues to be fought for greedy and aggressive purposes. The people should only support Russia's continuation in the war if power passes to the workers and peasants.

We must completely oppose the Provisional Government. Its false promises should be made clear. We must demand that all the Government's powers be transferred to the Soviets of Worker's Deputies.

How far does Source A support the evidence of Source B about the problems facing the Provisional Government?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an online article on the Provisional Government, published in 2020.

The continuing economic crisis weakened the Provisional Government and strengthened the appeal of its opponents. The price of goods continued to rise. Food and fuel shortages made living conditions unbearable, especially during the winter.

However, the biggest problem facing the Provisional Government was that it lacked authority. It was only meant to be a temporary body that would govern in place of the Tsar until elections could be held. Unlike the Petrograd Soviet, it was not elected. Many Russians saw it as made up of upper-class dictators, such as the Prime Minister, Prince Lvov.

Extract C suggests that the biggest problem facing the Provisional Government was that it lacked authority.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** opposition groups (1905–14) **OR** the Civil War.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a British journalist, published in 1969. The journalist had been present in Petrograd at the time of the Bolshevik Revolution.

I observed the beginning of the partnership between Trotsky and Lenin that did so much to make the Bolshevik Revolution successful. There was no doubt that Lenin was the driving force behind the Bolshevik Party. He was the brains and the planner of the October Revolution. But Lenin could not make great speeches to inspire followers. That was Trotsky's role. Trotsky was always the man who could say the right thing to inspire the crowds.

Source B: From a book written by the British Ambassador in Russia from 1910 to 1918. The book was published in 1923.

I admit that Lenin and Trotsky are both extraordinary men. All previous Russian government ministers had proved to be weak and incapable. Lenin and Trotsky were the only two strong leaders that Russia produced during the First World War. The Bolshevik seizure of power could not have happened without the two of them, working together. However, nobody expected that they would last in power for long.

How far does Source A support the evidence of Source B about Lenin and Trotsky?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *A History of the Modern World*, published in 2014.

Without Lenin's brilliant leadership, the Bolsheviks would not have been able to seize power. It was Lenin who returned to Russia in April 1917 and told the small number of Bolshevik supporters to prepare for revolution. In October, it was Lenin who persuaded the Bolshevik Central Committee to organise the immediate overthrow of the Provisional Government. Trotsky was a committed revolutionary and was responsible for the actual planning of the takeover of power. However, Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution.

Extract C suggests that Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the Bolshevik takeover **OR** the opposition to the NEP.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From the speech made by Tsar Nicholas II at the opening of the first *duma*, April 1906.

I welcome you as the elected representatives of the Russian people. We all believe in a brilliant future for Russia.

Difficult tasks now await you, but I am convinced that you will devote all your strength to serving Russia and improving the nation's wellbeing. Take seriously the work that I have set you. Justify the faith which I, and the people, have placed in you.

May God be with us in our efforts.

Source B: From the decree issued by Tsar Nicholas II dismissing the second *duma*, June 1907.

This *duma* was called to help establish peace and good government in Russia. To my dismay, a substantial number of representatives have not met my expectations. I expected members of the *duma* to follow the path that I indicated. Instead, many members did not carry out their work with honesty. They intended to make trouble and arouse mistrust among the people. Therefore, a new duma will be called in November this year.

How far does Source A support the evidence of Source B about Tsar Nicholas II's relationship with the *dumas*?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history of Russia, published in 2008.

After the criticism of the Tsar in the first two *dumas*, Stolypin ensured that only the richest could vote in elections for the later *dumas*. Therefore, most reformers were not elected and there was little criticism of the government.

Even so, the creation of a *duma* did help improve the way Russia was governed. The *duma* offered a major platform for political debate. Although the *duma* did not always succeed in influencing the Tsar or pushing through reforms, its debates were reported in the newspapers. This gave political parties the opportunity to influence public opinion.

Extract C suggests that the creation of the *duma* helped to improve the way Russia was governed.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the setting up of the Provisional Government **OR** the July Days.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From a report in a newspaper on the Kronstadt Naval Mutiny, 15 March 1921.

The mutiny against the government is still continuing. The leaders of the mutiny do not fear that government forces will succeed in cutting them off and starving them into submission. However, they have complained about bombs being dropped on Kronstadt by government planes, killing women and children.

Lenin has no fear of the Kronstadt uprising, calling it a 'very minor incident' and 'simply discontent among some very foolish sailors.'

Source B: From the memoirs of a Bolshevik, published in 1951. He was present in Petrograd at the time of the Kronstadt Naval Mutiny in 1921.

The final government attack on the Kronstadt mutineers began on 17 March. The mutineers, without experienced officers, did not know how to use their artillery. Some fled abroad but others put up a furious resistance to government forces. They died shouting, 'Long live the Revolution!'

Hundreds of defeated sailors were taken away and handed over to the secret police. Many mutineers were shot. These people had been strong supporters of the Bolshevik Revolution. They died for voicing the suffering of the Russian people.

How far does Source A support the evidence of Source B about the Kronstadt Naval Mutiny?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a twentieth century history book, published in 2014.

There were strikes in Petrograd and other cities in 1921, but the most serious threat to Lenin's government was the mutiny at the Kronstadt naval base. The sailors who refused to obey orders were those who had strongly supported the Bolshevik Revolution in October 1917.

Trotsky sent an army of over 60 000 men to crush the mutineers. Thousands were jailed or executed. The mutiny made Lenin realise that change was necessary. He was forced to abandon War Communism and introduce the New Economic Policy.

Extract C suggests that the Kronstadt Naval Mutiny was a serious threat to Lenin's government.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the Lena Goldfield strike **OR** the Treaty of Brest-Litovsk.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From the memoirs of Mikhail Rodzianko, the chairman of the *duma*, published in 1973. Here he is recalling a meeting he had requested with the Tsar in March 1916 concerning Rasputin.

I said,

'Your Majesty, this situation cannot continue much longer. No one tells you truthfully what Rasputin is doing. His presence is weakening confidence in your government. Rasputin may also be turning the hearts of the people against you as their Tsar.'

My comments did some good. Shortly after, an order was issued sending Rasputin away from court; but a few days later, at the demand of the Tsarina, this order was cancelled.

Source B: From a book written by a Russian writer, published in 1918.

During 1916, rumours grew ever louder about the Tsarina and the menacing figure of Rasputin. Rasputin was a fraudster who had gradually acquired limitless power over the Tsarina and, through her, power over the Tsar himself.

Rasputin's closeness to the Tsar's family was highly damaging to them. It was widely believed that the Germans were influencing the Tsarina through Rasputin.

How far does Source A support the evidence of Source B about the influence of Rasputin?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the relationship between the Tsarina and Rasputin, published in 2019.

The actions of Tsarina Alexandra did most to damage Tsarist rule in Russia during the First World War. While there is no evidence that she was a German spy, she certainly lacked political skill and was far too willing to accept Rasputin's advice. Alexandra quickly dismissed four prime ministers and three war ministers. Most were replaced on Rasputin's recommendation.

Of course, the Tsar made a huge error when he left for the front line, leaving the government under his wife's control. However, it was the Tsarina who did most to weaken Russia and damage Tsarism.

Extract C suggests that the actions of Tsarina Alexandra did most to damage Tsarist rule in Russia during the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** Tsarist rule in Russia in 1905 **OR** the Kornilov Revolt.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a letter written by Tsarina Alexandra to Tsar Nicholas II, 26 February 1917.

The situation in Petrograd today does not threaten revolution. The people still worship you and only want bread.

All the trouble is being caused by a small group of well-dressed people or wounded soldiers. They are also encouraging others to make trouble. According to some of the taxi drivers, students came and threatened the drivers that they would be shot if they appeared in the streets in the morning. What damaged minds! 5

Source B: From a telegram sent by Mikhail Rodzianko to Tsar Nicholas II, 27 February 1917. Rodzianko was the President of the *duma*.

Petrograd is in a state of lawlessness. Discontent is widespread and on the increase. The government is paralysed. The transport system has broken down; food and fuel supplies are completely disorganised. There is wild shooting in the streets with troops firing at each other. 5

It is urgent that you now appoint a new government, led by someone who has the support of the whole country. There must be no delay. Further hesitation will be fatal.

How far does Source A support the evidence of Source B about the situation in Petrograd in February 1917?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the February Revolution, published in 2022.

Nicholas II was overthrown because he underestimated the seriousness of events in Petrograd. When informed about the unrest, he dismissed the demonstrators, calling them a small number of criminals. Even as his regime collapsed, with soldiers refusing to obey their officers, the Tsar would still not accept reality.

There were longer-term causes of the February Revolution. For example, failures in agriculture and transport meant that Petrograd was receiving only half the grain needed to feed its people. However, Nicholas could have survived if he had showed real leadership.

Extract C suggests that Nicholas II was overthrown because he underestimated the seriousness of events in Petrograd in February 1917.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the *Potemkin* mutiny **OR** the April Theses.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From the memoirs of a British journalist, who was present in Russia during the Civil War, published in 1969.

The Bolsheviks saw the foreign assistance accepted by the Whites as a major threat to their government. This pushed them to fight harder and made atrocities inevitable. For example, five hundred officers in the White army were executed without trial by the Reds. They were killed in order to strike terror into the heart of the Whites. Similar murders of Reds took place in the territory occupied by the Whites.

Source B: From a letter written to her family by an English visitor to Russia in 1924.

I have been told that both sides were brutal during the Civil War. Both murdered prisoners. However, the Bolsheviks were the most brutal, which is why they won. The Bolsheviks knew that they would all have been wiped out if the Whites had triumphed.

However, one nurse told me that she thought that the Whites were really more to blame for this violence. She said that they were the richest and most privileged in Russia and she expected better of them.

How far does Source A support the evidence of Source B about the Civil War?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history of Russia, published in 2008.

The Bolshevik victory during the Civil War was partly because of better leadership. For example, Lenin's policy of War Communism ensured that the Reds had the resources to win the war.

However, the main reason that the Bolsheviks won was because of the mistakes made by the Whites. The Whites lacked a clear strategy because each of the White armies fought for different reasons. The brutality of some White generals led many Russians to support the Reds. Also, the Whites failed to take advantage of considerable support from abroad. 5

Extract C suggests that the main reason the Bolsheviks won the Civil War was because of the mistakes made by the Whites.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the setting up of Soviets in 1905 **OR** the Kronstadt Naval Mutiny.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report written in July 1917. Here the report is describing events during the July Days.

The demonstrators, joined by German spies, drove through Petrograd in stolen cars using guns to shoot at innocent people. They killed and wounded hundreds, and looted many buildings. 5

These demonstrators were led by members of the Bolshevik Party. They demanded the overthrow of the Provisional Government and the transfer of all power to the Soviets. Their demands failed. This damaged the Bolsheviks, but it also turned public opinion against all supporters of the February Revolution.

Source B: From the memoirs of a journalist. Here he is describing the July Days in 1917.

After three days of considerable violence, troops loyal to the Provisional Government began to restore order in Petrograd. The streets now became filled with people shouting 'Hang the Bolsheviks'. 5

Those people who had joined the uprising were disarmed and the death penalty was reintroduced. Bolshevik newspapers were closed. Fake documents claiming that the Bolsheviks were German agents were given to journalists. Lenin was forced into hiding. All over Petrograd, Bolshevik supporters were assaulted and murdered. 10

How far does Source A support the evidence of Source B about the July Days?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the July Days, published in 2019.

The July Days seriously damaged the Bolsheviks. Though Lenin did not give his full support to the uprising, the Bolsheviks were blamed and, by late July, it looked as if the Bolshevik Party had been destroyed.

However, the Bolsheviks were still called upon to defend Petrograd from Kornilov's attack in August. Many were released from prison and given guns. By September, the Bolsheviks had over 400 000 members and controlled the Petrograd and Moscow Soviets. In October, they were strong enough to overthrow the Provisional Government. 5

Extract C suggests that the July Days seriously damaged the Bolsheviks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the abdication of the Tsar **OR** the role of Trotsky in the Bolshevik takeover of power.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a speech made in the *duma* by the Minister for Internal Affairs in April 1912. Here he is referring to the events during the Lena Goldfield strike.

Despite warnings, the crowd of striking workers advanced towards the soldiers. Fearing for their lives, the soldiers sought permission to fire on the strikers. The situation was so dangerous that, unless the soldiers opened fire, they would have been quickly overrun.

When a crowd is so out of control, and under the influence of dangerous political radicals, then soldiers must shoot to protect themselves. This has always happened in Russia, and always will happen.

Source B: From an article written by a Bolshevik, published in April 1913. Here he is referring to the Lena Goldfield strike in April 1912.

Hundreds of unarmed workers were killed by soldiers at Lena for joining a peaceful strike. They were shot on the Tsar's orders to please a few millionaire businessmen. Everybody can now see that such violence will always be used to defend those who have power in Russia.

The Lena massacre has sparked unrest all over the country. Half a million workers have joined strikes to show their anger. Many are now demanding the overthrow of the Tsarist system.

How far does Source A support the evidence of Source B about events during the Lena Goldfield strike?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on Russia before the First World War, published in 2023.

The strike was very badly managed by the government. Hundreds were killed. Before Lena, reforms had helped to calm Russia. Trade unions were made legal. New insurance schemes gave workers protection against accidents and illness. This progress was damaged by the massacre at Lena.

The Tsar's ministers claimed that sending soldiers to Lena was essential to defend law and order, to defeat dangerous revolutionaries and to protect the interests of businessmen in Russia. However, after 1912, opposition to the Tsar and support for revolutionary parties increased rapidly.

Extract C suggests that the Lena Goldfield strike was very badly managed by the Tsar's government.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

A2 Russia and the Soviet Union, 1905–24

(a) Describe **TWO** features of **EITHER** the influence of Rasputin on the royal family **OR** the 1917 Decrees.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From the petition of the workers of St Petersburg, January 1905. The petition was drafted to be presented to Tsar Nicholas II on what became known as Bloody Sunday.

We seek justice. We are poverty-stricken and oppressed. We are overworked and treated like slaves. We lack the freedom to assemble and discuss our needs, and to take action to improve our working and living conditions.

Your Majesty, consider our requests without anger. We mean no disrespect to you. But if you do not respond to our prayers, then we are prepared to die here, in front of your palace.

Source B: From the memoirs of a Bolshevik writer, published in 1930. Here he is describing Bloody Sunday.

Thousands of people supported the petition of the workers of St Petersburg. It was both an emotional appeal for justice and a daring set of demands. It asked for an eight-hour working day and other workers' rights. More importantly, it also demanded the election of a *duma* and other democratic freedoms.

From all areas of the city, the petitioners set off to see their 'little father, the Tsar'. However, soldiers machine-gunned them down and hundreds were killed.

How far does Source A support the evidence of Source B about discontent in Russia in 1905?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the 1905 Revolution, published in 2023.

Many factors contributed to the unrest in 1905. In the early 1900s, there was widespread unemployment. Also, defeat by Japan added to the view that Tsarist government was incompetent.

However, the 1905 Revolution was caused mainly by political factors. The middle classes were unhappy that they had no say in how the country was governed. Also, the massive problems caused by industrialisation had led to the growth in support for revolutionary groups demanding major political change. Nicholas could have avoided revolution in 1905 if he had been more open to political reform.

Extract C suggests that unrest in Russia in 1905 was caused mainly by political factors.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A2 = 30 marks)

SUB-TOPIC

THE USA, 1918–41

16 questions in this booklet

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** mass production **OR** the Tennessee Valley Authority.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an article about prohibition in an American magazine published in 1925.

Prohibition has created a criminal business worth hundreds of millions of dollars. It pays no tax, sells illegally-imported or poisoned liquors and harms the morals of young and old. It corrupts politicians and demoralises the police. And everywhere prohibition spreads a contempt for all our laws.

Source B: From an essay with the title 'Prohibition and Respect for the Law'. It was published during the prohibition period.

Much of the misunderstanding about prohibition is caused by the newspapers. There are no headlines about how prohibition has meant that people obey the law more and have greater respect for morality and religion. The vast majority of ordinary people continue to go quietly about their work.

There is an increase in murder, manslaughter, burglary, theft and other crimes, but it was not prohibition that made the people who do these things criminals. They were already criminals who now saw a greater opportunity to make money. So they just shifted from other crimes to bootlegging.

How far does Source A support the evidence of Source B about the impact of prohibition?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Modern World History*, published in 2000.

Drink had led people to take time off work, causing a fall in production. It also caused social problems at home. Prohibition was intended to prevent alcohol abuse, but it clearly failed. Instead consumption increased in all social groups. Even those close to the president drank alcohol at poker parties held in the White House. Ordinary Americans began to make 'moonshine' and 'bootleggers' smuggled illegal alcohol into the country. It was clear prohibition was not working. It was also doing enormous damage to American society.

Extract C suggests that prohibition did enormous damage to American society.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the 'Monkey Trial' **OR** Hoovervilles.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a radio broadcast by President Roosevelt in 1936.

These New Deal laws are part of a carefully thought-out plan. The Civilian Conservation Corps has been criticised, but it is giving hope and employment to one-quarter of a million unemployed men. We are relieving a huge amount of distress. Also, the Farm Relief Bill will bring about better incomes for farmers by ending the existing over-production.

We will undertake spending on public works, thus creating employment in these well-planned projects. We will also provide a grant of half a billion dollars to help the states and counties care for people who need direct and immediate relief.

Source B: From an article written in an American newspaper in 1936.

The economic recovery has been seriously slowed by the New Deal. Taxpayers are complaining about the terribly extravagant spending. And the destruction of crops and livestock have not brought relief to the farmers. The only thing that the wasteful methods of the New Deal have achieved is to promote laziness. Providing relief has stopped people being able to look after themselves.

How far does Source A support the evidence of Source B about the New Deal?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a modern world history book, published in 2002.

The New Deal was not very effective. In the years 1933–36 it brought some recovery as the government pumped millions of dollars into creating jobs and providing much-needed relief. But during 1937 the impact of Roosevelt's policies reduced, as he cut the amount the government was spending on the New Deal. As a result, demand for goods decreased, unemployment rose and he was forced to pump more money back into the economy. Perhaps the New Deal wasn't really working all that well?

Extract C suggests that the New Deal was not very effective.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the Sacco and Vanzetti Case **OR** Huey Long's Share Our Wealth programme.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a statement made by President Hoover after the army cleared a camp of the Bonus Marchers on 28 July 1932.

Officials have been trying to persuade the so-called Bonus Marchers to leave the buildings that the Marchers have been occupying without permission. This morning they left. However, several thousand men from different camps then arrived and attacked the police. They injured several policemen, one probably fatally. Investigations show that many of these men were not veterans; they were communists and criminals. The veterans know this and are being led into violence. No government can tolerate this.

Source B: From an account by an eyewitness to the clearance of the camp of the Bonus Marchers on 28 July 1932.

Panic arose when the Marchers saw that the troops were coming. Men and women tried to gather together what they could and flee. Some of them had been tear-gassed by police in other parts of the city and wanted no more of it.

The troops came with their gas bombs and bayonets. Soldiers guarded the bridge back into Washington so no Marchers could get into the city. The army commander said, 'That Bonus mob was motivated by a belief in revolution'.

How far does Source A support the evidence of Source B about the events of 28 July 1932?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *A History of the Modern World*, published in 1999.

The veterans showed no sign of leaving the camp, but Hoover was determined that they should be evicted. In the desperate atmosphere of the time, it was possible for people to think that the veterans were a threat to the government. So Hoover called in the army. It launched attacks on the Marchers' camp, driving the veterans and their families out of the city. Hoover tried to explain away the action by claiming that most of the Marchers were communists and criminals.

Extract C suggests that the Bonus Marchers were a threat to the government.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** Father Coughlin's Social Justice campaign **OR** the Banking Act of 1935.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a survey of family life carried out in Muncie, Indiana in 1924. Muncie was chosen for the survey as a typical town in middle America.

The mother worked ten-hour shifts. She said, 'My man had an operation and I wanted to help pay for it and the children needed clothes.' Although the mother did what she could at home, the oldest daughter had to leave school to look after the children.

The mother said, 'I made a big mistake. The youngest ran away. I should have been at home to look after her.' The mother later stopped work because her health gave out.

Source B: From an account in 1924 by a woman also from Muncie.

My husband objected to me working at first, but now he doesn't mind. I work so my boys have things he can't give them. We also have lots of modern household goods. I have felt better since I worked than ever before in my life. I don't even ask my husband for money.

I get up at five-thirty. My husband takes his lunch to work and the boys buy theirs in town. I cook supper when I get home.

How far does Source A support the evidence of Source B about working women in the USA in the 1920s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a modern world history book, published in 1999.

Women had a better life in the 1920s than they had ever had before. Now many of them had jobs that gave them some financial independence. As they were less dependent on men, they could make their own decisions about how to live. Women looked different too. Flappers cut their hair short, wore make up, went out unaccompanied and smoked in public. But most women were not flappers and changes were slower in the countryside, where attitudes were more traditional.

Extract C suggests that women had a better life in the 1920s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the Liberty League **OR** the Wagner Act (1935).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an interview with a leading American banker. It was published in an American magazine in August 1929.

Shares prices have risen enormously in recent years because the country's business has prospered. So, if a man saves just $15 a week, and invests in good shares, after twenty years his shares will be worth at least $80,000. He will be rich. I strongly believe that, not only can anyone be rich, but they ought to be making themselves rich.

Source B: From an account by the owner of a cafe in South Carolina in 1932. He is describing his experience of the share-buying boom.

All the money I took in my cafe, I put into shares. They went up, so I sold them and bought others. I was borrowing money to buy shares. I had become so interested in shares that my cafe business began to fail. I didn't care because, like everyone else, I was making money by buying shares.

Then my shares began to drop. The bank told me I needed to repay my loans, so I had to sell my cafe at a really low price. I considered killing myself, because I had nothing left.

How far does Source A support the evidence of Source B about the American stock market in the 1920s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a modern world history book, published in 1999.

Wall Street attracted dishonest people who gave misleading information to investors who were ready to believe almost anything. Nobody thought it mattered because the share price, even in risky companies, always went up. So, everyone made money. The banks were very keen to lend to small investors to gamble on the stock market. But shares are an investment in a business and should reflect the value of that business. Few people stopped to ask if the shares they were buying were actually worth the money.

Extract C suggests that the Wall Street Crash occurred because investors were 'ready to believe almost anything'.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** advertising in the USA in the 1920s **OR** Hoover's reaction to the Great Depression.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an account by a journalist in 1921. Here he is describing the day when the Ku Klux Klan came to his town.

A Ku Klux Klan recruiter was in town the other day, trying to add to his organisation's growing numbers. But we told him that this town has no interest in his Anti-foreigners, Anti-Catholics, Anti-Blacks message. There is good and bad in all groups in society, but to criticise people because of their birthplace, religion, or race is shamefully un-American and cowardly. The Klan's views are based upon extreme foolishness.

Source B: From an article by the leader of the Ku Klux Klan, written in 1926.

We have won support for the idea that America is first and chiefly for the children of the early settlers who made this country. We want to restrict immigration and stop the Catholics trying to take over the Democratic Party. It is true that some members have left the Klan, but we have educated millions of our other members about the need to stop lawlessness and increase good government. Also, there are many millions who have never joined our organisation but agree with our views.

How far does Source A support the evidence of Source B about the beliefs of the Ku Klux Klan in the 1920s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a modern world history book, published in 1999.

Klan leaders said they believed in the preservation of true American values. Their views had a great deal of support. The Klan was very popular with white Americans who felt threatened or left behind by the changes of the 1920s. By 1925, it had 5 million members, including people in important positions in society. The amount of racist violence the Klan used actually declined during the 1920s. But many Americans regarded Klan members simply as violent racists who posed a threat to good government.

Extract C suggests that the Ku Klux Klan had great support in the 1920s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** flappers in the 1920s **OR** the opposition of the Supreme Court to the New Deal.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in an American newspaper in 1927 about the trial of Sacco and Vanzetti.

Sacco and Vanzetti had a thoroughly fair trial. The defence lawyers congratulated the prosecution lawyers for the fair way they had conducted the trial. It is said that Sacco and Vanzetti were tried as 'Reds', but this is not true. It was the defence lawyers who said that the men were communists to explain why they went into hiding after the shooting. The trial was about murder and robbery and had nothing to do with 'Redness'.

Source B: From a book about Sacco and Vanzetti, published shortly after they were executed.

Sacco and Vanzetti combined many things that frightened Americans. They were low-class foreigners, labour agitators, and admitted to being the `reddest of Reds'.

It is wrong to suggest that the authorities didn't care that Sacco and Vanzetti might be innocent. It is not true that the authorities fixed the trial to find them guilty of a crime carrying the death penalty. This was totally unnecessary. Sacco and Vanzetti stood no chance, in any courtroom, of being found not guilty.

How far does Source A support the evidence of Source B about Sacco and Vanzetti?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an account of the trial of Sacco and Vanzetti, published in 2020.

The trial caused great controversy. Some people said Sacco and Vanzetti were convicted simply because they were foreigners. There were accusations of evidence being tampered with and doubtful evidence from prosecution witnesses. There were complaints about the bias shown against defence witnesses because the witnesses were foreigners.

Sacco and Vanzetti received massive support and there were protests when they were convicted. Their case showed that there were growing tensions in American society about immigration and the growth of Communism in the 1920s.

Extract C suggests that Sacco and Vanzetti were convicted because they were foreigners.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** hire purchase in the 1920s **OR** the Ku Klux Klan.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an account by a Louisiana newspaper editor, published in 1935.

Huey Long has more power than any politician in the country. He has removed elected officials in Louisiana and his secret state police force can arrest anyone it chooses to. This is life under the dictatorship of Long.

His Share Our Wealth programme twists the truth to win enormous support. No one disagrees when he says that America is a rich country, but most people don't believe he can pay everyone the $5000 he has promised.

Source B: From an account by a politician, Gerald K Smith, published in 1935.

Our newspapers say Long is a dictator. However, he has just transferred power in Louisiana from the rich to the common people. He is determined to help improve the lives of the poor. They elected Long and are standing by him. We, who follow him, adore him. The Share Our Wealth Society has 326,000 members in Louisiana. We have over 3,000,000 members in America. We do not fear opposition. Those who attack us become our best friends when they discover their mistake.

How far does Source A support the evidence of Source B about Huey Long?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an online history of the United States, published in 2019.

Long was immensely popular, especially among the poor. He ruled Louisiana with a firm hand, keeping a private army equipped with sub-machine guns.

Although he backed Roosevelt in the 1932 election, Long opposed the New Deal for doing too little. By 1935, there were over 27,000 Share Our Wealth clubs. Roosevelt regarded him as a serious challenge to the New Deal. A Democratic Party opinion poll showed that Long could win over three million votes if he ran for president.

Extract C suggests that Long was a serious challenge to President Roosevelt's New Deal policies.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the Palmer Raids **OR** Hoovervilles.

(6)

(b) Study Sources A and B and then answer the question that follows**.**

Source A: From an interview with a woman who lived in the USA during the 1920s, published in 2013.

Life in our own ordinary house was greatly improved during the Roaring Twenties. Additions to our living room included a radio, a record-player and a piano. I remember my sisters dancing the Charleston.

Not everybody did so well. The local company that built my father's car by hand was put out of business by Ford and mass production. Many people suffered poverty even before the Wall St Crash. My father's death brought my own family's prosperity to an end.

Source B: From a book about the US economy written in 1927.

An ordinary American has a life similar to the privileged classes everywhere else in the world. In the USA, the use of the telephone is widespread. The ownership of radios is growing massively. In 1925, US citizens owned 81 per cent of all the automobiles in the world – 16 per cent of Americans owned a car, compared to only 2 per cent of people in Britain. The USA consumes almost 75 per cent of all gasoline in the world and 67 per cent of all silk.

How far does Source A support the evidence of Source B about life in the USA during the 1920s.

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Roaring Twenties in the USA, published in 2020.

In the 1920s, the USA became the first major consumer society. Mass production meant vast quantities of cheap products were available from stores and mail-order firms. Demand for goods rose by 20 per cent. Unemployment fell by 67 per cent and rising prosperity led to the construction of more schools and hospitals.

However, many Americans did not share in the prosperity of the Roaring Twenties. For these people, the 1920s was a decade of poverty. More than 60 per cent of US citizens lived in poverty, particularly farmers, immigrants and black Americans.

Extract C suggests that many Americans did not share in the prosperity of the Roaring Twenties.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** Prohibition **OR** the Second New Deal.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a press statement issued by President Hoover in 1931. Here he is responding to demands from his political opponents for the Federal Government to help those suffering as a result of the Great Depression.

The solution for our national problems is self-help. Expecting the Federal Government to provide funds for relief will damage our American way of life. Self-help is the American way. The country will solve its current problems in this American way.

If the time should ever come that self-help cannot prevent hunger and suffering, I will use every resource of Federal Government. But I have faith in the American people that such a day will not come.

Source B: From a speech made by Hoover during the 1932 Presidential election. Here Hoover is criticising Roosevelt's plans, if he wins the election, to spend large sums of government money on recovery.

Roosevelt proposes wasteful spending that would destroy the foundations of our existing system of government. But it is this system that has enabled local areas to develop policies that are now bringing back recovery. Employment, agriculture, and business all show the steady, if slow, healing of an enormous wound.

This American system previously brought us prosperity never before seen in history. We should not mess with it but use it to restore the prosperity of our country and our children.

How far does Source A support the evidence of Source B about Hoover's reaction to the Great Depression?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a modern world history book, published in 2000.

Hoover believed business, not government, would pull the USA out of depression. So, he was prepared to wait for an improvement. But Hoover misjudged how seriously the Great Depression affected people and he finally had to intervene. He encouraged some limited public works programmes and tried to help struggling farmers. However, Hoover was not willing to use the full resources of the government to deal with the Great Depression. Ordinary people thought that he was an uncaring President who had deserted them.

Extract C suggests that Hoover misjudged how seriously the Great Depression affected people.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** mass production **OR** the Alphabet Agencies.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a magazine article written by an American author in 1925.

Prohibition has meant that the American people have allowed a well-organised and wealthy group of extremists to limit our freedoms. Yet, this group is less than five per cent of the voters of this country.

Prohibition has created illegal businesses worth hundreds of millions of dollars a year, but which pay no taxes. Those selling alcohol harm the young. They bribe politicians, undermine the police, and spread contempt for the law everywhere.

Source B: From an account written by a German who visited the USA in 1927.

The filthy bars, where men wasted their wages before Prohibition, have disappeared. Now, more people can afford to buy a car and drive with their families to the country or the seaside at the weekend. Also, the number of crimes caused by drunkenness has declined.

However, because of Prohibition, a large part of the population has become used to breaking the law without worrying. The taste for alcohol has spread more widely, especially among young people.

How far does Source A support the evidence of Source B about Prohibition?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on Prohibition in the USA, published in 2020.

Prohibitionists hoped that banning alcohol would help solve social problems and reduce crime. They believed alcohol led to men beating their wives and to murders caused by drunkenness. In the first years of Prohibition, crimes directly related to alcohol did fall greatly. Also, hospitalisations and deaths from alcohol abuse declined.

However, Prohibition created new sorts of illegal behaviour. Organised crime became powerful from bootlegging. Ordinary Americans broke the law by brewing their own beers at home. Eventually, increasing corruption and crime persuaded even strong supporters of Prohibition that the policy had failed.

Extract C suggests that Prohibition was a failure.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the 'Monkey Trial' **OR** Father Coughlin's Social Justice campaign.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a speech made by Franklin D Roosevelt, the Democrat candidate, during the presidential election campaign in October 1932. Here he is describing what policies he would introduce if elected president.

Government has a duty to ensure that no citizen shall starve. We would first deal with this immediate problem and then build up the economy to create permanent jobs.

In addition to emergency support, my government would provide temporary work for people wherever possible. Thousands of unemployed people can be given jobs in the national forests, on flood prevention, or on other public projects that have already been planned but not yet begun.

Source B: From a speech made by President Hoover during the presidential election campaign in October 1932.

Roosevelt's proposals would destroy our economy, especially his promise to provide jobs for the unemployed at all times. I cannot believe that anyone would be so cruel as to make this impossible promise to people suffering such hardship.

If it were possible for the government to create jobs for the 10 million unemployed in the USA, it would cost more than $9 billion a year. The high taxes needed to fund this would destroy many existing jobs.

How far does Source A support the evidence of Source B about the problems facing the USA in 1932?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Great Depression in the USA, published in 2020.

Roosevelt won the 1932 presidential election mostly because he offered hope to the American people. Roosevelt travelled around America meeting ordinary people and was a confident public speaker. He promised that the government would play a more active role in the economy.

In contrast, Hoover seemed heartless because of his ineffective policies. During his presidency, there was massive poverty with millions living on the streets. Voters disliked Hoover's emphasis on self-reliance and did not believe his promise that 'prosperity is just around the corner.'

Extract C suggests that Roosevelt won the support of the American people in 1932 because he offered them hope.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** cinema in the 1920s **OR** the 'Red Scare'.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a British actor, who lived in the USA during the 1930s. Here he is describing the early years of the New Deal.

As President, FDR introduced laws to deal with every aspect of the economic emergency, for example, establishing the National Industrial Recovery Act and raising the minimum wage.

According to his opponents, he was going too far, this was socialism. Whatever it was called, it saved the USA from complete collapse. The New Deal introduced some of the finest reforms in the history of the United States. It was inspiring to see that many Americans supported a government taking positive action.

Source B: From the memoirs of Harold Ickes, published in 1943. President Roosevelt appointed Ickes as the head of the Public Works Administration in 1933.

The policies of the pro-business presidents in the 1920s had ruined everybody in the country. Therefore, the New Deal had to deal with the most desperate problems that a nation had ever had.

Amongst other laws, Congress quickly passed the National Industrial Recovery Act. This Act set up the Public Works Administration and approved the enormous sum of $3,300 million to be spent on permanent public works projects.

How far does Source A support the evidence of Source B about the New Deal?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the New Deal, published in 2022.

In the years 1933–35, the New Deal was more a failure than a success. Unemployment remained high. To many, Roosevelt's aggressive use of federal power limited individual rights. Also, there was the massive cost of New Deal programmes that resulted in higher taxation for ordinary citizens. There were many strong criticisms of the New Deal from politicians of all sides.

However, FDR remained popular. His personality and style gave hope to many suffering from the effects of the Depression. Yet, the US economy had certainly not fully recovered by 1935.

Extract C suggests that, in the years 1933–35, the New Deal was more a failure than a success.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the Sacco and Vanzetti Case **OR** the Social Security Act.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a statement made by President Hoover in July 1932.

Congress has provided money for the so-called Bonus Marchers to return home. Some 5,000 war veterans have taken advantage of this money and have already left Washington. A considerable number of those Marchers still remaining are not war veterans; they are communists and criminals.

The Bonus Marchers are being led into violence, which no government can tolerate. To put an end to this rioting, I have asked the Army to help the police to restore order.

Source B: From a report in a US magazine, published in August 1932. Here it is telling the story of one Bonus Marcher.

When war began in 1917, William Hushka sold his shop and joined the US Army. After the war, he was unable to find regular work.

In June 1932, Hushka joined other veterans in marching on Washington. 'I might as well starve there as at home,' he said. Hushka protested outside Congress when it voted against the immediate payment of veterans' bonuses. Last week, he was shot dead by police in the worst violence Washington has seen in years.

How far does Source A support the evidence of Source B about the Bonus March?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Bonus March, published in 2022.

It was a serious mistake for Hoover to use force against the Marchers. Most Americans were very critical of what he had done. Newspaper photographs showed the war veterans being attacked. One writer commented, 'If the Army has to be used to attack unarmed citizens, America is no longer a free country.'

However, some did praise Hoover for acting decisively. Paying the veterans' bonuses would have cost the government over a billion dollars. Also, Hoover was convinced that the Marchers were being influenced by political extremists.

Extract C suggests that President Hoover's decision to use force against the Bonus Marchers was a serious mistake.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** the Wall Street Crash **OR** the TVA.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an article by an English writer in the USA, published in 1921.

Great progress is being made by American women towards equality with men. It is pleasing to meet an American woman and discover that she is the boss of an important company, or another woman who manages a lawyer's office that makes large profits.

However, I still find that none of the largest businesses is run by a woman. In America, men still have control, though not as completely as they used to.

Source B: From an article written by an American woman, published in 1929.

It has been a bad thing for American women to have more rights, such as the vote and better education. Marriage is going out of fashion, and great nonsense is talked about more men and women working together as equals, and about women leading lives independent of men.

Women are being encouraged into professions for which they are not suited. They are at their best in the more 'female' jobs in life, such as childcare and teaching.

How far does Source A support the evidence of Source B about women in the USA during the 1920s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the USA during the 1920s, published in 2023.

The 1920s brought some positive change for women in the USA. More than 2 million women now worked full-time, often in new jobs created in offices and department stores. Alongside this, many women enjoyed greater social freedom.

However, life for most women did not improve greatly. Their wages were usually lower than those of men doing the same jobs. Few women progressed into leading roles in professions, such as law. For most women, the demands of looking after the family continued alongside the need to earn a living outside the home.

Extract C suggests life for most women in the USA during the 1920s did not improve greatly.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

A3 The USA, 1918–41

(a) Describe **TWO** features of **EITHER** consumerism in the 1920s **OR** Roosevelt's policies to deal with agriculture.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an article on the Ku Klux Klan, published in an American magazine in 1922.

We detest the Klan. It is ignorant and intolerant towards those who are not White Protestants like them. It is cowardly. Its members hide from responsibility for their actions by covering their faces. They break the law and falsely claim that they are true Americans, defending our way of life from foreigners.

But we should not ban them. There are already laws to deal with the Klan. The only way to defeat them is to show them that they are wrong.

Source B: From an interview with a resident of a small town in Ohio. Here he is describing the Ku Klux Klan during the 1920s.

I knew a few members of the Klan. Some were very good people. They told me that they wore sheets for disguise.

What united them was prejudice against Catholics, Black people and anyone who was foreign-born. There were many foreigners here, working in factories. I heard of the Klan burning crosses to warn them, and to simply stir up trouble. A lot of Klan members carried guns. It's lucky that people didn't get killed.

How far does Source A support the evidence of Source B about the Ku Klux Klan in the USA during the 1920s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article about immigration into the USA during the 1920s, published in 2023.

The USA was hostile to immigration during the 1920s, when millions of people arrived to escape poverty in Europe. Many Americans believed that foreign culture and religion would threaten their way of life. They feared that immigrants would compete with them for jobs and housing.

However, many Americans continued to defend an 'Open Door' policy for immigrants. During the 1920s boom, there were still jobs that needed filling. Also, the outcry over the Sacco and Vanzetti case showed that there was some sympathy for immigrants.

Extract C suggests the USA was hostile to immigration during the 1920s.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A3 = 30 marks)

SUB-TOPIC

THE VIETNAM CONFLICT, 1945–75

16 questions in this booklet

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Gulf of Tonkin Incident (1964) **OR** the fall of Saigon (1975).

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a report in an American newspaper in March 1966.

More than 50 000 anti-Vietnam demonstrators marched down Fifth Avenue in New York all afternoon yesterday, before going on to cheer speakers at a Central Park rally. The demonstrators were pelted by eggs and occasionally punched. Thousands of spectators had lined the route to heckle the marchers as 'communists' and 'cowards' and to show their support for President Johnson's policy in Vietnam.

Source B: From a report in an American newspaper in October 1967. It is describing attempts by anti-war protesters to break into the Pentagon, the headquarters of the US military.

After 20 demonstrators were able to get into an entrance hall, soldiers used their gun butts to force them out. There were spots of blood on the floor. Outside the building, the big crowd surged forward and began throwing protest signs, leaflets, sticks, and at least one rock which crashed through a window. Throughout the afternoon there were violent clashes between small groups of demonstrators and the soldiers. Several protesters were clubbed when they pressed too close to the soldiers or refused to move out of forbidden areas.

How far does Source A support the evidence of Source B about anti-war protests in the USA?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Vietnam 1950–75*, published in 2010.

The anti-war movement failed to gain the support of most American people. Protesters were easy to label as communists and the majority of Americans thought they were traitors. In 1964, 85% of Americans supported government policy in Vietnam. Even in 1970, polls found that 50% of Americans still approved. There were many enthusiastic supporters of the war. For example, in May 1970 over 200 construction workers were cheered when they attacked a group of peaceful anti-war protesters. President Nixon praised these 'hard hats', claiming they were supporting 'freedom and patriotism'.

Extract C suggests that the anti-war protest movement in the USA failed to gain the support of most American people.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Domino Theory **OR** Operation Rolling Thunder.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an interview with a French officer who fought at Dien Bien Phu.

Victory was impossible despite our superior resources. The French generals didn't know anything about the battlefield. It proved hard to re-supply the army by air because Vietminh soldiers controlled the hills surrounding Dien Bien Phu. They knew the area well because it was their country.

I respected the Vietminh who fought hard for their independence. The Vietminh fought with courage and purpose. This was unlike the Vietnamese soldiers on our side, who did not represent the wishes of their people.

Source B: From an interview with Vo Nguyen Giap, the Vietminh commander at Dien Bien Phu.

Dien Bien Phu was a victory for the Vietnamese people. The French weren't just up against an army, but an entire nation. They had better weapons and enormous strength but we had knowledge of the surrounding area and an absolute determination to win. The world now learned that, whatever a country's military strength, it will never be able to defeat a people united in a struggle for their rights.

How far does Source A support the evidence of Source B about the reasons for the French defeat at Dien Bien Phu?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Vietnam*, published in 2018.

French rule in Vietnam eventually ended because of the strength of Vietnamese resistance from 1945. Dien Bien Phu need not have been decisive. The French army still possessed powerful forces. The USA was still providing them with sufficient military support to continue the war. The Vietminh were exhausted and incapable of launching another offensive. However, by 1954, France's government and its people could stand no more. The French lost 93 000 soldiers in the futile struggle to cling to Vietnam.

Extract C suggests that French rule in Vietnam ended because of the strength of Vietnamese resistance from 1945.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Battle of Hue (1968) **OR** My Lai.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a letter written to President Diem in April 1960. The letter was signed by 18 important South Vietnamese men.

Mr President, you must introduce greater democracy. The people demand freedom. You must guarantee their civil rights so everyone can express themselves without fear. You must allow opposition groups, critical of your government, to function freely. Only when all this is done can honest and fair government be restored. At the moment, power is in the hands of irresponsible members of your family. This makes good government impossible and promotes corruption.

Source B: From a report written by the US intelligence services for President Eisenhower in May 1960.

Condemnation of Diem's one-man-rule is becoming widespread in South Vietnam. A common complaint is that Diem surrounds himself with a small number of relatives and close friends. This has prevented effective government and promoted favouritism and dishonesty.

Despite this growing pressure for reform, Diem will probably try and keep things as they are. But, in the long run, his stubbornness will only allow the Viet Cong to gain more support from the South Vietnamese people.

How far does Source A support the evidence of Source B about President Diem's government in the early 1960s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Vietnam: Conflict and Change in Indochina*, published in 1995.

President Diem's downfall was caused by his own mistakes. By 1963, his government was collapsing. The Strategic Hamlet Programme had caused great distress. Even members of Diem's own government were outraged by his handling of the Buddhist protests. In the USA, President Kennedy did not believe that the Viet Cong could be defeated with Diem in power. The USA stopped its loans to South Vietnam and threatened to withdraw military aid. This finally encouraged the South Vietnamese generals to overthrow Diem.

Extract C suggests that President Diem's downfall in 1963 was caused by his own mistakes.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the tactics of General Giap **OR** the Phoenix Programme.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an interview with an American soldier about his experiences in the Vietnam War, recorded in 1998.

I experienced 23 Vietcong rocket attacks on my base in South Vietnam. You couldn't tell where the rockets were coming from, so you couldn't tell where they were going to hit. All you could do was run for cover and hope they would miss.

Once, a helicopter full of my friends was destroyed. Another friend was killed by a rocket which exploded only yards from me. These incidents were the most painful and upsetting.

Source B: From the memoirs of a US army sergeant, published in 1973. Here he is recalling the events of a Search and Destroy mission.

Once, a Vietcong booby trap killed two popular soldiers in my platoon. The men took violent revenge on the people of the village we were searching. One officer hammered his pistol against a prisoner's skull.

Jet fighters were called in to destroy the village. Napalm was used. Screams came from under the rubble. There had been babies and children in the village, but our friends' remains were in body bags and it was hard to feel pity.

How far does Source A support the evidence of Source B about the experiences of US soldiers in Vietnam?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Vietnam 1950–75*, published in 2010.

Low morale was the biggest problem facing the US army in Vietnam. Few soldiers believed they were defending democracy or even cared about it. Their main aim was to avoid ambushes and complete their tour of duty alive. Even so, over 60 000 US soldiers were killed. After 1967, most soldiers had been drafted. Their average age was 19. They were difficult to discipline and drug abuse was high. The morale of the troops fighting in Vietnam was also damaged by growing opposition to the war at home.

Extract C suggests that low morale was the biggest problem facing the US army in Vietnam.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Ho Chi Minh Trail **OR** widening the war in Cambodia and Laos.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an interview with a South Vietnamese woman, published in 2001. Here she is recalling events in 1966 and 1967.

I witnessed much cruelty. American soldiers kicked old men, they beat children. Villagers watched as their wives were sexually assaulted in front of them or their husbands tortured. They could not express their anger and hurt to the American soldiers. They couldn't even cry. Some soldiers were nice but most were racist. They hated us because we were different in colour and size. Their insults were often directed at us as a race.

Source B: From evidence given by a former US Navy Lieutenant to the US Senate Foreign Relations Committee in 1971.

Over 150 US veterans, many of them highly praised for their service in Vietnam, have testified that they committed war crimes. They have reported the absolute horror of what the USA's leaders made them do. They have talked of how they had destroyed villages, poisoned food stocks and generally devastated South Vietnam. Most Vietnamese people only wanted to be left alone in peace, without napalm burning their homes.

How far does Source A support the evidence of Source B about the behaviour of US soldiers towards civilians in Vietnam?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a newspaper article published in 2017.

The effect of the US Army's presence on the Vietnamese people was mainly positive. The South Vietnamese economy benefitted because it grew to supply the needs of US soldiers. Many Americans committed acts of kindness, such as providing medical care and food to those in need. Thousands of Americans married Vietnamese women. However, most Americans did not understand the country's language, history, religion or politics. Their behaviour led to some South Vietnamese referring to an American 'occupation' of their country.

Extract C suggests that the effect of the US Army's presence on the Vietnamese people was mainly positive.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Geneva Conference (1954) **OR** university protests in the USA against the Vietnam War.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report by a British war correspondent in North Vietnam in December 1965. Here he is describing the effects of Operation Rolling Thunder.

The Ham Rong bridge, a vital link between regions of North Vietnam, has been attacked more than 100 times and by at least 1000 US aircraft. It is scarred and twisted, and the area around it is a terrible mess, but the bridge is still open. It lies between two steep hills and must be difficult to hit accurately. For the bridge to be destroyed completely, US planes would need to fly through very dangerous conditions.

Source B: From an official report to the US government on Operation Rolling Thunder in 1966.

Massive US bombing attacks have caused great damage to buildings and communications in North Vietnam. Also, agriculture has been disrupted and there is some evidence of food shortages in the cities.

However, the bombing has not greatly disrupted the economy, nor has it had much impact on the morale of the people. But it has probably caused enough civilian casualties to help the North Vietnamese government maintain anti-American feeling.

How far does Source A support the evidence of Source B about Operation Rolling Thunder?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *The Vietnam War*, published in 2017.

During Operation Rolling Thunder, 128 000 tonnes of bombs were dropped on North Vietnam in 1966 alone. Half of the citizens of Hanoi fled into the countryside. Millions had to work night and day to fix the damage that American bombs did to the transportation system.

However, the bombing did little to help the USA win the war. Not much of the damage proved permanent. Factories were simply rebuilt elsewhere. One 14-year-old girl from Hanoi, whose home and school were destroyed, recalled: 'I wasn't scared by the bombs. I was just angry.'

Extract C suggests that Operation Rolling Thunder did little to help the USA win the war.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** life in South Vietnam under Ngo Dinh Diem **OR** Hearts and Minds.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in an Australian newspaper in February 1968. Here it is describing the Tet Offensive.

In a series of hard-fought battles, US troops today began to regain control after the enemy's massive offensive. President Johnson has claimed that the Vietcong* has failed to achieve its objectives. A third of its guerrillas are reported to have been killed. However, one American official has said that communist forces still had the power to launch further attacks. He said the US Army may have to relocate its forces to protect the cities and towns of South Vietnam.

*Vietcong – the National Liberation Front of South Vietnam

Source B: From the memoirs of a member of the Vietcong. Here he is describing his experiences of the Tet Offensive.

Tet was a great defeat for the Vietcong. Our army was almost destroyed and needed years to be rebuilt afterwards. Due to our great losses, we had to retreat into Cambodia where we lived in miserable conditions in the jungle. For three months, we were cold and wet and had no rice. But at least in Cambodia we were safe and could rest because US commanders had strict orders not to cross the border.

How far does Source A support the evidence of Source B about the results of the Tet Offensive?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Twentieth Century Depth Studies*, published in 2014.

The Tet Offensive was certainly a defeat for the communists. North Vietnam now finally agreed to take part in peace talks. Over 30 000 Vietcong guerrillas were killed and it took four years to recover from the losses. However, the defeat of the Tet Offensive was not a victory for the USA. American citizens were shocked by the casualties and destruction they saw on television, in a war they were supposed to be winning. Many now believed that it should be ended as soon as possible.

Extract C suggests that the defeat of the Tet Offensive was not a victory for the USA.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** life in North Vietnam under Ho Chi Minh **OR** Search and Destroy.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an interview with a 'draft-dodger' who left the USA in 1967 to avoid conscription into the US Army. Here he is explaining the reasons for his decision.

I refused to serve in Vietnam because we Americans had no right to be there. We brought only huge suffering to that country. We acted like bullies, using our vast military strength against a nation of peasants. Some people said that I could not have known what was really happening in Vietnam just from the media. But there were also many war veterans who hated the war as much as I did. They had seen the injustices at first hand.

Source B: From an interview with a man who deserted from the US Army in 1968 to avoid being sent to Vietnam. Here he is describing the reasons for his decision.

In the 1960s, young people were going through massive changes. Everything we were listening to and thinking was changing fast – all the music, the culture. I guess what we saw happening in Vietnam led us to question our values and beliefs. All that we saw really bothered us – the photos and the television news images, seeing the effects of napalm on children.

(b) How far does Source A support the evidence of Source B about opposition in the USA to the war in Vietnam?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Vietnam,* published in 1997.

Americans increasingly believed that the Vietnam War was wrong. Many said that the USA had no right to force its views on a poor nation like Vietnam. However, it was extensive media coverage in the USA that was mostly responsible for encouraging opposition to the war. The war was the first to be covered every night on television. It made people viewing at home realise what was being done by American soldiers under orders from the American government. Photographs and magazines had a similar impact. US Army commanders blamed the media for weakening the war effort.

Extract C suggests that the main reason for the increasing opposition to the Vietnam War in the USA was extensive media coverage.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Strategic Hamlet Programme **OR** the role of General Westmoreland.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a speech made by President Richard Nixon, 23 January 1973. Here he is describing the Paris peace talks.

Throughout these negotiations, I insisted on peace with honour. In the agreed settlement, all the conditions I demanded have been met. The Vietnamese people have been guaranteed the right to decide their own future.

The President of South Vietnam fully supports this agreement. Let us be proud that America did not agree a peace settlement that betrayed its allies. We will continue to give aid to South Vietnam and support its efforts to settle its problems peacefully.

Source B: From an interview with an American who had been an official in Saigon in 1972, published in 1985.

When I read what had been agreed at the Paris talks, I knew that America was betraying South Vietnam. My South Vietnamese friends said, 'Has your government agreed this? Our lives are finished. Our country is gone.' They knew we had let them down and it badly weakened their confidence and determination.

I knew there would soon be a major North Vietnamese attack and that the South Vietnamese government would collapse.

How far does Source A support the evidence of Source B about the results of the Paris peace talks?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history book on Vietnam, published in 1997.

Nixon assured Americans that, at Paris, his government had negotiated, 'a peace that would last'. North Vietnam now recognised the existence of South Vietnam, and free elections were promised to unite all Vietnam in peace.

However, the Paris agreement led directly to the final defeat of South Vietnam. There was little the USA could do to stop North Vietnam from breaking the agreement. Also, the USA treated the ceasefire as if it was the end of the war. In reality, it gave North Vietnam time to prepare for a final attack.

Extract C suggests that the Paris agreement led directly to the final defeat of South Vietnam.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the aims of the Vietminh in the First Indochina War **OR** the Paris peace talks (1972).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a speech by President Lyndon B Johnson in June 1966. Here, he is explaining why the USA was increasing its support for South Vietnam.

We Americans have a duty to help the South Vietnamese people whose rights are being threatened by brutal force. North Vietnam is trying to deny them the right to choose their own system of government and to live and work in peace.

Also, if South Vietnam collapses under communist pressure, the rest of Asia will be greatly endangered. The threat to South Vietnam is a threat to peace throughout the world.

Source B: From a speech by an American church leader in April 1967.

By increasing our involvement in South Vietnam, all we have done is support governments that are corrupt and undemocratic. Though the USA promises the South Vietnamese people peace, democracy and better lives, they suffer under US bombs. We drive them from their villages and destroy their crops. So far, we may have killed a million people.

The South Vietnamese people now consider the USA, not North Vietnam, as their real enemy.

(b) How far does Source A support the evidence of Source B about US involvement in the Vietnam War?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Vietnam War, published in 2015.

President Johnson made a huge error when deciding to increase the USA's involvement in Vietnam. Vice-president Humphrey opposed it and others advised him that it was an enormous risk. Even Johnson himself said privately, 'I don't think South Vietnam is worth fighting for. This is a terrible thing we're getting ready to do.'

However, the President felt he had had little choice. North Vietnamese troops were entering South Vietnam in large numbers. If he did not act, South Vietnam would soon fall. Johnson believed that this would destroy the USA's attempts to contain the spread of communism worldwide.

Extract C suggests that President Johnson made a huge error in increasing the USA's involvement in Vietnam.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** Operation Rolling Thunder **OR** university protests in the USA against the Vietnam War.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From President Johnson's message to Congress on 5 August 1964. Here he is asking Congress to support his actions in Vietnam following the Gulf of Tonkin incident.

Recently, North Vietnam has become more threatening. These latest attacks on our armed forces are not the first. Therefore, I am now asking Congress to agree that all future attacks will be responded to, and that the USA will continue to assist South Vietnam in defending its freedom.

We do not seek to widen our involvement in Vietnam but we must show that we are determined to stop communist aggression.

Source B: From a speech made by Senator Gruening on 7 August 1964 during the Senate debate on the Gulf of Tonkin incident.

This attack on American warships is the consequence of our own aggressive actions.

The President is now asking for powers to be able to move more of our armed forces into South Vietnam whenever he believes it necessary. This will involve Americans in a war in which we have no business, and which is quickly escalating. I am opposed to losing the life of any American soldier in Vietnam. We have lost far too many men already.

How far does Source A support the evidence of Source B about the Gulf of Tonkin incident (1964)?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Gulf of Tonkin incident, published in 2012.

The Gulf of Tonkin incident was a turning point in the USA's involvement in Vietnam. Before the 'attacks' on US warships, there were only 16 000 American military advisors in South Vietnam. A few years after, there were over 500 000 US soldiers fighting the communists.

Before the Tonkin incident, the USA was already supplying South Vietnam with increasing amounts of money and arms. Both Presidents Eisenhower and Kennedy had fully committed the USA to defend South Vietnam's independence. However, the incident gave Johnson an excuse to expand the USA's involvement massively.

Extract C suggests that the Gulf of Tonkin incident (1964) was a turning point in the USA's involvement in Vietnam.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Domino Theory **OR** the Battle of Hue (1968).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an interview with a US citizen, published in 2003. Here he is recalling campaigning against the Vietnam War during the 1960s, when he was a student.

The first national demonstration took place in 1965 when Vietnam was not yet an issue for many Americans. We would have been happy to see 5000 people there but 25 000 came. I knew then that the anti-war movement was going to be huge.

Even though the majority of Americans were against the war by 1968, the anti-war movement was still unpopular. Anti-war protesters were seen by most people as extremists who were anti-America.

Source B: From a newspaper report of an anti-war demonstration held in New York City in April 1966.

The movement against the war is growing bigger and more extreme. On Saturday, over 50 000 people marched to Central Park. This was significantly more than for the previous demonstration last October. Demonstrators called for the immediate withdrawal of US soldiers from Vietnam.

Several hundred veterans led the march. They were met with angry insults from small groups of pro-war protesters. But each insult was met with shouts from the veterans, 'Bring Our Boys Home!'

How far does Source A support the evidence of Source B about the anti-war movement in the USA during the 1960s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history of the Vietnam War, published in 2010.

Anti-war opposition had a huge impact on US policy in Vietnam. In 1968, anti-war protests convinced President Johnson not to seek re-election. Richard Nixon won the presidency mainly because he promised to end the war. In 1969, he began the gradual withdrawal of US troops. 5

There were many enthusiastic supporters of the war who wanted to defeat communism. Nixon referred to them as 'the silent majority'. However, the anti-war movement was louder and more active. It was always in the media and contributed greatly to ending US involvement in Vietnam.

Extract C suggests that the anti-war movement contributed greatly to ending US involvement in Vietnam.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the First Indochina War **OR** the fall of Saigon.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From an interview with a member of the National Liberation Front (NLF), published in 1976. Here he is recalling South Vietnam under the government of Diem.

Diem made many errors. His government was dominated by his family. He persecuted many people who had fought against France, and he put the interests of the Christian religion above the interests of the nation. 5

I was not a communist but, in 1960, I joined the NLF. I hoped they would act in the best interests of Vietnam rather than in their own interests. I believed they were patriots who would unify our country.

Source B: From an intelligence report on South Vietnam written for the US Government in 1958.

Discontent with President Diem's one-man rule is a growing threat to his government. Many people who formerly supported Diem now criticise him. Some government ministers have resigned out of frustration and disgust. A major source of dissatisfaction is Diem's brother, who heads the president's small group of close advisors and is widely feared and hated. 5

All this encourages the communists. Their propaganda depicts Diem as a puppet of the 'colonialist' Americans, and just like the hated French.

How far does Source A support the evidence of Source B about the government of Ngo Dinh Diem in South Vietnam?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From a history of the Vietnam War, published in 1991.

By the early 1960s, Diem's government had become very unpopular. This was partly due to the introduction of the Strategic Hamlet Programme, which often caused great distress to the peasants. Diem's hostility towards Buddhism also led to widespread unrest.

However, the main reason for the growing opposition to Diem's government was the popularity of the communists. They won the support of many South Vietnamese villagers by describing Diem and his American supporters as 'foreigners'. Many believed that it was the communists, not Diem, who spoke for the Vietnamese people.

Extract C suggests that the main reason for the growing opposition to Diem's government in South Vietnam was the popularity of the communists.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the fall of Diem (1963) **OR** pro-war demonstrations in the USA.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of a US General who served in Vietnam, published in 1984.

A Search and Destroy operation in a hostile area was a terrifying, risky business for US soldiers. They experienced ambushes and booby traps, and suffered high casualties, often without ever seeing the enemy.

Search and Destroy had some success when the Vietcong attacked US positions that were well prepared. But after they discovered US forces had more powerful weapons, they attacked only when they could surprise a US camp that wasn't properly defended, and could not protect itself.

Source B: From the memoirs of a lieutenant in the US infantry, published in 2021. Here he is describing a Search and Destroy operation in Vietnam.

Our mission targeted a Vietcong base. The enemy scattered before we could kill many of them, but we successfully destroyed their camp and supplies.

On our return, one of my soldiers triggered a trip wire on an enemy booby trap. I waited for the blast but the grenade failed to go off. In a couple of heartbeats, I experienced tremendous fear, relief, and then, pure joy!

How far does Source A support the evidence of Source B about Search and Destroy?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *A history of the Vietnam War*, published in 2020.

In 1965, the USA began Search and Destroy to 'take the war to the enemy'. However, these operations made US soldiers easy targets for guerrilla attacks because the Vietcong were better suited to jungle warfare than US troops. Search and Destroy also led to a high number of civilian casualties. 5

Search and Destroy operations did have some successes. They were useful for locating enemy positions and killing many communists. Supplies of arms from North Vietnam to the Vietcong were often destroyed. However, overall, Search and Destroy did little to benefit the US war effort.

Extract C suggests that Search and Destroy did little to benefit the US war effort.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the siege of Khe Sanh **OR** Nixon's policy of Vietnamisation.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a report written for President Kennedy in November 1961. The report was prepared by senior advisers in the US Government.

The situation in South Vietnam is worsening. The fall of South Vietnam would make it more likely that the remainder of Southeast Asia would become communist.

Therefore, the United States must act to prevent the fall of South Vietnam. We should continue to provide the South Vietnamese Government with economic assistance. However, we should also prepare to send combat forces to help defeat the communist guerrillas. We should also be ready to bomb targets inside North Vietnam.

Source B: From comments made by President Kennedy during a press conference in February 1962. Here he is replying to a question from a journalist about the extent of US involvement in Vietnam.

Since the Geneva Conference, the USA has been assisting South Vietnam economically. We are also helping to train the South Vietnamese army. This help has been expanded recently because attacks on South Vietnam have increased. The guerrilla war in South Vietnam is escalating. Last week, there were over 500 people killed.

However, I don't want to give out any further details about our support for South Vietnam because this may help the enemy.

How far does Source A support the evidence of Source B about the war in Vietnam during the early 1960s?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on US involvement in the Vietnam War, published in 2019.

US involvement in the Vietnam War increased massively in the early 1960s. President Kennedy provided South Vietnam with jet fighters, helicopters and chemical weapons, including napalm. The number of US 'military advisers' in Vietnam rose significantly, and some were involved in clashes with the Vietcong.

However, at the time of Kennedy's death in 1963, the USA was not officially at war in Vietnam and the role of US forces was still limited. There were no US combat soldiers in Vietnam and no bomber aircraft.

Extract C suggests that US involvement in the Vietnam War increased massively under President Kennedy, in the years 1961–63.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

A4 The Vietnam Conflict, 1945–75

(a) Describe **TWO** features of **EITHER** the Gulf of Tonkin incident **OR** the jungle war (1965–68).

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a report issued to the press by the US Army, 18 March 1968. Here it is referring to the US Army operation at My Lai in Vietnam.

On 16 March, a force of US soldiers raided a Viet Cong stronghold surrounding My Lai. This was the third time US troops had targeted this area. They had suffered significant casualties in recent attacks.

'The operation went smoothly,' commented the US commander. 'We landed enough soldiers to capture My Lai in under an hour.'

During the raid, 128 Viet Cong were killed, and enemy guns and documents were captured.

Source B: From a report in a US newspaper, 12 November 1969. It was the first to report the truth of the events at My Lai that had occurred over a year before.

My Lai was a Viet Cong fortress. This attack was launched soon after US soldiers had been ambushed there in February 1968. Another recent US assault on My Lai had suffered heavy losses.

The US soldiers interviewed did not deny that many women and children were shot. One said, 'Our order was to clear the area of Viet Cong and we did. You can't afford to guess whether someone is Viet Cong or not. Either they shoot you or you shoot them.'

How far does Source A support the evidence of Source B about the attack on My Lai?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the My Lai massacre, published in 2009.

The controversy over My Lai did damage morale in the Army. Among US troops in Vietnam, frustration rose, and drug and alcohol use increased greatly. At home, the brutality of the incident, and the efforts made to cover it up, increased anti-war feeling.

However, the My Lai massacre did not seriously damage the USA's overall war effort. By the early 1970s, Nixon was withdrawing troops from South Vietnam anyway. Also, many Americans sympathised with the problems of soldiers who were suffering terrible losses from guerrilla attacks.

Extract C suggests the My Lai massacre did not seriously damage the USA's war effort.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A4 = 30 marks)

SUB-TOPIC

THE ORIGINS AND COURSE OF THE FIRST WORLD WAR, 1905–18

16 questions in this booklet

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Triple Alliance **OR** the Bosnian Crisis (1908–09).

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a report on the Battle of Jutland issued by the British navy on 31 May 1916.

Our losses were heavy. Six cruisers were sunk and another was abandoned. Five destroyers were lost and six others are still missing. However, the German fleet avoided prolonged battle. When our main forces appeared, their fleet returned to port, though not before being severely damaged. The exact number of their ships that were sunk is not yet known but must have been large.

Source B: From speeches about the Battle of Jutland made in the German parliament on 3 June 1916.

An Admiral stated, 'The result of the fighting is a significant success for our forces against a much stronger enemy.'

Another speaker said, 'This battle between our navy and the best of the English fleet is a great and splendid success. Several of our ships and many brave sailors have been lost. But the enemy losses are several times greater. This proves that our fleet is able to face a superior British force and gain a victory.'

How far does Source A support the evidence of Source B about the Battle of Jutland?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Europe 1870–1991,* published in 2000.

The British enjoyed naval supremacy for most of the war. This enabled allied troops to be transported easily and made possible the crippling blockade of the German coast. After Jutland, the only major naval battle of the conflict, both sides claimed victory. The German fleet demonstrated superior gunnery and ship design but did not really pose a threat. Only the complete destruction of the British fleet would have allowed Germany to win the war. This they failed to achieve.

Extract C suggests that the German navy did not pose a threat to Britain in the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Triple Entente **OR** the Gallipoli campaign.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a letter written by Sir Edward Grey, the British Foreign Secretary, in 1906.

The economic rivalry between Britain and Germany does not worry the British people who admire Germany's growth in trade and industry. But the British do believe that the Kaiser has aggressive plans to expand Germany's empire. They also think that Germany is spending more on armaments in order to dominate Europe. This spending is forcing all the other powers to compete. It places a horrible burden of wasteful expenditure on them.

Source B: From an interview with the German Emperor Wilhelm II, published in a British newspaper in 1908.

You British are mad! Why do you have such suspicions of Germany? My heart is set upon peace and to live on the best of terms with Britain.

You British ask about the German navy, which you say is certainly a menace to Britain. My answer is clear. Germany is a young and growing empire. She has worldwide commerce which is rapidly expanding. Germany must have a powerful fleet to protect her interests across the world.

How far does Source A support the evidence of Source B about the threat posed by Germany to Britain in the years 1905–14?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article about the origins of the First World War, published in 2014.

Germany was mainly responsible for the outbreak of the First World War. In July 1914 Germany's rulers urged Austria-Hungary to invade Serbia knowing that the conflict might escalate. Germany also sent demands to Russia and France, and declared war when these demands were rejected. Finally, they invaded Belgium knowing that this was virtually certain to bring in Britain. Germany was not the only country responsible. The Russians, with French encouragement, were willing to risk a European war to defend Serbia. Britain might have prevented hostilities by declaring its intentions earlier.

Extract C suggests that Germany was mainly responsible for the outbreak of the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the assassination at Sarajevo **OR** the US entry into the war.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From the memoirs of a British journalist who witnessed the Battle of Passchendaele. They were published in 1923.

Heavy rain turned the battlefield into a huge swamp. Our artillery had created thousands of shell craters, then the German guns made thousands more. Eventually these craters linked together and became filled with slimy water and dead bodies. Our infantry were ordered to advance with all their kit, which included heavy tools, guns and grenades. It was hard for them to keep upright on the narrow, slimy boards that were laid across the mud.

Source B: From the memoirs of a British officer who fought at Passchendaele. They were published in 1968.

On the morning of our attack, some of my men looked terribly ill. Their tired faces were unshaven and dirty because there was no clean water. Because they hadn't changed their clothes for weeks, their shirts were full of lice. Our progress was slow and difficult. We had to move in single file on wooden tracks. If you slipped off, you went up to your knees in mud.

How far does Source A support the evidence of Source B about the problems faced by British soldiers during the Battle of Passchendaele?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *The Battle of Passchendaele*, an article published in 1997.

General Haig was responsible for the failure of the British army to make a decisive breakthrough at Passchendaele. His battle plans were far too ambitious. Also, the impassable mud, caused by his artillery bombardment, meant it was impossible to use tanks. There was strong German resistance that included the use of mustard gas. Even so, Haig ordered his men to advance long after the battle had failed to achieve its aims. When it ended, British troops had advanced five miles at a cost of, at least, 250 000 casualties. German casualties were about 175 000.

Extract C suggests that General Haig was responsible for the failure of the British army to make a decisive breakthrough at Passchendaele.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the trench system **OR** the U-boat threat to Britain.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From a report written by a British official based in Serbia in 1909.

Serbian nationalists firmly believe that Serbia should consist of all those people who share their culture and language. This is not confined to just those living within its current borders. Many Serbians demand the creation of a Greater Serbia which will unite together all those Serbians now living under Austrian, Hungarian and Turkish rule. All Serbian nationalists strongly believe that Bosnia must be part of this Greater Serbia.

Source B: From a statement issued by a Serbian nationalist group in 1911.

The annexation of Bosnia by Austria was only one attack which our enemies have made against Serbia. Many more will follow. Therefore, we must prepare thoroughly for war. Any future attack on us, like the take-over of Bosnia, must be resisted. In our new Serbian nation, everyone should be a soldier.

We believe that Austria is our greatest enemy. In the future, it will be necessary for Serbia to fight Austria.

How far does Source A support the evidence of Source B about the opinions of Serbian nationalists in the years 1909–14?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the outbreak of the First World War, published in 2014.

Austria's actions were the main reason for the outbreak of the First World War. The Austrian government was determined to declare war on Serbia. It thought Serbia was behind the assassination of Franz Ferdinand. After securing Germany's backing, Austria presented an ultimatum to Serbia which was made deliberately unacceptable. Both Austria and Germany knew that if Austria attacked Serbia, Russia would be likely to support Serbia. This could easily turn a local war in the Balkans into a European one. But Austria and Germany were willing to take this risk.

Extract C suggests that Austria's actions were the main reason for the outbreak of the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Schlieffen Plan **OR** the sinking of the Lusitania.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From the memoirs of Field Marshal Hindenburg, the head of the German Army. Here he is describing the battle of Amiens on 8 August 1918. The battle of Amiens was the start of the Allied drive to victory.

The first reports I received were serious. They confirmed that the British had broken our lines and penetrated our positions to a surprising depth. Their large squadrons of tanks had met with little resistance from our men.

Wild rumours were beginning to spread in our ranks, many of them about problems at home in Germany. Sick of the hardships of war, some men abandoned their positions. All of this had a demoralising effect. My order to counter-attack could not be carried out.

Source B: From a report on the results of the battle of Amiens, published in a British newspaper on 10 August 1918.

It is a great victory. The German Army has suffered a humiliating defeat and much of its organisation has been destroyed. I do not think that this war has seen before such an extraordinary collapse or such panic among trained soldiers. It is doubtful that the German generals have any kind of control over their own confused men. Despite attempts to rally them, no counter-attack has been attempted.

How far does Source A support the evidence of Source B about the British offensive at Amiens in August 1918?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *The Ending of World War One*, a magazine article published in 2011.

Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield. When the British attacked in August, it was clear that the German army could no longer win the war. In the following months, the Allied armies made unstoppable progress towards the German border. However, there was already widespread unhappiness within Germany with the Kaiser and the government. This disorder spread and by September, Germany's leaders faced the awful possibility of both military defeat and major unrest at home. By October, Germany was falling apart.

Extract C suggests that Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** Anglo-German naval rivalry **OR** the battle of Passchendaele.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report by the commander of Allied forces at Gallipoli in May 1915. Here he is describing the first landings of troops at Gallipoli on 25 April 1915.

The coast is mostly steep and there are not many good landing places. Most of these landing places had been heavily fortified by the Turks with trenches and barbed wire. The enemy's machine-guns were well placed.

Throughout the afternoon and night, the Turks made assault after assault on our men. Our counter-attacks always beat them back but new Turkish troops took the place of those we drove back. By the morning, we had suffered heavy losses.

Source B: From a report made from Gallipoli by a British general in May 1915.

Since landing, we have not had a moment's rest. Day and night we have been attacked.

The whole of the slope on which we are living is covered thickly with bushes, about four feet high. The Turks are all around, hidden in this stuff. At first, we wasted a huge amount of ammunition firing at them because our soldiers are mostly young and inexperienced. Now they are commanded to hold fire until they can actually see their attackers.

How far does Source A support the evidence of Source B about the difficulties faced by the Allied army at Gallipoli in 1915?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From *Conflict and Tension: First World War 1894–1918*, published in 2018.

The Gallipoli campaign failed because of the strengths of the Turkish defenders. Turkey had received information before the Allied landings and knew that an attack was coming. 84 000 Turkish soldiers were quickly moved to Gallipoli to prepare for an invasion. Also, conditions for Allied soldiers were terrible. In the heat of a Turkish summer, water was scarce and often polluted. As a result, eighty per cent of ANZAC troops at Gallipoli suffered serious illness. The Allied generals were heavily criticised for their poor leadership.

Extract C suggests that the Gallipoli campaign failed because of the strengths of the Turks.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the system of alliances and *ententes* before 1914 **OR** the Allied drive to victory (July–November 1918).

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a letter sent by a senior official at the German Foreign Ministry, 1 July 1911.

At twelve o'clock today, we will announce the arrival of the gunboat, Panther, at the port of Agadir in Morocco. To justify this, we have already encouraged German businessmen in Morocco to send us complaints about their treatment.

We have chosen Agadir because it leads to the valley of the river Sus, the richest mining and agricultural area in southern Morocco. We plan to take and keep this district to settle.

Source B: From a letter written by a senior official at the British Foreign Office, 5 July 1911.

The German plan in Morocco was carefully thought out. As usual with the Germans, it was launched suddenly. The Germans have since claimed that sending a warship to Agadir was to protect their businessmen until Morocco was calm again. However, I believe that after the visit of the Kaiser to Britain in 1907, he was convinced that the British attitude towards Germany had improved. He now believes that Germany can succeed in splitting Britain from France.

How far does Source A support the evidence of Source B about Germany's actions at the start of the Second Moroccan Crisis (1911)?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an online article on the Second Moroccan Crisis (1911), published in 2012.

Germany intervened in Morocco in 1911 mainly for economic reasons. The Algeciras Conference in 1906 had never really sorted out the problems of Morocco. From 1908, the German government decided to demand a better share of the economic riches that they believed Morocco offered. For example, German companies wanted valuable mining rights in southern Morocco. However, there were those in the British government who believed that Germany's real aim was to achieve European domination by creating divisions between the great powers. Many Frenchmen were also alarmed that this was Germany's real intention.

Extract C suggests that Germany's intervention in Morocco in 1911 was mainly for economic reasons.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** Austro-Serbian rivalry **OR** anti-U-boat measures.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in a US newspaper published in April 1915. Here it is describing the first use of poison gas on the Western Front.

The gas, which the Germans used against the French, introduced a new method of warfare. It appeared as a greenish-grey cloud of vapour. It settled to the ground like a mist and drifted towards the French trenches on a steady wind. The gas caused violent sickness and faintness among the French troops, so that the Germans, who attacked behind it, met no resistance at all.

Source B: From a letter written by a British soldier to his sister in June 1916. Here he is describing the use of poison gas.

When we use poison gas, we wear our masks. They are terribly uncomfortable, and you have to be quick to put them on, as the gas travels fast with the wind. The gas moves in a thick cloud, close to the ground, and fills up all the trenches and spaces it comes to. It is fatal to be caught in a dugout below a trench. A man without a mask might as well get out of the trench and risk being shot.

How far does Source A support the evidence of Source B about the use of poison gas during the First World War?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the use of poison gas during the First World War, published in 2018.

Trench warfare encouraged the development of new weapons. At first, poison gas was released from cylinders, but this required ideal weather conditions and could be very risky. From 1916, gas was fired in shells by artillery, which allowed attacks from greater range. Even so, it was not a very effective weapon. Later in the war, masks became much better at protecting men from attacks. Although the use of gas was frightening for soldiers and caused panic, only 3% of gas casualties died. Therefore, poison gas did not break the stalemate of the trenches.

Extract C suggests that poison gas was not a very effective weapon during the First World War.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Triple Entente **OR** life in the trenches.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in an English newspaper on the sinking of the Lusitania, 10 May 1915.

The world has reacted with horror to the loss of life on the Lusitania but, in Germany, the people are delighted. Germany justifies the sinking as part of its submarine blockade of Britain. German newspapers also claim that the Lusitania was fitted with guns, but this is false. Though the British government had the right to use the Lusitania for the purposes of war, it did not do so. The Lusitania was an unarmed passenger vessel.

Source B: From a statement issued by the German Government about the sinking of the Lusitania, 28 May 1915.

Germany sank the Lusitania in self-defence to protect the lives of our armed forces. The Lusitania was built using money from the British government so it could be used during a war. On a previous trip, the Lusitania had Canadian troops on board. On its last trip, it was certainly fitted with heavy guns when it left New York. The Lusitania sank so quickly because its cargo of ammunition exploded when struck by the torpedo.

How far does Source A support the evidence of Source B about the Lusitania?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the sinking of the Lusitania, published in 2020.

The Lusitania sank killing 1198 people, including many women and children. Few had believed that Germany would attack a passenger liner, especially one carrying so many Americans.

However, Germany was justified in sinking the Lusitania. The Germans knew they had to prevent Britain from receiving supplies from abroad if they were going to win the war. Also, the British Navy ignored Germany's warnings that U-boats posed an extreme danger to the liner. The Navy did not ask the Lusitania to change course or provide it with a naval escort.

Extract C suggests that Germany was justified in sinking the Lusitania.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** deadlock on the Western Front **OR** the German threat to Britain in the North Sea.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a letter sent by Emperor Franz-Joseph of Austria-Hungary to Kaiser Wilhelm II of Germany, 5 July 1914.

The murder of my poor nephew in Sarajevo was caused by Russian and Serbian nationalism, which aims to weaken the Triple Alliance and destroy my Empire.

The well-organised conspiracy that led to the assassination began in Serbia. Even if it cannot be proved that the Serbian government was directly responsible, its policies encourage crimes of this sort. Therefore, my government will take action to reduce Serbia's influence in the Balkans.

Source B: From a report by an Austrian official to the Austro-Hungarian government, 13 July 1914. The official had been sent to Serbia to investigate the assassination at Sarajevo.

My investigation shows that the Serbian government itself was not responsible for planning the assassination, nor did it assist in the preparation of the plot or supply weapons to the assassins.

If our government still wishes to take action against Serbia, all we can do is demand the punishment of the Serbian border guards who helped to smuggle the assassins and their weapons into Bosnia. Also, we should insist that Serbia punishes those in the Serbian army and intelligence services who encouraged the plot.

How far does Source A support the evidence of Source B about the assassination at Sarajevo?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the outbreak of the First World War, published in 2014.

The assassination has been described as the spark that ignited a conflict in a continent already full of international tensions. It triggered the 'July Crisis' that ended with the outbreak of war in August 1914.

However, a general war could still have been avoided after the assassination. Though some Austrians welcomed the prospect of a war against Serbia, many politicians worked desperately throughout July to end the crisis. Until the last minute, few people believed that the assassination would lead to the war that killed millions.

Extract C suggests that a general war could still have been avoided after the assassination at Sarajevo.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Bosnian Crisis (1908–09) **OR** the U-boat threat to Britain.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in a German newspaper published on 11 September 1914. Here it is describing the Battle of the Marne, which was fought as part of Germany's attack on France during the operation of the Schlieffen Plan.

Our army divisions have been attacked by larger French forces east of Paris. After days of heavy fighting, our men have held up the French attack and continue to make progress themselves.

When the advance of strong French units was reported, part of our army was ordered to retreat. The enemy did not follow. It has been reported than 50 guns and several thousand French soldiers have been captured.

Source B: From a communication issued by General Joffre, the French commander-in-chief, to French soldiers on 11 September 1914. Here he is referring to the Battle of the Marne.

The battle that we have been fighting for five days has ended in our certain victory. The German army continues to retreat. Everywhere, the Germans have left behind many wounded, also a quantity of munitions. We have taken many prisoners while continuing to gain ground.

It was an intense battle but the Germans could not break our spirit! All French soldiers have responded to my patriotic call to defend our homeland. You deserve the thanks of your country!

How far does Source A support the evidence of Source B about the Battle of the Marne?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Schlieffen Plan, published in 2008.

The main reason that the Schlieffen Plan failed was because Germany's enemies fought hard. Fierce battles throughout August quickly exhausted many German soldiers. Then, in September, at the Battle of the Marne, France counter-attacked, forcing the Germans to retreat. This meant that the Schlieffen Plan had failed.

It is also true that the Schlieffen Plan could only have worked if events had gone perfectly for Germany but in war, things never go perfectly. Outside their own country, the Germans could not control the railway systems. Also, German generals made vital mistakes.

Extract C suggests that the main reason the Schlieffen Plan failed was because Germany's enemies fought hard.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the role of General Haig **OR** the Gallipoli campaign.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a speech made by Winston Churchill, the First Lord of the Admiralty, in February 1912.

The purpose of Britain's navy is defensive not aggressive. Our Navy is a necessity. This is the difference between Britain and Germany. Britain would be destroyed if our naval supremacy was to be weakened. 5

Therefore, as Germany continues to build more ships, Britain will increase the number we build so that our superiority will become larger. We will make it clear that other naval powers cannot challenge Britain's naval strength.

Source B: From the memoirs of a leading officer in the German Navy, published in 1919. Here he is describing relations with Britain before the First World War.

Germany sought to increase its naval strength simply to protect its colonies and overseas trade. To do this, the German Navy Laws proposed to build a limited number of ships, nowhere near the British total. 5

However, the British believed that Germany was attempting to challenge Britain as the leading world power. Britain viewed Germany as a rival naval power with increasing influence on the world's oceans. Britain thought it was being threatened and sought to destroy us. 10

How far does Source A support the evidence of Source B about the Anglo-German naval race before 1914?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the causes of the First World War, published in 2022.

Great Britain was mainly to blame for the rising European tensions before 1914. The British were over-sensitive about threats to their Empire and viewed Germany's navy with unnecessary suspicion. This led Britain into closer alliance with Germany's enemies, France and Russia, making war more likely.

On the other hand, Germany pursued its ambitions for a larger Empire and navy carelessly, even recklessly. The speeches of Kaiser Wilhelm raised fears of German aggression throughout Europe. This is why Britain decided to go to war to protect Belgian neutrality in 1914.

Extract C suggests that Great Britain was mainly to blame for the rising European tensions before 1914.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Triple Alliance **OR** the defeat of Germany in 1918.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a letter written by a British soldier on the Western Front to his family at home, November 1915.

We are glad to come out of the front line after spending six days up to our waists in water doing nothing with little fighting. While we were in the trenches, one of the Germans walked over to our trench for a cigarette. He was not fired at. We and the Germans started walking about in the open and there was no firing at all. I think both sides are getting fed up with this war.

Source B: From an interview with a British soldier. Here he is recalling his experiences in the trenches on the Western Front during the First World War.

There was almost constant enemy shellfire. I remember one soldier nearly went mad from shell-shock. He screamed in terror and it took eight men to hold him down on the stretcher. It was heart-breaking.

Shell-shock was brought about in many ways: loss of sleep, the problem of the lice, irregular meals. You were always nervous, thinking that your next minute was going to be your last.

How far does Source A support the evidence of Source B about life for British soldiers in the trenches on the Western Front?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on life in the trenches during the First World War, published in 2022.

The biggest threat to the morale of British soldiers on the Western Front was boredom. Their diet was dull, mostly tinned food, often served cold. Sentry duty was tedious, and opportunities for comfort and entertainment were rare.

Life in the front line always had an element of danger. Enemy snipers and shellfire drove many to despair. But major offensives were infrequent and, for months at a time, many sectors of the front line saw little actual fighting. It was at these times that boredom among soldiers became a major problem for the British Army.

Extract C suggests that the biggest threat to the morale of British soldiers on the Western Front was boredom.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the Battle of Dogger Bank (1915) **OR** the US entry into the First World War.

(6)

(b) Study Sources A and B and then answer the question that follows.

Source A: From a report in a British newspaper. Here it is describing the first day of the Battle of the Somme on 1 July 1916.

Early in the morning, the British army launched a powerful attack. The assault was preceded by a massive artillery bombardment, lasting about an hour and a half. 5

It is too early to give many details, as the fighting is developing in intensity, but British troops have already occupied the German front line. Many prisoners have already been captured by British forces and our casualties have not been heavy.

Source B: From the memoirs of a British journalist, published in 1920. He had witnessed the first day of the Battle of the Somme.

Our artillery launched a huge burst of fire just before dawn. It seemed as though nothing could live under that incredible storm. Yet the Germans, in their deep dugouts, did survive. 5

Most British soldiers got nowhere on that first day. After our barrage had ended and the first men went over the top, they were cut down like grass by German machine-gunners. Many of our best companies of soldiers were almost wiped out and our casualties were shocking.

How far does Source A support the evidence of Source B about the fighting on the first day of the Battle of the Somme?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Battle of the Somme, published in 2023.

The first day of the battle was a disaster for the British army. Its artillery failed to destroy German defences. As a result, many soldiers were unable to get through the German barbed wire. Most British soldiers failed to achieve their objectives, and almost 20 000 men were killed.

Some British troops did achieve their targets. The village of Mametz was taken and ground near Thiepval was captured temporarily. These gains came at a high cost but British commanders did learn important lessons for later fighting on the Western Front.

Extract C suggests that the first day of the Battle of the Somme was a disaster for the British army.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** the assassination at Sarajevo **OR** the Schlieffen Plan.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an interview with an officer in the British army during the First World War. Here he is describing the start of the Ludendorff Spring Offensive in March 1918.

Our orders were to stop the German army breaking through our lines. If it became necessary, we were allowed to retreat but not to let them break through. So, that's what we did. During those first ten days, my unit was almost destroyed. We had become a muddle, made up of men from different regiments, anybody at all. Even the cooks were fighting.

We fought and retreated, fought and retreated, but they did not break through.

Source B: From the memoirs of a British soldier. Here he is recalling the Ludendorff Spring Offensive.

We retreated day after day, with the Germans moving very quickly to occupy the villages we had previously held. But gradually, their advance slowed. Strong and well-organised British units fought hard to defend their lines and the German offensive just faded out.

This was because the Germans had advanced so quickly. They had exposed their forces to a dangerous counter-attack. They were only 90 kilometres from Paris but that was as far as they dared to go.

How far does Source A support the evidence of Source B about the reaction of the British army to the Ludendorff Spring Offensive (1918)?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Ludendorff Spring Offensive, published in 2016.

Ludendorff's surprise attack began on 21 March with great success. In only two weeks, the Germans advanced over 50 kilometres, taking 90,000 prisoners.

However, the Spring Offensive turned out to be a total failure. It did not destroy the British army or split it from the French army. Ludendorff's offensive exhausted and demoralised his own army. The Germans suffered nearly one million casualties. By August, when the Allies counter-attacked, it was clear that the Germans were no longer able to win the war.

Extract C suggests that the Ludendorff Spring Offensive was a total failure.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

A1 The origins and course of the First World War, 1905–18

(a) Describe **TWO** features of **EITHER** Balkan nationalism before 1914 **OR** new weapons used during the First World War.

(6)

(b) Study Sources A and B, then answer the question that follows.

Source A: From an interview with a British Navy seaman who fought at the Battle of Jutland.

From my ship, we could hear ferocious firing but it was so misty that we couldn't see who was firing on whom. Suddenly, I saw a terrific amount of smoke and flames but when it died down, there was nothing left to be seen.

Later, I found out that this had been our battlecruiser, HMS Queen Mary. It had been badly hit and had sunk. Over 1,000 men had perished with it.

Source B: From a report made by Admiral Beatty, a senior British Naval officer, 19 June 1916. Here he is describing the outcome of the Battle of Jutland.

It is impossible to be sure about the losses we inflicted on the enemy. Visibility was poor throughout the battle. However, all reports suggest that Germany's losses were great. This was because our men were better trained and maintained discipline under the heaviest fire.

In such an intense battle, and being outnumbered by the enemy, it was inevitable that we also should suffer severe losses. I wish to express my deepest regret at the loss of so many men.

How far does Source A support the evidence of Source B about the Battle of Jutland?

Explain your answer.

(8)

(c) Study Extract C and then answer the question that follows.

Extract C: From an article on the Battle of Jutland, published in 2023.

The Battle of Jutland was not a victory for the British. Certainly, the German Navy chose not to challenge the British Navy for the rest of the war, but began greater use of submarines instead. These U-boats caused great problems for the British, sinking enormous numbers of ships.

The British claimed that the Germans had given up first at Jutland and fled. However, Britain suffered greater losses. Britain lost 14 ships to Germany's 11. While Germany lost 2,551 men, Britain lost 6,097.

Extract C suggests that the Battle of Jutland was not a victory for the British.

How far do you agree with this interpretation?

Use Extract C, Sources A and B and your own knowledge to explain your answer.

(16)

(Total for Question A1 = 30 marks)

MARK SCHEMES

official Pearson Edexcel mark schemes

Question	Mark scheme
A5 (a)	Describe **TWO** features of **EITHER** the New Economic System **OR** the importance of sport in the GDR. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the New Economic System:

- The New Economic System was a policy of the GDR government that differed from the central planning model used by communist states – it was an attempt to boost economic growth and compete with the FRG
- The NES introduced greater decision making by managers in each factory, especially concerning pay and bonuses – it was dropped in 1965 following a visit to the GDR by the new leader of the USSR, Leonid Brezhnev.

For example, for the importance of sport in the GDR:

- The GDR used sport in order to boost the nation's health and improve productivity in the workplace – the school curriculum heavily promoted sport and over three million East Germans were members of sports clubs by 1982
- The leaders of the GDR saw sport as a key means of promoting national pride and demonstrating the virtues of the communist system to the West – East Germany won increasing numbers of medals at the Olympics of the 1970s and 80s.

Question	Mark scheme
A5 (b)	How far does Source A support the evidence of Source B about the opening of the border between East Germany and West Germany in 1989? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that change occurred quickly following the opening of the border – Source A describes events that took place 'almost overnight' while Source B says 'the weekend after' they visited West Berlin and left permanently within weeks
- The sources agree that the changes that took place were highly significant for the GDR – Source A refers to the availability of Western newspapers and alterations to the school syllabus while Source B states that citizens were allowed to leave quickly
- The sources agree that the contrast between life in East and West became clear on the opening of the border – Source B describes the 'colour' on the streets of West Berlin while Source A notes the sudden appearance of previously unattainable goods.

Points of difference may include:

- Source A describes life for those who remained in the GDR following the opening of the borders while Source B concentrates on those that were eager to leave ('the traffic was heavy'), and did leave quickly ('three weeks').

Points regarding extent may include:

- There are some differences between Sources A and B – Source A focuses on how life in the GDR changed after the borders opened while Source B concerns mainly the attractions of life in the West and the desire to leave the GDR despite these changes
- The sources strongly agree about the immediate and significant impact of the opening of the borders on the lives of those who lived in the GDR – both sources indicate that their way of life of 28 years changed quickly and enormously.

Question	Mark scheme
A5 (c)	Extract C suggests that the main reason for the end of the GDR was the actions of Mikhail Gorbachev. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content

Relevant points which support the view may include the following:

- Extract C indicates that Gorbachev's example encouraged change in other Eastern Bloc countries, which 'threatened the GDR's stability'
- Extract C indicates that Gorbachev's 'influence' was crucial in blocking the arrest of protesters, undermining Honecker– this prompted the irrevocable change in the GDR, as seen in Sources A and B
- *Glasnost* and *perestroika* were an admission that the Soviet model had failed and that the USSR could no longer prevent change in Eastern Europe – Gorbachev's visit to East Berlin in October 1989 encouraged reform and helped hasten the GDR's end.

Relevant points which counter the view may include the following:

- Sources A and B refer to the goods and 'colour' of the West, which were missing from the East, suggesting that a failure to produce consumer goods in the GDR was a key reason for the discontent of the people
- Extract C notes the 'long-term problems' that hampered the ability of the GDR to survive this crisis
- Sources B and Extract C refer to the departure of many East Germans to the West when the opportunity arose
- Extract C refers to the large-scale dissent, which grew quickly in 1989 and placed enormous pressure on the regime
- Honecker was often absent, ill, ideologically inflexible, and unable to handle such fast-changing events – his successor, Krenz, was no more capable and his shambolic handling of the opening of the Berlin Wall virtually guaranteed the end of the GDR.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** control of the young in the years 1962–87 **OR** the elections of March 1990. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the control of the young in the years 1962–87:

- The SED strictly controlled what was taught in schools and universities. The young were only given access to the SED's approved material
- The SED established the FDJ, which influenced the lives of young people during their leisure time. Control of the young committed people ideologically to the GDR's political values.

For example, for the elections of March 1990:

- The March 1990 elections were the first free elections in the GDR's history. They were called soon after the fall of the Berlin Wall in November 1989 and the collapse of the SED's authority
- The election was won by the Alliance for Germany with over 48 per cent of the vote. This group supported the faster reunification of Germany during the election campaign.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the significance of Ostpolitik in the early 1970s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Ostpolitik has helped bring about better relations between the GDR and FRG, Source A referring to the GDR's acceptance into the UN as a 'happy day' and Source B to the 'new hope' raised by the Basic Treaty
- The sources agree that Ostpolitik was helping to cement peace in Europe, Source A calling acceptance into the UN as a 'significant step on the road to peace' and Source B referring to the continuing 'work for peace'.

Points of difference may include:

- Source A implies that Ostpolitik has been positive in that it has helped the GDR establish an independent state separate to the FRG – Source B describes this continued division between East and West as 'painful'
- Source B implies that Ostpolitik was designed by the FRG in order to help in the eventual 'reunification' of the two Germanys – this sentiment is entirely absent from Source A.

Points regarding extent may include:

- There are some similarities between Sources A and B – both regard Ostpolitik as having improved relations between the GDR and FRG and to have created a more peaceful Europe
- The sources strongly disagree about the significance of Ostpolitik for the longer-term relationship between the two Germanys – Source A sees it as having aided the international recognition of a separate and 'socialist' GDR whereas Source B hopes it will result in the 'reunification of the German people'.

Question	
A5 (c)	Extract C suggests that the GDR was successful in establishing itself as an independent country in the years 1969–87. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests the GDR was becoming recognised as a 'separate' state, participating equally in international life, as a result of being accepted into the UN in 1973
- Source B refers to the Basic Treaty in which the FRG acknowledged the GDR as a separate state
- Extract C refers to the role of state visits in promoting this separate identity
- The GDR fostered a sense of independence at home through the use of the media (e.g. the Black Channel) and abroad by its success in international sport, especially during the 1970s and 1980s.

Relevant points which counter the view may include the following:

- Source B provides evidence of the FRG's desire for reunification and refers to the Basic Treaty, which became the foundation for the FRG's attempts to undermine the GDR's independence
- Extract C refers to the GDR's economic dependence on the FRG, which became stronger and stronger by the 1980s
- Extract C refers to the GDR's political subservience to the Soviet Union exemplified by the Brezhnev Doctrine
- The GDR struggled to demarcate itself from the FRG thanks, for example, to the increased contact between its citizens and the influence of Western TV – East Germans still cheered for the West German football team in international competitions.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the role of women in the GDR **OR** border openings with Hungary and Austria in 1989. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the role of women in the GDR:

- Women were encouraged in the GDR to take on full-time jobs, as well as their domestic duties, to help the economy develop. By the late 1980s, more women were in paid employment in the GDR than in most other countries in the world
- The sharing of domestic responsibilities was strongly encouraged to enable women to work. The wider availability of abortion and contraception by the 1970s allowed women to maximise their employment potential.

For example, for the border openings with Hungary and Austria in 1989:

- Border openings with Hungary and Austria began in the summer of 1989. Hungary initiated reforms to its communist system inspired by Gorbachev's in the USSR and opened its borders with the west
- Hungary shared a land border with the GDR. The dismantling of the border saw many thousands of East Germans leave the GDR through Hungary and Austria, then to claim West German passports.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the effect of the Stasi on those living in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the existence of the Stasi encouraged those living in the GDR to be watchful in their behaviour – Source B refers to 'anxiety and suspicion' in people's dealings with others while Source A states that the author was 'cautious'
- The sources agree that the effect of the Stasi was to stifle open criticism of the regime – Source A states that people were 'honest' only among those they trusted while Source B refers to people 'lowering' their voices in telling political jokes

Points of difference may include:

- Source A states that people in the GDR were not 'too concerned' about the Stasi and implies that those who avoided criticism of the regime had little to fear – this is absent from Source B
- Source B describes the serious intervention of the Stasi in the lives of those who were only lightly connected with others that had expressed dissent – there is no mention of this in Source A.

Points regarding extent may include:

- There are some differences between Sources A and B - Source A does not mention the direct intervention of the Stasi that is described in Source B
- The sources strongly agree that the effect of the Stasi was to make people living in the GDR wary about what they said and to whom, and in the process, to suppress open criticism of the SED.

Question	
A5 (c)	Extract C suggests that the SED did not depend on the Stasi to control the people of the GDR. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A and Extract C indicate that many people in the GDR had little to fear from the Stasi and could live 'normal' lives
- Extract C refers to the support among the people of the GDR for 'its socialist aims' implying that there was considerable popular backing for the SED
- Extract C refers to the support for the SED's practical policies ('like housing') even, perhaps, among those who did not endorse the GDR's political outlook
- Extensive propaganda and the censorship of critical views, from both internal and external sources, were used in the GDR to control the people. Preferment in education and employment also helped ensure a compliant population.

Relevant points which counter the view may include the following:

- Sources A and B provide evidence of the manner in which the Stasi suppressed criticism of the SED, suggesting that the SED did rely extensively on the secret police to control the people
- Source B and Extract C refer to the powerful means with which the Stasi could react even against those only lightly associated with dissent ('officers were everywhere', '180 000 full-time staff')
- Source A and Extract C refer to the 'vast network' of informers utilised by the Stasi, which was later revealed to include many people's close 'friends and family'
- The methods used by the Stasi were well known and feared in the GDR, e.g. the physical and psychological torture used at *Hohenschönhausen* prison. The Stasi was particularly active during the 1970s and 80s at the height of Cold War tensions.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the impact of the Wall on East Berliners in the years 1961-63 **OR** the agreements of 1970-72. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the impact of the Wall on East Berliners in the years 1961-63:

- In the years 1961-63, the Berlin Wall prevented 3.5 million East Berliners from travelling to West Berlin. East Berliners were unable to continue working in the western sectors of the city or to maintain contact with family or friends.
- The Wall prevented East Berliners from emigrating to the West through West Berlin. From August 1961, East German border guards were ordered to shoot at those attempting illegal crossings of the Wall and many were killed trying.

For example, for the agreements of 1970-72:

- The agreements of 1970-72 refers to measures taken to improve relations between the GDR and FRG. The agreements were part of the policy of Ostpolitik initiated by Willy Brandt, the Chancellor of the FRG.
- In the treaties of Moscow and Warsaw, the FRG accepted the European borders drawn up after the Second World War. The Basic Treaty of 1972 established formal relations between the FRG and GDR.

Question	
A5 (b)	How far does Source A support the evidence of Source about the availability of consumer goods in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that consumer goods were scarce – Source A refers to 'shortages' and goods being 'unavailable' in the shops while Source B refers to 'scarce' products
- The sources agree that knowing the right people was a means of circumventing shortages – Source A refers to the importance of shop workers 'knowing you' while Source B talks about 'contacts' and 'connections'

Points of difference may include:

- Source A states that the SED was aware of shortages and was taking steps to address them – there is no mention of this in Source B
- Source B suggest that shortages could be overcome in the GDR if you had enough money or the means to barter – this is absent from Source A.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the response of the authorities to shortages and the ways citizens could access the goods they wanted
- The sources strongly agree that consumer goods were in short supply in the GDR in the 1980s and that accessing goods was highly dependent on knowing the right people.

Question	
A5 (c)	Extract C suggests that the GDR failed to deal effectively with the economic problems which it faced in the 1980s. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B, also Extract C, refer to the growing shortages of consumer goods in the GDR and the problems this caused for the regime
- Extract C refers to the GDR having to take out further loans from the FRG which increased its foreign debt
- Extract C refers to the continuing burden of high defence expenditure on the economy of the GDR
- In the 1980s, the GDR was forced to re-sell Russian oil to the West to meet its foreign debts, causing fuel shortages at home. The decline of the GDR economy was so great that Honecker kept it secret from all but the most senior ministers.

Relevant points which counter the view may include the following:

- Sources A refers to the SED acknowledging the shortages of goods and taking steps to address them by encouraging factories to produce more
- Extract C refers to the Five-Year Plan attempting to modernise production in the GDR in order to boost exports and address the problem of rising foreign debt
- Extract C refers to the cuts made to welfare spending to help deal with the GDR's economic problems
- The SED government did attempt to improve the economy by allowing the private sector to play a greater role, e.g. in the manufacture and supply of parts. The selling of political prisoners to the West for hard currency also helped to some degree.

SECTION B: Breadth studies in change

B1: America from new nation to divided union, 1783-1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the Economic System of Socialism (1968-71) **OR** education in the GDR. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for the Economic System of Socialism (1968-71):

- The Economic System of Socialism was introduced in the GDR by Walter Ulbricht, based upon consultations with leading ministers in the GDR and USSR. It aimed to close the economic gap with the FRG
- The ESS modified the New Economic System, being based more closely on communist ideology. It re-introduced centralised planning and set production targets for important areas of the economy, like electronics and chemicals.

For example, for education in the GDR:

- Education in the GDR focused on the development of goals thought most important to the state. Schools especially emphasised loyalty to the GDR and to socialism
- The GDR favoured a comprehensive system of education that stressed the principle of equality. Technical skills were prioritised over academic learning in order to help the development of the economy.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the effects on East Berliners of the building of the Berlin Wall? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the building of the Wall had a negative effect on East Berliners – Source A suggests the opposition of the escapee and an East German onlooker, while B provides evidence that some schoolchildren were 'angry and hostile'
- The sources agree that the Wall limited the freedom of citizens in the GDR – Source A describes the need for 'machine gun posts' to prevent escapees while Source B describes the GDR after the Wall as a 'dictatorship' and a 'prison'.

Points of difference may include:

- Source B indicates that some citizens of the GDR welcomed and defended the building of the Wall – this is absent from Source A
- The sources differ on the effects of the Wall on the lives of East Berliners– Source B indicates that they would most miss western 'shops' whereas, in raising the risk to life in crossing it, Source A suggests that the effects of the Wall would be more fundamental.

Points regarding extent may include:

- There is strong difference difference between Sources A and B about the extent of support for the building of the Wall in the GDR and on the nature of its effect on the lives of East Berliners
- The sources strongly agree that the building of the Wall had a negative effect on the citizens remaining in the GDR.

Question	
A5 (a)	Describe **TWO** features of **EITHER** propaganda and censorship in the GDR **OR** state visits (1969-87). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for propaganda and censorship in the GDR:

- Propaganda and censorship were used extensively in the GDR and controlled the ways in which citizens reacted to the regime internally and to the outside world. Free expression was curbed and criticism suppressed.
- Propaganda stressed the successes of socialism, and the failures of the west, through media such as posters and the Black Channel. Most writers and journalists submitted to censorship.

For example, for the importance of state visits (1969-87):

- State visits, by GDR politicians abroad or by welcoming foreign representatives to the GDR, helped gain international recognition for East Germany. They were meant to demonstrate that the GDR was a separate and independent state
- An important state visit came in 1971, when FRG Chancellor Willy Brandt visited the GDR. State visits followed the signing of the Basic Treaty with the FDR in 1972 with Honecker visiting Austria and Italy, for example.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the importance of sport in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that sport was important in the GDR – Source A refers to it as being 'very, very important' while in Source B, the leader of the GDR personally welcomed athletes back after a successful Olympic Games
- The sources agree that sport had a positive effect on the GDR and its people – Source A refers to its role in creating 'unity and pride' while Source B says the successful athletes have 'greatly pleased all our citizens'.

Points of difference may include:

- Source A refers to the official emphasis placed on sport amongst the young in schools and clubs – this is absent from Source B
- Source B refers to the way in which sport was used to enhance the international reputation of the GDR and its socialist system – this is absent in Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B about the importance of sport in the GDR – Source A emphasises its domestic importance to the government while Source B focuses on its international importance
- The sources strongly agree that sport played a crucial role in the life of GDR citizens and of the state.

Question	
A5 (a)	Describe **TWO** features of **EITHER** economic problems in the 1980s **OR** Gorbachev's visit to the GDR in October 1989. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for economic problems in the 1980s:

- Economic problems in the 1980s included the shortage of consumer goods available to GDR citizens. The planned economy was inefficient and produced high volumes of shoddy and expensive products that were impossible to sell
- High defence and welfare spending placed great pressure on the finances of the GDR government. In the 1980s, the government cut social welfare benefits, sold Soviet oil abroad and took out loans from the FRG to rescue the economy.

For example, for Gorbachev's visit to the GDR in October 1989:

- Gorbachev visited the GDR in October 1989 to mark the fortieth anniversary of the creation of East Germany. He was greeted enthusiastically by crowds of young East Germans hoping he would support reform of the political system
- During his visit, Gorbachev urged Honecker to reform and refused him the support of the Soviet Union to crush anti-government demonstrations in the GDR. Honecker stepped down less than two weeks after Gorbachev's visit.

Question	
A5 (b)	How far does Source A support the evidence of Source B about women in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that women in the GDR were responsible for looking after the home and children – Source A refers to 'their duties as mothers and housewives' while Source B states that in the home, 'the main burden is carried by women'
- The sources agree that many women in the GDR work – Source A refers to 'women in work' while Source B states that childcare must be improved so that 'women can still go out to work'.

Points of difference may include:

- Source A suggests that men are unsympathetic to the difficulties facing women in the GDR ('instead of helping women') while Source B refers to men 'sharing domestic responsibilities'
- Source B refers to the granting of equal legal rights to women in the GDR – this is absent in Source A.

Points regarding extent may include:

- There is some difference between Sources A and B about the level of sympathy and support given to women in the GDR by men
- The sources strongly agree that women in the GDR faced the dual 'burden' of having to work and take on the responsibilities of child-raising and the home.

Question	
A5 (c)	Extract C suggests that the lives of women in the GDR had improved enormously by 1987. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that party leaders were aware of the difficulties facing women in the GDR and were anxious to address discrimination ('men invent reasons that are supposed to prove…')
- Source B refers to the attainment by women of 'equal legal rights' in the GDR and to the need to do more to assist them ('to enable…rights', 'to improve childcare')
- Extract C refers to the improvements made to family benefits and allowances in the GDR and to other legal gains ('entitled to one day off work…household duties.')
- The Family Code of 1966 provided for a woman's right to control her own life, e.g. widening access to divorce. The policy of equal rights for women was driven both by socialist ideology and the economic imperative that more women should work.

Relevant points which counter the view may include the following:

- Sources A and B refer to the dual burden facing many women in the GDR of having both to work and take on responsibility for looking after children and the home
- Source A refers to the discriminatory attitudes faced by some women in work in the GDR ('women have less understanding…business problems.')
- Extract C states that many women in the GDR were trapped in 'low-skill jobs' and suggests that they were passed over for promotion
- The support for the family provided by the state was mainly targeted at mothers, preserving the traditional idea of women as homemakers. Despite legal equality, women still faced discrimination in work and no woman ever sat in the Politburo.

Question	
A5 (a)	Describe **TWO** features of **EITHER** religion and the church in the GDR **OR** housing in the GDR. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for religion and the church in the GDR:

- Religion in the GDR was strongly discouraged as being incompatible with communism. In the 1960s, over a third of the GDR population described themselves as atheists
- The SED allowed the Protestant church to run social programmes and hospitals during the 1970s. In the 1980s, the church was a focal point for opposition to the government.

For example, housing in the GDR:

- Housing in the GDR partly replaced the homes destroyed during the Second World War in cities like Dresden. New housing was built for workers close to factories and mines, e.g. near the new chemical works at Halle-Neustadt
- The GDR built many prefabricated blocks of flats called *Plattenbau* housing. Over 400 000 homes were constructed in the years 1971-75, and nearly 300 000 were refurbished.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the reunification of East and West Germany in October 1990? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that reunification was an occasion for celebration – Source A describes it as 'a very special day' and 'a wonderful moment' while Source B describes a feeling of 'gratitude and joy'
- The sources agree that reunification portended a period of positive change – Source A describes it as the start of 'a new world of hope' while Source B refers to a period 'in which things can truly be changed for the better'.

Points of difference may include:

- Source A suggests that German reunification is to be celebrated because it brings an end to Germany's division and to the tyranny of the East German state – this is absent from Source B
- Source B is cautious ('we feel a great and serious duty') and refers to difficulties facing the united Germany ('important problems in our country', 'the concerns of the countries around us') – this is absent from Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B concerning the extent to which the Day of German Unity was a positive one
- The sources strongly agree that reunification is a cause for happiness and celebration across Germany.

Question	
A5 (a)	Describe **TWO** features of **EITHER** international recognition of the GDR **OR** the collapse of the SED government (1989-90). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for international recognition of the GDR:

- International recognition of the GDR was pursued by the governments of Ulbricht and Honecker. The SED's policy was to gain international acceptance of the GDR as a permanent and legitimate, independent state
- State visits, a new flag and national anthem, and international sporting success, were all tools used to gain international recognition for the GDR. After the Basic Treaty (1972), the GDR was widely accepted internationally and joined the UN.

For example, for the collapse of the SED government (1989-90):

- The collapse of the SED government (1989-90) occurred after huge demonstrations in cities like Leipzig. The SED was unable to quell unrest among the people, and Honecker resigned.
- After the opening of the Berlin Wall in November 1989, the SED's authority declined greatly. It gave up its dominant position in the GDR in December and in elections in March 1990, the PDS (the former SED) gained only 16% of the vote.

Question	
A5 (b)	How far does Source A support the evidence of Source B about propaganda in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that important anniversaries were used for propaganda purposes in the GDR – Source A refers to the party-led commemorations of 1 May and 7 October, while Source B describes events on 1 May
- The sources agree that marches and speeches by party leaders were elements of the SED's propaganda.

Points of difference may include:

- Source B suggests that there was little enthusiasm among the people for party propaganda ('few listened') while Source A indicates that the marchers chanted slogans in support of the SED ('Hooray for our party and its leaders!')
- Source B suggests that the propaganda of the SED ('socialism in the GDR') was less important to the people than the problems of everyday life ('where to buy scarce items') – this is absent from A.

Points regarding extent may include:

- There is some agreement between Sources A and B concerning the way propaganda was conducted – both refer to the importance of set-piece 'official' and party-led demonstrations on key dates
- The sources differ strongly over the manner in which the propaganda was received by the people – Source A suggests that citizens of the GDR embraced such propaganda displays whereas Source B suggests they were indifferent.

Question	
A5 (c)	Extract C suggests that the use of propaganda by the SED was successful in influencing the East German people. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A suggests that the propaganda was successful – it describes large official marches that appeared to demonstrate the enthusiasm of the people for the SED ('the bond' between the people and the SED')
- Extract B indicates that towns were 'packed' for official demonstrations and that crowds 'cheered' when marching workers passed by, suggesting that the propaganda messages were effective
- Extract C refers to the domination of the media by the SED and claims that its propaganda was still believed by the people, despite evidence to the contrary
- Propaganda was difficult to escape in the GDR, whether in school, workplace or on state-controlled television and radio. SED propaganda stressed the achievements of the GDR in social affairs, e.g. gender equality, which resonated with many citizens.

Relevant points which counter the view may include the following:

- Source A suggests that the marchers had to be encouraged ('loudspeakers') and that their chants of enthusiastic support for the SED were not spontaneous
- Source B indicates that the people largely ignored the propaganda contained in the official speeches and used official celebrations to discuss the obvious failures of the communist system ('scarce items')
- Extract C indicates that many East Germans sought alternative sources of information ('television and radio…from West Germany') and that many started to doubt the propaganda of the SED government ('could see…life in the west')
- Many East Germans appeared to accept the state's propaganda messages in public, while openly rejecting them in the presence of family and trusted friends. By the 1980s, thanks to increasing travel to the west, the impact of propaganda was waning.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the role of Comecon **OR** relations with West Germany (1969-87). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for the role of Comecon:

- The role of Comecon was to ensure economic cooperation with other countries in the Soviet Bloc. As a member of Comecon, the GDR was committed to the same communist policies used in the USSR (e.g. state ownership and planning)
- Membership of Comecon meant that the GDR often sold products to its neighbours below market price, reducing profitability. A benefit of Comecon was the supply of cheaper oil from the USSR during the 1970s.

For example, for relations with West Germany (1969-87):

- Relations between the GDR and West Germany improved during the years 1969-87. Four international treaties, notably the Basic Treaty (1972), were signed between the GDR and FRG in the early 1970s
- Travel and communication between the GDR and FRG were made easier during the 1970s. The GDR used loans from the FRG to prop up its economy in the 1980s.

Question	
A5 (b)	How far does Source A support the evidence of Source B about housing in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that house building was a priority for the government of the GDR – Source A states that apartments were built 'at speed' while Source B boasts of the scale and achievements of the SED's housing policy
- The sources agree that young people were a focus of house-building efforts – Source A suggests that *Plattenbau* housing was 'for young people' while Source B claims that a quarter of new housing went to 'young, married couples.'.

Points of difference may include:

- Source B suggests that house-building has been a success for the SED ('improved the lives of over 7 million') whereas Source A suggests the contrary, with many still living in old, cold and cramped apartments
- Source A highlights the difficulty of living in older housing blocks ('carry coal…in winter.') – this is absent from Source B.

Points regarding extent may include:

- There is some agreement between Sources A and B concerning the importance of housing to the SED and the priority groups favoured by the government
- The sources differ strongly over the success of housing policy in the GDR – Source A suggests that there was still much to do, as late as the 1980s, whereas Source B suggests that modernisation has been a significant party achievement.

Question	
A5 (c)	Extract C suggests that the SED failed to solve East Germany's housing problem. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content:

Relevant points which support the view may include:

- Source A highlights the continuing shortage of decent housing in the GDR, as late as the 1980s
- Extract C refers to the lack of 'quality' of much of the newly-built *Plattenbau* housing in the GDR
- Extract C refers to the privileges afforded to the elite at the expense of others when it came to housing ('jump the queues') and to the social pressures on the many young couples having to cohabit with their elders ('many divorces')
- *Plattenbauten* were often shoddy (due to the speed of construction and use of poor-quality materials) and soulless (in distant, uniform estates without facilities). The state's monopoly on supply was a major problem in satisfying the high demand.

Relevant points which counter the view may include the following:

- Source A refers to the speed of the *Plattenbau* house building and to the prioritisation given to the young
- Source B refers to the vast resources directed to housing by the SED government ('ten per cent of the GDR's national income!')
- Extract C refers to the SED having exceeded its targets for house building and to the social facilities built in some new communities ('health and childcare centres…sporting facilities.')
- Much housing in East Germany had been destroyed during the war and massive amounts were needed to replace or refurbish it. The SED government kept rents affordable and there were increasing levels of satisfaction from those newly-housed.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the influence of Khrushchev on the building of the Berlin Wall **OR** the agreements of 1970-72 with the FRG. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for the influence of Khrushchev on the building of the Berlin Wall:

- The influence of Khrushchev on the building of the Berlin Wall was shown in a telephone call with Walter Ulbricht in August 1961. Khrushchev urged the East German leadership to close the border between West Berlin and the GDR
- Khrushchev was in support of a Wall to prevent easy access between Soviet-controlled Eastern Europe and the West. He believed the Wall would help force the western powers out of West Berlin.

For example, for the agreements of 1970-72 with the FRG:

- The agreements of 1970-72 with the FRG refers to measures taken to improve relations between the GDR and FRG. The agreements were part of the policy of Ostpolitik initiated by Willy Brandt, the Chancellor of the FRG.
- In the treaties of Moscow and Warsaw, the FRG accepted the European borders drawn up after the Second World War. The Basic Treaty of 1972 established formal relations between the FRG and GDR.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the lives of the young in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the lives of the young were heavily politicised – Source A refers to school activities designed to make them 'good socialists' while Source B refers to pledges taken by children to 'strengthen socialism'
- The sources agree that political education in the GDR began when children were young – Source A refers to this occurring at an 'early age' and Source B to being forced to join SED youth organisations 'from the age of six'
- The sources agree that the need for children to respect authority figures was important in the GDR – in Source A, schoolchildren stood when the teacher entered their classroom while in Source B, they swore an oath to 'respect their parents'.

Points of difference may include:

- The sources differ over where young people were politically influenced – Source A refers to a school environment while Source B concerns youth organisations 'after school'.

Points regarding extent may include:

- There is some difference between Sources A and B about where young people were subject to political influence in the GDR
- The sources agree strongly that the lives of young people were greatly influenced by socialist ideology and that such politicisation began at a young age.

Question	
A5 (c)	Extract C suggests that the main purpose of government policies towards the young in the GDR was to ensure loyalty to the SED. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A states that schools encouraged activities designed to make 'good socialists'
- Source B claims that during childhood, 'the influence of the SED was everywhere' and that youth organisations were openly political in nature
- Extract C refers to the domination of the lives of the young by the SED, both inside school ('curriculum…strongly influenced by socialist principles') and out ('The only youth organisations allowed were run by the SED.')
- Under the Law on the Unified Socialist Education System, introduced by Margot Honecker in 1965, school life was infused with SED ideology. Through its activities, the FDJ sought to prepare young people for admission directly into the SED.

Relevant points which counter the view may include the following:

- Source A indicates that schools did focus on 'academic education' and on fostering other values such equality and togetherness ('Everybody had to be involved…completed every day.')
- Source B indicates that besides the stress on socialism, young East Germans were also exhorted to 'study hard' and 'be kind to others'
- Extract C indicates that policies towards the young in East Germany were designed to help build the GDR economically ('boost the economy') and to create greater fairness ('half of all university students…working-class homes.')
- Government policies encouraged young people to become academically qualified, particularly in vocational subjects, in the hope of aiding economic development. As well as politicisation, the FDJ also provided a range of leisure activities for the young.

SECTION B: Breadth studies in change

B1: America from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the provision of employment in the GDR **OR** the reunification of East and West Germany (March-October 1990). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for the provision of employment in the GDR:

- The provision of employment in the GDR was guaranteed for everybody by Article 15 of the Constitution and there was, officially, no unemployment. Women were strongly encouraged into the workforce, with over 85% in jobs by 1989
- The state played a hugely important role in allocating jobs to individuals. Better-paid jobs, or those with higher-status, were often allocated to those with better political connections and withheld from those of dubious loyalty to the regime.

For example, for the reunification of East and West Germany (March-October 1990):

- The reunification of East and West Germany followed the opening of the Berlin Wall and the collapse of the SED government. The Ten-Point Programme of Chancellor Kohl set out a pathway for closer integration
- Free elections in March 1990 indicated the desire of a majority of East Germans for reunification. The decline of the East German economy accompanied the process of political reunification during the summer of 1990.

Question	
A5 (b)	How far does Source A support the evidence of Source B about state control in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the state had considerable influence over citizens of the GDR – Source A shows ways in which the state could 'blacklist' a dissident and Source B indicates that it could even refuse people permission to marry
- The sources agree that the Stasi played a key role in state control – Source A indicates that it put 'pressure' on people to isolate their friends and Source B provides evidence of its surveillance methods.

Points of difference may include:

- The sources differ over the possibilities of emigration from the GDR – Source A suggests that there were legal ways of leaving by applying for permission, whereas Source B suggests that leaving was 'illegal' and you could be 'caught trying'
- Source B indicates that the Stasi could be incompetent and that its information was sometimes mistaken, whereas Source A suggests that it was highly effective.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B about the government's ability to enforce state control over emigration and of the Stasi's ability to enforce state control
- The sources agree strongly that the state had significant control over its population and that the Stasi was a key means of the state enforcing its will.

Question	
A5 (c)	Extract C suggests that state control of the population was not fully effective in the GDR. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that some prominent GDR citizens did speak out against aspects of SED rule ('I supported freedom of speech') indicating that state control was not fully effective
- Source B suggests that surveillance by the Stasi was not effective enough to maintain total control of the GDR's population ('I had left the GDR six months earlier.')
- Extract C indicates that many East Germans did not accept state control and sought to dissent, either by tuning in to foreign news programmes or by leaving the GDR altogether
- Though most conformed to state control outwardly, there was a significant degree of private dissent. State control weakened in the 1980s as the economy stagnated and closer relations with the FRG allowed more to sample living standards in the West.

Relevant points which counter the view may include the following:

- Source A suggests that state control was all pervasive, being able to destroy the career of a leading musician for speaking out ('banned from GDR television…cancelled without explanation.')
- Source B indicates that the means of control open to the state were extensive, even that people informed secretly on 'trusted' friends and/or family
- Extract C states that East Germans were subjected to the state's control through 'propaganda' ('controlled the mass media')
- The Stasi was well-resourced and arrested over 250 000 political prisoners during the years of the GDR. The GDR's generous welfare programme was an important means of state control and lessened its reliance on oppression.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** the New Economic System **OR** the mass media in the GDR. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for the New Economic System:

- The New Economic System was introduced in 1963 by Walter Ulbricht. It was an attempt to boost economic growth in the GDR and to compete with the FRG in science and technology
- The New Economic System allowed greater decision-making by managers in each factory, especially concerning pay and bonuses. It was discontinued in 1965 following a visit to the GDR by the new leader of the USSR, Leonid Brezhnev.

For example, for the mass media in the GDR:

- The mass media in the GDR was strictly controlled by the SED, often through direct ownership by the government. Through this, the SED ensured that criticism was limited and that the people were subjected to the SED's favoured messages
- Journalists were certified by the government and the majority were members of the VDJ, an organisation organised by the SED. The official news agency in the GDR, the AND, strictly censored what could be written and broadcast.

Question	
A5 (b)	How far does Source A support the evidence of Source B about opposition to the SED in the late 1980s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that opposition is alarming the authorities – Source A states the SED is 'worried' and Source B states that opposition is 'concerning' the secret police
- The sources agree that western influences are encouraging opposition – Source A refers to the scope of 'West German television and radio' while Source B states that western 'officials' are encouraging opposition groups.

Points of difference may include:

- The sources differ over the aims of opposition to the government – Source A refers to demands for radical change ('The Wall must go!) whereas Source B refers only to those who only wish to 'weaken' the GDR
- The sources differ about the type of person opposing the government – Source A identifies those 'mostly in their teens and early 20s' whereas Source B refers to opposition groups 'formed within the Protestant churches'.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B about the nature and aims of the opposition to the SED
- The sources agree strongly that opposition, encouraged by events and influences outside the GDR, was of significant concern to the SED in the late 1980s.

Question	
A5 (c)	Extract C suggests that the SED government collapsed mainly because of the influence of Mikhail Gorbachev. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states that young people chanted the name of 'Gorbachev' in their clashes with the authorities in 1987
- Source B claims that growing opposition to the SED government was partly the result of 'events in other communist countries' that were encouraged by Gorbachev's reforms in the USSR
- Extract C refers to the weakness of Honecker's position once Gorbachev had refused to support the SED with 'military' support
- Gorbachev's introduction of *perestroika* and *glasnost*, also his decision to end the Brezhnev Doctrine, seriously destabilised SED rule. His visit to East Berlin in October 1989 made clear that the GDR had to reform to satisfy the needs of its people.

Relevant points which counter the view may include the following:

- Source A suggests that the SED government fell because of the demand of East Germans for 'Western-style freedoms'
- Source B and Extract C indicate that the Protestant churches in East Germany played an important role in leading opposition to the SED
- Extract C suggests that the SED government was failing to deal with 'economic crisis' in the GDR and that many East Germans were preferring to leave for the West instead
- The stagnation of the GDR economy in the 1980s, e.g. the chronic shortage of consumer goods, undermined support for the SED. Cutbacks to social spending, e.g. housing, encouraged the young and the skilled to leave at the first opportunity.

B1: America: from new nation to divided union, 1783–1877

Question	
A5 (a)	Describe **TWO** features of **EITHER** relations between the GDR and the Eastern Bloc **OR** the development of a GDR identity. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for control of the young in the GDR:

- Control of the young in the GDR was undertaken both in school and outside school (through organisations like the Free German Youth). The FDJ was a youth movement for those aged between 14 and 25, which was controlled by the SED
- The SED wanted young people to grow up as good socialists, willing to work hard to build up the GDR and to defend it. Young people who showed opposition or unenthusiasm for the SED's aims were denied good jobs or university places.

For example, for the development of a GDR identity:

- The development of a GDR identity was a policy followed by the governments of both Ulbricht and Honecker. A new flag and national anthem were introduced, helping the GDR to be accepted as a separate state, independent of the FRG
- State visits by SED leaders were used to establish an independent identity for GDR, e.g. Honecker's visit to Ethiopia in 1979. The participation of East German teams in international sport, especially the Olympics, enhanced the GDR's identity.

Question	
A5 (b)	How far does Source A support the evidence of Source B about the construction of the Berlin Wall in August 1961? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Wall was a significant barrier between East and West – Source A refers to 'Checkpoints' and Source B to 'Barbed-wire fences'
- The sources agree that travel between the Eastern and Western sectors of Berlin was more difficult – Source A refers to 'inconvenience for people' and Source B to traffic between East and West Berlin as being at a 'complete standstill'.

Points of difference may include:

- The sources differ over who ordered the Wall to be built – Source A claims it was built on the orders of the government of the GDR ('ordered by our government'), while B claims that the USSR was behind it ('a crisis started by the USSR.')
- Source B claims that the building of the Wall broke international agreements ('breaks all previous…with the West.') but this is absent from A.

Points regarding extent may include:

- There is some agreement between the Sources about the nature of the new barrier and the difficulties it was causing for citizens of East and West
- The sources disagree strongly over who was responsible for the construction of the Wall.

Question	
A5 (c)	Extract C suggests that the consequences of building the Berlin Wall were positive for the GDR in 1961. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A indicates that the Wall benefitted the GDR ('to safeguard peace and protect …citizens')
- Source B indicates that by building the Wall, the GDR was able to stop the increasing number of its people from leaving for the West
- Extract C suggests that, by stopping East Germans from experiencing life in the West, the GDR became 'more stable'
- The building of the Wall convinced many of the GDR's most productive citizens to commit to the country, benefitting its economy. As a consequence of the Wall, the GDR was able more easily to establish itself as a separate, and independent, state.

Relevant points which counter the view may include the following:

- Sources B suggests that the Wall damaged the reputation of the GDR by demonstrating that it was necessary to build a barrier to stop its people leaving ('the communists do not have the support of the people.')
- Extract C suggests that the Wall created difficulties for the GDR by worsening relations with the richer FRG
- Extract C suggests that the building of the Wall damaged the GDR by making it more dependent on the USSR
- From the start, the Wall symbolised the negative international reputation of the GDR as a 'prison state' and a puppet of the USSR. Many sought to cross the Wall to the West, forcing the GDR to spend huge sums fortifying and patrolling the border.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	Mark scheme
A5 (a)	Describe **TWO** features of **EITHER** the building of the Berlin Wall **OR** protest movements in the GDR in the years 1987-90. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the building of the Berlin Wall:

- The building of the Berlin Wall began in August 1961. On 13 August, the border between East and West Berlin was closed, preventing access for traffic and pedestrians either way
- The original Berlin Wall was marked by temporary barbed wire fences. Later, a concrete wall, defended by armed guard posts, replaced the barbed wire.

For example, for protest movements in the GDR in the years 1987-90:

- Protest movements in the GDR in the years 1987-90 were opposed to the SED government on issues such as political and religious freedom. They supported the introduction of 'glasnost' in the GDR as had occurred in the USSR
- Protest movements in cities like Leipzig in October 1989, attracted crowds of over 70 000 people. The SED did not use the police and the army to stop the protests.

Question	Mark scheme
A5 (b)	How far does Source A support the evidence of Source B about the standard of living in the GDR during the 1980s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that there were shortages of goods and that queues in shops were common – Source A refers to consumer goods being in 'short supply' and Source B to bananas being 'rare'
- The sources agree that everyday food was affordable – Source A refers to 'food like bread' being inexpensive and Source B to 'most groceries' being 'extremely cheap'.

Points of difference may include the following:

- Source A states that 'most people' had a job, whereas Source B states that there was 'no unemployment.'
- Source A is negative about standard of living in the GDR ('life…could be very difficult.'), whereas Source B is much more positive and states that, 'Generally, people were happy.'

Points regarding extent may include the following:

- There is some difference between the sources concerning how content people in the GDR were with their standard of living
- The sources strongly agree that, while food was 'cheap' in the GDR during the 1980s, consumer goods and other 'luxuries' were in short supply and that queues in East German shops were a feature of everyday life.

Question	Mark scheme
A5 (c)	Extract C suggests that life in the GDR, in the 1980s, was difficult. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source A claims that life in the GDR was in the 1980s was 'difficult', dominated by queues and shortages as a result of economic inefficiency
- Source B indicates that consumer goods like cars, freely available in the west, were expensive ('ten times…salary.') and subject to very long waiting lists, making life difficult
- Extract C indicates that life in the GDR was difficult, as it 'lacked the choices and comforts available' in the west and was subject to the SED's version of socialism ('dominated by the government's policies …full of SED propaganda.')
- During the 1980s, the SED government struggled to supply sufficient consumer goods to satisfy the population. To cope with the reduction in support from the USSR, social benefits were cut or stagnated, and good quality housing was rare.

Relevant points which counter the view may include:

- Source A suggests that life in the GDR was not difficult and had significant advantages like low rents, cheap food and 'free childcare and social security.'
- Source B states that East Germans shared 'real community spirit' and were 'generally…happy.', suggesting that life was not difficult
- Extract C indicates that living standards in the GDR were higher than for their Eastern bloc neighbours ('three-quarters…washing machine…two-thirds…a television.'), suggesting that life for many was not difficult
- In the 1980s, the lives of East Germans were broadly comparable to many of those in West Germany or, in the case of women, perhaps better. The SED worked hard to improve the supply of consumer goods like cars, jeans and tape recorders.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	Mark scheme
A5 (a)	Describe **TWO** features of **EITHER** state visits (1969-87) **OR** border openings with Hungary and Austria (1989). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for state visits:

- State visits, by GDR politicians abroad or by welcoming foreign representatives to the GDR, represented international recognition for East Germany. They showed, at home and internationally, that the GDR was a separate and independent state
- In 1971, FRG Chancellor Willy Brandt visited the GDR. As leader of the GDR, Honecker visited many states in the 1970s and 80s, including some in the West, e.g. Austria and Italy.

For example, for border openings with Hungary and Austria (1989):

- Border openings with Hungary and Austria began in the early summer of 1989. Hungary reformed its communist system and opened its borders with the West
- Hungary shared a land border with both the GDR and Austria. The dismantling of Hungary's border allowed many thousands of East Germans leave the GDR, and to claim West German passports.

Question	Mark scheme
A5 (b)	How far does Source A support the evidence of Source B about life for women in work in the GDR? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the government was committed to encouraging women into work – Source A refers to 'plans' intended to facilitate this and Source B indicates that working women were 'entitled' to benefits to help them in work
- The sources agree that the home life of working women in the GDR was a concern of the government – Source A states that 'living conditions' should be improved and Source B mentions time off for 'housekeeping'.

Points of difference may include the following:

- Source A states that that managers should be supportive of women in work in the GDR ('promote the skills'), whereas Source B suggests that some were not ('didn't look very enthusiastic.')
- Source A suggests that women in work should be actively encouraged towards positions of responsibility ('managerial positions.'), whereas Source B suggests that this did not always happen ('boring job…overqualified.').

Points regarding extent may include the following:

- The sources agree that it was the policy of the government to help women in the GDR into work and while in work
- The sources strongly disagree that official policy was matched by the attitude of some managers towards working women.

Question	Mark scheme
A5 (c)	Extract C suggests that the SED made little progress towards equality for women in the GDR. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include the following:

- Source A indicates that, as late as 1977, almost thirty years after the SED took power, compulsory plans were necessary to assist women workers in the GDR
- Source B suggests that many male managers in the GDR did not believe that women, especially those with small children, were as important to the workforce as men, whatever their qualifications ('engineer')
- Extract C indicates that women were unrepresented at the highest levels of the SED government, suggesting that even the Party apparently attempting to bring about gender equality did not practise what it preached
- The SED's policy was driven more by the need for labour than it was for the principle of equal rights. Because of ingrained male attitudes, many women were still expected to shoulder the 'dual burden', no matter what the Family Code said.

Relevant points which counter the view may include:

- Source A suggests that the SED was serious about gender equality, insisting on the full participation of women in the drawing up of plans and clear means in the plans for measuring progress
- Source B indicates that women in the GDR were confident enough to insist upon their rights under the law and that they were largely satisfied ('I was very happy and grateful.')
- Extract C suggests that the GDR compared favourably with other European countries when it came to rights for women ('generous benefits…the highest rates of female employment.')
- By the 1980s, women in the GDR enjoyed rights that were far in advance of many other countries, even in the West. As well as equal education and training, the GDR also had some of the most liberal laws concerning contraception and divorce.

SECTION B: Breadth Studies in Change

B1: America: from new nation to divided union, 1783–1877

Question	Mark scheme
A2 (a)	Describe **TWO** features of **EITHER** the *Potemkin* Mutiny **OR** the influence of Rasputin. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the *Potemkin* Mutiny:

- The mutiny on the battleship *Potemkin,* based in the Black Sea, began in June 1905. Crew members killed 18 of their officers and took control of the ship themselves
- The Tsar ordered several battleships to confront the *Potemkin*; they all failed to stop it escaping to safety in Romania.

For example, for the influence of Rasputin:

- Rasputin had a strong influence on the Tsar and Tsarina. They believed he possessed mystical qualities, essential to the survival of their son and heir, Alexei
- Rasputin influenced the conduct of government. He is alleged to have used his influence over the Tsarina in the appointment and sacking of several government ministers.

Question	Mark scheme
A2 (b)	How far does Source A support the evidence of Source B about the reasons for the Kornilov Revolt? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that a reason for the Kornilov Revolt was to replace the Provisional Government, Source A referring to the need to 'remove it' and Source B to the decision to 'overthrow it by force'.

Points of difference may include:

- Source A suggests that Kornilov is acting to save Russia from defeat by Germany ('the Provisional Government…is assisting the Germans') whereas Source B states that his plot would 'only help the Germans'
- Source A states that Kornilov is acting only in the interests of the 'salvation of Russia' whereas Source B suggests Kornilov is being encouraged by the 'rich and powerful' and acting in their interests
- Source A states that the Kornilov Revolt would eventually lead to 'elections' whereas Source B states that Kornilov's purpose was to 'reverse the results of the February Revolution' and establish a 'personal dictatorship'.

Points regarding extent may include:

- Both Source A and Source B agree that the Kornilov Revolt aimed to overthrow the Provisional Government
- The sources strongly disagree about Kornilov's reasons, Source A implying that he was an enlightened patriot, whereas Source B implies that he was a reactionary, only interested in establishing a dictatorship.

Question	Mark scheme
A2 (c)	Extract C suggests that the main reason for the overthrow of the Provisional Government was the actions of the Bolsheviks. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A states that the Provisional Government was acting 'under pressure' from the Bolsheviks, suggesting that they were a force in Russian politics in 1917
- Extract C refers to the self-confidence and 'ruthlessness' of the Bolsheviks and their dedication to bringing about a revolution in Russia
- Lenin's leadership, e.g. the April Theses and his drive for a second revolution, and also Trotsky's organisational skills, were key to the overthrow of the Provisional Government.

Relevant points which counter the view may include:

- Both Sources A and B and Extract C, refer to the fact that Russia was at war with Germany, a major reason for the decline in popularity of the Provisional Government
- Both Sources A and B refer to the Kornilov Revolt, which seriously weakened the Provisional Government
- Source B suggests that the Provisional Government lacked the support of some of the most influential in Russia as well as powerful elements in the army
- Extract C states that the Provisional Government was 'unsure of its own authority', a result of its lack of electoral legitimacy
- The Provisional Government had to share power with the St Petersburg Soviet and made crucial mistakes both in its conduct of the war and in its programme of reform, all of which contributed to its overthrow.

A3: The USA, 1918–41

Question	Mark scheme
A2 (a)	Describe **TWO** features of **EITHER** the April Theses **OR** the Treaty of Brest-Litovsk. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the April Theses:

- The April Theses were a political programme issued by Lenin immediately on returning to Russia on the sealed train from Switzerland in April 1917
- The theses called for an end to cooperation with the Provisional Government and for a second revolution to establish communism – Lenin also condemned Russia's continuing participation in the First World War.

For example, for the Treaty of Brest-Litovsk:

- The Treaty of Brest-Litovsk was agreed by Bolshevik Russia with the Central Powers, led by Germany and Austria-Hungary, in March 1918 and ended Russia's involvement in the First World War
- Russia lost Finland, Poland, the Baltic States, Belarus and Ukraine and agreed to pay Germany six billion marks in reparations.

Question	Mark scheme
A2 (b)	How far does Source A support the evidence of Source B about Bloody Sunday? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the workers on Bloody Sunday were encouraged by political radicals, Source A refers to 'secret' groups and Source B to 'socialists' inciting them
- The sources agree on the key role of Gapon, Source A refers to his 'fanatical preaching' while Source B implies he had instigated the march for political purposes.

Points of difference may include:

- Source A states that the workers' petition demanded political change ('excessive political demands') while Source B indicates that it concerned 'their grievances about wages and living conditions'
- Source B states that the crowds, incited by Gapon, 'attacked the soldiers' while Source B states they were guilty only of provoking them ('jeering', 'pushing', 'using foul language').

Points regarding extent may include the following:

- There are some similarities between Sources A and B concerning the role of revolutionaries in attempting to incite the workers on Bloody Sunday
- The sources strongly disagree about the intentions of the workers, Source A states they were influenced by revolutionaries and implies radical intentions but Source B implies that they would have been content with an appearance by the Tsar and did not start the violence.

Question	Mark scheme
A2 (c)	Extract C suggests that the main cause of the 1905 Revolution was economic hardship. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source B states that the workers' petition to the Tsar concerned their 'grievances about wages and living conditions' suggesting economic hardship did play a part in the start of the Revolution
- Extract C indicates that the 1905 Revolution began in the midst of an industrial depression exacerbated by the effects of the Russo-Japanese War
- Extract C refers to a fall in agricultural production and a rise in food prices
- Russia's historical economic backwardness was being addressed but only slowly – the 1905 Revolution saw widespread disturbances in both cities and the countryside caused by extreme poverty and gross inequality.

Relevant points which counter the view may include:

- Sources A and B indicate that groups were active in Russia making demands for radical change to the Tsarist system suggesting political rather than economic causes for the Revolution
- Sources A and B both refer to the use of oppression by the Tsar on Bloody Sunday, indicating that this may have played a role in the outbreak of the Revolution
- Extract C refers to the impact of the Russo-Japanese war, which ended in defeat and national humiliation in 1905 and was also a cause of the Revolution
- The Revolution was caused by opposition that had been building for decades to both the system of autocracy and to Nicholas II personally – Bloody Sunday crystallised these failings and encouraged all classes to demand change.

A3: The USA, 1918–41

Question	
A2 (a)	Describe **TWO** features of **EITHER** the Lena Goldfield Strike **OR** the 1917 Decrees. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Lena Goldfield Strike:

- The Lena Goldfield Strike began in March 1912 as a protest against dangerous conditions and low pay. Over 6000 workers joined the strike
- The government sent troops to Lena to suppress the strike. Over 250 people were shot dead in April when troops opened fire on protesters.

For example, for the 1917 Decrees:

- The 1917 Decrees were issued by the Bolsheviks immediately after seizing power in October. Over 100 decrees were issued, mostly through *Sovnarkom*, putting Bolshevik rule into effect
- The Decrees included the Decree on Land, which redistributed landed estates among the peasants. The Decree on Peace and the Decree on Workers' Control attempted to put into effect promises made before the Revolution.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the impact of the NEP in Russia? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the impact of the NEP was immediate – Source A refers to change occurring 'within weeks' and Source B to change happening 'very quickly'
- The sources agree that the NEP stimulated trade (Source A refers to 'shops, cafes…opening all over' and Source B to 'private traders…prosperous peasants')
- The sources agree that many communists were unhappy with the impact of the NEP, Source A indicating that many called it 'dreadful' and the communist author of Source B saying its results were 'offensive and indecent'.

Points of difference may include:

- Source A is positive about the impact of the NEP ('jobs and better days') whereas Source B concentrates much more on the negatives ('criminals, con-men…prostitution…corrupt officials…gangsters').

Points regarding extent may include:

- Sources A and Source B differ on whether the impact of the NEP was generally positive or generally negative
- The sources strongly agree that the impact of the NEP was felt quickly and that it stimulated a wide range of economic activity in the USSR.

Question	
A2 (c)	Extract C suggests that the NEP was not a success. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B, and Extract C refer to the political divisions created within the Communist Party by the NEP
- Source B provides evidence that the NEP stimulated criminality and corruption as well as more positive economic activity
- Extract C refers to the economic imbalances created by the NEP ('industry failed to expand as quickly as agriculture', 'high unemployment in the cities')
- Politically, criticism of the NEP among communists prompted further limitations on free expression (democratic centralism). Economically, the NEP triggered the 'Scissors Crisis' with many facing falling incomes and rising prices at the same time.

Relevant points which counter the view may include:

- Source A refers to the recommencement of the market economy under the NEP and that this brought 'jobs and better days' for many
- Source B provides evidence of the re-emerging of 'craftsmen' and 'small-scale manufacturers', suggesting that the economy began to grow and develop under the NEP
- Extract C states that agriculture particularly benefitted under the NEP, satisfying the main reason for its introduction – both Sources A and B also have evidence of peasants trading and prospering under the NEP
- The NEP rapidly ended the famine of 1921 by encouraging peasants to cultivate more land and bring food to market. Industrial production under the NEP recovered to pre-1914 levels, while the wages of factory workers doubled.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** the Petrograd Soviet **OR** the Kronstadt Naval Mutiny. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Petrograd Soviet:

- The Petrograd Soviet claimed to represent all workers and soldiers in Petrograd. It was established in March 1917 shortly after the February Revolution
- The Soviet became a rival for power with the Provisional Government. The Soviet's Order No. 1 instructed soldiers and sailors to obey their officers and the Provisional Government only if they did not contradict its own decrees.

For example, for the Kronstadt Naval Mutiny:

- The Kronstadt Naval Mutiny was an unsuccessful uprising against the Bolshevik government. It took place in March 1921 at the major naval base near Petrograd, towards the end of the Civil War but while War Communism was still in operation.
- The mutineers passed a resolution protesting against a wide range of Lenin's economic and political policies, including the banning of trade unions. The crushing of the revolt by government forces saw thousands executed and jailed.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the decision to call the first *duma*? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Tsar agreed to call a *duma* against a background of great unrest in Russia – Source A refers to 'strikes, riots and mutinies' while Source B mentions 'strikes almost everywhere' and assassination attempts
- The sources agree the decision to call a *duma* was a reluctant one for Nicholas – Source A suggests that it was decision he would rather not take ('discussed…I signed) while Source B states that he was 'forced to compromise'.

Points of difference may include:

- Source A mentions the role of Count Witte, the Prime Minister, in persuading Nicholas to call a *duma* ('backed this option very strongly') – this is not mentioned in Source B
- Source B refers to the opposition of the Tsarina to the calling of a *duma* which is not mentioned in Source A.

Points regarding extent may include:

- The sources differ on the influence of those surrounding Nicholas in his decision to call the first *duma*
- The sources strongly agree that Nicholas was forced to call the first *duma* because it was the best way of ending the revolution of 1905, even though it was not something he would have wanted to do.

Question	
A2 (c)	Extract C suggests that the political reforms made by Nicholas II, in the years 1905-06, were successful. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B refer to Nicholas' establishment of a *duma,* the first representative parliament in Russian history, and to the initiation of 'civil rights' – both successfully secured support from important groups in Russia, e.g. the middle classes
- Extract C refers to the Tsar's use of 'repression' which successfully quietened the revolutionary threat witnessed during the 1905 Revolution
- Extract C refers to the growing stability of the Tsarist system by 1914 and to the receding of opposition to his rule as consequences of his political reforms
- The *duma* was successful, the third, in particular, helping to approve notable reforms. Revolutionary groups struggled to make an impact in Russia after 1906 while groups supportive of the Tsar strengthened.

Relevant points which counter the view may include:

- Sources A and B, and Extract C, suggest Nicholas' lack of commitment to the reforms of 1905-06 – this threatened to undermine their success
- Source B refers to 'revolutionary' opposition in the first *duma*, and Extract C to the ever-present possibility of 'revolutionary disorder…at any time', suggesting that the Tsar's political reforms were not fully successful
- Extract C refers to the continued need for 'stern measures of repression' in Russia before the First World War suggesting that the success of the reforms was partial
- The third and fourth dumas only functioned due to Stolypin's manipulation of the franchise in 1907. Revolutionary activity was driven abroad or underground by oppression but did not go away. In 1914, Russia's political stability was still fragile.

A3: The USA, 1918–41

Question	
A2 (a)	Describe **TWO** features of **EITHER** the 1905 Revolution **OR** the abdication of the Tsar. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

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Indicative content guidance

For example, for 1905 Revolution:

- The 1905 Revolution was a wave of political and social unrest that spread across Russia during that year. This unrest followed defeat in the Russo-Japanese War and the events of Bloody Sunday
- During 1905, there were protests against Tsarism among many sections of the population, including the middle classes, factory workers, peasants and national groups. The Tsar used both repression and concessions to end the unrest.

For example, for the abdication of the Tsar:

- The abdication of the Tsar occurred in March 1917. Nicholas II was pressed to abdicate when his conduct of the war and domestic affairs ceased to have the confidence of army leaders and senior members of the duma
- In his abdication manifesto Nicholas II renounced the Russian throne on behalf of both himself and his son, Alexei. When his brother, Michael, refused the throne on the following day, the Romanov dynasty ended after more than 300 years.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the signing of the Treaty of Brest-Litovsk in March 1918? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Bolsheviks believed they had little choice but to accept the treaty – Source A states 'we had to sign' and Source B that 'we must accept this humiliating Brest-Litovsk treaty'
- The sources agree that Soviet Russia's enemies were planning to attack Russia and crush the Revolution – Source A states that Germany, Britain and France 'had come to an agreement' while Source B expects an 'inevitable' attack 'within days'.

Points of difference may include:

- Source A suggests that Germany deliberately attempted to make the terms of the Treaty unacceptable to Russia to justify a complete destruction of the Soviet government – this is not mentioned in Source B.
- Source B justifies accepting the Treaty on the grounds that Soviet Russia has 'no effective army' – this is not mentioned in Source A.

Points regarding extent may include:

- Sources A and B differ over the reasons that Soviet Russia was forced to sign - A suggests that the Germans, in proposing such a harsh peace, wanted to crush the Bolsheviks, while B emphasises the dire state of the Russian army in March 1918
- The sources strongly agree that, in the circumstances facing the Bolshevik government at the time, there was no other option but to sign the Treaty however harsh it was.

Question	
A2 (c)	Extract C suggests that the Treaty of Brest-Litovsk did more harm than good to the Bolsheviks. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B suggest that the treaty harmed Bolshevik interests by the reluctance with which it was signed – Source B refers to the treaty as 'humiliating' for Russia
- Extract C refers to the harm caused to the Bolshevik cause by the huge expanse of territory surrendered as part of the treaty including 'important food-producing areas'
- Extract C refers to political divisions created by the Bolsheviks in signing the treaty which harmed their cause ('between the Bolsheviks…within the Bolshevik party itself')
- The terms of the treaty created enormous opposition to the new Bolshevik government and almost guaranteed the outbreak of civil war later in 1918. The loss of industrial centres in Ukraine was deeply harmful to the Bolshevik cause.

Relevant points which counter the view may include:

- Sources A and B both suggest that signing the treaty was essential if the new Bolshevik government was to survive its infancy
- Source B states that Russia did not have the military capacity to continue fighting even if it wanted to, suggesting that fighting on would have been worse for the Bolshevik cause
- Extract C suggests that signing the treaty benefitted the Bolshevik cause by fulfilling the promises made by Lenin in 1917 and satisfying the 'war-weary' Russian people
- Lenin rightly calculated that Germany's defeat would soon make the terms of the treaty null and void. The Bolsheviks were able to abjure the treaty in November 1918 and most of Russia's losses were later reversed.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** Stolypin's policy of repression **OR** the closure of the Constituent Assembly. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for Stolypin's policy of repression:

- Stolypin's policy of repression began in 1906 following the end of the 1905 Revolution. He sought to weaken opposition to Tsarism and to strengthen the autocracy.
- Stolypin introduced special tribunals, which speeded up the arrest and conviction of revolutionaries. In 1907, Stolypin amended the electoral laws to lessen the representation of opponents in the duma.

For example, for the closure of the Constituent Assembly:

- The closure of the Constituent Assembly took place in January 1918 after it had met for only one day. The closure was ordered by Lenin, whose Bolshevik Party had seized control of Russia in October 1917.
- The Constituent Assembly was dominated by parties other than the Bolsheviks, like the Social Revolutionaries. The closure was enforced by Red Guards who barricaded the entrances to the Tauride Palace.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the situation in Russia in 1916? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the mood of the Russian people was bad – Source A refers to their 'complaints' while Source B mentions that they are 'unsettled' and the possibility of 'serious unrest'
- The sources agree that food and other shortages were contributing to the difficulties of the people – Source A refers to the long queues outside bread shops and Source B to necessities being 'impossible to find'
- The sources agree that the government was a focus of discontent for the people – Source A refers to the people being 'angered' by the 'mistakes of their leaders' and Source B to the extent of opposition worse than '1905-06'.

Points of difference may include:

- Source A identifies the Tsarina and Rasputin as focuses of criticism and suggests that the Tsar was losing popularity as a result – this is not mentioned in Source B.

Points regarding extent may include:

- Sources A and B differ in emphasis on the damage being done to the reputation of the royal family as a result of the government's failings
- The sources strongly agree that the Russian people were increasingly desperate during 1916 and focusing their anger on their leaders.

Question	
A2 (c)	Extract C suggests that the main cause of Nicholas II's abdication was his own mistakes. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B refer to the discontent with Russia's leaders, who they felt were contributing to their woes – in an autocracy, government failures could only be the fault of the Tsar personally
- Source A refers to the enlarged role of Rasputin in Russia's government during 1916, while both Source A and Extract C refer to the conduct of the Tsarina – both were possible because of the Tsar's weakness and mistakes
- Extract C refers to Nicholas' 'disastrous decision' to take control of the Russian army in 1915
- Nicholas believed firmly in his own autocratic powers but lacked the character and ability to live up to the responsibilities they entailed. His marginalisation of the duma during the war contributed to his isolation during the crisis of February 1917.

Relevant points which counter the view may include:

- Sources A and B refer to the effects of economic problems in Russia that predated Nicholas' reign and were not directly his fault
- Source A refers to the behaviour of Rasputin in bringing Tsarism into disrepute during 1916
- Source A and Extract C refer to the 'German-born' Tsarina ('plotting with Germany') as a focus for popular resentment
- Russia was ill-prepared to endure a long war due to its long-standing backwardness in comparison with other European powers. Problems with transport and agriculture contributed enormously to the political crisis that culminated in February 1917.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** Nicholas II's attitude to the first four *dumas* **OR** opposition to the NEP. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for Nicholas II's attitude to the first four *dumas*:

- Nicholas II's attitude to the first four *dumas* was one of resentment and obstruction. Nicholas accepted a *duma* after the Revolution of 1905-06 but did not approve of it
- Nicholas believed that the *dumas* were a challenge to his autocratic power Nicholas introduced measures that reduced the powers and influence of the third and fourth *dumas*.

For example, for opposition to the NEP:

- Opposition to the NEP was present in the Bolshevik Party from its introduction in 1921. Many Bolsheviks believed that the re-introduction of 'capitalist' ideas was a betrayal of the Revolution
- Leading figures like Trotsky were opposed to the re-introduction of private trade and the loosening of state control in the NEP. The conspicuous prosperity of the 'NEPmen' and the 'kulaks' was unpopular.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the problems facing the Provisional Government? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that a problem for the Provisional Government was that it did not have total support in Russia – Source A describes the Soviet as an alternative authority in Russia and Source B refers to opposition from the Bolsheviks
- The sources agree that handling the war was a problem for the Provisional Government – Source A states that its 'military' orders were subject to the approval of the Soviet and Source B that the people should oppose its conduct of the war.

Points of difference may include:

- Source A only identifies the Provisional Government's 'military' decisions as being subject to challenge whereas Source B states that it must be opposed in all matters ('completely')
- Source B states that the Provisional Government should hand over power entirely to the Soviets – this is absent from Source A.

Points regarding extent may include:

- Sources A and B differ about the extent to which the Provisional Government should be obeyed
- The sources strongly agree a major problem for the Provisional Government was that it did not have the full support of the Russian people, especially with regard to its handling of the war.

Question	
A2 (c)	Extract C suggests that the biggest problem facing the Provisional Government was that it lacked authority. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A states that the authority of the Provisional Government over 'military' matters was to be shared with the Petrograd Soviet
- Source B indicates that the authority of the Provisional Government was under threat from radical opposition groups like the Bolsheviks
- Extract C refers to the Provisional Government's lack of electoral legitimacy and to accusations that it represented mainly the interests of the rich
- The Provisional Government only assumed power upon the Tsar's abdication and delayed elections because of the war. Increasingly, divisions with the Soviet weakened the authority of the Provisional Government.

Relevant points which counter the view may include:

- Sources A indicates that the Provisional Government's authority was challenged only on military matters and suggests that its decisions were obeyed on all others
- Sources A and B refer to Russia's involvement in the First World War, which caused major problems for the Provisional Government
- Extract C refers to the many economic problems faced by the Provisional Government, including shortages of basic goods and inflation
- The Provisional Government faced major problems because the war forced it to delay the demands of the people for radical change. Some of the changes it did introduce (e.g. the relaxation of censorship, industrial reform) only added to its problems.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** opposition groups (1905-14) **OR** the Civil War. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for opposition groups (1905-14):

- Opposition groups existed inside Russia, in the years 1905-14. Groups like the Octobrists and Kadets pressed for reform of the autocratic system of government.
- Revolutionary groups, which called for the overthrow of Tsarism, existed in the years 1905-14. Revolutionary parties, like the SDs, were banned in Russia and operated from abroad.

For example, for the Civil War:

- The Civil War broke out in 1918 and lasted until 1921. It was fought between the Bolsheviks, known as the Reds, and groups opposed to the Bolshevik seizure of power, known as the Whites.
- Some foreign governments supported the Whites during the Civil War. The Civil War ended with victory for the Red Army, led by Trotsky.

Question	
A2 (b)	How far does Source A support the evidence of Source B about Lenin and Trotsky? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Lenin and Trotsky were talented and able men – Source A describes their abilities and Source B states that they were 'both extraordinary'
- The sources both suggest that Lenin and Trotsky complemented each other – Source A refers to their 'partnership' and Source B states that they worked 'together'
- The sources agree that Lenin and Trotsky brought about the Bolshevik Revolution – Source A refers to them being 'successful' and Source B states that they seized power.

Points of difference may include:

- Source A describes Lenin as 'the driving force' and the 'brains and planner' of the Bolshevik Revolution – this is not mentioned in Source B

Points regarding extent may include:

- Sources A and B differ with regard to the relative importance of Lenin and Trotsky in bringing about the Bolshevik Revolution
- The sources strongly agree that Lenin and Trotsky were very able men who successfully seized power in October 1917.

Question	
A2 (c)	Extract C suggests that Lenin was much more important than Trotsky in bringing about the Bolshevik Revolution. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states that 'there was no doubt that Lenin was the driving force' and 'the brains and the planner' of the Bolshevik Revolution
- Extract C states that the Bolshevik Revolution could not have occurred 'without Lenin's brilliant leadership'
- Extract C refers to the decisive actions of Lenin during 1917, e.g. persuading the Central Committee to go ahead with the Revolution
- Lenin's energy and commitment were crucial in bringing about the Bolshevik Revolution. From the April Theses to the Revolution, his single-mindedness drove the revolutionary process and overcame the many doubters in the Bolsheviks ranks.

Relevant points which counter the view may include:

- Sources A and B both suggest that Lenin and Trotsky worked in partnership to bring about the Revolution
- Source A refers to Trotsky's abilities as a motivational speaker in contrast to Lenin
- Extract C states that Trotsky was responsible for planning 'the takeover of power'
- Trotsky created and led the Red Guard, which was essential to the overthrow of the Provisional Government. He had superb organisational and leadership skills and convinced many soldiers and sailors in Petrograd to join the Revolution.

Question	
A2 (a)	Describe **TWO** features of **EITHER** the Bolshevik takeover **OR** opposition to the NEP. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for the Bolshevik takeover:

- The Bolshevik takeover took place in October 1917 when Lenin ordered the seizure of key buildings in Petrograd. The Bolshevik takeover was directed by Trotsky with support from the Red Guards and sailors from the Kronstadt base
- The Provisional Government collapsed during the Bolshevik takeover of power and its leaders fled. Immediately after the takeover, the Bolsheviks controlled Petrograd but few other areas of Russia.

For example, opposition to the NEP:

- Opposition to the NEP came mostly from Bolshevik party members. Many 'left' Bolsheviks, led by Trotsky, believed that the reforms in the NEP were 'un-communist' and a betrayal of the Revolution
- Opponents of the NEP disliked the re-introduction of private business in the NEP. Opponents attacked the ways in which the NEP allowed the 'NEPmen' and the richer peasants to make large profits and to flaunt their wealth.

Question	
A2 (b)	How far does Source A support the evidence of Source B about Nicholas II's relationship with the *dumas*? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Nicholas hoped that the *duma*s would work in Russia's best interests – Source A refers to working with the first *duma* to 'improve the nation's wellbeing' and Source B to hopes that the *duma* would establish 'good government'
- The sources agree Nicholas expected the *dumas* to act under his control and direction – Source A refers to 'the work I have set you' while in Source B, Nicholas states that the second *duma* should have stuck to the 'path I indicated'.

Points of difference may include:

- The sources differ about Nicholas' relationship with the *dumas* – Source A is positive before the first *duma* meets ('I welcome you…May God be with us…') but Source B is negative following his experience of the second ('have not met my expectations')
- The sources differ in Nicholas' attitude towards some members of the *dumas* – in Source A he believes that all members will work for the good of Russia but in Source B he condemns 'many' for working against this ('intended to make trouble').

Points regarding extent may include:

- Sources A and B agree that Nicholas had high expectations of the first two *dumas* and that he hoped they would be guided by his will for the good of the whole country
- The sources strongly differ over the positivity of the relationship between Nicholas and his first two *dumas* - Source B suggests that the hopes before the first *duma* met have been extinguished by his experiences of the first two *dumas*.

Question	
A2 (c)	Extract C suggests that the creation of the *duma* helped improve the way Russia was governed. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that Nicholas II was enthusiastic about the potential of a parliament to improve the political system and that he would work together with it to help modernise Russia
- Source B suggests that Nicholas II still believed that the *duma* could help improve matters, even after the failure of the first two, by immediately calling a third ('a new *duma…*in November')
- Extract C suggests that a parliament helped improve Russia's political system by encouraging political debate and allowing scrutiny of decision-making through the media ('reported in the newspapers…opportunity to influence public opinion.')
- Until the first *duma* met in 1906, Russia had never experienced any sort of parliament. Thanks to the four *dumas* that met up until 1914, parties like the *Octobrists* and *Kadets* were able to develop constructive criticism of Tsarism.

Relevant points which counter the view may include:

- Sources A and B suggest that Nicholas believed the *duma's* role was merely to do as he instructed, keeping the autocracy largely intact
- Source B suggests that Nicholas found it difficult to accept criticism from the *duma* ('did not carry out their work with honesty') and that, as a result, his first instinct was to close it down
- Source C suggests that a parliament could only play a role in improving Russia's political system if the voices of many were excluded by the voting system ('only the richest could vote…most reformers were not elected')
- Nicholas hated the idea of 'Witte's *duma*', which had been forced on him by the 1905 Revolution, and did his best to marginalise it. The *duma's* role was extremely limited – it was called and dismissed at Nicholas' will and could not initiate legislation.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** the setting up of the Provisional Government **OR** the July Days. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the setting up of the Provisional Government:

- The setting up of the Provisional Government took place in March 1917. The Provisional Government replaced Tsar Nicholas II, who had just abdicated
- The Provisional Government was set up by leading figures in the duma. Its first minister was Prince Lvov and it was made up mainly of Kadets (like Milyukov) and Octobrists (like Guchkov).

For example, for the July Days:

- The July Days was a period of unrest in Russia during 1917. During the July Days, soldiers, sailors and industrial workers in Petrograd demonstrated against the conduct of the Provisional Government, e.g. the failure of the summer offensive
- The Provisional Government blamed the Bolsheviks for the unrest during the July Days. Bolshevik leaders were arrested, and Lenin fled Petrograd for Finland.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the Kronstadt Naval Mutiny? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the mutineers put up stiff resistance to Lenin's government – Source A describes them 'still continuing' despite the threat of being surrounded and starved while Source B refers to 'furious' determination until the end
- The sources agree that government used considerable force and brutality to crush the mutiny – Source A refers to bombs from government planes 'killing women and children' while Source B describes captured mutineers being shot by the secret police.

Points of difference may include:

- The sources differ on the attitude of Bolsheviks towards the mutineers – Source A suggests that Lenin was contemptuous ('minor') while in Source B, a Bolshevik is clearly sympathetic ('These people had been strong supporters…Revolution.').
- The sources differ about the causes of the mutiny – in Source A, Lenin states that it was 'simply discontent' amongst the 'foolish' but Source B suggests that the 'suffering of the Russian people' was at issue.

Points regarding extent may include:

- Sources A and B agree that the Kronstadt mutineers were committed to their cause and that it took considerable efforts by the government to defeat them
- The sources strongly differ on the causes of the mutiny and on the attitude of Bolshevik revolutionaries towards the mutineers.

Question	
A2 (c)	Extract C suggests that the Kronstadt Naval Mutiny was a serious threat to Lenin's government. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B suggest that considerable force had to be used by the government, over a period of some days, to defeat the mutineers
- Source B and Extract C suggest that committed Bolsheviks were turning against Lenin's government – ''They died shouting 'Long Live the Revolution!'' (Source B) and 'those who had strongly supported the Bolshevik Revolution' (Extract C)
- Extract C suggests the mutiny came during a time of difficulty for the government ('strikes in Petrograd and other cities') and that it forced Lenin to change course immediately ('abandon War Communism…introduce the New Economic Policy.').
- The Kronstadt sailors had played a heroic role in the Bolshevik seizure of power and their mutiny shocked the Bolshevik leadership. Their demands suggested that Lenin's government had betrayed the Revolution and called for urgent reforms.

Relevant points which counter the view may include:

- Sources A suggests that Lenin was never worried about the threat from the mutiny ('no fear', ''very minor incident'') suggesting that it was not a threat to the government
- Source B suggests that the mutineers lacked leadership ('without experienced officers') and were unable to deploy their forces effectively against government forces ('did not know how to use their artillery')
- Both Source A ('planes') and Extract C ('60 000 men') suggest that the government had the resources to deal with the mutiny relatively easily
- The mutiny took place in an isolated part of Russia, and was poorly organised and ill-timed (when winter ice prevented support from other potential sympathisers). The government did not feel the need to grant any of its demands (e.g. for free speech).

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** the Lena Goldfield strike **OR** the Treaty of Brest-Litovsk. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Lena Goldfield strike:

- The Lena Goldfield strike was a protest against dangerous conditions and low pay that began in March 1912. Over 6000 workers joined the strike
- The government sent troops to Lena to suppress the strike. Over 250 people were shot dead in April when troops opened fire on protesters.

For example, for the Treaty of Brest-Litovsk:

- The Treaty of Brest-Litovsk was signed in March 1918 between Germany and Russia. The Treaty ended Russian participation in the First World War
- As part of the Treaty, Russia surrendered huge amounts of territory to Germany, including the Baltic States and Ukraine. The Treaty was condemned by many Russians, including some Bolsheviks.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the influence of Rasputin? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Rasputin had influence over the Tsarina – Source A refers to his expulsion from court being overturned 'at the demand of the Tsarina' and Source B to the 'limitless power' he had over her
- The sources agree that Rasputin's influence did damage to Tsarism– Source A refers to him 'turning the hearts of the people against you as their Tsar' and Source B to him as a 'menacing' figure who 'was highly damaging' to the monarchy.

Points of difference may include:

- Source B suggests that it was believed by many that Rasputin was exercising his influence at the Russian court in favour of Germany but this is missing in Source A
- The sources differ over Nicholas II's reaction to Rasputin – Source A suggests that the Tsar recognised the damage that Rasputin was doing to the royal family, while Source B suggests he was as subject to Rasputin's influence as was his wife.

Points regarding extent may include:

- The sources differ over Rasputin's links to Germany and the degree of influence he held over the Tsar
- The sources strongly agree that Rasputin had considerable influence at the Russian court, over the Tsarina especially, and that his presence did damage to the dynasty.

Question	
A2 (c)	Extract C suggests that the actions of Tsarina Alexandra did most to damage Tsarist rule in Russia during the First World War. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A suggests that the Tsarina was able to influence her husband against his better judgement and the advice of important political leaders ('at the demand of the Tsarina, this order was cancelled.') to the detriment of Tsarist rule
- Source B indicates that Alexandra had allowed Rasputin to gain 'limitless power' over her and was deaf to rumours ('widely believed') that he was influencing her to favour Germany during the war
- Extract C states that the Tsarina 'lacked political skill' and suggests that she destabilised Tsarist rule during the war by her turnover of important government ministers
- Alexandra was an unpopular Tsarina, at court and in the country as a whole, even before the war broke out. During the war, her personality and German origins were frequently cited in secret police reports as causes of popular discontent.

Relevant points which counter the view may include:

- Source A suggests that the Tsar was a weak man, incapable of arresting the damage done by Rasputin to his rule – it suggests he did not act upon the advice of senior politicians during the war for fear of upsetting his wife
- Sources A and B indicate that that Rasputin was greatly responsible for damaging the reputation of Tsarist rule during the First World War
- Source C indicates that Nicholas' decision to leave for the front in 1915 was a 'huge error' for leaving his wife in control of the government
- Nicholas II was an arrogant, tin-eared man who continually ignored advice about the dangers to his rule, even from within his own family. Rasputin's damage to Tsarism was such that he was murdered by Romanov loyalists in December 1916.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** Tsarist rule in Russia in 1905 **OR** the Kornilov revolt. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for Tsarist rule in Russia in 1905:

- Tsarist rule in Russia in 1905 was based upon the principle of autocracy. According to the Fundamental Laws of Russia, Nicholas II had the power to pass laws and govern Russia as he chose, and without reference to anybody else
- In 1905, there was no parliament in Russia and the role of local councils was very limited. Civil liberties, like the freedom to criticise and oppose Tsarist rule, were heavily constrained.

For example, for the Kornilov Revolt:

- The Kornilov Revolt took place in August 1917 against the authority of the Provisional Government. Kornilov was the commander-in-chief of the Russian army, having been appointed by Prime Minister Kerensky
- During the Revolt, Kornilov targeted the Petrograd Soviet, which he blamed for weakening Russia's war effort. The Revolt failed when the Soviet and the Provisional Government united against Kornilov, and he was arrested.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the situation in Petrograd in February 1917? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Petrograd was in a state of unrest in February 1917 – Source A refers to 'the trouble' while Source B states that the city is 'in a state of lawlessness'
- The sources agree that food shortages were a factor in the unrest – Source A refers to the people wanting 'bread' while Source B states that 'food supplies' are disorganised.

Points of difference may include:

- Source A suggests that the situation in Petrograd was less serious, the trouble being caused largely by provocateurs, whereas Source B suggests that the situation was highly dangerous and close to impossible
- Source A suggests that the Tsar was still popular, whereas Source B suggests that he had lost the confidence of the people and that his government must be replaced without 'delay'.

Points regarding extent may include:

- The sources agree that there is unrest in Petrograd in February 1917 and that food shortages are, in part, to blame for the discontent
- The sources strongly differ about the extent of the unrest and about its implications for the Tsar.

Question	
A2 (c)	Extract C suggests that Nicholas II was overthrown because he underestimated the seriousness of events in Petrograd in February 1917. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that Nicholas underestimated the seriousness of events because he was informed by his wife that the unrest in Petrograd was minor ('small group') and that he still had the support of the people ('still worship you')
- Source B suggests that leading politicians were frustrated at Nicholas' inability to grasp the seriousness of the situation in Petrograd and had to implore him to take proper action ('It is urgent…Further hesitation will be fatal.')
- Extract C indicates that Nicholas was oblivious to the dangers facing his regime and that he failed to show 'real leadership' during the crisis
- While at the Front, Nicholas was repeatedly warned about the dangers of the situation at home by politicians, generals and his own uncle. He delayed his return to Petrograd until the situation was out of hand and abdication became his only option.

Relevant points which counter the view may include:

- Source B implies that the scale of disorder in Petrograd was already so great ('lawlessness…the government is paralysed'), caused by massive shortages of food and other essentials, that Nicholas could not survive
- Source B and Extract C indicate that a breakdown in discipline in the armed forces was a factor in the Tsar's overthrow ('troops firing at each other', 'soldiers refusing to obey their officers')
- Extracts C suggests that Nicholas' overthrow was caused by longer-term factors such as failures in 'agriculture and transport'
- The fall of Tsardom in Russia had its roots in historical political, industrial and agricultural backwardness. The impact of a prolonged war made it more likely that there would be a major challenge to the Tsarist system.

A3: The USA, 1918-41

Question	
A2 (a)	Describe **TWO** features of **EITHER** the *Potemkin* Mutiny **OR** the April Theses. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the *Potemkin* Mutiny:

- The *Potemkin* Mutiny began in June 1905 when the battleship's crew rebelled against its officers. The crew refused to eat rotten food and seized control of the ship when the officers threatened to open fire on them
- The *Potemkin* ignored orders to surrender to naval squadrons sent to crush the mutiny. The crew sailed to Romania where they were given shelter and granted asylum.

For example, for the April Theses:

- The April Theses were issued by Lenin on his return to Petrograd from exile in Switzerland in 1917. They took the form of ten instructions, mostly directed at Bolshevik members
- The Theses condemned the Provisional government's conduct of the war. They ordered Bolsheviks to end co-operation with the Provisional government and for power to be assumed by the Soviets.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the Civil War? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Civil War was violent and bitter – Source A refers to 'terror' and 'atrocities' while Source B uses words like 'brutal' and 'violence'
- The sources agree that both sides murdered opponents who had been taken prisoner.

Points of difference may include:

- Source A suggests that the main cause of the violence was the 'foreign assistance accepted by the Whites' whereas Source B suggests it was caused by the need of the Bolsheviks to avoid defeat and being 'wiped out'
- Source B states that the Bolsheviks won because they were 'the most brutal' – this is absent from A.

Points regarding extent may include:

- The sources differ over the causes of the violence of the war and the extent of the terror used by both sides
- The sources strongly agree that the Civil War was extremely violent and that violence was used by both sides against their captured opponents.

Question	
A2 (c)	Extract C suggests that the main reason the Bolsheviks won the Civil War was because of the mistakes made by the Whites. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A suggests that accepting foreign support was a mistake by the Whites, as it forced the Bolsheviks to 'fight harder'
- Source B and Extract C suggest that the violent approach of the Whites was a mistake as it lost them support ('the richest…in Russia…expected better of them.', 'brutality of some White generals…supporting the Reds.')
- Extract C suggests that the Whites' failure to develop an effective strategy for winning the war was a mistake, also their failure to take advantage of the foreign support they received
- The White armies operated largely independently of each other and did not co-ordinate their offensives. They were unable to win popular support because they openly favoured privileged groups like landlords and the clergy.

Relevant points which counter the view may include:

- Source A indicates that the Reds also used violence and terror as tactics during the Civil War but were still able to win the war
- Source B suggests that the Bolsheviks won because they were motivated to fight for their very existence ('they would all have been wiped out if the Whites had triumphed.')
- Source C indicates that the Bolsheviks won because they were better led and developed policies that enable them to maximise their resources ('War Communism')
- The Bolsheviks won the Civil War because of their control of the vital industrial areas and the heart of the railway network. Their use of terror, e.g. the activities of the Cheka, played a key role in their victory.

Question	
A2 (a)	Describe **TWO** features of **EITHER** the setting up of Soviets in 1905 **OR** the Kronstadt Naval Mutiny. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the setting up of Soviets in 1905:

- The setting up of Soviets in 1905 began with the establishment of workers' councils in Petrograd and Moscow. The Soviets gave voice to workers' interests during the upheaval of the 1905 Revolution
- The Petrograd Soviet was fully established by October 1905. The Soviet represented thousands of workers from across the city from different workplaces, and included both trade union and women's delegates.

For example, for the Kronstadt Naval Mutiny:

- The Kronstadt Naval Mutiny took place in March 1921. The sailors of Kronstadt demanded reforms to Soviet rule, e.g. a reduction in Bolshevik power, the restoration of free trade unions
- The Kronstadt sailors had been staunch supporters of the October Revolution and had played a key role in the Bolshevik seizure of power. The mutiny was crushed by the Red Army and many of those who took part were executed.

Question	
A2 (b)	How far does Source A support the evidence of Source B about the July Days? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the July Days saw considerable unrest and bloodshed – Source A mentions 'killed and wounded hundreds' and Source B refers to 'three days of considerable violence'
- The sources agree that the Bolsheviks were blamed for the events of the July Days – Source A claims that the crowds were led by Bolshevik 'members' and Source B indicates that the Bolsheviks were targeted for punishment following the July Days.

Points of difference may include:

- Source A claims that the July Days demonstrators were supported by 'German spies' but Source B refers to it only being 'claimed' by 'Fake documents' that 'the Bolsheviks were German agents'
- Source B details the crackdown on the Bolsheviks by the Provisional Government after the army ended the unrest and violence of the July Days – this is not mentioned in Source A.

Points regarding extent may include:

- The sources differ over the role played by the Germans during the July Days
- The sources strongly agree that the July Days witnessed major violence and unrest in Petrograd and that many believed that the Bolsheviks were responsible.

Question	
A2 (c)	Extract C suggests that the July Days seriously damaged the Bolsheviks. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. Targets: AO3 (10 marks) Use a range of source material to comprehend, interpret and cross-refer sources. AO4 (6 marks) Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that the Bolshevik aim to overthrow the Provisional Government in July 1917 ended in defeat ('demands failed')
- Source B indicates that the Provisional Government cracked down heavily on the Bolsheviks following the July Days ('newspapers…closed', 'Lenin was driven into hiding.')
- Extract C states that, following the July Days, 'it looked as if the Bolshevik Party had been destroyed'
- Many revolutionaries involved in the July uprising, disappointed by Lenin's refusal to support them fully, blamed the Bolsheviks. The events strengthened the rivals of the Bolsheviks (the Mensheviks and SRs) that had supported the Provisional Government.

Relevant points which counter the view may include:

- Source A suggests that many people blamed 'the supporters of the February Revolution' more widely, rather than only the Bolsheviks, for the violence of the July Days
- Extract C states that, only weeks later, the Bolsheviks were 'called upon' to help defend Petrograd from Kornilov, indicating that the July Days were not a complete disaster for them
- Extracts C suggests that, in October, the Bolsheviks had sufficient strength to bring about the overthrow of the Provisional Government, suggesting that the July Days were a setback rather a disaster for them
- The Bolsheviks still had great support and influence in Petrograd, even after the uprising was crushed. Shortly after the July Days, Trotsky was released from prison, after demands from the Petrograd Soviet, and Lenin was able to return to Petrograd.

A3: The USA, 1918-41

Question	Mark scheme
A2 (a)	Describe **TWO** features of **EITHER** the abdication of the Tsar **OR** the role of Trotsky in the Bolshevik takeover of power. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the abdication of the Tsar:

- The abdication of the Tsar took place on 2 March 1917. Nicholas II signed the abdication statement in a railway carriage in the city of Pskov, surrounded by Generals of the Army and members of the *duma*
- Nicholas II renounced the Russian throne on behalf of himself, and his son the Tsarevich. He indicated that he should be succeeded by his brother, Grand Duke Michael.

For example, for the role of Trotsky in the Bolshevik takeover of power:

- The role of Trotsky in the Bolshevik takeover of power was one of planning and organisation. Trotsky arranged the seizure of key buildings in Petrograd by Bolsheviks during the October Revolution
- Trotsky was the President of the Petrograd Soviet and directed the Soviet's Military Revolutionary Committee. He ordered the Committee's Red Guards into action to support the Bolshevik takeover on 25 October.

Question	Mark scheme
A2 (b)	How far does Source A support the evidence of Source B about events during the Lena Goldfield strike? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that, during the strike, there was a confrontation between the strikers and the soldiers – Source A refers to the strikers 'advancing on the soldiers' and Source B to workers being 'killed by soldiers'
- The sources agree that, during the strike, the soldiers opened fire on the strikers – Source A refers to the soldiers firing on the workers and Source B to strikers being 'shot'.

Points of difference may include the following:

- Source A suggests that the strikers were threatening the soldiers and that they were forced to shoot, whereas Source B states that the strikers were 'unarmed' and 'peaceful'
- Source A states that the soldiers asked for orders to shoot the strikers, whereas Source B claims that the orders came from the Tsar himself.

Points regarding extent may include the following:

- There is some difference between the sources concerning the threat posed by the striking workers at Lena and the order to fire on them
- The sources strongly agree that the Lena goldfields strike witnessed a confrontation between the soldiers and workers, during which workers were fired upon.

Question	Mark scheme
A2 (c)	Extract C suggests that the Lena Goldfield strike was very badly managed by the Tsar's government. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source A suggests that the Tsar's Interior Minister behaved badly in the *duma* following the shootings by refusing to apologise and implying that such force could be used again ('has always happened…will always happen.')
- Source B claims that the Tsar and his government were viewed as siding with 'businessmen' against the workers during the strike and indicates that the result of their actions at Lena provoked a new wave of 'unrest all over the country'
- Extract C indicates that the government's handling of the strike overshadowed improvements introduced in Russia after the 1905 Revolution and strengthened the revolutionaries ('support for revolutionary parties…rapidly.')
- The soldiers at Lena were sent by the government, which also authorised the arrest of the strike's leaders. The massacre ended a period of declining unrest in Russia since 1906, e.g. the number of political strikes more than tripled in 1912.

Relevant points which counter the view may include:

- Source A claims that the Tsar's government had little choice at Lena in 1912 to control a crowd that was threatening the soldiers and that was politically motivated ('dangerous political radicals')
- Extract C indicates that the government had to react strongly at Lena to 'defend law and order' and to protect 'the interests of businessmen'
- Extract C suggests that the strikers were being controlled by 'dangerous revolutionaries' who threatened the government
- At Lena, troops were hugely outnumbered by crowds of over 2500 angry workers. The government ordered a committee of enquiry into the massacre, and sped up reforms to improve working conditions throughout Russia.

A3: The USA, 1918-41

Question	Mark scheme
A2 (a)	Describe **TWO** features of **EITHER** the influence of Rasputin on the royal family **OR** the 1917 Decrees. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the influence of Rasputin on the royal family:

- The influence of Rasputin on the royal family began in 1906 when he started acting as a faith healer on the Tsarevich. Nicholas and Alexander believed that Rasputin could prevent their son from dying from haemophilia
- Rasputin had a strong influence on the Tsarina, who trusted him as an adviser on many matters. During the War, Rasputin influenced the Tsarina and, through her, the Tsar, on the appointment of several senior government ministers.

For example, for the 1917 Decrees:

- The 1917 Decrees were passed by the Bolshevik government, soon after seizing power in the October Revolution. The Decree on Land officially transferred farmland from the ownership of the gentry to the peasants
- The October Decrees were popular among many sections of Russian society. The Decree on Peace called for all countries involved in the First World War to conclude an immediate armistice.

Question	Mark scheme
A2 (b)	How far does Source A support the evidence of Source B about discontent in Russia in 1905? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the workers of St Petersburg were desperate for change in 1905 – in Source A they refer to themselves as 'slaves', while in Source B their petition is described as 'an emotional appeal for justice'
- The sources agree that discontent in Russia in 1905 was due partly to labour matters – Source A refers to them being 'overworked' and Source B to demands for 'an eight-hour working day'.

Points of difference may include the following:

- Source A indicates that discontent in 1905 was focused on 'working and living conditions', whereas Source B mentions that political causes of discontent among the workers ('the election of a *duma*') were more important
- Source A is framed as a reasonable set of requests that should cause 'no disrespect' to the Tsar, whereas Source B describes the petition as 'a daring set of demands'.

Points regarding extent may include the following:

- The sources agree that working and living conditions for the St Petersburg poor were causes of discontent and were driving the people to desperation
- The sources strongly differ about the most important demands of the workers and about the manner in which they addressed themselves to the Tsar.

Question	Mark scheme
A2 (c)	Extract C suggests that the unrest in Russia in 1905 was caused mainly by political factors. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source B suggests that political factors were a cause of the unrest in 1905 with the workers demanding 'democratic freedoms'
- Extract C indicates that political factors were behind the unrest in Russia in 1905 with the 'middle classes' complaining of being excluded from a say in government, and the 'rapid growth in support of revolutionary groups'
- Tsar Nicholas II was firmly wedded to autocracy and would not consider any request to share decision-making with his people. By 1905, demands for political reform were widespread in Russia, from both reformists and revolutionaries.

Relevant points which counter the view may include:

- Source A suggests that unrest in 1905 was mostly caused by economic and social factors ('We seek justice. We are poverty-stricken…')
- Source B suggests that unrest in Russia in 1905 was caused by the heavy-handed actions of the authorities on Bloody Sunday ('hundreds were killed.')
- Extract C indicates that 'unemployment' and defeat in the Russo-Japanese War were causes of unrest in Russia in 1905
- Russia's defeat in the Russo-Japanese War was widely seen as a humiliation by nationalists and focused resentment on the Tsar. There was widespread discontent in the countryside caused by peasant grievances like redemption payments.

A3: The USA, 1918-41

Question	Mark scheme
A3 (a)	Describe **TWO** features of **EITHER** mass production **OR** The Tennessee Valley Authority. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for mass production:

- Mass production introduced conveyor belt techniques. Henry Ford used it in his factories. Huge numbers of identical cars were produced and the process brought down prices
- Mass production was used across a wide variety of industries and involved the use of assembly lines and division of labour. Each worker did the same task over and over again and became very efficient.

For example, for the Tennessee Valley Authority:

- This was an example of a New Deal measure to revive the economy and create work. It built a series of dams that could create hydro-electricity and bring greater commerce to the region
- It was an example of how the New Deal used federal powers. The river ran across seven states and the new scheme was only possible because it was coordinated by central government.

Question	Mark scheme
A3 (b)	How far does Source A support the evidence of Source B about the impact of prohibition? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- Sources A and B agree there was an increase in criminality. Source A says a criminal business has been created. Source B says that there was an increase in murder and other crimes
- Sources A and B agree that prohibition was being undermined by finding other ways to get alcohol. Source A talks about illegally imported alcohol and Source B mentions bootlegging.

Points of difference may include:

- Sources A says that prohibition has created criminality, but Source B says that the criminals already existed. They just switched the area they operated in
- Source A says prohibition has created a contempt for the law. Source B says it has led to more obedience of the law.

Points regarding extent may include:

- There are some similarities between Sources A and B with both mentioning that during the time of prohibition there was criminality
- The sources strongly disagree about the impact on society. Source A emphasises the negative impact, whereas Source B sees prohibition as a force for good.

Question	Mark scheme
A3 (c)	Extract C suggests that prohibition did enormous damage to American society. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points that support the view may include:

- Source A says that prohibition harms the morals of young and old and corrupts politicians
- Source B says that there has been an increase in murder, manslaughter and theft. So that is doing society harm
- Extract C says that people were finding ways around prohibition, even at the White House. This damaged respect for the law and was harmful to society
- Prohibition meant that industries that made alcohol had to close down. This created unemployment for people previously working in brewing. Some farmers also suffered.

Relevant points to counter the view may include:

- Source B says that prohibition led to more people obeying the law and more respect for morality and religion. This suggests prohibition improved society
- Source B says that prohibition did not make any difference to crime. The criminals already existed, they just moved to the alcohol trade
- There is a suggestion in Source B that prohibition had a positive impact, but that this was not reported in the press
- Many women's groups, such as the Anti-Saloon League of America, had supported the introduction of prohibition because of domestic violence and poverty created by drink. This did decline after it became harder to get alcohol.

A4: The Vietnam Conflict, 1945–75

Question	
A3 (a)	Describe **TWO** features of **EITHER** the 'Monkey Trial' **OR** Hoovervilles. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the 'Monkey Trial':

- The 'Monkey Trial' was an attempt by those who were opposed to the teaching of evolution to ban it in schools. Some people wanted to teach the theory of creationism
- The trial of a Tennessee biology teacher was heavily publicised and the creationists were discredited. The biology teacher was found guilty, but the judgement was overturned the following year.

For example, for Hoovervilles:

- Hoovervilles were shanty towns built by homeless people in cities across the United States. Most American cities had Hoovervilles
- Hoovervilles were named after President Hoover. He was thought to be not doing enough to solve the country's economic problems.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the New Deal? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- Sources A and B agree that it is costing a lot of money. Source A mentions 'half a billion dollars'; Source B 'terribly extravagant spending'
- Sources A and B agree that the New Deal involved measures to provide relief. Source A talks about 'direct and immediate relief'. Source B talks about 'providing relief'.

Points of difference may include:

- Sources A says that the New Deal is a carefully thought-out plan, whereas Source B points to 'wasteful methods'
- Source A says the New Deal is a success 'giving hope and employment' but Source B says it is a failure, promoting laziness and stopping people helping themselves.

Points regarding extent may include:

- There are some similarities between Sources A and B with both mentioning that the New Deal is about government involvement to provide relief
- The sources strongly disagree about the impact of the New Deal. Source A emphasises the positive impact, whereas Source B sees it as being harmful.

Question	
A3 (c)	Extract C suggests that the New Deal was not very effective. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points that support the view may include:

- Source A says that the Civilian Conservation Corps was criticised, suggesting that it might not be working effectively
- Source B says that 'taxpayers are complaining about the terribly extravagant spending', suggesting that it was not effective
- Extract C says that when the government reduced spending, unemployment started to rise. This suggests the New Deal worked only as long as money was pumped in
- The New Deal did bring down unemployment, but in the late 1930s it started to rise again. It was the government's decision to support Britain in the war that really brought an end to the country's economic problems.

Relevant points to counter the view may include:

- Source B says that hope and employment are being given to millions
- Source B says that the destruction of crops and livestock has increased prices, which is what Roosevelt wanted so as to increase farm income
- Extract C says that in the years 1933–36 the New Deal was effective as it brought recovery. Inter-state programmes such as the TVA brought prosperity to poor areas
- Roosevelt's New Deal measures reduced unemployment to under eight million by 1937.

A4: The Vietnam Conflict, 1945–75

Question	
A3 (a)	Describe **TWO** features of **EITHER** The Sacco and Vanzetti Case **OR** Huey Long's Share Our Wealth programme. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Sacco and Vanzetti Case:

- A feature of the Sacco and Vanzetti Case was that it was part of a Red Scare hysteria in the 1920s. Sacco and Vanzetti were immigrants with radical political beliefs and public opinion was against them
- A feature of the Sacco and Vanzetti Case was how unfair the legal system was at this time. 107 witnesses said they had seen the accused elsewhere at the time of the murder but they were still convicted.

For example, for Huey Long's Share Our Wealth programme:

- A feature of the programme was that it was to be funded by the rich. It involved a heavy tax and taking away any income over $1.8million per year
- A feature of the programme was that it was very popular. An estimated 8 million Americans joined Share Our Wealth Clubs.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the events of 28 July 1932? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that on 28 July the camps were cleared using violence. Source A says several policemen were injured. Source B says the 'troops came with their gas bombs and bayonets'
- The sources agree that the people in the camp being cleared were leaving without resistance. Source A says 'This morning they left.' and Source B says 'trying to gather what they could and flee'.

Points of difference may include:

- Source A says it is the police who are doing the clearing, but Source B says that the army was involved
- Source A suggests that there was aggressive behaviour by a group of veterans from other camps. Source B does not mention this and instead says some veterans had been tear-gassed elsewhere 'and wanted no more of it'.

Points regarding extent may include:

- There is some agreement between Sources A and B about the marchers leaving the camp of their own free will
- The sources strongly disagree about whether the violence that occurred was caused by the marchers or the troops.

Question	
A3 (c)	Extract C suggests that the Bonus Marchers were a threat to the government. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that the Marchers may have posed a threat because 'several thousand' of them 'arrived' and 'attacked police'
- Source B refers to the Marchers as 'motivated by a belief in revolution'
- Both Source A and Extract C suggest that the Marchers were 'communists and criminals'
- Communist leaders later admitted that they had been involved in organising the camps.

Relevant points which counter the view may include:

- Source A suggests that the Bonus Marchers in the camp were not a threat because they were persuaded to leave
- Source B suggests that all the Marchers were trying to do was 'collect what they could and flee'
- Extract C implies they were not a threat because Hoover is 'trying to explain away the action by claiming…'
- Hoover maintained that political agitators dominated the mob. But research has shown that nine out of ten Bonus Marchers were veterans and 20% were disabled.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** Father Coughlin's Social Justice campaign **OR** the Banking Act of 1935. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for Father Coughlin's Social Justice campaign:

- Coughlin set up the National Union for Social Justice in 1934. It called for a fairer taxation policy
- The campaign included trying to win the presidential election in 1936. Coughlin formed the National Union Party but the candidate, William Lemke, was heavily defeated.

For example, for the Banking Act:

- The Banking Act gave control of banks to a Board of Governors. The members of this Board were chosen by the President
- The Act gave reassurance to people. All banks that participated in the scheme set up by the government could advertise that deposits of up to $5,000 were insured by a government body called the Federal Deposit Insurance Corporation.

Question	
A3 (b)	How far does Source A support the evidence of Source B about working women in the USA in the 1920s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- Sources A and B agree that there is a need for women to go out to work. Source A says 'my man had an operation and I wanted to help pay for it'; Source B says 'I work so my boys have things he can't give them'
- Sources A and B agree that women working has an impact on the family. Source A talks about how the woman should have been at home to look after her daughter; Source B talks about the boys having to buy their own lunch.

Points of difference may include:

- Source A says that some women are going to work to pay for necessities, 'my man had an operation and I wanted to help pay for it', whereas Source B seems to be more about extras, 'We also have lots of modern household goods'
- Source A suggests that working had a negative effect on the woman working 'stopped work because her health gave out', whereas in Source B the woman says, 'I have felt better since I worked than ever before.'

Points regarding extent may include:

- There are some similarities between Sources A and B with both mentioning that women going out to work has a positive financial impact on the family
- The sources strongly differ about the impact of work on the women themselves. The woman in Source A became ill and regretted working, whereas Source B points out that it made the woman feel positive.

Question	
A3 (c)	Extract C suggests that women had better lives in the 1920s. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points that support the view may include:

- Source A says that the woman had extra money so could pay for the husband's operation and for clothes
- Source B says that the woman lived in a household where 'we also have lots of modern household goods'
- Extract C says that women had a better life in the 1920s than they had ever had before, 'Flappers cut their hair short, wore make up, went out unaccompanied and smoked in public'
- During the 1920s the number of women in work rose by over one million and their rights increased too. In 1920 they were given the vote.

Relevant points to counter the view may include:

- Source A suggests that women had difficulties because they felt that they were not caring for their children properly. The woman says 'I made a big mistake'
- Source B shows that there was a price to pay for working. The woman got up at 5.30, worked and still had to cook supper at night
- Extract C suggests that lives did not improve quickly in the countryside as 'changes were slower' there
- At the end of the 1920s, only 12% of married women had jobs and most women were confined to traditional female jobs, such as working as secretaries.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** the Liberty League **OR** the Wagner Act (1935). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for the Liberty League:

- A feature of the Liberty League was that it was founded in 1934 after a series of strikes in the USA. It was funded by the rich business family the DuPonts and other American businessmen
- A feature of the Liberty League was that it was strongly opposed to Roosevelt's labour and social legislation. It called on American businessmen to defy the National Labor Relations Act.

For example, for the Wagner Act:

- A feature of Act was that workers were legally entitled to join a union. Unions could operate closed shops
- A feature of the Act was that a National Labor Relations Board was set up. It helped unions gain recognition from employers.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the American stock market in the 1920s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the value of shares on the stock market did rise. Source A says they have risen 'enormously', whilst Source B talks about how shares 'went up'
- The sources agree that there was money to made through trading shares. Source A says buying shares can make you rich. Source B says, 'I was making money by buying shares.'

Points of difference may include:

- Source B shows how the stock market could also go down, but Source A gives the message that prices would continue to rise to make people rich
- Source B shows how people could behave foolishly in borrowing money to buy shares, whereas Source A talks about investing 'just' $15 a week.

Points regarding extent may include:

- There is some agreement between Sources A and B about the possibility of making quick money
- The sources strongly disagree about the risks involved. Source A suggests it was virtually risk-free.

Question	
A3 (c)	Extract C suggests that the Wall Street Crash occurred because investors were 'ready to believe almost anything'. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A doesn't mention that shares might go down. So, investors were led to believe that it was a fail-safe way of making money
- Source B refers to a café owner investing more money than he could afford if prices didn't continue to rise
- Extract C suggests that people didn't stop to think about whether what they were buying was worth the money
- Investors sometimes bought shares because friends recommended them, without checking out the company concerned.

Relevant points which counter the view may include:

- Source A suggests that the rise in share prices was because of sound economic performance
- Source B suggests that investor behaviour was based on previous experience and the success of fellow investors
- Extract C implies that people were encouraged to invest by well-respected financial institutions like the banks
- A major cause of the Wall Street Crash was over-production and the US economy running out of steam.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** advertising in the USA in the 1920s **OR** Hoover's reaction to the Great Depression. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for advertising in the USA in 1920s:

- A feature was that there were many different types of advertising. Advertising appeared in newspapers, magazines, billboards and on the radio
- A feature was that advertising was a big business. By 1929 over half a million people were employed in the industry and over $2 billion dollars was spent by companies advertising their products.

For example, for Hoover's reaction to the Great Depression:

- A feature of Hoover's reaction was that it reflected his beliefs in laissez-faire, volunteerism and self-reliance. He believed it was not the job of the government to tell people how to live their lives.
- Hoover used a range of methods to help industry and agriculture. He set up the Agricultural Marketing Act and doubled spending on public works.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the beliefs of the Ku Klux Klan in the 1920s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Klan did not like foreigners. Source A says they were 'anti-foreigners' whilst Source B talks about how they want to stop immigration
- The sources agree that the Klan did not like Catholics. Source A says their message was 'Anti-Catholics', and Source B says the Klan wanted to stop the Catholics taking over the Democratic Party.

Points of difference may include:

- The sources differ about the beliefs of the Klan in politics. Source B talks of a desire to increase good government, but there is no mention of this in Source A
- Source A calls the beliefs of the Klan shameful and 'un-American', but Source B suggests that the Klan believed in supporting the real Americans – the children of the early settlers.

Points regarding extent may include:

- There is some disagreement between Sources A and B about the extent to which racial discrimination was central to the beliefs of the Klan
- The sources strongly agree about the Klan's opposition to foreign influence in the USA.

Question	
A3 (c)	Extract C suggests that the Ku Klux Klan had great support in the 1920s. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A says the Klan are recruiting and had growing numbers. This suggests that their views were popular
- Source B says the Klan had won support for its ideas, had millions of members and many millions of others who agree with Klan views
- Extract C says that the Klan had 5 million members, including people in important positions
- Klan members included police officers, judges and senators, which meant that the Klan was popular amongst those who made and enforced the law.

Relevant points which counter the view may include:

- In Source A, the recruiter was told that there was no interest in his views
- Source B says that some members have left the organisation, suggesting discontent with it
- Extract C states that the Klan lost support as many Americans considered Klan members to be violent racists.
- By the end of the 1920s, Klan membership had declined significantly as many Americans became disillusioned with its confrontational approach.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** flappers in the 1920s **OR** the opposition of the Supreme Court to the New Deal. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, flappers:

- A feature of flappers was that they did not dress in the traditional way. They had shorter skirts, wore make up and bobbed and coloured their hair
- A feature of flappers was that they challenged the traditional image of women. They behaved independently, for example going on dates without chaperones.

For example, the opposition of the Supreme Court to the New Deal:

- A feature of the Supreme Court's opposition to the New Deal was that it involved striking down New Deal legislation, for example, in the Sick Chicken Case, the Court said the NRA had too much power
- A feature of the Supreme Court's opposition to the New Deal was that Roosevelt threatened to appoint new judges who would be more sympathetic to his policies.

Question	
A3 (b)	How far does Source A support the evidence of Source B about Sacco and Vanzetti? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Sacco and Vanzetti did not hide their political beliefs. Source A says they admitted to being communists and Source B says the same thing
- The sources agree that the trial was not 'fixed'. Source A says it was a thoroughly fair trial and Source B says the authorities didn't stage a trial just to find them guilty.

Points of difference may include:

- Source B says that the trial revolved around them being the 'reddest of Reds', whereas Source A says the trial had 'nothing to do with redness'
- Source B says that Sacco and Vanzetti stood no chance of being found not guilty whereas Source A suggests they 'had a thoroughly fair trial'.

Points regarding extent may include:

- There is some agreement between Sources A and B about the political background of the trial
- The sources strongly disagree about the reasons why the men were on trial.

Question	
A3 (c)	Extract C suggests that that Sacco and Vanzetti were convicted because they were foreigners. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A mentions that people were saying the two men might have been tried as 'Reds'. Communism was considered un-American
- Source B suggests that Sacco and Vanzetti were behaving in an un-American way and that counted against them
- Extract C suggests that being a foreigner in the 1920s meant you weren't treated with respect
- There was a growth in opposition to immigration at this time, with laws passed to establish quotas restricting it. This shows the prevailing anti-foreigner context in which the trial took place.

Relevant points which counter the view may include:

- Source A suggests that the trial was fair and that every consideration was given to Sacco and Vanzetti. So, they received a fair trial despite being foreigners
- Source B refers to how Sacco and Vanzetti stood no chance of being found not guilty because Americans at the time were frightened by their political beliefs, not their nationality
- Extract C says that there was 'massive support' for the two men. That implies that many Americans were not bothered by their nationality
- There was so much public concern about the case that the Governor of Massachusetts set up an independent inquiry, which found that the two men were guilty.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of EITHER hire purchase in the 1920s OR the Ku Klux Klan. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for hire purchase in the 1920s:

- A feature of hire purchase was that people paid for goods in instalments. When the cost was fully paid, the goods became the property of the purchaser
- Hire purchase was a part of the 1920s economic boom. By 1928, 75% of cars sold were bought using hire purchase.

For example, for the Ku Klux Klan:

- A feature of the Ku Klux Klan was that it believed in white supremacy. It wanted to stop immigration into the USA
- The Ku Klux Klan was very popular. By 1923, it had 5 million members.

Question	
A3 (b)	How far does Source A support the evidence of Source B about Huey Long Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Long was supported. Source A says he had won 'enormous support'. Source B says that the Share Our Wealth scheme had 'over 3,000, 000 members'
- The sources agree that there were concerns about the amount of power Long had. Source A says that he had 'removed elected officials in Louisiana' and Source B says that he was accused by his critics of being a dictator.

Points of difference may include:

- Source A says he behaved like a dictator by using a state secret police, but Source B says that the power in Louisiana had actually been transferred to 'the common people'.
- Source A suggests that there are doubts about how Long is going to keep his promise to pay everyone $5000. Source B says he determined to help the poor.

Points regarding extent may include:

- There is some agreement between Sources A and B about the Long being an influential person
- The sources strongly disagree about whether Long was a genuinely altruistic figure.

Question	
A3 (c)	Extract C suggests that Long was a serious challenge to President Roosevelt's New Deal policies. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A indicates that Long may have posed a threat because he was able to 'remove elected officials' in Louisiana, so he could thwart Roosevelt's policies
- Source B refers to there being 3,000,000 people in the Share Our Wealth Society, giving Long enormous support
- Extract C refers to the Democratic Party having carried out a poll which shows Long could get over three million votes in a presidential election
- Long was a fierce critic of Roosevelt's New Deal, because he believed that it did not reduce the gap between rich and poor.

Relevant points which counter the view may include:

- Source A suggests that Long may have lacked credibility as 'most people don't believe he can pay everyone the $5000 he has promised'
- Source B suggests that all Long was trying to do was improve the position of the poor. That is what Roosevelt wanted
- Extract C implies that Long was not generally opposed to the New Deal but wanted it to go further
- Long never stood against Roosevelt and was assassinated in September 1935.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** the Palmer Raids **OR** Hoovervilles. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Palmer Raids:

- The Palmer Raids took place during 1919 and 1920. They were named after A Mitchell Palmer, the US Attorney General under President Woodrow Wilson, who initiated them
- The raids identified and arrested political radicals, e.g. communists and anarchists, and had them deported from the USA. They particularly targeted immigrants from Italy and Eastern Europe.

For example, for Hoovervilles:

- Hoovervilles were shanty towns built by the homeless during the Great Depression. They were named after President Herbert Hoover who had been criticised for doing too little to help the poor
- Homes in Hoovervilles were usually basic, e.g. made out of wood or cardboard, and had few amenities. Notable Hoovervilles were located at Anacostia, near Washington DC, and in Central Park in New York.

Question	
A3 (b)	How far does Source A support the evidence of Source B about life in the USA during the 1920s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that there was a boom in spending on consumer goods during the 1920s and that the material comfort of Americans increased – Source A refers to 'a radio, a record-player and a piano' and Source B to 'telephones' and 'cars'
- The sources agree that even ordinary Americans were enjoying the benefits of consumerism – in Source A, 'life in our own ordinary house' was improved by spending while in Source B, living standards for 'ordinary Americans' were high.

Points of difference may include:

- Source A indicates that many Americans struggled during the 1920s ('suffered poverty') – this is absent from Source B
- Source B claims that the standard of living in the USA during the 1920s was the highest in the world ('similar to the privileged classes everywhere else') - this is absent from Source A.

Points regarding extent may include:

- There is some difference in emphasis in the sources about those who struggled economically during the 1920s and the standard of living in the USA compared with the rest of the world
- The sources agree strongly that many ordinary Americans experienced an increase in material prosperity during the 1920s.

Question	
A3 (c)	Extract C suggests that many Americans did not share in the prosperity of the Roaring Twenties. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A refers to those who experienced poverty in the USA before 1929 and to businesses that could not compete with bigger companies able to apply the economics of mass production ('Ford') and that went bust as a consequence
- Extract B suggests that although there was a consumer boom in the USA during the 1920s, many did not share in it, e.g. only a small minority could afford a car
- Extract C states that the prosperity bypassed sizable groups in the USA ('farmers, immigrants and black Americans')
- The 1920s were bad years for US farmers (20 percent of the population) because of falling prices and debt. Most Americans lived on less than $2000 a year, with particular pockets of poverty in coal mining areas and inner-city suburbs like Harlem.

Relevant points which counter the view may include:

- Source A illustrates the rising purchasing power of ordinary American families ('additions to our living room')
- Source B states that the standard of living in the USA was massively above that elsewhere in the world ('81 percent of automobiles…67 percent of all silk')
- Source C indicates that unemployment fell considerably during the 1920s ('by 67 percent') and suggests that mass production increased the purchasing power of many families ('demand for goods…20 percent')
- The USA economy emerged strongly from the First World War, initiating a boom that benefitted large numbers of Americans. There were 15 million more cars on US roads by 1927 and over 10 million radios were sold during the decade.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** Prohibition **OR** the Second New Deal. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, Prohibition:

- A feature of Prohibition was that it banned the manufacture, sale and transportation of alcoholic drink. It was introduced in 1919 when the Eighteenth Amendment (the Volstead Act) was passed
- A feature of Prohibition was that it was a controversial measure. Many people broke the law by finding ways to obtain alcohol that had been smuggled into the USA or illegally produced.

For example, the Second New Deal:

- A feature of the Second New Deal was that it included measures to help the old and disadvantaged. The Social Security Act introduced federal pensions and unemployment insurance
- A feature of the Second New Deal was that it set up the Works Progress Administration. This organisation provided employment for 8 million Americans and involved federal spending at an unprecedented level.

Question	
A3 (b)	How far does Source A support the evidence of Source B about Hoover's reaction to the Great Depression Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Hoover did not believe it was the federal government's job to solve the problems. Source A says 'self-help' is needed; Source B says 'local areas' are developing policies
- The sources agree that Hoover considered the idea that federal government should intervene was dangerous. Source A says it would 'damage our American way of life'; Source B says it would destroy the system of government.

Points of difference may include:

- Source A says that Hoover is prepared to intervene if self-help does not work, but there is no mention of this in Source B
- Source B says that recovery is already underway ('the steady, if slow, healing') but Source A does not say this.

Points regarding extent may include:

- There is some disagreement about whether things are improving
- There is strong agreement between Sources A and B about the dangers of federal involvement in solving the problems.

Question	
A3 (c)	Extract C suggests that that Hoover misjudged how seriously the Great Depression affected people. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A says that Hoover thinks that self-help will solve the problems
- Source B suggests that Hoover believes that existing policies are already 'bringing back recovery'
- Extract C suggests that he misjudged the effects because 'Hoover was not willing to use the full resources of the government to deal with the Great Depression'
- Some of Hoover's actions made it seem like he had little understanding of the suffering. For example, he ordered attacks on the camps of the Bonus Marchers.

Relevant points which counter the view may include:

- Source A suggests that Hoover did understand the effects because he was ready to intervene if 'self-help cannot prevent hunger and suffering'
- Source B suggests Hoover knows there are problems and is determined to restore the prosperity 'of our country and our children'
- Extract C says that Hoover intervened with public works and help for farmers
- As early as 1929, Hoover saw the need for action. He set up a Federal Farm Board to buy crops from farmers.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** mass production **OR** the Alphabet Agencies. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for mass production:

- Mass production utilised new techniques and technologies to produce a greater volume of goods at lower prices to consumers. It was pioneered by Henry Ford, who used electricity to power assembly lines in making cars in Detroit, Michigan
- New consumer goods like radios were produced by mass production. Businesses made large profits but work on the production line was often monotonous and boring.

For example, for the Alphabet Agencies:

- The Alphabet Agencies were created by President Franklin Roosevelt as part of his New Deal. They included the Agricultural Adjustment Administration, the Civilian Conservation Corps and the Tennessee Valley Authority
- Sixty-nine federal agencies were created between 1933 and 1938. The Alphabet Agencies were criticised by opponents of the New Deal for creating too much government intervention in the lives of Americans.

Question	
A3 (b)	How far does Source A support the evidence of Source B about Prohibition? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Prohibition encouraged Americans to break the law – Source A states that illegal alcohol producers 'spread contempt for the law' while Source B states that, because of Prohibition, many now break the law 'without worrying'
- The sources agree that the young have been particularly affected by Prohibition – Source A states that 'Those selling alcohol harm the young.' while Source B states that young people have more 'taste for alcohol' because of Prohibition.

Points of difference may include:

- The sources differ in tone on Prohibition – Source A is uniformly negative, suggesting that it was a great mistake, while Source B is more balanced, suggesting that Prohibition has been partly successful
- Source A mentions those profiting from Prohibition ('businesses worth hundreds of millions of dollars') – this is absent from Source B.

Points regarding extent may include:

- There is some similarity between the sources concerning the harmful effects of Prohibition and those groups affected by Prohibition
- The sources differ greatly in their overall assessment of Prohibition.

Question	
A3 (c)	Extract C suggests that Prohibition was a failure. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that Prohibition was a failure because, supported by only a narrow section of the population, it created a wave of illegality and other unintended consequences ('bribe politicians', 'undermine the police')
- Source B suggests that Prohibition was a failure for encouraging widespread law-breaking among ordinary Americans ('a large part of the population…among young people.')
- Extract C suggests Prohibition was a failure because it created new problems that even supporters agreed merited its abolition ('Organised crime became powerful', 'increasing corruption')
- Prohibition placed strain on the police and on justice systems, which could not cope with the scale of law breaking created by Prohibition. Depending significantly on liquor taxes, government finances were hard hit.

Relevant points which counter the view may include:

- Source B suggests Prohibition encouraged Americans to spend their money on their families ('drive…to the country or the seaside at the weekend.') instead of wasting it in 'filthy bars'
- Extract C indicates that crimes related to alcohol abuse did fall under Prohibition, at least initially
- Extract C suggests that Prohibition was not a failure because it led to public health improvements ('hospitalisations and deaths from alcohol abuse declined.')
- Prohibition did benefit some sectors of the economy, e.g. as formal restaurants closed, the number of 'fast' dining outlets tripled. The arguments over Prohibition gave particular emphasis to the needs of women and the family.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** the 'Monkey Trial' **OR** Father Coughlin's Social Justice campaign. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for the 'Monkey Trial':

- The 'Monkey Trial' was a legal case that took place in Tennessee in July 1925. John Scopes, a teacher, was accused of breaking the State's laws by teaching Darwin's theory of evolution to schoolchildren
- During the trial, Scopes was defended by an agnostic, Clarence Darrow, while the prosecution case was put by Christian fundamentalist, William Jennings Bryan. Scopes lost and was fined $100.

For example, for Father Coughlin's Social Justice campaign:

- Father Coughlin's Social Justice campaign began in 1934. Coughlin was a Catholic priest and radio broadcaster who was highly critical of President Roosevelt's New Deal policies
- The National Union for Social Justice had a membership of over 7 million by 1936 and its own newspaper. After Roosevelt's re-election to the presidency in 1936, the movement broke up.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the problems facing the USA in 1932? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the USA was facing major problems in 1932 – Source A refers to the need to prevent starvation while Source B refers to 'people suffering such hardship'
- The sources agree that unemployment was a serious issue in the USA in 1932 – Source A refers to the need to 'create jobs' and to 'provide temporary work' while Source B refers to '10 million unemployed'
- The sources agree that the state of the economy was so serious that it was an issue for debate during the 1932 presidential election campaign.

Points of difference may include:

- The sources differ on the need for government action in dealing with the problems - Source A states that government 'has a duty' to provide help while Source B suggests that government intervention would be damaging.

Points regarding extent may include:

- There is some difference in emphasis regarding the solutions to the problems facing the USA, particularly the need for state intervention
- The sources agree strongly that the USA is facing a crisis and that many American people are suffering through poverty and unemployment.

Question	
A3 (c)	Extract C suggests that Roosevelt won the support of the American people in 1932 because he offered them hope. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that Roosevelt gave hope to the people by his determination to provide immediate help for those suffering through the Great Depression
- Source B suggests Roosevelt gave hope to the American people through his ambition 'to provide jobs for the unemployed' even if it cost many millions of government dollars
- Extract C suggests that Roosevelt ran a positive and energetic election campaign ('travelled around…ordinary people') and was able to convey his message of hope ('confident public speaker')
- Roosevelt spoke of 'a new deal for the American people' and of their 'right to earn a comfortable living'. He projected a calm and confident image through radio broadcasts and his campaign song was even 'Happy Days Are Here Again.'

Relevant points which counter the view may include:

- Source B suggests that some Americans believed that Roosevelt's policies were unachievable and potentially damaging rather than providing hope ('destroy our economy', 'cost…$9 billion…existing jobs.')
- Source C suggests that Hoover lost support because voters had little confidence in his remedies to tackle the Depression ('disliked…emphasis on self-reliance', 'did not believe his promise')
- Extract C indicates that Hoover lost support because of his failure to tackle the effects of the Depression while in office ('seemed heartless…ineffective policies', 'massive poverty with millions living on the streets.')
- Hoover contributed massively to his own defeat in 1932 because of his faith in limited government and 'laissez-faire' economic policies. As a result, he was forever associated in the minds of many people with soup kitchens and Hoovervilles.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** cinema in the 1920s **OR** the 'Red Scare'. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, the cinema in the 1920s:

- Cinema in the 1920s grew quickly as a source of popular entertainment throughout the USA. Tickets cost little and, by the end of the decade, over 90 million were sold every week
- Many new movie theatres were built in the 1920s, often in the fashionable, art-deco style. Initially, films were silent with the first 'talkie', 'The Jazz Singer', released in 1927.

For example, for the 'Red Scare':

- The 'Red Scare' was a period of heightened fear of far-left movements in the USA in the years 1919-20. During the 'Red Scare', there was significant labour unrest, e.g. the Boston police strike, and a series of anarchist bombings
- During the 'Red Scare', the authorities made over 3000 arrests and deportations. Many of the 'agitators' targeted by politicians, the FBI and the police were recent immigrants from southern and eastern Europe.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the New Deal? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the New Deal was introduced to tackle serious economic problems in the USA – Source A refers to the 'economic emergency' and Source B to 'the most desperate problems that a nation had ever had.'
- The sources agree that the New Deal was wide-ranging – Source A refers to 'laws passed to deal with every aspect' of the crisis and Source B to the NIRA 'Amongst other laws'.

Points of difference may include:

- Source A indicates that Roosevelt was principally responsible for the legislation ('FDR introduced') that initiated the New Deal, whereas Source B suggests that the impetus came from Congress ('Congress quickly passed')
- Source A refers to the 'opponents' of the New Deal and their accusations of 'socialism', whereas Source B is completely supportive.

Points regarding extent may include:

- There is some difference of emphasis between the sources with regard to who drove New Deal legislation and about opposition to the New Deal
- The sources agree greatly that the New Deal was introduced at a time of national crisis and that it was comprehensive in its scope.

Question	
A3 (c)	Extract C suggests that, in the years 1933-35, the New Deal was more a failure than a success. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states that some opponents of the New Deal criticised it for 'going too far' and being akin to 'socialism', which was widely feared in the USA
- Source B states that the cost to taxpayers of the NIRA alone was 'the enormous sum of $3,300 million'
- Extract C indicates that unemployment remained high during the initial years of the New Deal and the number of its critics 'from politicians of all sides' grew
- Though the New Deal introduced a whirl of initiatives in the years 1933-35, its effects on the actual economy were slim. In 1935, the Supreme Court ruled against several New Deal programmes, further limiting its effectiveness.

Relevant points which counter the view may include:

- Source A praises the early years of the New Deal for saving the USA from 'complete collapse' and for being 'some of the finest reforms' in the history of the country
- Source B suggests that the New Deal rescued the country following the failure of the 'pro-business' Republican presidencies of the 1920s
- Extract C states that the early years of the New Deal were a success because the policies gave 'hope to many suffering the effects of the Depression.'
- The first years of the New Deal convinced many Americans that the effects of the Great Depression were being addressed. The AAA lifted agricultural prices, the CCC gave jobs to the young unemployed and FERA funded welfare for the destitute.

A4: The Vietnam Conflict, 1945-75

Question	
A3 (a)	Describe **TWO** features of **EITHER** the Sacco and Vanzetti Case **OR** the Social Security Act. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Sacco and Vanzetti Case:

- The Sacco and Vanzetti Case concerned two Italian immigrants who were executed in 1927. They were convicted of murdering two men during an armed robbery in Massachusetts in 1920
- Many believed that the trial of Sacco and Vanzetti was unfair and biased against them because they were immigrants and political radicals. Many protests against their convictions were held throughout the USA and the rest of the world.

For example, for the Social Security Act:

- The Social Security Act was passed by Congress in 1935. It was part of FDR's New Deal to counter the effects of the Great Depression
- The Act introduced financial support for those in need, such as older people, the unemployed and children. It was challenged in the Supreme Court in 1937 but was judged to be lawful.

Question	
A3 (b)	How far does Source A support the evidence of Source B about the Bonus March? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Bonus Marchers included former members of the US Army – Source A refers to '5000 war veterans' and Source B to 'veterans…marching on Washington.'
- The sources agree that the Bonus March resulted in unrest in Washington – Source A refers to 'violence' and 'rioting', and Source B to 'the worst violence…in years.'.

Points of difference may include:

- Source A indicates that Congress was willing to provide some help to the Bonus Marchers ('provided money…to return home.') but Source B suggests that it was not sympathetic to the Marchers' cause ('voted against…bonuses')
- Source A refers to the Bonus Marchers being infiltrated by 'communists and criminals' – this is absent from B.

Points regarding extent may include:

- There is some difference of emphasis between the sources with regard to the attitude of Congress towards the Bonus Marchers and the role of political infiltrators
- The sources agree greatly that the Bonus March was a movement of protesting army veterans and that it resulted in significant violence in Washington.

Question	
A3 (c)	Extract C suggests that President Hoover's decision to use force against the Bonus Marchers was a serious mistake. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source B suggests that it was an error by Hoover to use force against those who were both 'veterans' of the First World War and struggling to make ends meet ('I might as well starve there')
- Extract C indicates that 'most Americans were very critical' of Hoover's decision to use force against the Bonus Marchers
- Extract C suggests that it was wrong for Hoover to use force against 'unarmed citizens' ('America is no longer a free country.')
- Many Americans sympathised with the Marchers, who were requesting their bonuses because of severe need. FDR made political capital out of Hoover's harsh attitude toward those in poverty, which contributed to his victory in the 1932 election.

Relevant points which counter the view may include:

- Source A claims that Hoover had little option but to use force against the Bonus Marchers ('no government can tolerate'), whose ranks had been infiltrated by 'communists and criminals'
- Source B indicates that the Bonus March had resulted in considerable 'violence' in Washington, suggesting that Hoover was justified in using force to bring it to an end
- Extract C suggests that Hoover was right to resist the demands of the Bonus Marchers ('cost the government over a billion') and indicates that he believed that the Marchers were being 'influenced by political extremists'
- Both Army intelligence and a later government investigation supported the view that communists were using the March to stir up revolution in the USA. The mass demonstration by Marchers outside Congress in June put pressure on Hoover to act.

A4: The Vietnam Conflict, 1945-75

Question	Mark scheme
A3 (a)	Describe **TWO** features of **EITHER** the Wall Street Crash **OR** the TVA. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Wall Street Crash:

- The Wall Street Crash was a collapse of confidence on the US Stock Exchange that began in the autumn of 1929. Between September and November, investors sold shares in huge volumes, 16 million on Black Tuesday (29 October) alone
- During the Crash, investors sold shares at great losses believing that greater losses would occur if they waited longer. Many individual investors, as well as many banks and businesses, were ruined.

For example, for the TVA:

- The TVA refers to the Tennessee Valley Authority. This was a government agency established by Congress in 1933, as part of FDR's New Deal
- The TVA was concerned with the economy and living standards in the impoverished Tennessee Valley. It employed thousands in the production of hydro-electricity, conservation projects and in making fertilisers for local farmers.

Question	Mark scheme
A3 (b)	How far does Source A support the evidence of Source B about women in the USA in the 1920s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that women had better employment opportunities in the USA in the 1920s – Source A refers to women in management positions while Source B refers to women 'being encouraged into professions'
- The sources agree that women were increasingly viewed as being more equal with men – Source A claims that women are 'making great progress' towards equality while Source B refers to talk of 'men and women…as equals'.

Points of difference may include the following:

- Source A suggests that the changes in women's lives in the USA during the 1920s were positive ('It is pleasing…'), whereas Source B suggests they were not ('a bad thing…Great nonsense…for which they are not suited.')
- Source B refers to the decline in the popularity of marriage among women – this is not mentioned in Source A.

Points regarding extent may include the following:

- The sources agree that American women during the 1920s were making progress in the US jobs market and towards gender equality
- The sources strongly disagree on whether or not this was a good thing for American society or for women generally.

Question	Mark scheme
A3 (c)	Extract C suggests that life for most women in the USA during the 1920s did not improve greatly. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source A indicates that that there were still roles for which women were not considered suitable in the USA during the 1920s ('none of the largest businesses is run by a woman.')
- Source B suggests that conservative values concerning the status and capability of women in the USA were still prominent during the 1920s ('at their best in the more 'female' jobs')
- Extract C indicates that most women lacked equality in pay, rarely reached the top managerial positions and carried the 'dual burden' of working and looking after the home
- Most women in the USA could not afford, or benefit from the growth in, domestic, labour-saving goods like vacuum cleaners. Improvements during the 1920s were largely confined to urban, white and more prosperous women.

Relevant points which counter the view may include:

- Source A suggests that women were increasingly occupying roles with great responsibility ('men still have control but not as completely as they did before.')
- Source B refers to women achieving important political rights ('the vote') and enjoying 'better education' as well as to some 'living lives independent of men'
- Extract C refers to more American women making it into the workforce and earning their own money ('More than 2 million') and to women enjoying greater 'social freedoms' during the 1920s
- The Nineteenth Amendment in 1920 encouraged greater consideration of women's issues in national politics, e.g. maternity care. Rising prosperity contributed to the growth of more liberal attitudes towards women's dress and behaviour.

A4: The Vietnam Conflict, 1945-75

Question	Mark scheme
A3 (a)	Describe **TWO** features of **EITHER** consumerism in the 1920s **OR** Roosevelt's policies to deal with agriculture. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for consumerism during the 1920s:

- Consumerism during the 1920s was a feature of economic prosperity. Many Americans bought new consumer products like radios, household appliances, beauty products and leisure clothing
- Cars were a feature of consumerism during the 1920s. Middle and working-class Americans could afford to buy cars on hire purchase schemes.

For example, for Roosevelt's policies to deal with agriculture:

- Roosevelt's policies to deal with agriculture included the Agricultural Adjustment Act passed in 1933. The Act encouraged farmers to reduce production and raise prices
- The Agricultural Adjustment Administration was responsible for paying government subsidies to farmers suffering poverty. It was criticised for paying farmers to destroy food and for encouraging many to leave the land.

Question	Mark scheme
A3 (b)	How far does Source A support the evidence of Source B about the Ku Klux Klan in the USA during the 1920s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that Klan members wore uniforms that hid their identity – Source A refers to them 'covering their faces' and Source B to them wearing 'sheets for disguise'
- The sources agree that Klansmen were involved in acts of crimes and social unrest – Source A states that 'they break the law' and Source B to them stirring up 'trouble'
- The sources agree that the Klan targeted minorities – Source A states that this was 'those who were not White Protestants like them' and Source B to 'Catholics, Black people and anyone who was foreign-born'.

Points of difference may include the following:

- Source A is negative about members of the Klan ('ignorant…cowardly') and dismisses their claim to be patriots, whereas Source B states that 'Some were very good people'.

Points regarding extent may include the following:

- The sources differ about the type of people who became members of the Klan during the 1920s
- The sources strongly agree about the nature of Klan activities and about those that were victims of its intolerance.

Question	Mark scheme
A3 (c)	Extract C suggests that the USA was hostile to immigration during the 1920s. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source A suggests that the USA was hostile to immigration, with the KKK claiming it was patriotic to be hostile to those who were not WASPs, and seeking to defend the country 'against foreigners.'
- Source B suggests that Americans were willing to tolerate those among them who were hostile to immigrants ('I knew some members…prejudice against…working in factories.')
- Extract C indicates that hostility to immigration was borne of fears among many that it threatened the American 'way of life' (including US 'culture and religion')
- Under popular pressure, Republican presidents like Coolidge were forced into raising restrictions on immigration in the 1920s. The National Origins Act (1924) tightened quotas for particular nationalities and banned immigration from Asia.

Relevant points which counter the view may include:

- Source A indicates that there were Americans in the 1920s who opposed those who were hostile to outsiders ('We detest the Klan.', 'show them that they are wrong.')
- Extract C suggests that not all Americans were hostile to immigration with some continuing to defend the nineteenth-century 'Open Door' policy
- The USA was mostly hostile to immigration from particular areas, e.g. Eastern and Southern Europe. Immigrants from northern Europe, especially Britain, were favoured by the laws passed in the 1920s and were largely welcomed in the USA.

A4: The Vietnam Conflict, 1945-75

Question	Mark scheme
A4 (a)	Describe **TWO** features of **EITHER** the Gulf of Tonkin incident (1964) **OR** the fall of Saigon (1975). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Gulf of Tonkin incident (1964):

- The Gulf of Tonkin incident was a clash between an American warship, gathering intelligence information off the North Vietnamese coast, and North Vietnamese patrol boats during which there was a brief exchange of fire
- President Johnson used the Gulf of Tonkin Incident to persuade Congress to pass the Gulf of Tonkin Resolution, which said that the US would take all necessary measures to repel an armed attack.

For example, for the fall of Saigon (1975):

- Saigon was left largely undefended when President Thieu ordered his generals to withdraw to coastal cities in the face of the North Vietnamese advance, prompting a chaotic retreat
- The fall of Saigon to North Vietnamese troops in April 1975 was the final defeat of the South Vietnamese army and followed the withdrawal of US troops from Vietnam in 1973.

Question	Mark scheme
A4 (b)	How far does Source A support the evidence of Source B about anti-war protests in the USA? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that anti-war protests had significant support – Source A refers to a crowd of 50 000 marching 'all afternoon' while Source B describes a 'big crowd' and suggests it was large enough to occupy large numbers of troops
- The sources agree that anti-war protests could occasion violence – Source A describes opposition punching the protesters while it is clear from Source B that the protest led to bloodshed.

Points of difference may include:

- Source A indicates that the violence was inflicted on the anti-war protesters by those who supported the war while Source B implies that the violence resulted from the aggression of the anti-war protesters themselves
- Source A suggests that the object of the protesters was merely to demonstrate opposition by attending a rally of anti-war speakers – Source B suggests a more vigorous and radical form of protest targeted directly at the US military.

Points regarding extent may include the following:

- There are some similarities between Sources A and B concerning the size of the support for anti-war protests and the fact that they could lead to violence
- The sources strongly disagree about the nature of the anti-war protests – Source A suggests that that they merely sought to advertise their opposition whereas Source B suggests a much more angry and radical opposition.

Question	Mark scheme
A4 (c)	Extract C suggests that the anti-war protest movement in the USA failed to gain the support of most American people. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source A and Extract C both indicate that there was considerable support for the war in the USA throughout the 1960s despite the anti-war movement
- Source A and Extract C both indicate that the opponents of the war were easy to characterise as young and naive or as traitors
- Source B evidences the violence associated with the anti-war movement, which alienated many, and suggests that it failed to make an impact among many
- Many Americans strongly believed that, as the leader of the free world, it was the USA's duty to support South Vietnam against communism and saw any criticism of the war as giving succour to America's Cold War enemies in the USSR and China.

Relevant points which counter the view may include the following:

- Sources A and B indicate that there was considerable support for the anti-war movement indicating that it did have an impact
- Source B is evidence of the identification of the US military as a target – this suggests that the anti-war movement was able to motivate many to challenge the conduct of key institutions in the USA
- Extract C shows how support for the war was falling in the late 1960s perhaps as a result of the impact of the anti-war movement
- Opposition to the war did have increasing support even beyond students and the young – the escalation of the conflict into Laos and Cambodia, graphic TV pictures and the testimonies of veterans all appeared to confirm that its criticisms were valid.

A5: East Germany, 1958–90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Domino Theory **OR** Operation Rolling Thunder. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Domino Theory:

- The Domino Theory was first outlined by President Eisenhower in 1954. It argued that if a country in any region of the world fell under the influence of communism, then the surrounding countries would also become communist
- The theory justified the USA's decision to support anti-communist governments. It sent increasing financial and military assistance to South Vietnam during the 1950s and 1960s.

For example, for Operation Rolling Thunder:

- Operation Rolling Thunder was launched by the USA against North Vietnam in 1965. It was the name given to the gradually-escalating, aerial bombing campaign
- The campaign specifically targeted military and other strategic sites in the North. It dropped over 600 000 tons of bombs in the years 1965–68.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the reasons for the French defeat at Dien Bien Phu? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Vietminh's knowledge of the battlefield contributed to their victory over France – Source A states that they knew the hills 'because it was their country' while Source B refers to their 'knowledge of the surrounding area'
- The sources agree that the resolve of the Vietminh contributed greatly to the French defeat, Source A referring to their 'courage' and Source B to their 'determination'
- The sources agree that the Vietminh's desire for Vietnamese 'independence' (Source A) was a factor in France's defeat, Source B referring to 'a people united in a struggle for their rights'.

Points of disagreement may include:

- Source A suggests French military failures played a part in the defeat ('didn't know anything about the battlefield') though this is not mentioned in Source B.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the part played by France's failure to plan and conduct the battle effectively despite its military superiority
- The sources strongly agree that the French were defeated by a more determined and better-motivated enemy with superior knowledge of the battlefield.

Question	
A4 (c)	Extract C suggests that French rule in Vietnam ended because of the strength of Vietnamese resistance from 1945. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A provides evidence of the motivation of the Vietnamese who fought the French with courage and determination in order to achieve independence
- Source B refers to the resistance of the Vietnamese people to French rule and their unity in the 'struggle for their rights'
- Extract C refers to the 'strength' of Vietnamese resistance – the scale of the French losses since 1945 suggests that Vietnamese opposition to their rule was significant
- The Vietminh sustained constant pressure on the French with guerrilla strikes and targeted military operations – they gathered support even from the non-communist Vietnamese because they claimed to be fighting, above all, in the national interest.

Relevant points which counter the view may include:

- Source A refers to mistakes made by French generals, which made it impossible to capitalise on their superior military resources, referenced in both Sources A and B
- Source A provides evidence of the lack of support from anti-communist forces in Vietnam who 'did not represent the wishes of their people' and did not fight as bravely in the French cause
- Extract C suggests political reasons were behind the withdrawal – the fact that 'France's government and people could stand no more' explains why France withdrew despite having the military capacity to continue
- The conduct of French colonial rule was exploitative, oppressive and violent – restored after 1945 largely to prove that France was still a major power after the Second World War, it was increasingly dependent on US support and unpopular politically at home.

A5: East Germany, 1958–90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Battle of Hue (1968) **OR** My Lai. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Battle of Hue (1968):

- The Battle of Hue began when the Vietcong, supported by the North Vietnamese army, attempted to take the city during the Tet offensive. Hue was only lightly defended by ARVN and US forces when the attack began
- The battle was characterised by bloody house-to-house fighting. The communists were driven out after two months, leaving the city largely destroyed.

For example, for My Lai:

- My Lai was a village in South Vietnam, which was the scene of a massacre by US troops in 1968. Over 350 unarmed men, women and children were brutally killed
- My Lai was cited as evidence by anti-war campaigners, both in the USA and worldwide. Only one soldier was convicted of criminal offences for his part in events at My Lai.

Question	
A4 (b)	How far does Source A support the evidence of Source B about President Diem's government in the early 1960s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Diem's government was undemocratic – Source A refers to the need to 'introduce greater democracy' and a lack of 'freedom', while Source B states that his government was a 'one-man-rule'
- The sources agree that Diem's government was corrupt ('promotes corruption' in Source A and 'dishonesty' in Source B) and ineffective, ('good government impossible' in Source A and 'prevented effective government' in Source B).

Points of difference may include:

- Source A suggests that Diem may still be open to reform by appealing to him to introduce democracy and change, whereas Source B states that such reforms are unlikely ('try and keep things as they are', 'stubbornness')
- Source B suggests that Diem is assisting the Viet Cong through his government's behaviour – this is not mentioned in Source A.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the possibility of meaningful change to Diem's style of government in South Vietnam and whether Diem is assisting the Viet Cong by his actions
- The sources strongly agree that Diem's government was undemocratic, corrupt and inefficient, and facing mounting opposition as a result.

Question	
A4 (c)	Extract C suggests that President Diem's downfall in 1963 was caused by his own mistakes. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A and B provide evidence of Diem's failure to deal with the corruption and ineffectiveness of his government in the early 1960s and of his increasing unpopularity as a result
- Source B implies Diem's failure to engage with the forces of reform in South Vietnam, a mistake which contributed to his own fall
- Extract C refers to the mistakes of Diem's government including the Strategic Hamlet Programme and his handling of the Buddhist protests
- Diem's policies favoured Catholics over the Buddhist majority, which caused major resentment. His land reforms were ineffective in breaking up large estates of the richer landlords and Catholic Church, meaning 90% of the peasants did not benefit.

Relevant points which counter the view may include:

- Source B and Extract C refer to the activities of the Viet Cong, which were making Diem's government hugely difficult in the early 1960s
- Extract C suggests that US President Kennedy was far less supportive of Diem than his predecessor, Eisenhower, and states that Kennedy's actions in the early 1960s encouraged the overthrow of Diem
- Extract C suggests that Diem lacked support among the hierarchy of the South Vietnamese armed forces ('South Vietnamese generals')
- Diem's government was stable for most of its life, based upon effective vote rigging and oppression. He had several successes (e.g. promoting economic development) and fell only when the USA's attitude to him changed.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the tactics of General Giap **OR** the Phoenix Programme. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the tactics of General Giap:

- The tactics of General Giap were essential to the success of the Vietminh against the French. He perfected guerrilla warfare to overcome the superiority of his enemies in men and arms.
- Giap's skills in logistics were crucial to the success at Dien Bien Phu. His tactics incurred the losses of many men but ensured that his army was never defeated.

For example, for the Phoenix Programme:

- The Phoenix Programme was in operation in the years 1967-72. It undermined the Vietcong's operations in South Vietnam with action against its members and supporters.
- Over 81 000 Vietcong suspects were arrested or killed during the Phoenix Programme. The CIA sometimes used torture to extract information.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the experiences of US soldiers in Vietnam? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the attacks of the Vietcong on US soldiers were often unexpected and unpredictable – Source A refers to not knowing where the rockets fired were coming from, while Source B refers to 'booby traps'
- The sources agree that deaths caused by Vietcong attacks were deeply felt by those that survived – Source A refers to the loss of friends as 'painful', while Source B suggests that the loss of men led to a hardening of attitudes among other comrades.

Points of difference may include:

- Source B suggests that US soldiers were driven into taking reprisals against civilians for the losses sustained in Vietcong attacks – there is no mention of this in Source A
- The sources are about different experiences of the Vietnam War – Source A concerns life for a soldier on a US base in South Vietnam, while Source B describes a Search and Destroy mission in the Vietnamese countryside.

Points regarding extent may include:

- There are some differences between Sources A and B concerning the nature of the soldiers' reactions to the loss of friends
- The sources strongly agree that the loss of close comrades was extremely upsetting and difficult to take.

Question	
A4 (c)	Extract C suggests that low morale was the biggest problem facing the US army in Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A and B provide evidence of the random nature of Vietcong attacks and of the effects on morale of those who lost close comrades – this certainly led to a decline in operational effectiveness in Vietnam
- Extract C refers to the opposition to the war at home and there were significant anti-war protests. Morale in the USA declined, criticism grew of those who continued to fight and many refused to be drafted
- Extract C refers to the lack of morale among US soldiers who did not believe in the cause they were being sent to fight for – this contributed to an increasing problem of obedience in the ranks which officers struggled to overcome
- Low morale became a major problem from the late 1960s as the war escalated without any military victory in sight. The increasing death rate and anti-war statements by veterans contributed to the breakdown of discipline in the forces.

Relevant points which counter the view may include:

- Sources A and B refer to the guerrilla tactics of the Vietcong which were a major problem for the US army
- Source B refers to the heavy-handed reprisals of the US army against Vietcong attacks which killed thousands of innocent civilians and led to the falling off in support from the South Vietnamese population
- Extract C refers to the increasing inexperience of US soldiers
- Political considerations were a problem for the US army, e.g. the ability to pursue communist forces into neutral Laos and Cambodia. Massive media scrutiny of the army's actions ensured that every setback and mistake was magnified.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Ho Chi Minh Trail **OR** widening the war in Cambodia and Laos. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Ho Chi Minh Trail:

- The Ho Chi Minh Trail was a military support route used by North Vietnam during the Vietnam War. It was in heavy use throughout the 1960s and until the war ended in 1975
- The Trail enabled the regular supply of men, weapons and other materiel from the North to the Vietcong in South Vietnam. It by-passed the Demilitarised Zone through Laos and the mountains and forests of central South Vietnam.

For example, for widening the war in Cambodia and Laos:

- Widening the war in Cambodia and Laos took place mostly during the Presidency of Richard Nixon. The widening of the war aimed to destroy communist bases as well as sections of the Ho Chi Minh Trail in Laos and Cambodia
- Until 1970, the USA attempted to achieve its aims in Cambodia and Laos by heavy bombing. The bombing of Cambodia and Laos was extremely unpopular in the USA.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the behaviour of US soldiers towards civilians in Vietnam? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the behaviour of US soldiers towards civilians in Vietnam was violent – Source A refers to a range of personal assaults while Source B cites the destruction of the means of everyday life
- The sources agree that this behaviour was deeply resented by the Vietnamese people – Source A refers to their 'anger and hurt' while Source B states that they 'only want to be left alone in peace'.

Points of difference may include:

- Source A states that the violence undertaken by US soldiers was against individuals ('kicked…sexually assaulted…tortured'), whereas in Source B the violence is directed at property ('destroyed villages', 'devastated South Vietnam', 'burning their homes')
- Source A suggests that a major cause of the violence was racism ('we were different') whereas Source B suggests that this behaviour was a result of the pressures placed on US soldiers in Vietnam ('what the USA's leaders made them do').

Points regarding extent may include:

- There are some differences between Sources A and B concerning the motivation of US troops towards civilians
- The sources strongly agree that the behaviour of US soldiers towards civilians in Vietnam was violent and that it caused great resentment amongst the Vietnamese people.

Question	

A4 (c)	Extract C suggests that the effect of the US Army's presence on the Vietnamese people was mainly positive. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states that 'Some soldiers were nice' towards civilians
- Extract C suggests that the presence of the US Army brought jobs and prosperity to many in South Vietnam' ('benefitted the economy')
- Extract C refers to close and harmonious relations between some Americans and Vietnamese civilians ('acts of kindness', 'married Vietnamese women')
- The US Army was welcomed by many civilians for seeking to defend South Vietnam from the encroachment of communism. The US pumped huge sums of money into Vietnam, modernising its infrastructure, especially roads and the electricity network.

Relevant points which counter the view may include:

- Source A and B provide evidence of the violence and destruction carried out by US soldiers towards both people and property in South Vietnam
- Source A suggests that many US soldiers held racist views towards the South Vietnamese people
- Extract C suggests that a root cause of the poor behaviour of US soldiers towards civilians in Vietnam was ignorance of 'the country's language, history, religion…politics' and that their attitude amounted to an 'occupation'
- Many US soldiers, especially the young draftees who predominated after 1968, lacked any understanding of the South Vietnamese people. The belief that any civilian could be a guerrilla led to countless acts of cruelty and violence.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Geneva Conference (1954) **OR** university protests in the USA against the Vietnam War. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Geneva Conference (1954):

- The Geneva Conference was called to discuss the situation in Indochina following the collapse of French power in the region. It was attended by representatives from France, the USSR, China and the UK, as well as those from Vietnam.
- The Geneva Accords agreed that Vietnam would become independent from France. Vietnam would also be divided for two years, during which time the country would be demilitarised and prepared for elections to unify North and South.

For example, for university protests in the USA against the Vietnam War:

- University protests against the war took place during the mid-1960s as the scale of US involvement in Vietnam increased. Students protested against the Draft and the damage wrought by US actions on the Vietnamese people
- Most campus protests were peaceful though there was occasional damage to property. At Kent State University in Ohio in 1970, four students were killed during anti-war protests.

Question	
A4 (b)	How far does Source A support the evidence of Source B about Operation Rolling Thunder? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that damage has been caused by American bombing – Source A refers to the bridge being 'scarred and twisted' while Source B refers to 'great' damage to 'buildings and communications'
- The sources agree that North Vietnam continued to function despite the bombing – Source A notes that an important bridge was 'still open' and Source B states that the air attacks had 'not greatly disrupted the economy'.

Points of difference may include:

- Source A refers to the difficulties faced by US bombers in hitting their targets accurately ('between two steep hills') – this is not mentioned in Source B
- Source B suggests that Operation Rolling Thunder may have been counter-productive by strengthening 'anti-American feeling' in North Vietnam – this is not mentioned in Source A.

Points regarding extent may include:

- There is some difference of emphasis between Sources A and B concerning the impact of Operation Rolling Thunder on morale in North Vietnam
- The sources strongly agree that, while Operation Rolling Thunder caused significant damage in North Vietnam, this did not seriously hamper the North Vietnamese war effort.

Question	
A4 (c)	Extract C suggests that Operation Rolling Thunder did little to help the USA win the war. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A and Extract C indicate that the effects of US bombing on transport in North Vietnam were not permanent – in Source A, the bridge remained open and Extract C refers to the scale of the efforts to keep communications open
- Extract B and Extract C indicate that the North Vietnamese economy continued to function – Source B states that the bombing did not impact on the economy 'greatly' while Extract C refers to factories being 'rebuilt' outside the cities
- Source B and Extract C refer to how the bombing galvanised the North Vietnamese against the USA – Source B suggests the North Vietnam government used it to fuel propaganda while Extract C shows how one 14 year-old girl was 'just angry'
- Because North Vietnam imported most of its military essentials, supply was not greatly affected by the bombing. TV pictures of the bombings and their effects contributed to anti-war movements both in the USA and outside.

Relevant points which counter the view may include:

- Sources A and B, and Extract C, provide evidence of the scale of US bombing, which had a hugely destructive effect on North Vietnam and limited its capacity to wage war ('1000 US aircraft', 'Massive…attacks', '128 000 tonnes…1966 alone.')
- Source B states that the bombing affected agriculture and caused 'food shortages' in North Vietnamese cities
- Extract C provides evidence of the massive disruption caused by the bombing to the daily life of the North Vietnamese people, so compromising their war effort and morale ('Half of the citizens of Hanoi…countryside', 'Millions … transportation.')
- US bombing certainly slowed the supply of materiel to the Viet Cong in the south along the Ho Chi Minh Trail, much of which was only operational at night. Rolling Thunder helped pave the way for peace talks to begin in Paris in January 1969.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** life in South Vietnam under Ngo Dinh Diem **OR** Hearts and Minds. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for life in South Vietnam under Ngo Dinh Diem:

- Life in South Vietnam under Ngo Dinh Diem was characterised by rigged elections, government corruption and nepotism. Diem heavily favoured the Catholic minority of South Vietnamese over the Buddhist majority
- Diem introduced land reforms to reduce rents and improve cultivation. He attempted to stop Vietcong infiltration in rural areas through the Strategic Hamlet Programme.

For example, for Hearts and Minds:

- Winning Hearts and Minds was a strategy used by the USA in order to win the popular support of the South Vietnamese people. It was complementary to winning the war against communism by conventional means, i.e. by military force
- Keeping the South Vietnamese people safe and secure from Vietcong infiltration was vital to the Hearts and Minds strategy. Social improvements were used by the United States to win Hearts and Minds, e.g. road building and electrification.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the results of the Tet Offensive? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Tet Offensive was a setback for the Vietcong – Source A states that it 'failed to achieve its objectives' while Source B describes it as a 'great defeat'
- The sources agree that many Vietcong guerrillas were killed during the Tet Offensive – Source A states that 'a third' of its forces were killed while Source B states that it suffered 'great losses'.

Points of difference may include:

- Source B refers to the ability of the Vietcong to regroup in Cambodia following the Tet Offensive where the US army were forbidden from following – this is not mentioned in Source A
- Source A states that the Vietcong 'still had the power' to wage war in South Vietnam following Tet whereas Source B refers to it being 'almost destroyed' and needing 'years' to rebuild.

Points regarding extent may include:

- There is some difference between Sources A and B concerning the ability of the Vietcong to continue fighting after the Tet Offensive
- The sources strongly disagree that the Tet Offensive was a failure for the Vietcong and that its forces suffered heavy losses.

Question	
A4 (c)	Extract C suggests that the defeat of the Tet Offensive was not a victory for the USA. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states that the Vietcong still had the capacity to fight on after Tet and suggests that the US Army was forced to prioritise the defence of South Vietnamese cities at the expense of rural areas
- Source B states that Vietcong fighters retreated into Cambodia where they were safe from further US attacks and could still pose a threat
- Extract C indicates that the Tet Offensive had a considerable effect on public opinion in the USA and weakened the desire of the US people to fight on
- The Tet Offensive was so damaging to the US government that President Johnson eventually decided not to stand again. Though the Vietcong was badly damaged, the North Vietnamese army continued to launch offensives throughout 1968.

Relevant points which counter the view may include:

- Source A indicates that the US Army maintained control of South Vietnam despite 'the enemy's massive offensive.'
- Sources A and B, and Extract C, provide evidence of the considerable losses suffered by Vietcong guerrillas during the Tet Offensive – Source B and Extract C indicate that the Vietcong was weakened for years as a result
- Extract C states that, as a result of the Tet Offensive, North Vietnam agreed to take part in peace talks
- The US Army won a number of clear victories over the communists during the Tet Offensive, e.g. at Hue. The amount of communist-held territory in South Vietnam was greatly reduced and recruitment to the Vietcong dropped considerably.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** life in North Vietnam under Ho Chi Minh **OR** Search and Destroy. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for life in North Vietnam under Ho Chi Minh:

- Life in North Vietnam under Ho Chi Minh was dominated by the Lao Dong, the Vietnamese communist party. Those who opposed the regime were arrested and detained in 're-education camps' – over half a million were killed
- Religion was strongly discouraged in North Vietnam under Ho Chi Minh. Economic reforms, such as land collectivisation, were introduced as part of the Three-year Plan in 1958.

For example, for Search and Destroy:

- Search and Destroy was a strategy used by the US Army to defeat the Vietcong in South Vietnam. It was used intensively from 1966
- Under Search and Destroy, US Army patrols were sent into the countryside to eliminate Vietcong strongholds. Ambushes, supported by artillery and air power, were common features of Search and Destroy.

Question	
A4 (b)	How far does Source A support the evidence of Source B about opposition in the USA to the war in Vietnam? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the misery inflicted on the Vietnamese people encouraged opposition in the USA – Source A refers to 'the huge suffering' caused by US actions and Source B refers to 'the effects of napalm on children'
- The sources agree that the media played some role in the growth of opposition – Source A suggests that the 'media' helped inform opinions and Source B states that 'the photos…the television news images' led many to oppose the war.

Points of difference may include:

- Source A refers to the opposition of many Vietnam veterans to the war – this is absent from Source B
- Source B refers to social and cultural change in the USA as a factor in growing opposition to the war, especially among the young – Source A concentrates upon opposition to the bullying of the Vietnamese people.

Points regarding extent may include:

- There is some difference in emphasis between the sources about the reasons for opposition to the war in the USA
- The sources strongly agree that opposition to the war was encouraged by the growing awareness of many Americans of the damage and suffering inflicted on Vietnam by the activities of US soldiers.

Question	
A4 (c)	Extract C suggests that the main reason for the increasing opposition to the Vietnam War in the USA was extensive media coverage. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that the portrayal of the war through the media aroused such strong feeling that it led some to leave the USA just to avoid the draft
- Source B indicates that the images of the war seen in 'photos' and 'on television news', 'really bothered us' and 'led us to question our … beliefs'
- Extract C indicates that Americans saw the war in their homes 'every night' and that 'television…photographs and magazines' led generals to complain that the media was 'weakening the war effort'
- By 1968, there were over 600 US journalists in Vietnam, many filing columns that contradicted the official government line. The use of satellites allowed graphic stories and pictures of military setbacks to be broadcast almost immediately.

Relevant points which counter the view may include:

- Sources A states that many US Army veterans opposed the war having seen it 'at first hand' without the influence of the media
- Source B suggests many Americans opposed the war because of social and cultural change occurring in the USA in the 1960s
- Extract C provides evidence of those Americans who opposed the war for ethical reasons ('the Vietnam War was wrong')
- Many Americans opposed the Vietnam War from the start because they believed that reasons given by politicians for escalating US intervention in Indochina were not justified. Opposition to the war grew with the intensification of the draft from 1964.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Strategic Hamlet Programme **OR** the role of General Westmoreland. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Strategic Hamlet Programme:

- The Strategic Hamlet Programme was begun by the government of Ngo Dinh Diem in 1962. It was a plan to limit the influence of the NLF in the countryside by creating fortified settlements, into which families were encouraged to resettle
- The Programme was given major support and financial backing by the USA. By 1963, over 8.5 million people had been moved from their homes and land to over 7000 new hamlets in South Vietnam.

For example, for the role of General Westmoreland:

- The role of General Westmoreland was to command the US forces in Vietnam in the years 1964-68. His plan was to destroy communist strength in South Vietnam by draining the NLF and NVA of manpower and supplies
- Westmoreland called for increasing numbers of US soldiers to be posted to Vietnam to defeat communism. His tactics included 'search and destroy' missions, alongside huge air and artillery attacks on enemy positions.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the results of the Paris peace talks? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Paris peace talks have led to an agreement accepted by the US government – in Source A Nixon refers to an 'agreed settlement' while Source B states 'what had been agreed at the Paris talks'.

Points of difference may include:

- Source A is positive in tone about the outcome of the talks ('peace with honour') whereas Source B is overwhelmingly negative
- Source A says the USA has not betrayed South Vietnam ('America did not…betray its allies.') while Source B states that it has ('betraying South Vietnam', 'let them down')
- Source A states that there is support in South Vietnam for what has been agreed at the talks ('The President of South Vietnam fully supports this agreement') whereas Source B suggests the opposite ('Our lives are finished. Our country is gone').

Points regarding extent may include:

- There is agreement between the sources that the peace talks have resulted in a settlement between North Vietnam and the USA over the future of Vietnam
- The sources differ strongly about implications of what has been agreed – Source A suggests that South Vietnam will prosper after the agreement whereas Source B suggests that it will be quickly destroyed.

Question	
A4 (c)	Extract C suggests that the Paris agreement led directly to the final defeat of South Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source B states that the USA let down South Vietnam, and suggests a 'major North Vietnamese attack' that would destroy South Vietnam was now inevitable
- Extract C states that after the Paris agreement there was 'little' the USA could do to enforce it if the North broke its terms
- Extract C suggests that the USA had little intention of supporting South Vietnam after the agreement ('as if it was the end of the war') and that all it did was give the North 'breathing space' to gather its strength and finish off the South
- In effect, Paris ended meaningful American involvement in the Vietnam conflict – within 6 months, 95% of US forces had left. Without direct US military support, the ARVN lacked the leadership and the morale to resist a renewed communist offensive.

Relevant points which counter the view may include:

- Source A promises continued US 'aid' and 'support' to South Vietnam after the agreement
- In Extract C, Nixon states that, by the agreement, the US has secured a 'peace that would last' in Vietnam
- Source A and Extract C suggest that the agreement paved the way for the Vietnamese people to settle their differences peacefully and democratically ('have been guaranteed the right to decide their own future')
- Nixon remained publicly committed to South Vietnam and promised the USA would re-commence its bombing campaign should the North break the agreement. The USA continued to supply South Vietnam with money and material after the agreement.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the aims of the Vietminh in the First Indochina War **OR** the Paris peace talks (1972). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for the aims of the Vietminh in the First Indochina War:

- The aims of the Vietminh in the First Indochina War included the establishment of independence for Vietnam from the French Empire. The Vietminh wanted to establish a communist government in Vietnam.
- During the First Indochina war, the Vietminh aimed to defeat France by wearing down the resolve of the French army and public. They hoped that sustained guerrilla attacks on French bases and supply lines would lead them to withdraw.

For example, for the Paris peace talks (1972):

- The Paris peace talks (1972) ended direct American military involvement in the war in Vietnam. They were held between the governments of North Vietnam, South Vietnam and the USA
- During the talks, President Nixon agreed that a ceasefire by North Vietnam would lead to the withdrawal of US forces from Vietnam. The talks ended when the Paris Peace Accords were signed in January 1973.

Question	
A4 (b)	How far does Source A support the evidence of Source B about US involvement in the Vietnam War? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that US involvement is aiming to better the condition of the people of South Vietnam – Source A refers to helping them 'live and work in peace' and Source B to the intention of providing 'peace, democracy and better lives.'

Points of difference may include:

- Source A suggests that the USA is involved in Vietnam to defend democracy ('the right to choose their own system of government') whereas Source B states that the governments of South Vietnam are 'corrupt and undemocratic'
- The tone of Source A is positive and idealistic about US involvement in Vietnam ('a duty to help'), however Source B is negative about its effects ('suffer under US bombs', 'we may have killed a million')
- Source A defends US involvement on a geopolitical basis, the need to protect Vietnam, Asia and the world from the communist threat – this is absent from Source B.

Points regarding extent may include:

- There is some agreement between the sources that the general intention of US involvement was to improve the condition of the Vietnamese people
- The sources differ strongly about the wider causes, and practical effects, of US involvement in Vietnam.

Question	
A4 (c)	Extract C suggests that President Johnson made a huge error in increasing the USA's involvement in Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source B suggests that US involvement was extremely damaging and achieved the opposite of what Johnson intended ('now consider the USA…their real enemy.')
- Extract C states that those close to Johnson, including the Vice-president, either opposed escalation or advised Johnson that he was taking an 'enormous risk'
- Extract C suggests that Johnson knew he was doing the wrong thing at the time he took the decision to commit US forces in greater numbers ('don't think…worth fighting for. This is a terrible thing…')
- Many Americans doubted the wisdom of supporting the repressive and unpopular South Vietnamese regime with US troops. North Vietnam was supplied by China and the USSR and it required a massive, and open-ended, US commitment to defeat.

Relevant points which counter the view may include:

- Source A suggests that the future of Vietnam was a moral duty for the USA and states that the defeat of North Vietnam was vital to stopping communism worldwide ('the rest of Asia…threat to peace throughout the world.')
- Source B states that the US was at least attempting to act in, what it believed to be, the best interests of the South Vietnamese people
- Extract C states that South Vietnam would soon fall without US escalation and that, if this happened, it would undermine the USA's Cold War strategy more generally ('destroy the USA's attempts to contain the spread of communism worldwide.')
- Standing up to communism in Vietnam was key to the US policy of containment and was supported by a significant majority of Americans. Johnson was merely continuing an escalation of involvement that had begun, more covertly, under JFK.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** Operation Rolling Thunder **OR** university protests in the USA against the Vietnam war. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for Operation Rolling Thunder:

- Operation Rolling Thunder was the name given to a US programme of aerial attacks that lasted in the years 1965-68. During Rolling Thunder, over 800 000 tons of bombs were dropped on targets in North Vietnam
- Rolling Thunder attempted to prevent North Vietnam from supporting the communist NLF in South Vietnam. During the campaign, over 900 US aircraft were shot down and more than 500 US airmen were captured or killed.

For example, for university protests in the USA against the Vietnam war:

- University protests in the USA against the Vietnam war gained national prominence from 1965. Many marches and protests by university students were organised by the Students for a Democratic Society
- To indicate their opposition to the war, many students burned their draft cards and chanted anti-war slogans. During an anti-war protest at Kent State University in 1970, four students were shot dead by the Ohio National Guard.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the Gulf of Tonkin incident (1964)? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that there has been an attack by North Vietnam on US forces – in Source A, Johnson refers to 'These latest attacks on our armed forces' while Source B refers to 'this attack on American warships'
- The sources agree that the incident has prompted Johnson to seek support in Congress for further American action in Vietnam – Source A refers to future attacks being 'responded to' and Source B to putting more US soldiers in Vietnam.

Points of difference may include:

- The sources differ over the likely consequences of the incident - Source A states that it will not inevitably 'widen our involvement' in Vietnam, however Source B suggests that this is likely to happen ('Americans in a war…quickly escalating.')
- Source A suggests that the USA has a duty following the incident 'to assist South Vietnam in defending its freedom' but Source B states that the conflict in Vietnam is not America's to fight ('a war in which we have no business.').

Points regarding extent may include:

- There is agreement between the sources over the belief that US forces have been attacked and that the President is seeking support from Congress on the USA's response
- The sources differ strongly about the likely consequences of the incident and over the USA's role in Vietnam following the incident.

Question	
A4 (c)	Extract C suggests that the Gulf of Tonkin incident (1964) was a turning point in the USA's involvement in Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that the incident was a turning point by the request of the President for support from Congress for action authorising that all future attacks 'will be responded to'
- Source B suggests that the incident was a turning point because it encouraged the President to request powers to increase the USA's armed strength in Vietnam 'whenever he believes it necessary.'
- Extract C states that the incident was a turning point as it marked the start of a massive escalation in the number of US soldiers in Vietnam ('16 000…500 000') and changed the nature of their duties ('military advisers' to 'fighting the communists.')
- Before the incident, the USA had threatened to scale back its involvement in Vietnam. After the incident, and armed with the Gulf of Tonkin Resolution, Johnson felt confident in increasing US ground and air attacks against communist targets.

Relevant points which counter the view may include:

- Source A states that it was not a turning point as the USA had no intention of escalating its involvement in Vietnam as a result of the incident and was merely seeking to maintain its existing policy ('will continue to assist South Vietnam')
- Source B indicates that it was not a turning point as there were already US forces in Vietnam and that some had been killed ('We have lost far too many men already.')
- Extract C indicates that the US had been materially supporting South Vietnam for a decade before the incident ('money and arms') and that the two previous US Presidents had 'fully committed' the USA to defend South Vietnam's independence
- Belief in the 'domino theory' led the USA to commit to the defence of South Vietnam from communism in 1954. Before the incident, Kennedy had secretly escalated the number of 'military advisors' in South Vietnam.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the Domino Theory **OR** the Battle of Hue (1968). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Domino Theory:

- The Domino Theory was used by the USA to warn about the spread of communism during the 1950s. Eisenhower believed that the fall of one country to communism in southeast Asia would lead to the fall of neighbouring countries
- Kennedy cited the Theory when he agreed greater US support for South Vietnam in the early 1960s. He argued that if South Vietnam fell, then countries like Cambodia and Thailand would also be taken over by communist governments.

For example, for the Battle of Hue (1968):

- The Battle of Hue took place as part of the Tet Offensive. Hue, the ancient capital and third largest city in South Vietnam, was seized by the NLF and NVA before they were driven out after intense fighting
- The city of Hue was largely destroyed during the battle and tens of thousands were made homeless. Over 30 000 communists were killed or wounded during the battle, the bloodiest single episode of the whole Vietnam War.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the anti-war movement in the USA during the 1960s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that marches and demonstrations were a key part of the anti-war protest movement – Source A refers to a march as part of a 'national demonstration' in 1965 and Source B to demonstrations in New York City in 1965 and 1966
- The sources agree the anti-war movement was capable of attracting tens of thousands of supporters – Source A refers to '25 000' while Source B mentions 'over 50 000'
- The sources agree about criticism levelled at the anti-war movement – Source A states that they were seen as 'extremists' and Source B states that the movement was becoming more 'extreme'.

Points of difference may include:

- The sources differ over the response of Americans to the anti-war movement – Source A states that it was 'unpopular', among 'most', whereas Source B refers only to 'small groups of pro-war protesters.'

Points regarding extent may include:

- There is some difference between the sources concerning the scale of opposition to the anti-war movement
- The sources agree strongly that the anti-war movement could count on many supporters for demonstrations during the 1960s but that it was viewed negatively by some Americans.

Question	
A4 (c)	Extract C suggests that the anti-war movement contributed greatly to ending US involvement in Vietnam. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests that the anti-war movement was growing in support in the mid-1960s, and even before Vietnam 'was an issue for many Americans'
- Source B indicates that the anti-war movement could count on the support of tens of thousands, including 'veterans' of the war itself, in its demands for immediate withdrawal
- Extract C states that the anti-war movement had a major influence on Johnson's decision to stand down in 1968 and on Nixon's policy of withdrawing from the conflict
- The anti-war movement grew throughout the late 1960s, fuelled by opposition to the draft and to developments in the war, e.g. Tet. It had a major effect on recruitment, the morale of serving soldiers and on politicians, in the Democrat Party especially.

Relevant points which counter the view may include:

- Source A states that 'most' Americans believed that the supporters of the anti-war movement were 'extremists who were anti-America'
- Source B suggests that the USA was deeply divided on the issue of the war and that anti-war marches were met with the 'angry insults' of pro-war protesters
- Extract C states that there were many Americans ('the silent majority') who supported the US's war aims in Vietnam in the late 1960s ('wanted to defeat communism')
- Even after the Tet Offensive, over 35% of Americans polled fully supported the war. The withdrawal of troops initiated by Nixon was driven more by the realisation that the war could not be won than by the pressure of the anti-war movement at home.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the First Indochina War **OR** the fall of Saigon. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the First Indochina War:

- The First Indochina War began in 1946 with fighting between the Vietminh and the French. Over 50 000 French soldiers were sent to Vietnam to defeat the Vietminh, which was fighting for Vietnamese independence
- The Vietminh used guerrilla tactics to overcome the French superiority in men and arms. The French were defeated at Dien Bien Phu in 1954 and decided to withdraw from Indochina

For example, for the fall of Saigon:

- The fall of Saigon occurred when the NLF and the North Vietnamese Army seized the South Vietnamese capital on 30 April 1975. All the remaining US civilians and military personnel in Saigon had been evacuated on the day before
- The fall of Saigon demonstrated that the South Vietnamese Army was ineffective without significant American military support. The victors renamed Saigon as Ho Chi Minh City in honour of their former leader.

Question	
A4 (b)	How far does Source A support the evidence of Source B about the government of Ngo Dinh Diem in South Vietnam? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Diem's government was heavily criticised – Source A refers to his 'many errors' while Source B mentions 'discontent', 'frustration' and 'disgust' with his rule
- The sources agree that the domination of Diem's family was a cause of discontent with his government – Source A states that his government 'was dominated … family' while Source B states that Diem's brother was 'a major source of dissatisfaction.'.

Points of difference may include:

- The sources differ over the causes of criticism of Diem's government – Source A indicates that the promotion of Christianity was a cause, however Source B indicates that 'a major source of dissatisfaction' was the promotion of his brother
- The sources differ over the degree of criticism of Diem's government – Source A refers only to his 'many errors' while Source B refer to 'disgust' with his rule and him being 'hated'.

Points regarding extent may include:

- There is some difference in emphasis between the sources concerning the main reasons for discontent with Diem's government and the degree of dissatisfaction with his rule
- The sources agree strongly that Diem's government faced serious criticism and that dissatisfaction was encouraging the growth of communist-led opposition in South Vietnam.

Question	
A4 (c)	Extract C suggests that the main reason for the growing opposition to Diem's government in South Vietnam was the popularity of the communists. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A suggests the communists became popular and led opposition to Diem's government because they were viewed as 'patriots' who would unify the country
- Sources A and B indicates that communist propaganda successfully depicted Diem's government as the 'puppet' of the Americans and akin to the 'hated French'
- Extract C states that the communists gained popularity because they, rather than Diem's government, were seen as representing the Vietnamese
- The communists in the south gained widespread popularity by promising the poor greater fairness. They successfully stressed a nationalist message, promising to end foreign exploitation of Vietnam.

Relevant points which counter the view may include:

- Source A states that Diem made 'many errors' including favouring the 'Christian religion' that led to a decline in his government's popularity
- Sources A and B indicate that Diem's government attracted opposition for favouring his own family
- Extract C states that Diem's government became unpopular due to its implementation of the Strategic Hamlets Programme, which caused 'distress to the peasants'
- Diem's government was undemocratic and oppressive, characterised by heavily-rigged elections. Opposition grew to his rule because of rampant corruption, e.g. his brother Nhu, a leading government figure, was the richest opium dealer in Vietnam.

A5: East Germany, 1958-90

Question	
A4 (a)	Describe **TWO** features of **EITHER** the fall of Diem (1963) **OR** pro-war demonstrations in the USA. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the fall of Diem (1963):

- The fall of Diem (1963) took place in November when the President of South Vietnam was driven from power. Diem was overthrown in a coup organised by senior officers in the South Vietnamese armed forces
- The USA was informed in advance of the coup but did not step in to save Diem. Diem and his brother were murdered despite being assured that they would be allowed to go into exile.

For example, for pro-war demonstrations in the USA:

- Pro-war demonstrations in the USA took place throughout the conflict. They focused on the importance of standing up to communism and of supporting 'our boys' fighting in Vietnam
- Demonstrations in favour of the war were common after Nixon was elected president in 1968. The Hard Hat Riots in 1970 began when construction workers disrupted an anti-war demonstration in New York, chanting pro-war slogans.

Question	
A4 (b)	How far does Source A support the evidence of Source B about Search and Destroy? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, Interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Search and Destroy operations were extremely stressful and dangerous for US troops – Source A refers to them as 'risky and terrifying' and Source B to a soldier experiencing 'tremendous fear'
- The sources agree the Vietcong used booby traps to kill US soldiers on Search and Destroy missions – Source A refers to 'ambushes and booby traps' and Source B to a soldier breaking 'a trip wire on an enemy booby trap.'

Points of difference may include:

- The sources differ over the tactics used by Search and Destroy missions – Source A indicates that they were successful if the Vietcong attacked 'well prepared' positions but Source B suggests that US units had success by attacking enemy camps
- Source A mentions the changing tactics used by the Vietcong, shifting to 'surprise' attacks on poorly-defended positions – this is not mentioned in Source B.

Points regarding extent may include:

- There is some difference between the sources concerning the tactics that brought success for Search and Destroy operations
- The sources agree strongly that Search and Destroy operations were extremely difficult for US soldiers.

Question	
A4 (c)	Extract C suggests that Search and Destroy did little to benefit the US war effort. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that Search Destroy operations experienced 'high' casualty rates
- Source B indicates that Search and Destroy operations put US soldiers in constant danger of their lives and could be unsuccessful in attempting to engage and kill Vietcong forces ('the enemy scattered')
- Extract C suggests that the success of Search and Destroy operations was blunted by the skills of the Vietcong in 'guerrilla warfare', and that they did reputational damage to the US by the 'high numbers' of civilians killed
- Search and Destroy led to low morale among US troops because they were exposed to extreme danger in hostile territory, often for little discernible benefit. The violent destruction of villages turned many South Vietnamese against the US cause.

Relevant points which counter the view may include:

- Source A suggests that Search and Destroy could contribute to the war effort by forcing the Vietcong to change their tactics and become more circumspect ('attacked only…properly defended')
- Source B indicates that Search and Destroy could lead to some military achievement ('destroyed their camp and supplies.')
- Extract C states that Search and Destroy contributed to the US war effort through intelligence gathering and by destroying Vietcong supplies
- Search and Destroy was central to Westmoreland's strategy of attrition, seeking to take advantage of the USA's superiority in arms and technology. It tied down communist forces in South Vietnam and inflicted very heavy losses on them.

A5: East Germany, 1958-90

Question	Mark scheme
A4 (a)	Describe **TWO** features of **EITHER** the siege of Khe Sanh **OR** Nixon's policy of Vietnamisation. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the siege of Khe Sanh:

- The siege of Khe Sanh was a battle that took place in South Vietnam in 1968. US Marines at the Khe Sanh Combat Base, near the border with Laos, were surrounded by large numbers of troops from the North Vietnamese Army
- The US Army launched Operation Pegasus, which broke through to the Marines and lifted the siege of Khe Sanh. Three months later, US forces abandoned the base and allowed communist forces to occupy the area around it.

For example, for Nixon's policy of Vietnamisation:

- Nixon's policy of Vietnamisation was announced to the American people in a televised address in November 1969. It was drawn up by the President's leading advisers like Henry Kissinger
- Under Vietnamisation, US forces were gradually withdrawn from South Vietnam, while the USA increased the resources supplied to the ARVN to continue fighting the war. By 1972, over 90% of US troops in Vietnam had been brought home.

Question	Mark scheme
A4 (b)	How far does Source A support the evidence of Source B about the war in Vietnam during the early 1960s? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the war was going badly for South Vietnam – Source A refers to the situation 'worsening' and Source B to the war 'escalating'
- The sources agree that South Vietnam was under attack by guerrillas – Source A refers to the need to defeat 'communist guerillas' and Source B to 'the guerrilla war in South Vietnam'
- The sources agree that the USA was sending South Vietnam economic help – Source A states that the USA 'should continue to supply…economic assistance' and Source B to 'assisting South Vietnam economically' since 1954.

Points of difference may include the following:

- Source A refers to the USA military intervening directly in South Vietnam ('send ground forces…prepare to bomb'), whereas Source B merely refers to the USA continuing to support South Vietnam with training and economic aid.

Points regarding extent may include the following:

- There is some agreement between the sources concerning the nature of the war in South Vietnam and that South Vietnam was losing out to the communists
- The sources strongly differ concerning the type of assistance that the USA was considering sending to save South Vietnam from defeat.

Question	Mark scheme
A4 (c)	Extract C suggests that US involvement in the Vietnam War increased massively under President Kennedy, in the years 1961-63. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Source A indicates that Kennedy was strongly advised by senior officials to increase US military intervention in Vietnam significantly in 1961 ('the USA must act to prevent the fall of South Vietnam.')
- Source B indicates that Kennedy did increase US aid for South Vietnam in 1961 and 1962 ('this support has increased'), and suggests that he may be withholding information about other things ('I don't want to give out any further details')
- Extract C indicates that Kennedy massively increased support to South Vietnam in the early 1960s ('jet fighters…napalm.') and suggests that some US forces were already involved in combat situations ('involved in clashes with the Vietcong.')
- In the early 1960s, Kennedy secretly financed a massive increase in the ARVN and sent over 1000 more 'military advisers' to Vietnam. He also sent 300 helicopters, with US pilots, and helped fund the overthrow of President Diem in 1963.

Relevant points which counter the view may include:

- Source A indicates that Kennedy and his officials were only considering increasing US military involvement in Vietnam in 1961 ('prepare to send…ready to bomb')
- Source B indicates that the amount of military support given to South Vietnam was limited to training the South Vietnamese army
- Extract C states that US involvement in Vietnam remained limited ('not officially at war…no US combat soldiers') until after Kennedy's death
- In the early 1960s, Kennedy repeatedly threatened to withdraw aid for South Vietnam because of the corruption within Diem's regime. US military advisers in South Vietnam were ordered strictly to avoid combat situations with the Vietcong.

A5: East Germany, 1958-90

Question	Mark scheme
A4 (a)	Describe **TWO** features of **EITHER** the Gulf of Tonkin incident **OR** the jungle war (1965-68). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

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Indicative content guidance

For example, for the Gulf of Tonkin incident:

- The Gulf of Tonkin incident took place in August 1964. A US destroyer, the USS Maddox, was attacked by North Vietnamese torpedo boats while on patrol off the North Vietnamese coast
- A second attack on US forces in the Gulf was reported two days later. President Johnson mentioned these attacks when presenting Congress with the Gulf of Tonkin Resolution, authorising the escalation of US activity in the Vietnam War.

For example, for the jungle war (1965-68):

- The jungle war (1965-68) was characterised by the introduction of large numbers of US soldiers into the Vietnam conflict. US forces were used to combat those of the Vietcong and Vietminh in the remote, jungle areas of South Vietnam
- Jungle warfare in areas like the Central Highlands was known for high temperatures, difficult terrain and guerrilla attacks by the communists. In such areas, the USA could not make its advantages, like air superiority, count.

Question	Mark scheme
A4 (b)	How far does Source A support the evidence of Source B about the attack on My Lai? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the 16 March attack was the third time that US soldiers had attempted to take My Lai and that previous attacks had suffered significant losses
- The sources agree that the attack on 16 March was a success for the US Army – Source A claims that the attack went 'smoothly' and Source B states that the Viet Cong was driven out of My Lai.

Points of difference may include the following:

- Source A indicates that only enemy combatants were victims in the My Lai raid ('128 Viet Cong were killed') whereas Source B indicates that 'many women and children were shot.'
- Source A states that the attack on My Lai captured 'enemy guns and documents' but this is not mentioned in Source B.

Points regarding extent may include the following:

- The sources differ about those killed during the raid on My Lai and about My Lai's role as a base for the Viet Cong
- The sources strongly agree that the attack on My Lai was considered a success by the US Army after two previous failed attempts to neutralise the village.

Question	Mark scheme
A4 (c)	Extract C suggests that the My Lai massacre did not seriously damage the USA's war effort. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include the following:

- Sources A and B indicate that the US Army attack on My Lai was a success that did not weaken the US war effort
- Source A suggests that the attack on My Lai captured weapons and documents that benefitted the US war effort
- Extract C indicates that, by the time that the news of My Lai had been uncovered, Nixon had already decided on 'Vietnamisation' and that many in the USA 'sympathised' with the soldiers fighting in Vietnam
- News of the massacre was suppressed for eighteen months by the Army and the media. Many Americans believed that Charlie Company had acted appropriately, given the nature of their situation, and continued to support the war.

Relevant points which counter the view may include:

- Source B suggests that many innocent people were killed by US soldiers in My Lai, undermining the claim that the Americans were the 'good guys' in Vietnam
- Extract C indicates that the My Lai massacre undermined the morale of those still fighting and further strengthened the anti-war movement in the United States
- The murder of unarmed civilians eventually received widespread media coverage, questioning the very purpose of US involvement in Vietnam. As a result of My Lai, Nixon came under increasing international pressure to stop the war.

A5: East Germany, 1958-90

Question	Mark scheme
A1 (a)	Describe **TWO** features of **EITHER** the Triple Alliance **OR** the Bosnian Crisis (1908–09). **Target: AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Triple Alliance:

- The Triple Alliance was a treaty between Germany, Austria-Hungary and Italy – it lasted until the outbreak of the First World War
- The Triple Alliance provided that each party would give military support to the others in the event of war.

For example, for the Bosnian Crisis (1908–09):

- The Bosnian Crisis occurred when Bosnia was annexed by the Austro-Hungarian Empire in 1908 – this was opposed by Serbia, which claimed that Bosnia was rightfully theirs
- The Bosnian Crisis almost sparked war in Europe because Russia made clear its support for its Serbian allies against Austria – however, Russia began to back down when Austria secured the support of Germany.

Question	Mark scheme
A1 (b)	How far does Source A support the evidence of Source B about the Battle of Jutland? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the British fleet was substantial – Source B calls it 'much stronger' and a 'superior' force while Source A refers to the appearance of 'our main fleet'
- The sources agree that the British fleet incurred significant losses at Jutland – Source A refers to these losses as 'heavy' and Source B also implies this ('several times greater')
- The sources agree that the German fleet incurred losses – Source A states that it was 'severely damaged' while Source B admits the loss of 'several of our ships and many brave sailors'.

Points of difference may include:

- Source B claims that Jutland was a German victory proving that its fleet could overcome the British in battle – however, Source A states that the Germans avoided 'prolonged battle' and makes no reference to victory or defeat.

Points regarding extent may include:

- There is some agreement between Sources A and B that a major battle has taken place, both admitting losses and both claiming to have inflicted serious damage on the opposition
- The sources strongly disagree about the outcome of the battle – Source B claims a German victory of some significance while Source A implies that the Germans simply retreated to port in the face of superior forces.

Question	Mark scheme
A1 (c)	Extract C suggests the German navy did not pose a threat to Britain in the First World War. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A claims that the British navy inflicted serious losses on the Germans at Jutland and implies that it was forced to retreat
- Source B concedes the losses of several ships, the damage to others and the deaths of many German sailors
- Extract C refers to Britain's naval superiority for much of the war and claims that the German navy was unable to prevent the movement of allied troops and the blockade of German ports
- Britain's long-standing naval supremacy and the scale of its pre-war spending meant Germany's navy was significantly out-gunned – Jutland was one of the few occasions it tempted the British fleet into battle but it did not alter the *status quo.*

Relevant points which counter the view may include:

- Source A indicates that Germany's fleet was able to inflict serious damage on the British at sea
- Source B claims that the British losses at Jutland were significant suggesting that the German navy did pose a threat to Britain
- Extract C indicates that the German fleet was superior in certain aspects, e.g. superior gunnery and ship design
- Though the Germans failed to break Britain's naval supremacy during the war, the successful raids on coastal towns in 1914 and 1915 undoubtedly affected British morale while the U-boat fleet inflicted major disruption on the British war effort.

A2: Russia and the Soviet Union, 1905–24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the Triple Entente **OR** the Gallipoli Campaign. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the Triple Entente:

- The Triple Entente was a friendly understanding developed between Britain, France and Russia. It settled military and imperial differences between them
- The entente did not commit Britain, France and Russia to act together in the event of war. It facilitated increasing cooperation between them.

For example, for the Gallipoli Campaign:

- The Gallipoli Campaign was an attack launched by Britain and France on Germany's ally, Turkey. The plan was to capture the Dardanelles, the important sea passage between the Mediterranean and Black Sea.
- The campaign involved an amphibious attack on the Gallipoli peninsula in April 1915. It was met with fierce Turkish resistance.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the threat posed by Germany to Britain in the years 1905–14? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Germany is increasing its military expenditure, which may pose a threat to Britain, Source A referring to 'spending more on armaments' and Source B to Germany's 'powerful fleet'
- The sources agree that Germany is expanding its empire, Source A referring to its 'plans' and Source B to a 'young and growing empire' and 'interests across the world'
- The sources agree that Germany's actions are being viewed as a threat in Britain, Source A referring to British people believing that the Kaiser has aggressive intentions and Source B to British 'suspicions'.

Points of difference may include:

- Source B claims that Germany is of no threat to British interests and that her goal is 'peace' with Britain whereas Source A implies that Germany's military and imperial development is a potential threat with 'aggressive plans' to 'dominate' Europe.

Points regarding extent may include:

- There is some agreement between Sources A and B that Germany is an expanding power in terms of empire, trade and armaments and that this growth is being perceived as a threat to British interests in Britain
- The sources strongly disagree about the intent of this expansion, Source A regarding it as a threat to British interests and Source B explicitly ruling out any intent to threaten Britain.

Question	
A1 (c)	Extract C suggests that Germany was mainly responsible for the outbreak of the First World War. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A claims that Germany had the intent to 'dominate Europe' in the years leading up to the outbreak of war
- Source A and Source B provide evidence that Germany was increasing its expenditure on arms in the years 1905–14 and that this was the cause of the international arms race ('forcing all the other powers to compete')
- Extract C refers to several actions taken by Germany in July 1914 that may have provoked war, e.g. the Blank Cheque ('Germany urged Austria-Hungary to invade Serbia')
- The reckless behaviour of Germany's leaders, the Kaiser especially, destabilised Europe in the pre-war years (e.g. the two Moroccan Crises) while its actions during the July Crisis have suggested to some that Germany deliberately provoked war.

Relevant points which counter the view may include:

- Source A suggests that Germany's economic growth during the pre-war years was something to be admired and was not a threat to the European balance of power
- Source B claims that Germany's naval and imperial expansion was with entirely peaceful intent
- Extract C suggests that Germany was not alone in its responsibility for the outbreak of war and refers to actions taken by others (e.g. Russia's desire to support Serbia versus Austria)
- All the European powers can be blamed to some extent for the outbreak of the war, while it can be argued that Germany was acting in self-defence during the years prior to 1914 due to the encirclement of the Entente powers.

A2: Russia and the Soviet Union, 1905–24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the assassination at Sarajevo **OR** the US entry into the war. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the assassination at Sarajevo:

- The assassination at Sarajevo was of Archduke Franz Ferdinand, the heir to the Austrian throne, in June 1914. Sarajevo was the capital of Bosnia which had been formally incorporated into the Austro-Hungarian Empire in 1908
- Franz Ferdinand was shot by Gavrilo Princip. Princip was a Bosnian-Serb who opposed Austrian control of Bosnia.

For example, for the US entry into the war:

- The US entered the First World War in April 1917. The USA declared war on Germany, siding with Britain and France
- The USA committed significant military and financial resources to support the Allied war effort. The first US soldiers landed in Europe in June 1917 and entered the front line in October.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the problems faced by British soldiers during the battle of Passchendaele. Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and difference must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that muddy conditions faced British soldiers during their attack, Source A referring to the battlefield as 'a huge swamp' and Source B to them sinking 'up to their knees in mud'
- The sources agree on the need for boards to be laid across the mud ('narrow, slimy boards' in Source A and 'wooden tracks' in Source B) and that these hindered the advance ('hard' for soldiers and 'single file', and 'slow and difficult').

Points of difference may include:

- Source A refers to the causes of the muddy conditions as being 'heavy rain' and the 'artillery' of both sides – these are not mentioned in Source B
- Source B suggests that the soldiers faced insanitary conditions at Passchendaele ('unshaven and dirty', 'no clean water', 'shirts were full of lice') – none of this is mentioned in Source A.

Points regarding extent may include:

- There is some difference between Sources A and B in that Source A mentions the causes of the mud and Source B adds detail on the insanitary conditions faced by British soldiers
- The sources strongly agree that British soldiers faced very heavy conditions underfoot at the Battle of Passchendaele and that this badly affected the chances of their attacks being a success.

Question	
A1 (c)	Extract C suggests that General Haig was responsible for the failure of the British army to make a decisive breakthrough at Passchendaele. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that the advance of the army was slowed both by the effects of Haig's artillery bombardment before the battle commenced and by his orders to advance fully laden
- Source B suggests that Haig was careless of the condition of some British soldiers ordered into battle who lacked 'clean water' and proper rest ('tired')
- Extract C refers to criticisms of Haig's battle plans ('far too ambitious') and suggests he was unable to alter his plans or tactics when the mud made the use of tanks 'impossible'
- Another full-frontal attack on the western front, following the Somme offensive, was widely opposed, even by Lloyd George and Foch. Haig also ignored criticism of his choice of battlefield, which was wet and unsuitable for tanks even before the rain.

Relevant points which counter the view may include:

- Source A suggests that 'heavy rain' was a factor in slowing the British advance – the unseasonal weather was unexpected in summer and cannot be blamed on Haig
- Source C refers to 'strong resistance' by the Germans and the use of 'mustard gas' as an alternative cause of the British failure to break through
- Extract C refers to British gains of 'five miles' which, by the standard of other battles of the First World War, might not be considered as a 'failure' – also, the Germans suffered considerable losses ('175 000')
- Haig was justified in repeating tactics, heavy bombardment followed by infantry advancing with tanks, which had met with some success in 1916. The Germans were less able to bear their losses than the Allies as subsequent events proved.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the trench system **OR** the U-boat threat to Britain. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the trench system:

- The trench system was a means of defensive warfare during the First World War. From 1914, Allied and German trenches faced each other the length of the front line from the Channel ports to Switzerland.
- Trenches were dug in zig-zags to prevent a shell blast killing soldiers over a long distance. They were heavily fortified against attack by lines of barbed wire and machine gun posts.

For example, for the U-boat threat to Britain:

- The U-boat threat to Britain refers to the German use of submarines from 1914. German submarines threatened Britain's supply lines, in the North Sea and Atlantic, and tried to sink ships of the British navy.
- During 1915, and again in 1917-18, Germany tried to sink all ships entering British ports to starve Britain into seeking a truce. German U-boats sank thousands of vessels during the course of the war.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the opinions of Serbian nationalists in the years 1909-1914? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Serbian nationalists viewed Austria as an adversary – Source A refers to the demand for a Greater Serbia which includes Austrian territory while Source B refers to Austria as Serbia's 'greatest enemy'
- The sources agree that Bosnia was an issue that greatly concerned Serbian nationalists – Source A refers to Bosnia as being a necessary part of the Greater Serbia while Source B calls 'the annexation of Bosnia' an 'attack' on Serbia
- The sources agree that Serbian nationalists were determined to pursue their claims – the language of Source A includes words like 'firmly', 'strongly' and 'demand' while the whole tone of Source B is assertive and aggressive.

Points of difference may include:

- Source B refers to Serbia's need to 'prepare for war' and to 'fight Austria' but there is no mention of needing to go to war to press their demands against Austria in Source A.

Points regarding extent may include:

- There is some disagreement between Sources A and B in that Source B asserts the need for Serbian nationalists to prepare for war between Austria and Serbia and this is missing from Source A
- The sources strongly agree that Serbian nationalists appear determined to satisfy their claims.

Question	
A1 (c)	Extract C suggests that Austria's actions were the main reason for the outbreak of the First World War. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source B suggests that Austria's annexation of Bosnia in 1908 helped stoke up tensions in the Balkans in the years before the outbreak of war
- Extract C suggests that Austria was determined to start a war with Serbia in 1914 – it refers to the 'deliberately unacceptable' ultimatum presented to the Serbs following the assassination of Franz Ferdinand
- Extract C suggests that the Austrians were reckless in their actions in the summer of 1914, knowing that an attack on Serbia would 'easily turn a local war in the Balkans into a European one'
- Austrian leaders believed firm action against Serbian claims on Bosnia and Albania was the only means of maintaining the integrity of the Dual Monarchy. Austrian generals urged war on Serbia repeatedly in the years 1909-14, despite its risks.

Relevant points which counter the view may include:

- Sources A and B contain evidence of the aggressive intentions of Serbian nationalists in the years before the outbreak of war; also Extract C refers to Serbian involvement in the assassination of Franz Ferdinand
- Extract C refers to the part played by Germany during the July Crisis, giving backing to Austria and being careless of the 'risk' of a general European war
- Extract C refers to the role of Russia in supporting Serbia in 1914
- It is widely believed that Germany issued Austria with the 'blank cheque' in July 1914 to provoke a European war to further its own interests. The alliance system ensured that Austrian actions in the Balkans resonated across Europe.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the Schlieffen Plan **OR** the sinking of the Lusitania. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Schlieffen Plan:

- The Schlieffen Plan was devised by von Schlieffen, the Chief of the General Staff of the German Army, in 1905. It was a plan to deal with a simultaneous declaration of war on Germany by France and Russia
- Under the plan, Germany was to deploy the bulk of its military resources against Russia as soon as Russia started to mobilise its army. When Russia was defeated, within weeks so it was hoped, Germany would attack France.

For example, for the sinking of the Lusitania:

- The Lusitania was a British ocean liner, which sailed regularly across the Atlantic. It was sunk by a German U-boat off the coast of Ireland on the way from New York to Liverpool in May 1915
- Over 1100 people on board the Lusitania were killed, including 128 citizens of the USA. There were calls in the US for the USA to enter the war and the German navy abandoned, temporarily, unrestricted submarine warfare.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the British offensive at Amiens in August 1918. Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the British offensive at Amiens badly affected the German army – Source A refers to desertions and a 'demoralising effect' while Source B states that there was 'panic', disorganisation and bewilderment in the German ranks
- The sources agree that the German army was unable to fight back against the British offensive at Amiens – both sources state that no counter-attack was attempted.

Points of difference may include:

- Source B claims that the British army has won a 'great victory', inflicting a 'humiliating defeat' on Germany – Source A merely concedes that the situation was 'serious' and that the British had penetrated German positions
- Source A refers to 'large squadrons of tanks' as a factor in the British advance – this is not mentioned in Source B.

Points regarding extent may include:

- There is some difference between Sources A and B over the extent of the damage done to the German army by the British at Amiens
- The sources strongly agree that the battle disrupted German forces and that, as a result, they were unable to mount an effective response.

Question	

A1 (c)	Extract C suggests that Germany signed the Armistice in November 1918 mainly because it had been defeated on the battlefield. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that the German army was seriously damaged by the British counter-attack at Amiens in August 1918 with morale shattered and desertions mounting
- Source B suggests that the Battle of Amiens was a major defeat for the Germans and a turning point in the war as 'such an extraordinary collapse' had not been witnessed before
- Both Sources A and B suggest that the German army was unable to fight back effectively after the defeat at Amiens – this is confirmed in Extract C which states that the Allied armies made 'unstoppable progress' following the battle
- The Allied counter-attack in the summer of 1918 broke the resistance of the Germany Army. By September, when the Hindenburg Line was breached, German military leaders conceded that an Armistice was essential to avoid invasion.

Relevant points which counter the view may include:

- Source A refers to the effects of 'problems at home in Germany' as a factor in the declining effectiveness of the German army, rather than defeat on the battlefield
- Extract C makes reference to there being 'already widespread unhappiness' with the Kaiser and the government in Germany
- Extract C indicates that there was 'disorder' in Germany during September and October, and the threat of 'major unrest at home'
- There was significant opposition to the conduct of the war in Germany as early as 1917, e.g. food shortages. This, combined with the effects of the British blockade, led to cross-party demands for an Armistice.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the Anglo-German naval race **OR** the battle of Passchendaele. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Anglo-German naval race:

- The Anglo-German naval race began with the passing of the first German Naval Law in 1898. The Law aimed to create a naval force that could compete with the British navy in size and strength.
- Britain was dependent on having the most powerful navy in the world for the defence of its empire and trade. In the years before 1914, it built a still more powerful fleet, notably the Dreadnought class of battleship.

For example, for the battle of Passchendaele:

- The battle of Passchendaele was an Allied offensive on the western front between July and November 1917. It was hoped the offensive would inflict a decisive victory over the Germans before they defeated the Russian army in the east.
- The battle took place in the heaviest rain seen for 30 years that turned the battlefield into a quagmire. In over three months of heavy fighting, few of the battle's objectives were reached, despite 325 000 Allied casualties.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the difficulties faced by the Allied army at Gallipoli in 1915? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the Allied troops were met with relentless resistance from the Turks – Source A refers to 'assault after assault' while Source B mentions 'day and night we have been attacked'
- The sources agree that the topography at Gallipoli hindered the Allied troops – Source A indicates that there were 'not many good landing places' while Source B mentions the 'bushes' in which the Turks sheltered.

Points of difference may include:

- Source A refers to the preparedness of the Turks opposing the Allied troops ('landing places…well placed.') – this is not mentioned in Source B
- Source B refers to the weakness of the Allied army ('young and inexperienced') – this is not mentioned in Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B over the relative preparedness of the Allied and Turkish forces at Gallipoli
- The sources strongly agree that the Allied landings were very difficult due to the stiff resistance of the Turks and the nature of the battlefield.

Question	
A1 (c)	Extract C suggests that the Gallipoli campaign failed because of the strengths of the Turks. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A and Extract C indicate that the Turks were thoroughly prepared to defend the landing beaches – Source A refers to 'barbed wire…trenches…machine guns' while Extract C mentions that 'they knew an attack was coming'
- Sources A and B suggest that the Turkish defenders were fully committed to the defence of their country – both refer to continuous attacks
- Both Sources A and Extract C indicate that the Turks had the numbers of men sufficient to drive the Allies away – Source A refers to the importance of 'new Turkish troops' while Extract C mentions the '84 000' men sent to the area
- The Turkish army was staffed by experienced German officers together with younger and gifted Turks who had knowledge of the area, like Mustafa Kemal. The Turkish troops were motivated massively by patriotism in defence of their motherland.

Relevant points which counter the view may include:

- Sources A and B indicate that the topography of the Gallipoli area did not lend itself to such an invasion – Source A refers to the paucity of 'good landing places' while Source B refers to the 'bushes'
- Extract C refers to the difficult conditions ('water was scarce') for the Allied soldiers who made it ashore but were pinned down on the beaches – this made a successful campaign difficult
- Extract C refers to the criticisms made of the Allied generals in considering the failure of the campaign
- The Gallipoli campaign was poorly conceived and over-ambitious. Early naval attacks indicated the strength of Turkish resistance yet politicians, notably Churchill, ignored objections and pressed on with troop landings regardless.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the system of alliances and ententes before 1914 **OR** the Allied drive to victory (July-November 1918). **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the system of alliances and ententes before 1914:

- The system of alliances and ententes before 1914 was created by secret treaties signed between the Great Powers. The alliances and ententes detailed the assistance to be given to others in the agreement if they were attacked
- The Triple Alliance was made up of Germany, Austria-Hungary and Italy, while the Triple Entente involved Britain, Russia and France. These were the two different 'sides' at the outbreak of the First World War.

For example, for the Allied drive to victory (July-November 1918):

- The Allied drive to victory was a series of offensives undertaken by French, British and American troops that ended the First World War. The first offensive was the Battle of Soissons, on the Western Front, in July 1918
- During the Battle of Amiens in August, the German lines began to collapse. Allied troops broke through the Hindenburg Line of German defences in September, leaving Germany open to invasion.

Question	
A1 (b)	How far does Source A support the evidence of Source B about Germany's actions at the start of the Second Moroccan Crisis (1911)? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree Germany sent an armed naval vessel ('gunboat', 'warship') to the port of Agadir at the start of the Second Moroccan Crisis
- The sources agree that Germany's actions were planned in advance – Source A refers to already having encouraged German businessmen to complain, while Source B states that the 'plan' was 'carefully thought out'
- The sources agree that Germany's actions were motivated by business interests – Source A refers to the desire to keep a rich 'mining and agricultural area' and Source B to the need 'to protect their businessmen'.

Points of difference may include:

- Source B refers to Germany's actions being motivated by the possibility of dividing 'Britain and France' – this is not mentioned in Source A.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B with regard to the reasons why Germany acted as it did at the start of the Second Moroccan Crisis
- The sources strongly agree that Germany planned in advance to send a gunboat to Agadir at the start of the Second Moroccan Crisis.

Question	
A1 (c)	Extract C suggests that Germany's intervention in Morocco in 1911 was mainly for economic reasons. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source A and Extract C refer to Germany's intervention in Morocco as being motivated by 'mining' and other economic ambitions
- Sources A and B state that Germany intervened to protect German businessmen in Morocco
- Extract C indicates that Germany desired 'a better share of the economic riches' in Morocco
- Germany was determined to build an empire so it could enjoy the same economic benefits as other imperial powers. The Crisis ended when it was compensated with land elsewhere in Africa and German business interests in Morocco were guaranteed.

Relevant points which counter the view may include:

- Source A suggests that the protection of German businessmen in Morocco was simply an excuse for German intervention
- Source B indicates that Germany's intervention was in order to destroy Anglo-French friendship
- Extract C refers to French doubts about Germany's real intentions and the fear in Britain that Germany's intervention in Morocco was part of a strategy to 'achieve European domination.'
- Many in France and Britain believed Germany's aim was to destroy their political and military cooperation initiated by the Entente Cordiale. Britain feared that Germany's actions in Morocco were a threat to its navy in the Mediterranean.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** Austro-Serbian rivalry **OR** anti-U-boat measures. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for Austro-Serbian rivalry:

- Austria and Serbia were rivals in the Balkans in the years before the outbreak of the First World War. Austria viewed Serbian expansion at the expense of the Ottoman Empire as a significant threat to its own security and internal cohesion
- Austria and Serbia were rivals over Bosnia, which was annexed to the Austro-Hungarian Empire in 1908. In July 1914, Austria viewed the assassination of Archduke Franz Ferdinand in Sarajevo as a Serbian-inspired act of aggression.

For example, for anti-U-boat measures:

- Anti-U-boat measures taken by the British included the use of chain-link nets. These prevented German submarines accessing harbours and stopped torpedoes
- Convoys, escorted by Royal Navy destroyers, protected merchant shipping from U-boat attacks. Seaplanes and airships were able to attack U-boats when they were on the surface.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the use of poison gas during the First World War? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that poison gas moved in a 'mist' or 'cloud' close to the surface – Source A describes it as 'settled to the ground' and Source B as being 'close to the ground'
- The sources agree that the wind was an important factor in the use of poison gas – Source A refers to the gas being carried on a 'steady wind' while Source B says it moved 'fast with the wind'
- The sources agree that poison gas was very dangerous to those affected by it – Source A states that the Germans met 'no resistance' after its use while Source B says 'it is fatal' to be caught in it.

Points of difference may include:

- Source A refers to the illnesses caused by poison gas ('violent sickness and faintness') – this is absent from Source B.

Points regarding extent may include:

- There is some difference in emphasis between Sources A and B concerning the manner in which poison gas affected the enemy
- The sources strongly agree that poison gas could be a useful weapon in trench warfare in the right conditions.

Question	
A1 (c)	Extract C suggests that poison gas was not a very effective weapon during the First World War. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Sources A and B, and Extract C, refer to a dependence on the wind for the deployment of poison gas making it less effective
- Source B and Extract C refer to the use of masks in countering the effects of poison gas
- Extract C states that the number of deaths inflicted by poison gas were low and that it did not break the 'stalemate' on the Western Front
- All poison gases used had significant drawbacks, e.g. chlorine gas was easily smelt, seen and avoided, while mustard gas killed relatively few of those it was used against. Gas was increasingly ineffective against well-equipped and trained armies.

Relevant points which counter the view may include:

- Sources A and B indicate that, in some circumstances, poison gas could be a destructive and highly effective weapon
- Extract C suggests that, from 1916, poison gas shells could be fired by artillery, limiting its dependence on the wind and increasing its effectiveness
- Extract C refers to the 'frightening' effect of poison gas on troops in the trenches and that it caused panic
- Poison gas was effective because it disabled many, even if it did not kill them, e.g. chlorine gas destroyed lung tissue, while mustard gas caused blindness. Gas was still used extensively to clear forward trenches in the last months of the war.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the Triple Entente **OR** life in the trenches. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Triple Entente:

- The Triple Entente was an informal alliance agreed between some of the European powers before the outbreak of the First World War. Britain and France signed the 'Entente Cordiale' in 1904 and extended this to include Russia in 1907
- The Entente was not an alliance of mutual defence. Following its agreement, Britain, France and Russia settled some of their colonial differences and made joint military decisions, such as those between the British and French navies.

For example, for life in the trenches:

- Life in the trenches was characterised by infectious diseases like dysentery and typhoid, which were common due the insanitary nature of trench warfare. Trenches were often waterlogged, leading to conditions like trench foot
- Facing the danger of attack, soldiers in the trenches often slept only for an hour at a time. Under frequent bombardment, from gas as well as explosive shells, many soldiers in the trenches suffered from 'shell shock'.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the Lusitania? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Lusitania has been sunk by a German U-boat – Source A states that it was sunk as part of a 'submarine blockade' while Source B refers to its sinking by a 'torpedo'
- The sources agree that the Lusitania could have been used for war purposes by the British - Source A refers to the British government having the 'right' to use it while Source B claims it was funded by the British for potential use 'during a war'.

Points of difference may include:

- Source B claims that the Lusitania was being used for the purposes of war ('fitted with heavy guns', 'cargo of ammunition') but Source A firmly denies this ('unarmed passenger vessel')
- Source A refers to the 'loss of life' on the Lusitania and to worldwide 'horror' at the sinking – this is absent from Source B.

Points regarding extent may include:

- There is some similarity between Sources A and B with reference to the sinking of the Lusitania by a German U-boat and its potential use for the purposes of war by the British government
- The sources strongly differ about the justification for the sinking, with Source A condemning the attack on an 'unarmed passenger vessel' and Source B justifying it as a legitimate act of war.

Question	
A1 (c)	Extract C suggests that Germany was justified in sinking the Lusitania. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states the sinking was justified by Germany's wartime naval 'blockade' of Britain, introduced in response to the similar British blockade of Germany
- Source B justifies the reason for the Lusitania's sinking because it was being used by the British to transport troops and ammunition, which could have been employed to kill German soldiers
- Extract C states the Germans had to prevent Britain from being supplied from abroad to win the war and that the Royal Navy disregarded German warnings that the liner was a legitimate target ('knew that German U-boats posed an extreme danger')
- Before the Lusitania left New York, Germany warned publicly that the shipping lanes around Britain were a war zone and that any ship could be attacked. Several other major passenger ships were in use by the Royal Navy as auxiliary cruisers.

Relevant points which counter the view may include:

- Source A suggests that the Lusitania was not a legitimate target and was simply an 'unarmed' liner
- Extract C states that the Lusitania was carrying non-combatants ('women and children')
- Extract C indicates that many of the passengers on the Lusitania were citizens of the USA, then a neutral country
- Even Germany's allies, Austria-Hungary and Turkey, believed that the sinking was not justified. As a result of massive international criticism, Germany abandoned unrestricted submarine warfare and recalled all of its U-boats to the North Sea.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** deadlock on the Western Front **OR** the German threat to Britain in the North Sea. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for deadlock on the Western Front:

- Deadlock on the Western Front began in 1914 with the digging of defensive trench systems by both sides. After the failure of the Schlieffen Plan at the Battle of the Marne, the deadlock lasted for almost four years
- Modern weaponry, e.g. heavy-duty machine guns, meant that attacks to break the deadlock were usually very costly. Many attempts by both sides to break the deadlock, e.g. Verdun, Passchendaele, were defeated.

For example, for the German threat to Britain in the North Sea:

- The German threat to Britain in the North Sea began in 1914 when the German navy shelled British coastal towns in the North East. Germany used U-boats to attack British ships in the North Sea
- In May 1916, the German High Seas Fleet attempted to engage the Royal Navy in battle for the control of the North Sea. Britain retained control of the North Sea following the Battle of Jutland.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the assassination at Sarajevo? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the assassination was planned (Source A calls it a 'conspiracy' and Source B, a 'plot') and that Serbians were responsible (Source A directly blames the government while Source B indicts 'border guards' and other Serbian officials)
- The sources agree that, as a result of the assassination, Austria is seeking to take some form of action against Serbia, whether 'to reduce Serbia's influence' (Source A) or seeking to have those Serbians responsible brought to justice (Source B).

Points of difference may include:

- Source A suggests that the Serbian government was responsible for the assassination ('its policies encourage crimes of this sort') but Source B states clearly that it was not ('not responsible for…assassins.').
- Source A refers to the influence of Russian and Serbian nationalism in encouraging the assassins – this is absent from Source B.

Points regarding extent may include:

- There is some difference between Sources A and B concerning the involvement of the Serbian government and the role of Slavic nationalism in the assassination
- The sources strongly agree that the plot to assassinate Franz Ferdinand originated in Serbia, and that Austria is seeking to punish those responsible.

Question	
A1 (c)	Extract C suggests that a general war could still have been avoided after the assassination at Sarajevo. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A states that Austria will seek to punish Serbia for the assassination by reducing its influence in the Balkans but makes no demand for war
- Source B states that the Serbian government was not responsible for the assassination and suggests that Austria should merely seek the prosecution of the guilty
- Extract C states that a general war was not likely following the assassination, and that politicians worked hard during July to avoid war
- Following the assassination, there was little escalation of the July Crisis for two weeks and leading figures, e.g. Wilhelm II, publicly played down the prospect of war. Previous crises, e.g. Bosnia 1908-09, had ended in diplomatic solutions not war.

Relevant points which counter the view may include:

- Source A blames 'Russian and Serbian nationalism' for the assassination, which aimed to 'weaken the Triple Alliance and destroy my Empire' - this suggests continent-wide tensions that could result in a European war
- Extract C refers to Europe being riddled with international tensions even before the assassination of the Austrian Crown Prince and states that the resulting 'July Crisis' ended in war
- Extract C suggests that there were some in Europe, 'some Austrians', that welcomed the escalation of tension following the assassination and sought war, however limited
- 'Hawks' in Austria were desperate to use the assassination as a pretext for the destruction of Serbia, even if this caused war with Russia. The alliances, and decades of rising tensions, made it likely that this would lead to a general European conflict.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the Bosnian Crisis (1908-09) **OR** the U-boat threat to Britain. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Bosnian Crisis (1908-09):

- The Bosnian Crisis began in 1908 when Austria-Hungary incorporated Bosnia into its Empire. Bosnia had been part of the Ottoman Empire, though under Austrian protection
- Both Serbia and Russia opposed Austria's actions in Bosnia. During 1909, Russia threatened war against Austria over Bosnia but eventually backed down.

For example, for the U-boat threat to Britain:

- The U-boat threat to Britain began in September 1914. German submarines threatened Britain's supply lines in the North Sea and Atlantic, and attacked Royal Navy vessels
- During 1915, and again in 1917-18, Germany threatened to sink all ships entering British ports to starve Britain into seeking a truce. German U-boats sank over 4500 vessels during the course of the war.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the Battle of the Marne? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that that the Battle of the Marne was a major confrontation – Source A refers to 'heavy fighting' and Source B to an 'intense battle'
- The sources agree that during the battle, some German units had retreated – Source A admits that 'part of our army was ordered to retreat' and Source B claims that 'The Germany army continues to retreat.'

Points of difference may include:

- Source A claims that the French counter-attack on the Marne has failed ('held up the French') while in Source B the French claim 'certain victory'
- Source A claims that the German army is still advancing ('continue to make progress') while Source B claims it is the French who are 'continuing to gain ground'.

Points regarding extent may include:

- There is some similarity between Sources A and B about the nature of the fighting and that part of the German army has retreated
- The sources strongly differ about the outcome of the battle – Source B claims the German advance has been halted while A suggests that the Germans are still making progress.

Question	
A1 (c)	Extract C suggests that the main reason the Schlieffen Plan failed was because Germany's enemies fought hard. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that the French engaged in 'days of heavy fighting' outside Paris
- Source B states that the French fought hard at the Battle of the Marne in defence of their 'homeland' and that the Germans could not break their 'spirit'
- Extract C states the Schlieffen Plan failed because Germany's enemies 'fought hard' and that 'fierce battles…quickly exhausted many German soldiers.'
- The Schlieffen Plan envisaged British neutrality and early Russian and Belgian capitulations, none of which occurred. Though the French fell back in August, they fought determinedly to defend Paris in September.

Relevant points which counter the view may include:

- Source A states that the Germans were attacked by 'larger' and 'strong' French forces during the Battle of the Marne, suggesting that they were outnumbered and outgunned rather than outfought
- Source B suggests French patriotism was a factor in the failure of the Plan
- Extract C indicates that 'German generals made vital mistakes' and suggests that the plan was over-ambitious from the start ('could only have worked if events had gone perfectly')
- The Plan failed because it depended on continual forward momentum and numerical superiority over the Entente forces. Stretched lines of supply and heavy losses of men and materiel contributed to its failure.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the role of General Haig **OR** the Gallipoli campaign. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the role of General Haig:

- The role of General Haig was as the Commander-in-Chief of British forces on the Western Front from December 1915. He was responsible for the offensives on the Somme in 1916 and Ypres in 1917
- Haig's tactics to break the stalemate emphasised the use of heavy artillery bombardments and frontal assaults. The losses suffered by the forces under his command were criticised by many, including the Prime Minister, Lloyd George.

For example, for the Gallipoli campaign:

- The Gallipoli campaign took place in Turkey, the location of a major Allied offensive in 1915. The intention was to force the Ottoman Empire from the war and open up a third front in Europe against Austria-Hungary and Germany
- British, French and ANZAC troops made an amphibious landing at Gallipoli in April 1915. Making little progress, and suffering huge casualties, they were withdrawn eight months later.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the Anglo-German naval race before 1914? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that Germany had been increasing its naval strength – Source A refers to Germany building 'more ships' while Source B states that Germany 'sought to build more ships' under its Naval Laws
- The sources agree that Britain reacted negatively to Germany's naval programme – Source A indicates that a leading politician saw this a serious challenge to Britain's position and Source B states that Britain 'thought it was being threatened'.

Points of difference may include:

- Source A suggests that Germany's naval programme was a threat to British power and interests, whereas Source B states that it was not a threat and was never intended to be a threat
- Source A states that Britain saw its navy as 'defensive not aggressive', whereas Source B states that it sought 'to destroy' Germany's navy, even though it wasn't a serious threat.

Points regarding extent may include:

- There are some differences of emphasis between the sources regarding Britain's reaction to the German naval building programme and the actual threat it posed to British security
- The sources strongly agree that Germany was increasing the size of its navy and that Britain saw this a major threat.

Question	
A1 (c)	Extract C suggests that Great Britain was mainly to blame for the rising European tensions before 1914. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that Britain contributed significantly to the escalation of the arms race in Europe before 1914 ('will increase the number we build…superiority will become larger.')
- Source B suggests that Britain over-reacted to the German naval programme ('simply to protect its colonies…nowhere near the British total.')
- Extract C indicates that Britain 'was over-sensitive to threats' before 1914 and viewed German actions with 'unnecessary suspicion.'
- Britain contributed to rising tensions by a massive escalation in its military budget in the decade before hostilities finally broke out. Britain stoked rivalry with Germany by concluding 'ententes' with France in 1904 and Russia in 1907.

Relevant points which counter the view may include:

- Source A suggests that Britain acted proportionately to the German threat to its naval supremacy given its importance to national security
- Extract C suggests that Germany behaved 'recklessly' in pursuing its ambitions, and that this was significant in raising tensions in Europe before 1914
- Extract C suggests that fears of German aggression were felt not just in Britain but 'throughout Europe' and indicates that Britain joined the war in 1914 simply 'to protect Belgian neutrality' from this threat
- Britain consistently counselled peace during the periods of tension that led to war in 1914, e.g. the July Crisis. The actions of others (notably Serbia, Austria-Hungary and Russia) were more to blame for the developing crisis than Britain.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	(a) Describe **TWO** features of **EITHER** the Triple Alliance **OR** the defeat of Germany in 1918. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Triple Alliance:

- The Triple Alliance was a military treaty that included Germany, Austria-Hungary and Italy. It was a secret treaty, renewed regularly
- Under the Triple Alliance, each member promised mutual support in the event of an attack on them by another great power. The Triple Alliance lasted until Italy's entry into the First World War on the allied side in 1915.

For example, for the defeat of Germany in 1918:

- The defeat of Germany in 1918 included military setbacks on the Western Front, e.g. the breaching of the Hindenburg Line. Many German soldiers were tired and poorly-supplied and, as the Allies advanced, their morale slumped
- By 1918, more and more people in Germany supported ending the war. The Kaiser abdicated on 9 November, allowing a new government to agree an Armistice with the Allied powers.

Question	
A1 (b)	How far does Source A support the evidence of Source B about life for British soldiers in the trenches on the Western Front? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that conditions for British soldiers in the trenches could be very difficult – Source A refers to them having to spend days waist deep 'in water' while B mentions 'the problem of the lice, irregular meals.'.

Points of difference may include:

- Source A suggests that there could be friendly relations between soldiers on opposing sides ('walked over to our trench for a cigarette') – this is not mentioned in Source B
- Source A indicates that there were periods of calm in the trenches ('with little fighting', 'no firing at all') but B talks about 'almost constant enemy shell fire'
- Source B talks about the psychological effects on soldiers of the difficult life in the trenches ('you were always nervous') – this is not mentioned in Source A.

Points regarding extent may include:

- There is some similarity between Sources A and B about the discomforts faced by British soldiers in the trenches
- The sources strongly differ in emphasis concerning the relationships between combatants in the trenches and about the effects of trench warfare on soldiers.

Question	
A1 (c)	Extract C suggests that the biggest threat to the morale of British soldiers on the Western Front was boredom. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

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Indicative content:

Relevant points which support the view may include:

- Source A indicates that there were periods of tedium on the Western Front ('up to our waists in water doing nothing with little fighting') that contributed to low morale among British soldiers ('fed up with this war')
- Extract C indicates that daily life for British soldiers in the trenches was boring and monotonous ('Their diet was dull', 'Sentry duty was tedious')
- Extract C indicates that 'for months at a time' between 'major offences', there was little actual fighting to take part in, contributing to long periods of potential boredom for soldiers
- By 1915, the war on the Western Front was reduced largely to stalemate punctuated by periodic major offensives confined to certain sectors of the front line. The daily round of trench duties was repetitive, leading to war-weariness and low morale.

Relevant points which counter the view may include:

- Source A suggests that conditions in the trenches were often very difficult for British soldiers and could lead to a lack of morale ('We are glad…in water')
- Source B suggests that morale was damaged by factors other than boredom ('shell-shock…it was heart-breaking.', 'loss of sleep, the problem of the lice, irregular meals.')
- Extract C suggests that morale was affected by 'snipers and shellfire' that 'drove many to despair' rather than boredom
- On average, British soldiers spent only four continuous days in the trenches before being rotated out, lessening the chance of boredom. Even between major offensives, many soldiers were involved in duties, like trench raids, that were far from boring.

A2: Russia and the Soviet Union, 1905-24

Question	
A1 (a)	Describe **TWO** features of **EITHER** the Battle of Dogger Bank **OR** US entry into the First World War. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

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Indicative content guidance

For example, for the Battle of Dogger Bank:

- The Battle of Dogger Bank was a naval battle between the British and Germans in January 1915. It took place in the North Sea, between the British coast and Denmark
- The Royal Navy intercepted a German raiding squadron near Dogger Bank and fired on it from long range. The German navy lost over 1000 men and two major cruisers, and the Royal Navy flagship, HMS Lion was damaged.

For example, for US entry into the First World War:

- US entry into the First World War occurred in April 1917. President Wilson authorised the USA's participation in the war on the side of the forces of the Triple Entente (Britain, France and Russia)
- US troops started to land in France from June 1917, under the command of General Pershing. US forces went into battle on the Western Front in large numbers during the German Spring Offensive in March 1918.

Question	
A1 (b)	How far does Source A support the evidence of Source B about the fighting on the first day of the Battle of the Somme? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

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Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include:

- The sources agree that the fighting began very early in the day – Source A refers to 'Early in the morning' and Source B to 'before dawn'
- The sources agree that artillery played a key role in the fighting on the first day of the Battle – Source A refers to a 'massive artillery bombardment' by the British and Source B to an 'incredible storm' of artillery fire.

Points of difference may include:

- Source A claims that the British army reached its objectives during fighting on the first day of the Battle ('already occupied the German front line'), whereas Source B states that it made little or no progress ('Most British soldiers got nowhere')
- Source A states that the British suffered few losses in the fighting ('casualties are light') but Source B indicates that companies of soldiers were 'wiped out'.

Points regarding extent may include:

- There are some similarities between the sources with regard to the start of the Battle and the intensity of the artillery bombardment on the first day of fighting
- The sources strongly disagree over the degree to which the British Army was successful during the fighting on the first day of the Somme.

Question	
A1 (c)	Extract C suggests that the first day of the Battle of the Somme was a disaster for the British army. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include:

- Source B suggests that the first day of the Battle was a disaster, leading to the annihilation of some units and to 'terrible casualties'
- Extract C suggests that the first day was a disaster as the artillery bombardment failed to destroy German defences, leading to British soldiers being caught on the German wire in their attack
- Source C suggests that the first day was a disaster from the British army as 'almost 20 000 men were killed.'
- The first day on the Somme saw the worst losses in British military history (over 57 000 casualties). The first day highlighted many British failures (e.g. the lack of precision of its artillery) in sharp contrast to the success of the French further south.

Relevant points which counter the view may include:

- Source A claims that the first day of the Battle was not a disaster, as the British army claimed ground, captured prisoners and suffered light casualties
- Extract C indicates that some British units did make progress ('The village of Mametz was taken')
- Extract C suggests that the first day of the Battle taught British Generals important lessons that were useful for future attacks and battles on the Western Front
- German losses on the first day of action were also great, and the attack did relieve pressure on Verdun, as intended. The setbacks of the first day led to a change in British tactics, e.g. the introduction of tanks, night raids and creeping barrages.

A2: Russia and the Soviet Union, 1905-24

Question	Mark scheme
A1 (a)	Describe **TWO** features of **EITHER** the assassination at Sarajevo **OR** the Schlieffen Plan. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for the assassination at Sarajevo:

- The assassination at Sarajevo took place in June 1914. The heir to the Austrian throne, Archduke Franz Ferdinand, was shot and killed while visiting the Bosnian capital
- The assassination was carried out by a Bosnian-Serb nationalist, Gavrilo Princip. Princip was supplied and encouraged by the Serbian secret society, the Black Hand.

For example, for the Schlieffen Plan:

- The Schlieffen Plan was a German war plan, originally devised in 1905. Alfred von Schlieffen was the Chief of the General Staff of the German Army at that time
- Germany wanted to avoid war against France and Russia at the same time. Under the Schlieffen Plan, Germany was to defeat France first before attacking Russia.

Question	Mark scheme
A1 (b)	How far does Source A support the evidence of Source B about the reaction of the British Army to the Ludendorff Spring Offensive (1918)? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the British army retreated in the face of the German offensive – Source A refers to being 'allowed to retreat' and Source B to retreating 'day after day'
- The sources agree that the British army fought hard to prevent the German army breaching its defences – Source A refers to the British preventing the Germans from 'breaking through' and Source B to units defending 'their lines'.

Points of difference may include the following:

- Source A suggests that the British army was badly affected by the German offensive ('almost destroyed. We had become a muddle'), whereas Source B indicates that it managed to remain 'Strong and well-organised'
- Source B suggests that the Spring Offensive was not halted so much by the actions of the British army as by the German decision to advance no further ('as far as they dared to go.') – this is not mentioned in Source A.

Points regarding extent may include the following:

- There is some difference between the sources concerning the effects of the Spring Offensive on the British army and its success in halting the Germans
- The sources strongly agree that the British army was forced to retreat by the Spring Offensive but that it fought resolutely to prevent a German breakthrough.

Question	Mark scheme
A1 (c)	Extract C suggests that the Ludendorff Spring Offensive was a total failure. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include the following:

- Source A indicates that the British army prevented the German army from breaking its lines of defence ('they did not break through.')
- Source B indicates that the offensive exposed the German army to the possibility of a 'dangerous counter-attack'
- Extract C indicates that the offensive failed in its objectives, caused enormous losses and merely exhausted the German army ('did not destroy the British army or split it from the French', 'one million casualties')
- Most of the German gains during the offensive were of little strategic benefit, creating salients from which they could be counter-attacked. Ludendorff wasted his army's strength, attacking well-prepared, entrenched British positions.

Relevant points which counter the view may include:

- Source A indicates that parts of the British army were forced to retreat constantly ('for ten days') and were reduced to a disorganised rabble
- Source B indicates that the German army made significant advances during the offensive ('day after day…very quickly') and reached close to Paris ('only 56 miles')
- Extract C states that the first phase of the offensive was greatly successful ('In only two weeks…advanced over 30 miles, taking 90 000 prisoners.')
- The Allies lost over 850 000 men during the offensive (killed, wounded or captured), also many artillery pieces and tanks. The offensive broke the four-year deadlock on the Western Front and led to panic in both Paris and London.

A2: Russia and the Soviet Union, 1905-24

Question	Mark scheme
A1 (a)	Describe **TWO** features of **EITHER** Balkan nationalism before 1914 or new weapons used during the First World War. **AO1 (6 marks):** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content guidance

For example, for Balkan nationalism before 1914:

- Balkan nationalism before 1914 was prominent in those countries that had recently won independence from the Ottoman Empire. In Serbia, nationalists seized power with the overthrowing of King Alexander in 1903
- Balkan nationalists in Bosnia were determined to win their freedom from the Austro-Hungarian Empire. Those involved in the assassination of Franz Ferdinand in June 1914 were Balkan nationalists.

For example, for new weapons used during the First World War:

- New weapons used during the First World War included the use of poison gas. In 1915, Germany first used chlorine gas to break the deadlock on the Western Front
- British Mark I tanks were a new weapon introduced during the Battle of the Somme in September 1916. On the Western Front, both sides used aircraft for reconnaissance and, later, for bombing enemy lines.

Question	Mark scheme
A1 (b)	How far does Source A support the evidence of Source B about the Battle of Jutland? Explain your answer. **Target: AO3 (8 marks)** Use a range of source material to comprehend, interpret and cross-refer sources.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Both agreement and disagreement must be identified for 5 marks.

Indicative content

Points of agreement may include the following:

- The sources agree that the Battle saw heavy fighting – Source A refers to 'ferocious fighting' and Source B to 'an intense battle'
- The sources agree that weather conditions during the Battle were difficult – 'Source A refers to them being 'misty' and Source B to 'Visibility' being 'poor'.

Points of difference may include the following:

- Source A states that there were heavy losses on the British side ('1000 men had perished'), whereas Source B claims there were significant casualties on both sides ('the enemies' losses were great.')
- Source B claims that Britain prevailed in the Battle due to the seamen of the Royal Navy being 'better trained' and more 'disciplined' – this is not mentioned in Source A.

Points regarding extent may include the following:

- There is some difference between the sources concerning the losses incurred by the British and the Germans at Jutland
- The sources strongly agree about the nature of the Battle of Jutland and the conditions in which it took place.

Question	Mark scheme
A1 (c)	Extract C suggests that the Battle of Jutland was not a victory for the British. How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. **Targets: AO3 (10 marks)** Use a range of source material to comprehend, interpret and cross-refer sources. **AO4 (6 marks)** Analyse and evaluate historical interpretations in the context of historical events studied.

Marking instructions

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the generic level descriptors, given at the beginning of this mark scheme.

The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.

Indicative content:

Relevant points which support the view may include the following:

- Source A indicates that the Navy suffered significant losses in the Battle, including the major battlecruiser, HMS Queen Mary
- Source B indicates that British losses were sufficient enough for an Admiral to acknowledge publicly his 'deepest regret' for the 'loss of so many men'
- Extract C indicates that Germany switched to other areas of naval warfare as a result of the Battle, which were potentially more damaging to the British cause
- There was considerable disquiet in Britain following the Battle and returning ships were booed by some for their failure to destroy the German Fleet. Soon after, Jellicoe was replaced as commander of the Grand Fleet for his perceived caution.

Relevant points which counter the view may include:

- Source B suggests that the Battle was a victory for the British – despite being 'outnumbered' by a superior force, it claims that the Germans took heavier losses
- Extract C suggests it was a victory for the Royal Navy as the Germans withdrew from the Battle ('given up first…fled.') and the outcome confined the German Navy to port ('chose not to challenge…for the rest of the War')
- Jutland was a success for the British because it neutralised the German High Seas Fleet and protected Britain from invasion. As a result of Jutland, the British blockade of the German coast gradually starved Germany towards submission.

A2: Russia and the Soviet Union, 1905-24