

Edexcel IGCSE

History

4HI0

Tuesday 7 June 2011 – Morning
Time: 2 hours 30 minutes

Paper Reference
4HI0/01

Questions and Sources Booklet.
Do not return this booklet with the Answer Booklet.

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Section A

Themes

**Answer TWO questions from this Section.
You should spend about 1 hour on this Section.**

A1: Development of a nation: Unification of Italy, 1852–70

- (a) Study these events which occurred in the years 1852–70.

Venetia becomes part of Italy	Cavour becomes Prime Minister of Piedmont	Victor Emmanuel crowned king of Italy	Rome becomes part of Italy	The Treaty of Villafranca
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Write these events in the correct chronological sequence.

(3)

- (b) Choose **either** **or**

Describe **one** effect on Italian unification of the event you have chosen.

(4)

- (c) Why was Garibaldi successful in his invasions of Sicily and Naples in 1860? Explain your answer.

(8)

- (d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The failed Orsini assassination attempt of 1858 was followed by a secret agreement at Plombières between Napoleon III and Cavour. In the subsequent war, French and Piedmontese troops fought against Austrian troops at the battles of Magenta and Solferino.

Use the source, and your own knowledge, to explain the part played by Napoleon III in the unification of Italy in the years 1858–59.

(10)

(Total for Question A1 = 25 marks)

A2: Development of a nation: Unification of Germany, 1848–71

(a) Study these events which occurred in the years 1861–70.

The Ems Telegram	The Treaty of Prague	The 'Blood and Iron' speech	The Convention of Gastein	Bismarck becomes Minister-President of Prussia
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

the Treaty of Prague

or

the 'Blood and Iron' speech

Describe **one** effect on German unification of the event you have chosen.

(4)

(c) Why did Prussia defeat France in the war of 1870–71? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The Frankfurt Assembly began on 18 May 1848 and proclaimed a German Empire based on the principles of parliamentary democracy. The Prussian king, Frederick William IV, refused to accept the position of emperor when it was offered to him. The Assembly broke up on 31 May 1849.

Use the source, and your own knowledge, to explain why the Frankfurt Assembly of 1848–49 failed to achieve German unification.

(10)

(Total for Question A2 = 25 marks)

A3: Development of dictatorship: Germany, 1918–45

(a) Study these events which occurred in Germany in the years 1924–39.

<i>Kristallnacht</i>	The Dawes Plan	The Nuremberg Laws	Establishment of the first Ghettos	The Young Plan
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on Germany of the event you have chosen.

(4)

(c) Why was Hitler able to establish a dictatorship in the years 1933–34?
Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

In June 1919, the Weimar Republic had to sign the Treaty of Versailles. The Weimar Republic also faced opposition from the left and right. Moreover, the French occupation of the Ruhr in January 1923 was followed by hyperinflation.

Use the source, and your own knowledge, to explain the problems faced by the Weimar Republic in the years 1919–23.

(10)

(Total for Question A3 = 25 marks)

A4: Development of dictatorship: Italy, 1918–43

(a) Study these events which occurred in the years 1919–29.

The Lateran Treaty	The March on Rome	The start of the Battle for Births	Versailles Peace Settlement	The setting up of the <i>Balilla</i>
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on Italy of the event you have chosen.

(4)

(c) Why did support for Mussolini and the Fascist Party increase in the years 1919–22? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The Battle for the Lira made exports more expensive. The Battle for Grain tried to increase wheat production. Many farmers switched from citrus fruits and grapes to wheat, which was much more difficult to produce in most areas.

Use the source, and your own knowledge, to explain why many of Mussolini's economic policies did not achieve the results he expected.

(10)

(Total for Question A4 = 25 marks)

A5: Russia: Autocracy and revolt, 1881–1914

(a) Study these events which occurred in the years 1903–12.

The split in the Social Democrat Party	The Lena Goldfield Strike	The assassination of Stolypin	The setting up of the Octobrists	The first <i>duma</i>
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on Russia of the event you have chosen.

(4)

(c) Why did Alexander III carry out a policy of repression in the years 1881–94?
Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Around 80 per cent of Russia's population were peasants, most of whom lived in very poor conditions. Some peasants left the land to work in cities such as St Petersburg, where their conditions hardly improved. The Tsar's empire included many different nationalities who resented attempts at Russification.

Use the source, and your own knowledge, to explain why there was discontent in Russia at the beginning of the twentieth century.

(10)

(Total for Question A5 = 25 marks)

A6: Russia: Dictatorship and conflict, 1924–53

(a) Study these events which occurred in Russia in the years 1928–41.

The beginning of Stakhanovites	The German invasion of Russia	The beginning of the Second Five-Year Plan	The murder of Kirov	The end of the New Economic Policy (NEP)
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either**

The German invasion of Russia

or

The Second Five-Year Plan

Describe **one** effect on Russia of the event you have chosen.

(4)

(c) Why did Stalin become leader of the Soviet Union? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

Stalin set out his ideas for collectivisation in 1929 but faced opposition from many peasants especially the kulaks. The kulaks simply refused to hand over their land and produce. Kulaks were arrested and sent to labour camps and food production fell.

Use the source, and your own knowledge, to explain why there was opposition to Stalin's policy of collectivisation in the years 1929–41.

(10)

(Total for Question A6 = 25 marks)

A7: A divided union: Depression and recovery in the USA, 1929–45

(a) Study these events which occurred in the USA in the years 1932–42.

The beginning of the Second New Deal	Entry of the USA into the Second World War	The beginning of the 'Double V' campaign	Roosevelt elected president for the first time	The setting up of the Civilian Conservation Corps
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on the USA of the event you have chosen.

(4)

(c) Why did the US stock market collapse in October 1929? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

By 1932, the USA was in the grip of the most serious economic depression that it had ever experienced. Between 1928 and 1933 industrial production fell by 40 per cent. Most towns had a shanty town known as a Hooverville.

Use the source, and your own knowledge, to explain the main effects of the Depression on the USA in the years 1929–32.

(10)

(Total for Question A7 = 25 marks)

A8: A divided union: Civil Rights in the USA, 1945–74

(a) Study these events which occurred in the USA in the years 1960–72.

The Watergate break-in	King's 'I have a dream' speech	The Kent State University deaths	The Voting Rights Act	The Freedom Riders
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on the USA of the event you have chosen.

(4)

(c) Why did the women's movement develop in the USA in the 1960s and early 1970s? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

The success of the Brown v Topeka Case of 1954 encouraged the Civil Rights Movement. This was followed by the successful Montgomery Bus Boycott. In 1957, events at Little Rock High School brought further progress for the Civil Rights Movement.

Use the source, and your own knowledge, to explain why there was progress in the Civil Rights Movement in the 1950s.

(10)

(Total for Question A8 = 25 marks)

A9: A world divided: International relations between the wars, 1919–39

(a) Study these events which occurred in the years 1923–39.

The Munich Conference	The Nazi-Soviet Pact	The Corfu Incident	The Kellogg-Briand Pact	The Rome-Berlin Axis
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on international relations of the event you have chosen.

(4)

(c) Why was there a crisis over Manchuria in the years 1931–33? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

As soon as the Paris Peace Conference began, there were disagreements between the Big Three over the treatment of Germany. Woodrow Wilson was guided by the Fourteen Points. Lloyd George and Clemenceau were influenced by the interests of their own countries.

Use the source, and your own knowledge, to explain why there were disagreements between the 'Big Three' during the Versailles peace negotiations of 1919.

(10)

(Total for Question A9 = 25 marks)

A10: A world divided: Superpower relations, 1945–62

(a) Study these events which occurred in the years 1945–55.

The beginning of the Korean War	The Truman Doctrine	The setting up of the Warsaw Pact	The Berlin Blockade	The Potsdam Conference
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Write these events in the correct chronological sequence.

(3)

(b) Choose **either** **or**

Describe **one** effect on the relations between the USA and the Soviet Union of the event you have chosen.

(4)

(c) Why was the Berlin Wall built in 1961? Explain your answer.

(8)

(d) Study the source below and then answer the question that follows.

Source: From a modern textbook

In June 1956, a group within the Hungarian Communist Party opposed Rakosi. The Soviet Union allowed a new government to be formed under Imre Nagy. Nagy introduced a series of reforms including free elections and private ownership of farmland.

Use the source, and your own knowledge, to explain why the Soviet Union invaded Hungary in 1956.

(10)

(Total for Question A10 = 25 marks)

TOTAL FOR SECTION A = 50 MARKS

Section B

Depth Studies

Answer ONE question from this Section.
You should spend about 45 minutes on this Section.

B1: The French Revolution, 1789–94

This question is about the execution of Louis XVI and the Terror. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A British cartoon depicting the Terror in France during the French Revolution. 'No God! No Religion! No King! No Constitution!' is written on the republican banner.



Source B: A description of the execution of Louis XVI, 21 January 1793, by a Deputy to the Convention.

His blood flows. Cries of joy from 80,000 armed men fill the air. His blood flows and there are people who dip a fingertip in it. One tastes it: 'It is very salty'. An executioner sells small bundles of his hair. People buy the ribbon that tied it. All the people go by, arm in arm, laughing and talking as if they are having a party. They sell cakes round the beheaded body.

Source C: From a letter written by a noble to his mother, 23 January 1793.

Louis XVI lost his life on Monday, at half past ten in the morning, and to the very last maintained the greatest possible courage. He refused help to climb on the scaffold and went with a firm brisk step. After his death, his body and head were immediately taken to the parish cemetery and thrown into a pit five metres deep. And so there remains nothing of this unhappy king except the memories of his virtues and his misfortune.

Source D: From a history of the French Revolution, published in 1992.

The Terror continued during the autumn and winter of 1793. About 3,000 executions took place in Paris and about 14,000 in the rest of the country. One of the first to die was Queen Marie Antoinette, who was executed in October 1793 for treason. In Lyon, a Jacobin called Joseph Fouché thought that the guillotine was too slow, so he ordered that over 300 people be killed by cannon fire.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the Terror. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the execution of Louis XVI?
Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

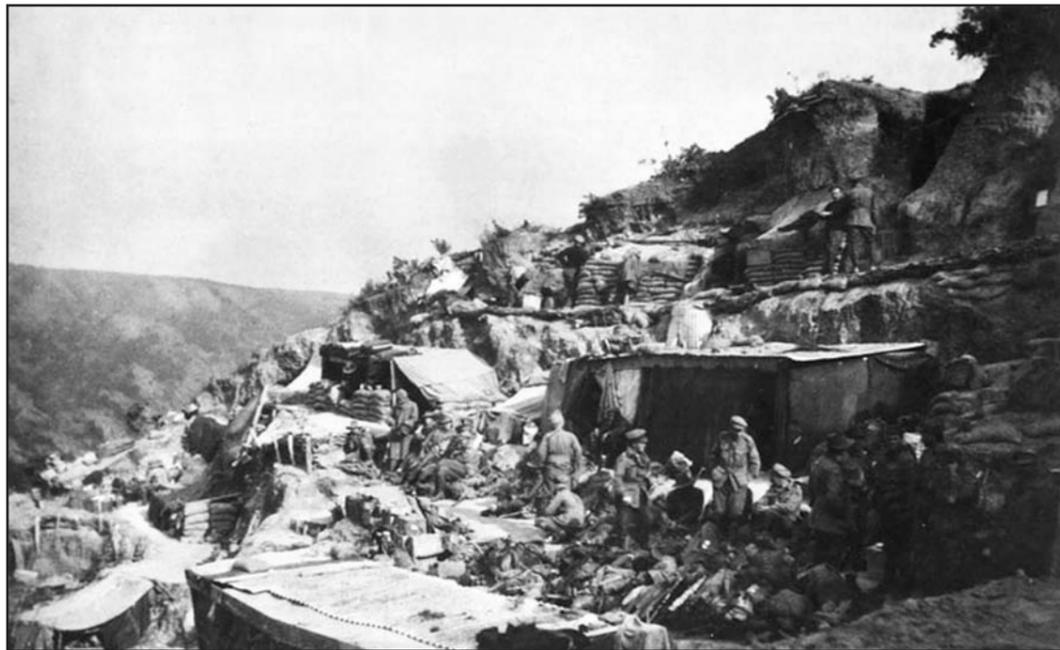
- (c) 'The worst feature of the Terror was the execution of Louis XVI.'
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B1 = 25 marks)

B2: The First World War, 1914–18

This question is about the Gallipoli Campaign. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing British troops on a hillside in Gallipoli in August 1915. The Turkish defences are at the top of the hill on the right.



Source B: An eyewitness describes the Allied landings at Gallipoli in April 1915.

The Turks were ready for us and every Turkish rifle and machine-gun began a murderous fire upon the ships and boats. Almost all the shots hit their target. Many Allied soldiers were killed in the water and many who were wounded were swept away and drowned. Others, trying to swim in the fierce current, were drowned by the weight of their equipment. But some reached the shore. These men instantly moved to cut the wire entanglements, and were killed.

Source C: From an interview with a British soldier who describes the landings at Gallipoli, August 1915.

We were loaded into small boats and rowed towards the shores of Suvla Bay where we had to wade ashore for about 20 metres. We were scared out of our wits but there was no sign of the Turkish defenders and we landed unopposed. There were no officers near us and we hung around on the beaches all day waiting for orders. No one told us what to do so we stayed there all day.

Source D: From a history of the First World War, published in 2007.

There was a lack of up-to-date knowledge about Turkish troop positions and many of the landings at Gallipoli were a disaster. Once the troops had landed they quickly dug trenches but were pinned down on the beaches and hillsides by Turkish defenders.

The whole campaign lacked leadership at the top, planning and organisation. General Hamilton's only information consisted of some old and inaccurate maps and what little could be found out from specialists on Turkey in the British Foreign Office.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about conditions at Gallipoli. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the landings at Gallipoli? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for the failure of the Gallipoli campaign was poor planning'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B2 = 25 marks)

B3: Russia in Revolution, 1914–24

This question is about the February Revolution of 1917. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph showing Russian deserters, including officers, taking over a train, December 1916.



Source B: From a letter sent by Tsarina Alexandra to Tsar Nicholas II, 26 February 1917, explaining the growing unrest in Petrograd.

This is a hooligan element. Young people run about and shout that there is no bread simply to create excitement. Workers are preventing others from working. If the weather were very cold they would all probably stay at home. But all this will pass and become calm, if only the *duma* will behave itself.

Source C: A message from the President of the *duma* to Tsar Nicholas II, 27 February 1917.

The situation is serious. The government is paralysed; the transportation system has broken down; the supply systems for food and fuel are completely disorganised. Discontent is on the increase. There is wild shooting in the streets and some of the troops are firing at each other. It is necessary that someone enjoying the confidence of the country should be given the job of forming a new government straight away. There can be no delay.

Source D: From a modern history of Russia, published in 2006.

It had been hoped that the murder of Rasputin in December 1916 would bring some stability to the running of the country. It did not. The winter weather was especially severe in December 1916 and January 1917. This meant that food supplies to cities and towns were affected. Prices rose and the rationing of food supplies only led to further discontent. In Petrograd, there were strikes and people began to demand food.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about the Russian armed forces by the end of 1916.

(3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the situation in Petrograd in February 1917? Explain your answer.

(7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for the outbreak of the February Revolution was the food shortages in Petrograd.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(15)

(Total for Question B3 = 25 marks)

B4: The USA, 1917–29

This question is about Prohibition. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A painting completed in 1934. It shows attempts by bootleggers to avoid detection.



Source B: From an interview with Charlie Berns, who ran a speakeasy in New York during the 1920s.

Every speakeasy had to make some arrangements with the cops to survive. In our case it wasn't exactly a showdown, nothing on a regular basis, more like an act of friendship. We would bribe the captain of the cops with a \$50 bill from time to time and the cops on the beat with a box of cigars. They could always count on us for free meals and drinks. At Christmas time, of course, we had a gift for everybody.

Source C: From an interview with a policeman in Chicago in the 1920s.

I was assigned to 12th Street. A guy dashed up to me and said, 'This is for you'. He handed me an envelope. I opened it and there was \$75 in it. The payoff was such a common thing. Believe me, I never went seeking it. I did not want to take bribes. It just came as a matter of course. I tried to do my job. We went out on several raids on speakeasies and made convictions, but most of the time we ignored the drinking.

Source D: From a modern history textbook, published in 1996.

Prohibition proved impossible to enforce effectively in cities. Not enough Prohibition agents were appointed and many were corrupt. Millions of US citizens, especially in cities, were not prepared to obey the law and as a result bootleggers made vast fortunes. By 1925, there were more speakeasies than there had been saloons in 1919. Prohibition also failed due to the rise of organised crime. Estimates suggest that gangsters made about \$2 billion out of the sale of illegal alcohol.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about Prohibition. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the attitude of police to speakeasies? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for the failure of Prohibition was corrupt officials'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B4 = 25 marks)

B5: Colonial rule and the nationalist challenge in India, 1919–47

This question is about the Amritsar Massacre and opposition to British rule in India. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph taken in April 1919 shortly after the Amritsar Massacre. It shows an Indian man being punished by having to crawl along the street.



Source B: From a statement by General Dyer after the Amritsar Massacre, 1919.

I knew there was going to be trouble. Amritsar was the centre of rebellion and I was confronted by a revolutionary army. The people who met on 13 April were declaring war because they thought I would not dare to stop them. It was a horrible decision for me to make but I made up my mind to order the troops to fire.

Source C: From a speech about the Amritsar Massacre by Winston Churchill in the House of Commons in 1920.

What is the chief feature of an army? Surely it is that it is armed. This crowd was unarmed. It was not attacking anybody or anything. It was holding a peaceful meeting. When the troops fired upon the crowd, people tried to run away. After 379 people had been killed and 1,200 or more had been wounded, the troops, at whom not even a stone had been thrown, turned around and marched away.

Source D: From a modern history textbook, published in 1996.

The Rowlatt Acts were passed in March 1919. They gave the British imperial authorities power to deal with revolutionary activities and arrest suspects without trial. The Government of India Act was passed in the same year but it did not give Indians what they wanted. They were allowed a national parliament but the British kept control of finance and law. These Acts led to increased support for Gandhi and Congress.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about British rule in India after the First World War. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about the Amritsar Massacre? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for increased opposition to British rule in India in the years 1919–29 was the Amritsar Massacre'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B5 = 25 marks)

B6: The fall of Communism in Europe, 1979–91

This question is about the Solidarity Movement in Poland. Study Sources A, B, C and D and then answer all the questions that follow.

Source A: A photograph of Lech Walesa, who is holding the microphone, speaking to the workers in the Gdansk shipyard, August 1980.



Source B: From a report by a representative of the Polish government who was sent to the Gdansk shipyard in August 1980.

I went to the shipyard on behalf of the government to meet Walesa in order to work out the conditions for negotiations. There were thousands at the gate to the shipyard. Frankly, I imagined a big, hard man with a strong determined voice who would stand no opposition. Instead, I found a man of medium height with a friendly smile. That friendliness impressed me greatly at the time. It influenced the favourable way in which I reported back to my superiors.

Source C: From an interview in August 1980 with the wife of a Gdansk shipyard worker.

My husband came home from work and told me what they are saying in the District Committee of the Communist Party. Lech Walesa, who is organising the strike in the Gdansk shipyard, has got a criminal record and is a drunk and a scrounger. He is not fit to be leading the strikers. Walesa does not impress my husband at all.

Source D: From a modern history textbook, published in 1996.

By the late 1970s, the Polish economy was in crisis. The government seemed to have no ideas about how to solve Poland's problems. Workers were increasingly frustrated by government propaganda which kept telling them how well Poland was performing when it clearly was not. By the beginning of 1980, there were food shortages and price rises. In protest, workers in the shipyards along the Baltic coast went on strike.

Study Source A.

- (a) Give **three** statements that could be inferred from Source A about events in the Gdansk shipyard in August 1980. (3)

Study Sources B and C.

- (b) Does Source C support the evidence of Source B about Lech Walesa? Explain your answer. (7)

Study Sources A, B, C and D, and use your own knowledge.

- (c) 'The main reason for the emergence of the Solidarity Movement was the influence of Lech Walesa'.
Use the sources, and your own knowledge, to explain whether you agree with this view. (15)

(Total for Question B6 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS

Section C

Study in Change

**Answer ONE question from this Section.
You should spend about 45 minutes on this Section.**

C1: Revolution and change in Europe, 1789–1848

Source: From a history of Europe, published in 1981.

Many Belgians, especially the Walloons, spoke French and were bitterly resentful when Dutch was made the official language of the Union. The Flemings, who were mainly Catholic, were also unhappy about joining with the mainly Protestant Dutch. Belgians hated Dutch control of education. Moreover, few Belgians gained higher positions in the government or the army.

- (a) What does this Source tell us about the Union of Belgium and Holland? (3)
- (b) Describe the key features of the revolutions of 1848 in **either** France **or** Austria. (7)
- (c) In what ways did foreign intervention bring change to the Greek and Belgian struggles for independence in the years 1822–39?

You may use the following information to help you with your answer and any other information of your own.

- Aims of the Great Powers
- Mehemet Ali
- The Russo-Turkish War, 1827
- The Treaty of London, 1839

(15)

(Total for Question C1 = 25 marks)

C2: The changing nature of warfare, 1803–1905

Source: From the memoirs of a British soldier who fought at the Battle of Waterloo, 1815.

The French fired grapeshot into us which proved very destructive, killing many of our soldiers and creating gaps in our defences. Then their horsemen dashed into the openings. However, before they reached us, we had closed our lines and formed a square, throwing the dead outside and taking the wounded inside the square. This forced the French to retreat.

(a) What does this Source tell us about the Battle of Waterloo, 1815? (3)

(b) Describe the key features of **either** the Battle of Austerlitz (1805) **or** the Russian Campaign (1812). (7)

(c) In what ways did sea warfare change in the years 1803–1905?

You may use the following information to help you with your answer and any other information of your own.

- Sea warfare at the beginning of the nineteenth century
- The Battle of Trafalgar, 1805
- Developments in warships in the nineteenth century
- Submarines and Dreadnoughts

(15)

(Total for Question C2 = 25 marks)

C3: Changes in medicine, c.1845–c.1945

Source: An account written in September 1916 by a British army officer whilst in hospital recovering from a shoulder wound.

In the middle of the battlefield a first-aid man dressed my wound and put a sling on my left arm. There was no transport and I had to walk to the Casualty Clearing Station. I sat down to rest next to the decaying bodies of dead horses. At the Clearing Station I was given a drink of water which made me vomit because it tasted of petrol. I was then given a massive anti-tetanus vaccine which led to a plum-sized lump on my chest.

- (a) What does this Source tell us about the treatment of wounded British soldiers during the First World War? (3)
- (b) Describe the key features of **either** the work of Florence Nightingale **or** Elizabeth Garrett in medicine. (7)
- (c) In what ways did the understanding of the treatment of disease change in the years c1860–1945?

You may use the following information to help you with your answer and any other information of your own.

- The work of Pasteur
- The work of Koch
- The 'magic bullet'
- The work of Fleming, Florey and Chain

(15)

(Total for Question C3 = 25 marks)

C4: The changing role of international organisations: the League and the UN, 1919–2000

Source: From a magazine article published in the USA in 1961.

Twenty-two United Nations rescue teams were sent into the Congo and they spread out into the jungles. Engineers repaired DDT (insecticide) sprayers, which had been rusting in garages. The engineers explained to the Congolese the need for chlorinating the water. A huge amount of rubbish was removed and pure water once more flowed into the villages. In town after town, inhabitants were vaccinated against bubonic plague.

- (a) What does this Source tell us about the work of the United Nations in the Congo? (3)
- (b) Describe the key features of the work of **either** the League of Nations' Refugee Commission **or** the United Nations' World Health Organization (WHO). (7)
- (c) In what ways did international crises change the peacekeeping role of the international organisations in the years 1923–56?

You may use the following information or other case studies to help you with your answer.

- The Corfu Incident, 1923
- The Manchurian Crisis, 1931–33
- Korean War, 1950–53
- Suez Crisis, 1956

(15)

(Total for Question C4 = 25 marks)

C5: Conflict, crisis and change: The Middle East, c.1919–c.1973

Source: From a modern history textbook, published in 1996.

Between 1918 and 1939 the Jewish population in Palestine increased from 10 to 40 per cent. Between 1920 and 1930, 100,000 Jews went to live in Palestine. In the 1930s, these numbers continued to increase due to Hitler's policies in Germany. The Arabs became increasingly alarmed at the number of Jewish immigrants and in 1939 the British restricted Jewish immigration.

- (a) What does this Source tell us about Jewish immigration to Palestine in the years 1920–39? (3)
- (b) Describe the key features of **either** Jewish terrorist activities, 1945–47, **or** the United Nations' Partition Plan, 1947. (7)
- (c) In what ways did the involvement of the Superpowers bring change to the Middle East in the years 1948–73?

You may use the following information to help you with your answer and any other information of your own.

- The creation of Israel, 1948
- The Suez Crisis, 1956
- The Six Days War, 1967
- The Yom Kippur War, 1973

(15)

(Total for Question C5 = 25 marks)

C6: Conflict, crisis and change: China, c.1934–c.1989

Source: From a British reporter in China, writing in 1954.

The Five-Year Plan seemed to be a great success. The city of Foshan was a good example of the rapid industrial development. It was a city of 700,000 people, four times bigger than it had been in 1949. It had three underground mines as well as another three petrol refineries under construction. There was building work all over the city. Communities of people were laying huge steel girders over river beds.

- (a) What does this Source tell us about the first Five-Year Plan? (3)
- (b) Describe the key features of **either** the changes in industry and agriculture under Deng Xiaoping **or** the treatment of the Gang of Four. (7)
- (c) In what ways did support for Mao and the Chinese Communist Party (CCP) change in the years 1934–70?

You may use the following information to help you with your answer and any other information of your own.

- The Long March, 1934–35
- The Civil War, 1945–49
- The Great Leap Forward, 1958–62
- The Cultural Revolution, 1966–70

(15)

(Total for Question C6 = 25 marks)

C7: Change in Africa from colonialism to independence, 1945–2000

Source: From an account of life in South Africa in the 1980s by R Malan, a white journalist. It was published in 1990.

The black South Africans lived in cold, dark rooms with tiny windows. They cooked my meals, polished my shoes, made my bed and mowed the lawn. They drank out of chipped cups with no handles which were kept separate from the rest of our crockery. They spoke poor English or Afrikaans, wore old clothes, had no money and had no surnames.

- (a) What does this Source tell us about life for black South Africans? (3)
- (b) Describe the key features of the changes in South Africa introduced by **either** President P W Botha **or** President F W de Klerk. (7)
- (c) In what ways did independence movements bring about change in East Africa in the period c1950–c1980?

You may use the following information to help you with your answer and any other information of your own.

- The independence movements in Kenya, Uganda and Tanganyika
- The role of Jomo Kenyatta
- The role of Julius Nyerere
- The role of Idi Amin

(15)

(Total for Question C7 = 25 marks)

C8: The changing nature of warfare, c.1936–c.2003

**Source: From an account by a US marine who fought in Vietnam in the 1960s.
He describes the difficulty in identifying the Vietcong.**

You never knew who was an enemy and who was a friend. They all looked alike. They were all Vietnamese. Some of them were Vietcong. A woman would say her husband wasn't Vietcong. She would watch your men walk down a trail and then get killed by a booby trap. Maybe she planted it herself. The enemy was all around you. The Vietcong would attack and then disappear into the nearest village or jungle or hide in one of their tunnels.

(a) What does this Source tell us about guerrilla warfare in Vietnam? (3)

(b) Describe the key features of **either** the Battle of the Atlantic, 1941–44, **or** the War in the Pacific, 1941–45. (7)

(c) In what ways did methods of land warfare change in the years 1939–91?

You may use the following information to help you with your answer and any other information of your own.

- *Blitzkrieg*, 1939–43
- The D-Day landings, 1944
- The Arab-Israeli War, 1967
- The First Gulf War, 1990–91

(15)

(Total for Question C8 = 25 marks)

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