



HISTORY: PAPER I

Time: 3 hours

150 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 8 pages and a Source Material Booklet of 5 pages (i – v). Please check that your question paper is complete. Remove the Source Material Booklet from the middle of the question paper.
2. Read the questions carefully.
3. All questions must be answered.

This paper consists of:

Section A, which includes:

- Visual Analysis
- Textual Analysis
- Media Analysis

AND

Section B, which includes:

Source-based questions using the Source Material Booklet

AND

Section C, which includes:

A source-based essay using the Source Material Booklet

4. Number your answers exactly as the questions are numbered.
5. Leave a line open between your answers.
6. It is in your own interest to write legibly. Work in an orderly way and present your answers as neatly as possible.
7. Candidates must pay attention to the mark allocation. Unless otherwise indicated two marks are awarded for a valid point. This means that a question carrying 4 marks requires two points.
8. Use the sources provided to formulate your answer unless specifically instructed to use your knowledge.
9. Please hand in this question paper.

SECTION A IN-DEPTH INDIVIDUAL SOURCE ANALYSIS**QUESTION 1 VISUAL ANALYSIS**

This American cartoon entitled *Cool it Quick!* appeared in an American newspaper in 1967 and focuses on the tension in the Middle East.



[Scott-Baumann, M., *Our Changing World*, London, Hodder & Stoughton, 1989, page 32]

- 1.1 What is the message that the cartoonist intended to convey in this cartoon? (2)
- 1.2 Explain how the title of the cartoon ('Cool it Quick') provides further evidence of the cartoonist's intention. (4)

- 1.3 By referring to TWO visual clues discuss how the cartoonist has used bias to achieve his intention. (6)
- 1.4 The fact that this cartoon appeared in an American newspaper is evidence of American interest in the Middle East in 1967.
- Using this information as well as evidence from the cartoon, explain what impression is created of the role of the USA in the Middle East conflict in 1967. (4)
- 1.5 Write down TWO limitations of cartoons as sources of historical evidence. (4)
- [20]

QUESTION 2 TEXTUAL ANALYSIS

This is an extract from a speech that was delivered at Westminster College, Fulton (Missouri) in the USA, on March 5 1946, by former British Prime Minister Winston Churchill. President Harry Truman was also present.

... From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia, all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence but to a very high and, in many cases, increasing measure of control from Moscow.

The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian* control. Police governments are prevailing* in nearly every case, and so far, except in Czechoslovakia, there is no true democracy. Turkey and Persia are both profoundly alarmed and disturbed at the claims which are being made upon them and at the pressure being exerted by the Moscow Government ...*

An attempt is being made by the Russians in Berlin to build up a quasi-Communist party in their zone of occupied Germany by showing special favours to groups of left-wing German leaders ...*

If now the Soviet Government tries, by separate action, to build up a pro-Communist Germany in their areas, this will cause new serious difficulties in the British and American zones, and will give the defeated Germans the power of putting themselves up to auction between the Soviets and the Western Democracies. Whatever conclusions may be drawn from these facts – and facts they are – this is certainly not the liberated Europe we fought to build up. Nor is it one which contains the essentials of permanent peace ...*

[<www.nationalchurchillmuseum.org/sinews> Accessed 12 April 2013]

- * pre-eminence – high importance
- * totalitarian – absolute power, no opposition allowed
- * prevailing – widespread
- * quasi – supposedly
- * liberated – made free

- 2.1 Use your knowledge to identify the name by which this famous speech has come to be known. (2)
- 2.2 What was Churchill's intention in delivering this speech? Provide ONE quote from the source to support your answer. (4)
- 2.3 According to Churchill what were the Russians attempting to do in their occupied zone in Germany? (4)
- 2.4 Use your knowledge to write down ONE way in which the American government attempted to stop the Soviet take-over of Europe in response to Churchill's speech. (2)
- 2.5 Write down one propaganda technique that has been used by Churchill in this speech. Support your answer with ONE quote from the source. (4)
- 2.6 This speech is often referred to as one of history's iconic* speeches. Use your knowledge of the historical context of this speech to explain why. (4)

[20]

* iconic – symbolic and famous

QUESTION 3 MEDIA ANALYSIS – GLOBALISATION

An extract from an article from *Time* magazine commenting on the changing job market in the modern world economy.

Your Next Job: Made in India or China

There is a chance, and maybe even a good one, that you'll walk into work one Monday morning and find out your job is being moved to China or India. Millions have already seen that happen, from shop-floor machinists to IT specialists, in places as disparate as Italy, the US and South Korea. China is a manufacturing machine, charging into the global market for everything from cars to solar panels. India's highly trained engineers are outdueling Stanford graduates for jobs in software development and other sectors that are supposed to be the West's economic salvation. The harsh realities of the globalisation of labour have left much of the world's workforce feeling despondent.* Everyone in places like London and Los Angeles is competing with smart applicants from Bangalore or Shanghai who are willing to work long hours for a pittance*. When there are 2.5 billion people in those two Asian giants combined, how can anyone's job be safe?*



Yet there's another way of looking at the great shift of economic power to the East, one that is much less scary and perhaps even inspiring. Those 2.5 billion people are getting richer by the day. This presents an unprecedented opportunity for the workers of the world. Thirty years ago, the average person in China or India could afford almost nothing beyond basic food and other simple necessities of life. That poverty was a problem for all of us. With so little spending power in the developing world, the global economy was dependent on a handful of wealthy nations, especially the USA. Today, however, China and India have become a new source of growth for the global economy. Hundreds of millions of Chinese and Indians can now splurge* on Sony LCD TVs, and Apple iPhones. Last year, Indians and Chinese bought 19.9 million new passenger vehicles, 70% more than Americans did. This new bonanza* for consumer goods increases demand for copper, cotton and other natural resources; the machinery to manufacture those goods; the ships and trucks to transport them; and the people to design and sell them. The result is higher sales and bigger profits for companies such as Boeing and Rio Tinto, as well as more jobs.*

The newly rich of China and India are also bringing their money right to your doorstep. Their citizens are becoming active tourists, filling hotel rooms and dining out in Times Square and Tokyo's Ginza ... Chinese and Indian companies are expanding overseas in a quest for global presence and markets, creating jobs everywhere. Mumbai-based IT giant Tata Consultancy Services – a firm built on outsourcing from the US and Europe – employs more than 13,000 non-Indians, nine times as many as in 2005 ... Not one of the 450 people who work in the US for Chinese appliance maker Haier is from China. Sure, in this new economic order, your job may be lost to Chinese or Indian workers. But don't worry. They'll give it right back.

[Adapted from: <www.time.com/time> Accessed 12 April 2013]

* disparate – vastly different

* despondent – in low spirit

* pittance – very small amount of money

* unprecedented – has not happened before

* bonanza – source of great wealth

- 3.1 Use the information in this source to list TWO disadvantages of economic globalisation. (4)
- 3.2 Use the information in this source to list THREE advantages for Western businesses of the shift of economic power to the East. (6)
- 3.3 Use this source and your knowledge to explain why China and India's poverty thirty years ago was a 'problem for all of us'. (4)
- 3.4 According to the writer of this source why should Western governments welcome the newly rich China and India? Write down TWO reasons. (4)
- 3.5 List TWO transnational (or multinational) companies that are mentioned in this source. (2)
- [20]**

60 marks

SECTION B SOURCE-BASED QUESTIONS

Study the sources contained in the Source Material Booklet and then answer the following questions:

Refer to Sources A and B

1. Use Source A to write down THREE characteristics of life in the USSR before Gorbachev came to power. (6)
2. Refer to TWO visual clues in Source B that back up two statements made in Source A. Be sure to refer to evidence in both sources in your answer. (6)

Refer to Source C

3. Why was the war in Afghanistan known as the Soviet Union's 'Vietnam'? (2)
4. Use the information in Source C to write down TWO consequences for the Soviet economy of having spent so much money on the arms race with the USA. (4)

Refer to Source D

5. Use your knowledge to explain TWO reforms introduced by Gorbachev to overcome the USSR's political and economic problems. (6)
6. Use Source D to explain TWO consequences of the two reforms introduced by Gorbachev which he had failed to predict. (4)

Refer to Source E

7. Explain how a historian might use this source when researching the USSR under Gorbachev's leadership in the 1980s. Write down TWO pieces of evidence that can be gained from this source. (4)
8. Evaluate the reliability of this source for historians studying the USSR under Gorbachev's leadership in the 1980s. (6)

Refer to Source F

9. Use Source F as well as your knowledge to explain why Gorbachev is seen as a hero in the USA but not in Russia. (4)

Refer to Source G

10. According to the writer of Source G which reform introduced by Gorbachev had 'the most far-reaching effect'? Explain why this reform had this effect. (4)

Refer to Source H

11. Does the writer of Source H blame Gorbachev personally for the collapse of the USSR? Back up your answer with ONE quote from the source. (4)

50 marks

SECTION C SOURCE-BASED ESSAY

Use Sources A to H in the Source Material Booklet to write a source-based essay on the following topic:

To what extent was Gorbachev responsible for the collapse of communism and the USSR by 1991?

Be sure to use the sources provided to construct your argument and remember to reference the sources by letter.

40 marks

Total: 150 marks