

PAPER TWO: Early Elizabethan England 1558-88 and Superpower Relations and the Cold War, 1941-91

Superpower Relations and the Cold War, 1941-91

<p>8 Marks</p> <p>EXPLAIN TWO ...</p>	<ol style="list-style-type: none"> 1. Explain two consequences of the Potsdam Conference of July 1945. 2. Explain two consequences of the Marshall Plan. 3. Explain two consequences of the setting up of Comecon and Comecon. 4. Explain two consequences of the Hungarian Uprising. 5. Explain two consequences of the building of the Berlin Wall in 1961. 6. Explain two consequences of the Hungarian crisis of 1956. 7. Explain two consequences of the Cuban Revolution of 1959. 8. Explain two consequences for the international relations of the Soviet invasion of Czechoslovakia. 9. Explain two consequences of Nixon and Brezhnev's Moscow meeting in 1972. 10. Explain two consequences of Gorbachev coming to power in the Soviet Union. 11. Explain two consequences of the Soviet invasion of Afghanistan. 12. Explain two consequences for relations between the USA and the Soviet Union of Reagan becoming president.
<p>8 MARKS</p> <p>WRITE A NARRATIVE ACCOUNT</p>	<ol style="list-style-type: none"> 1. Write a narrative account analysing the key events of the peace conferences in the years 1943-5. <ul style="list-style-type: none"> • The Tehran Conference 1945 • The Potsdam Conference 1945 2. Write a narrative account analysing the key events of the soviet expansion in eastern Europe in the years 1945-8. <ul style="list-style-type: none"> • The Soviet Union establishes control • Hungary and Czechoslovakia 3. Write a narrative account analysing the key events of the Cold War in the years 1949-56. <ul style="list-style-type: none"> • The Warsaw Pact, 1955 • The Soviet invasion of Hungary, 1956 4. Write a narrative account analysing the main events in East-West rivalry over Berlin 1958-61. <ul style="list-style-type: none"> • The Summit Meetings • The building of the Berlin Wall 5. Write a narrative account analysing the main events in superpower rivalry in Cuba in the years 1959-62. <ul style="list-style-type: none"> • The Bay of Pigs invasion, 1961 • The Cuban Missile Crisis, 1962 6. Write a narrative account analysing the key events of the Soviet invasion of Czechoslovakia in 1968. <ul style="list-style-type: none"> • The Prague Spring • The Soviet Union re-establishes control 7. Write a narrative account analysing the key events in attempts to reduce tension between East and West in the 1970s and 1980s. <ul style="list-style-type: none"> • The Helsinki Agreements • Gorbachev's New Thinking 8. Write a narrative account analysing the main developments in the collapse of the Berlin Wall during 1989. <ul style="list-style-type: none"> • The impact of the Sinatra Doctrine.

	<ul style="list-style-type: none"> • Developments in East Germany. <p>7. Write a narrative account analysing the key events in the Soviet Union and eastern Europe in the years 1989-91..</p> <ul style="list-style-type: none"> • The Helsinki Agreements • Gorbachev's New Thinking
<p>16 MARKS</p> <p>EXPLAIN TWO ...</p> <p>THE IMPORTANCE OF X FOR Y</p>	<ol style="list-style-type: none"> 1. Explain the importance of the Grand Alliance for relations between Stalin, Churchill and Roosevelt in the years 1941-45. 2. Explain the importance of the Potsdam Conference for the development of the Cold War. 3. Explain the importance of Soviet expansion in eastern Europe for the development of the Cold War. 4. Explain the importance of the Marshall Plan in the development of the Cold War. 5. Explain the importance of the summit conferences for the problem of Berlin. 6. Explain the importance of the building of the Berlin Wall in 1961 for the relations between the USA and the Soviet Union. 7. Explain the importance of the Bay of Pigs invasion in the development of the Cold War. 8. Explain the importance of SALT 1 for the development of the Cold War. 9. Explain the importance of the INF Treaty for relations between the USA and the Soviet Union. 10. Explain the importance of the Soviet invasion of Afghanistan in 1979 for relations between the USA and the Soviet Union.
<p>Early Elizabethan England 1558-88</p>	
<p>4 MARKS</p> <p>DESCRIBE</p>	<ol style="list-style-type: none"> 1. Describe two features of the religious settlement. 2. Describe two features of the plots against Elizabeth I in the years 1571-86. 3. Describe two features of the Elizabethan system of poor relief that were new. 4. Describe two features of Elizabeth's privy council. 5. Describe two features of Elizabeth's experiences before she became queen. 6. Describe two features of Elizabeth's education. 7. Describe two features of the challenge from the Puritans between 1558 and 1569. 8.
<p>12 MARKS</p> <p>EXPLAIN WHY</p>	<ol style="list-style-type: none"> 1. Explain why the Catholic threat to Elizabeth I increased after 1566. You may use the following information in your answers <ul style="list-style-type: none"> • The Dutch Revolt • Mary, Queen of Scots' arrival in England in 1568 2. Explain why the attempt to colonise Virginia in 1585-86 was a failure. You may use the following information in your answers <ul style="list-style-type: none"> • The colonists • Wingina

<p>1 MARKS</p> <p>HOW FAR DO YOU AGREE</p>	<p>1. Religion was Elizabeth I's main problem in the years 1558-69. How far do you agree? You may use the following information in your answers</p> <ul style="list-style-type: none">• The settlement of religion.• Mary, Queen of Scots' arrival in England in 1568. <p>2. The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I. How far do you agree? You may use the following information in your answers</p> <ul style="list-style-type: none">• Drake's voyages to the New World.• The Netherlands. <p>3. The main reason that voyages of exploration were undertaken during Elizabeth I's reign was to increase England's wealth'. How far do you agree? You may use the following information in your answers</p> <ul style="list-style-type: none">• Anglo-Spanish relations• Developing trade <p>4. 'Elizabeth's religious settlement was a successful compromise'. How far do you agree? You may use the following information in your answers</p> <ul style="list-style-type: none">• The Act of Uniformity• Recusants

PAPER THREE: Weimar and Nazi Germany, 1918-39

4
MARKS

WHAT CAN
YOU LEARN
FROM THE
SOURCE

1. Give two things you can infer from Source A about support for Hitler in the 1930s.

SOURCE A: An anti-Hitler poster from October 1932 by a communist, John Heartfield. Heartfield was born Helmut Herzfeld and changed his name as a protest against the Nazis. He fled Germany in 1933.

The caption reads: *“The meaning of the Hitler salute. Motto: millions stand behind me! Little man asks for big gifts.”*



2. Give two things you can infer from Source A about Hitler's views on politics after the Munich Putsch.

Source A – Comments made by Hitler as a prisoner in Landsberg. He was speaking to a fellow Nazi inmate.

“When I resume active work it will be necessary to follow a new policy. Instead of working to achieve power by armed conspiracy, we shall have to hold our noses and enter parliament against the Catholic and Communist members. If out-voting them takes longer than out-shooting them, at least the results will be guaranteed by their own constitution. Sooner or later, we shall have a majority in parliament.”

**12
MARKS**

EXPLAIN

1. Explain why Germany was difficult to govern in the years 1919-22. You may use the following information in your answers:
 - The Spartacist Revolt
 - The Kapp Putsch
2. Explain why 1924-29 was considered a 'golden age' in the Weimar Republic. You may use the following information in your answers:
 - Women
 - Culture
3. Explain why the Weimar Republic recovered in the years 1924-9. You may use the following information in your answers:
 - The Dawes Plan
 - Achievements Abroad
4. Explain why there were challenges to the Weimar Republic in the years 1919-23. You may use the following information in your answers:
 - The Weimar Constitution
 - Hyperinflation
5. Explain why Hitler carried out the Munich Putsch. You may use the following information in your answers:
 - Ludendorff
 - French occupation of the Ruhr
2. Explain why there was increased support for the Nazis in the years 1929-32. You may use the following information in your answers:
 - Unemployment
 - Goebbels
6. Explain why Hitler was able to increase his power between January 1933 and August 1934. You may use the following information in your answers:
 - The Reichstag Fire
 - Night of the Long Knives
7. Explain why the police state was a success in removing opposition to the Nazi regime. You may use the following information in your answers:
 - Concentration camps
 - The Gestapo
8. Explain why there were changes to the lives of Jewish people in Nazi Germany in the years 1933-9. You may use the following information in your answers:
 - The Nuremberg Laws, 1935
 - Kristallnacht, 1938

Q3a. Utility Question (use approx. 10 minutes) 8 marks

1. How useful are Sources B and C for an enquiry into the problems faced by the Weimar Republic between 1919 and 1923?

Source B – Konrad Heiden, *Der Fuhrer: Hitler's Rise to Power*, published in 1944. Heiden was a German journalist who supported democracy and opposed the Nazis. He had fled to America when he produced this book.

On Friday afternoons in 1923, very long lines of workers waited outside the pay windows of the big German factories, department stores, banks and offices, watching the clocks until at last they reached the pay window and received a bag full of paper bank notes. According to the figures on the notes, they were worth anything from 700,000 marks up to 380 billion or even 18 trillion marks; the figures rose month by month, then week to week, then day to day. The government printing presses could not keep up. People carried their money around in sacks or prams. Life was madness, nightmare, desperation, chaos.

Source C – Hugo Preuss, the lawyer chiefly responsible for writing the Weimar constitution in 1919, commenting on the effects of the Versailles treaty in 1923.

Everyone still expected a settlement in accordance with Wilson's Fourteen Points, which all the fighting countries had bindingly accepted as the basis for the peace. The criminal madness of the Versailles Diktat was a shameless blow in the face. The Reich constitution was born with this curse upon it. That it did not collapse immediately under the strain is striking proof of the genuine vitality of its basic principles; but its implementation and evolution were inevitably fatefully restricted and lamed thereby.

2. How useful are sources B and C for an enquiry into Hitler's appointment as Chancellor in January 1933?

Source B – An account by Otto Meissner, State Secretary in Hindenburg's office, made to the Nuremberg War Crimes Trial after the Second World War

"Despite Papen's persuasions, Hindenburg was extremely hesitant, until the end of January, to make Hitler Chancellor. He wanted to have Papen again as Chancellor. Papen finally won him over to Hitler with the argument that the representatives of the other right-wing parties which would belong to the government would restrict Hitler's freedom of action. In addition Papen expressed his misgivings that, if the present opportunity were missed, a revolt of the national socialists and civil war were likely."

Source C – A letter from leading industrialists and businessmen to President Hindenburg in November 1932.

"Your Excellency! We believe it is necessary to create a government independent of the parliamentary parties...We recognise in the nationalist movement, which is sweeping through our people, the beginning of an era of rebirth for the German economy, which can only be achieved by overcoming class conflict. The transfer of responsibility for leading a Presidential cabinet to the leader of the largest nationalist group would sweep millions of people, who at present still stand on the sidelines, into active participation."

3. How useful are Sources A and B for an enquiry into Nazi economic policies between 1933 and 1939?

Source A – Extract from the Strength through Joy magazine, 1936

	<p><i>“KdF is now running weekly theatre trips to Munich from the countryside. Special theatre trains are coming to Munich on weekdays from as far away as 120 kilometres. So a lot of our comrades who used to be in the Outdoor Club, for example, are availing themselves of the opportunity of going on trips with KdF. There is simply no other choice. Walking trips have also become very popular.</i></p> <p>Source B – Report from the Social Democratic Party in exile (SOPADE) on labour service, 1938 <i>“The young people are deadened by physical exertion. They have to get up very early and have very little time to themselves. The whole aim of the service seems to be to pass on Nazi ideas and prepare them for military service. The pay is pitiful. Barely enough to buy a beer.”</i></p>
<p>Q3b Interpretation Question (use approx. 5 minutes) 4 marks</p> <p>Q3c Interpretation Question (use approx. 5 minutes) 4 marks</p>	<p>Interpretation 1: Robert Gellately, <i>Backing Hitler</i> (2001) <i>“There were at most only 3,000 prisoners in the camps by the end of 1934 and that was the lowest point they ever reached in the Third Reich. The decline was accelerated by a Hitler amnesty of 7 August 1934. Shortly thereafter there were less than 500 prisoners in all Prussian camps and by the end of the year only around 1,600 in Bavaria. It made perfect sense to close the camps, because by 1934–35 the country was positively inclined towards Hitler’s dictatorship. Organized opposition was silent or as good as dead. The surprise was, that for all Hitler’s popularity and the social consensus that supported the new regime, the camps did not disappear.”</i></p> <p>Interpretation 2: Richard Evans, <i>The Third Reich in Power</i> (2005) <i>“The Gestapo was only one part of a much wider net of surveillance, terror and persecution cast by the Nazi regime over German society in the 1930s; others included the SA and SS, the Criminal Police, the prison service, the social services and employment offices, the medical profession, health centres and hospitals, the Hitler Youth, the Block Wardens and even apparently politically neutral organisations like tax offices, the railway and the post office. All of these furnished information about deviants and dissidents to the Gestapo, the courts and the prosecution service, forming a pervasive system of control in which the Gestapo was merely one institution among many. Everything that happened in the Third Reich took place in this pervasive atmosphere of fear and terror, which never slackened and indeed became far more intense towards the end.”</i></p>
<p>Q3d Interpretation Essay (use approx. 25 minutes) 16 marks + 4 for SPaG</p>	<p>(b) Study Interpretations 1 and 2. They give different views about the importance of the police state in helping the Nazis control Germany. What is the main difference between these views. Explain your answer, using details from both interpretations.</p> <p>(c) Suggest one reason why Interpretations 1 and 2 give different views about the importance of the police state in helping the Nazis control Germany.</p> <p>(d) How far do you agree with Interpretation 2 about the importance of the police state in helping the Nazis control Germany. Explain your answer, using both interpretations and your knowledge of the historical context.</p> <p>Interpretation 1: From <i>Weimar and Nazi Germany</i>, F. Richardson (1996) From 1924 to 1929 the Weimar Republic was much stronger than it had been just after the war. Led by Stresemann in the Reichstag, the different parties managed to work together. The extreme parties, such as the Nazis, gained fewer seats in the elections. The German people were better off and more contented. The Weimar Republic looked safe.</p> <p>Interpretation 2: From <i>Weimar and Nazi Germany</i>, E. Wimplott (1997)</p>

German prosperity was built on quicksand foundations. The Weimar economy was dependant upon high-interest American loans, which usually had to be repaid or renewed within three months. In times of depression, US moneylenders could demand rapid repayment. Moreover, unemployment never fell below 1.3 million. Although big business grew in the 1920s, small firms struggled and many went bankrupt.

(b) Study Interpretations 1 and 2. They give different views about the extent of German recovery in the years 1924-29. What is the main difference between these views. Explain your answer, using details from both interpretations.

(c) Suggest one reason why Interpretations 1 and 2 give different views about the extent of German recovery in the years 1924-29. You may use Sources A and B to help explain your answer.

(d) How far do you agree with Interpretation 1 about the extent of German recovery in the years 1924-29. Explain your answer, using both interpretations and your knowledge of the historical context. (16 marks + 4 marks SPAG)

