



**Section A****International Relations: the changing international order 1918–c.1975**

You should spend about **1 hour** on this section.

- 1 Outline how the USA took action against the spread of communism around the world in the 1960s. [5]
- 2 Explain why there was tension in Europe in the 1930s. [10]
- 3 Study **Interpretation A**.  
  
Do you think this interpretation is a fair comment on the British policy of appeasement? Use other interpretations of the events of 1937–1939 and your knowledge to support your answer. [25]

**Interpretation A**

An extract from the front page of 'The Daily Sketch', a popular British newspaper in the 1930s. This extract was published on 29 September 1938.

THE MAN THE WORLD LOOKS UP TO.

How well our faith in Mr Chamberlain has been justified! His firmness of spirit and gentleness of heart have been successful. Refusing to give in, refusing to be discouraged or give way to opposition and insults, he went tirelessly on until he stopped the armies of Britain and Germany from going to war.

**4 Study Interpretation B.**

Explain why **not** all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

**[20]**

(✎) Spelling, punctuation and grammar and the use of specialist terminology

**[5]****Interpretation B**

From 'The United States and the Origins of the Cold War', a book written by the US historian John Lewis Gaddis and published in the USA in 1972.

In the Cold War, both the United States and the Soviet Union were driven by many forces: the Soviet Union by its need for security and to rebuild after the destruction of war; the USA by its belief in countries' rights to independence, fear of communism and its view of its own supremacy and power. All of this made their confrontation a hostile one. Although they looked for peace, their beliefs made understanding each other impossible.

**Turn over for Section B**

## Section B

## Germany 1925–1955: The People and the State

You should spend about **45 minutes** on this section.

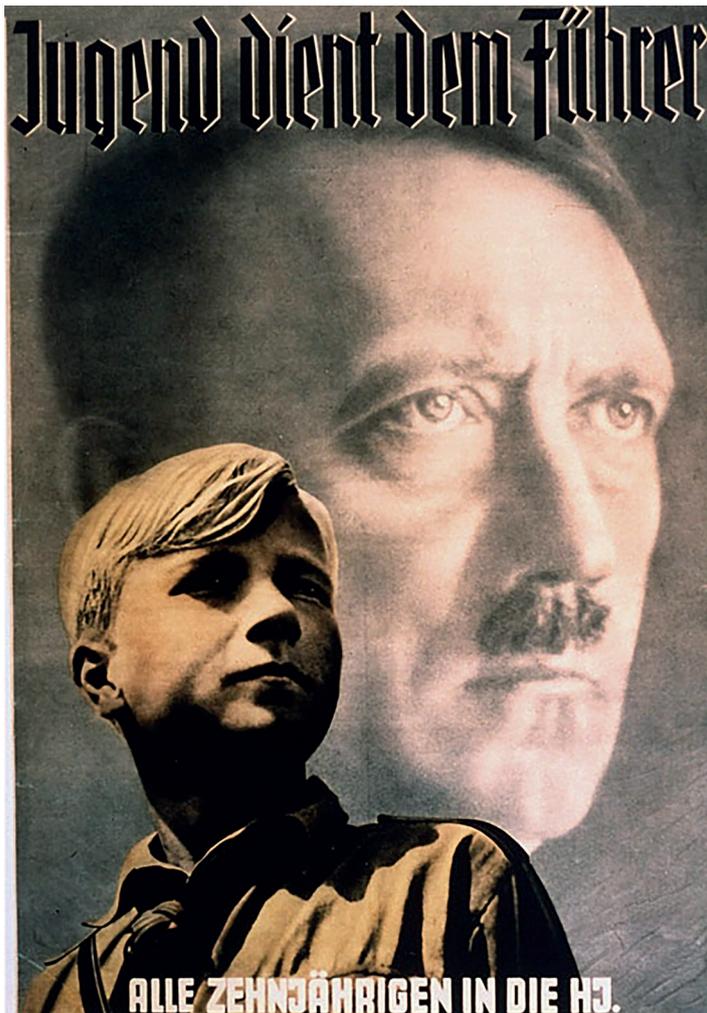
- 5 Describe **one** strength of the Weimar Republic in the period 1925–1928. [2]
- 6 Explain the impact of de-Nazification on Germany in the period 1945–1950. [10]
- 7 (a) Study **Source A**.

Explain why this source was published in Germany at this time. [5]

**Source A**

A poster published by the Nazi Party in the late 1930s.

The text on the poster reads 'Youth Serves the Führer: All 10–year-olds into the Hitler Youth'.



**(b) Study Source B.**

Explain how this source is useful to a historian studying Nazi Germany.

**[5]****Source B**

An extract from guidance produced by the Nazi's propaganda office in August 1935. This guidance was sent to Nazi public speakers around Germany.

Even the best laws won't work if German people ignore them. For example, the laws won't work if tens of thousands of housewives go to Jewish shops because they believe that's the only way to shop. The laws will also not work if thousands of farmers only buy their livestock from Jewish traders or if thousands of shopkeepers buy their goods from Jews. No one should be surprised that such behaviour encourages the Jews to return to their past activities of trying to undermine and destroy us.

**8\*** 'Opposition within Germany to the Nazi regime increased during the Second World War.'

How far do you agree?

**[18]**

**END OF QUESTION PAPER**





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