

IGCSE Edexcel (9-1) History Exam

Technique and Revision Pack Specification

Paper 1	<p>5 Dictatorship and conflict in the USSR 1924-53(Stalin)</p> <p>6 A World Divided: Superpower Relations 1943-72</p>	1 hour 30
Paper 2	<p>A2 Russia and the USSR 1905-24 (Tsar/Lenin)</p> <p>B4 Conflict, crisis and change in China 1900-89</p>	1 hour 30

You should note the **topic numbers**; this will help you locate the right question in the exam question booklet!

Read the Question- highlight it! Notice its focus, Keep to the focus.

Timing- do not spend too long on the low tariff questions!

Note that you have 45 minutes per topic.

You might benefit from jotting down the timings for each question on the front of your exam booklet before you start.

General advice-

- Plan the longer answers- decide which points you need to cover and how you will divide them into paragraphs.
- Use the wording of the question in your answer.
- You might like to write the timings on the front of your paper to remind yourself how long you have.
- Do the questions in the correct order.

General reminders about good English for History exams:-

- Avoid abbreviations such as **e.g. PM, e.g. WWII or govt**; don't use contractions such as "didn't". However, many Russian terms have acceptable abbreviations- **USSR, Cheka, OGPU, NEP** which you may use.
- Don't use the present tense
- Don't use slang words or phrases.
- In an essay, don't use the first or second person (I, we , you, my, your)
- Keep to English spellings such as Labour, colour, programme. Don't write "gotten". Exception - Pearl Harbor
- "Russia" became the "Soviet Union" at the end of 1922. Thereafter, Russia was just one of many republics in the USSR.
- Do not begin a sentence with "And".
- If you begin a sentence with "Although" it must have **both point and counter-point** in the sentence. "Although Brest Litovsk was harsh, it was soon overturned."
- Only use bullet points if you are running out of time
- Don't cram too many points in one sentence, like a list. I suggest maximum 3.
- Make your point concisely. Do not add extra padding.
- Link your points with **furthermore, therefore, so, because** and **however** but make sure you do so accurately. Do not imply that one thing led to another if it did not!
- Don't say **most** or **all** unless you mean it!
- Useful phrases to add emphasis- **significant, fundamental, pivotal,**

- Useful terms for causation- *fuelled, ignited, triggered, exacerbated*

Outline of Technique for Paper One (both topics):-

	mark	mins	xtra	Question	guidance
a	6	9	11	impression	<p>Begin with an overall statement about the impression the author creates e.g. a negative or positive one (but it won't necessarily be one of these).</p> <p>“The impression the author has given is that...”</p> <p>Better answers will show how the author creates the impression (or maybe why). How did the author deliberately craft the impression?</p> <ul style="list-style-type: none"> • Look at the language used. • Look at their selection-maybe they have left out something deliberately. • What have they emphasised?
b	8	12	15	effects	<p>Write 2 paragraphs with about 4 sentences per paragraph.</p> <p>The topic sentence of each paragraph should outline an effect “One effect of x was y”</p> <p>The rest of paragraph should develop that effect e.g. this was because..., this led to... this meant that”</p> <p>Top answers will clearly show how the event led to the outcome.</p>
c	16	24	30	Test a hypothesis	<p>The statement will probably imply that one factor was more important.</p> <p>You need to test this statement-</p> <ul style="list-style-type: none"> • give the points for it (1-2 paragraphs) • then the counter points (1-2 paragraphs) <p>You must produce 3 paragraphs and a conclusion.</p> <p>You must tackle the factor in the question in your first paragraph.</p> <p>It could be about reasons, effects etc.</p>

				<p>(you will have a choice of 2 questions)</p>	<p>You will be given 2 bullet points which could form the basis of two of your paragraphs; you must generate a third point yourself.</p> <p>Begin each paragraph with a suitable topic sentence e.g.</p> <p><i>One reason for Stalin's rise to power was...</i></p> <p><i>However another reason for Stalin's rise to power was...</i></p> <p>The rest of paragraph should develop that point e.g. <i>this was because..., this led to... this meant that</i></p> <p>Make sure you clearly link your points to the question; it is often a good idea to round off your paragraph with a mini-conclusion back to the question. Better answers will not include any information that is not relevant or linked to the question so select the information precisely & direct it to answer the question.</p> <p>The conclusion should clearly state your judgement e.g. if you think one factor is more important- and then give some reasoning for this judgement. <i>Therefore it can be seen that... This is because</i></p>
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Outline of Technique for Paper Two

Topic A2 **Russia and the USSR 1905-1924** (sources + extract)

	Mark	mins	xtra	
a	6	9	11	<p><i>Describe two features of</i> (you will have a choice)</p> <p>Write 2 paragraphs, each one about a feature.</p> <p>Choose obvious features that you develop for a further 2 sentences.</p> <p>Begin each paragraph with a topic sentence identifying the feature One feature of...was....</p> <p>Develop each paragraph for a further two sentences.</p> <p>Ensure that you keep to the feature in your topic sentence by using phrases like "This meant that... This led to ...this was because.</p> <p>(Although your first feature could be the background reasons to the event e.g mounting discontent", be careful that you explicitly link it to the question focus)</p>
b	8	12	15	<p>Cross-reference between the content or overall view or tone of sources A & B</p> <p>3 paragraphs</p> <ul style="list-style-type: none"> • Support between the sources Use phrases like "Source B (partly/mostly) supports source A Choose appropriately- don't say mostly if it doesn't! Try to find specific examples from each source to compare. • Differences "However, whereas source B claims that... Source A says that Try to find specific examples to compare to show difference. <ul style="list-style-type: none"> ➤ up to 5 marks if you only find support 6 marks if you mention both sims and diffs • Final paragraph – Conclusion -make a clear judgement on extent – "strong support" or "little support" "no support" (this is necessary to get full marks)
	16	24	30	<p>Statement from extract C - use sources and knowledge to discuss for and against.</p> <ul style="list-style-type: none"> • Paragraph (s) of points that agree with the statement from extract C; make sure you clearly link to the statement. "The Bolshevik revolution succeeded partly due to the weaknesses of the Provisional Government....

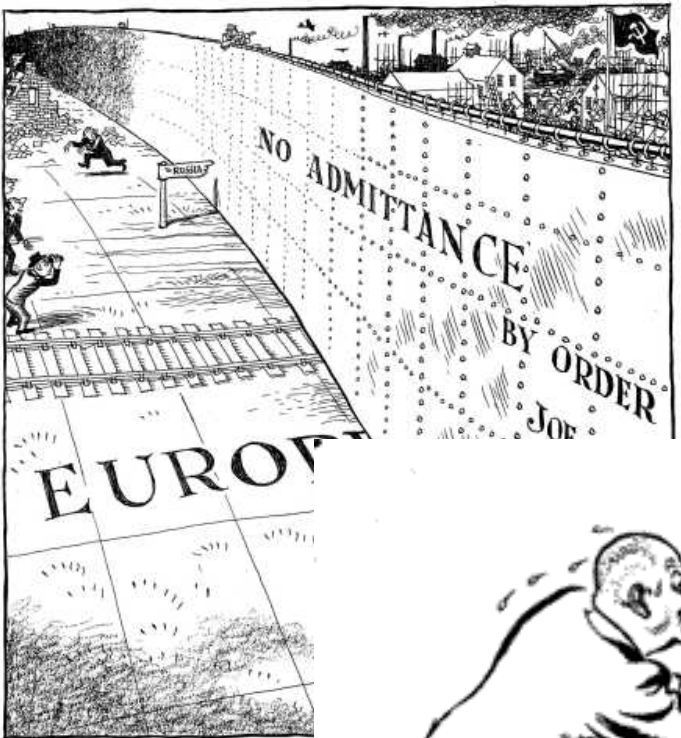
				<p>Develop this with points from sources & extract, which you explain and illustrate from your knowledge.</p> <p>Make it clear when you use a source or extract:- <i>“Source B suggests that”</i> <i>“as extract C claims..”</i></p> <ul style="list-style-type: none"> • Paragraph (s) of points that disagree; again make sure you clearly link to the statement <i>“However there were other factors that contributed to the Bolshevik victory...”</i> <p>Develop this with points from sources & extract, which you explain and illustrate from your knowledge.</p> <ul style="list-style-type: none"> • Conclusion :-make a clear judgement on the statement e.g. explain why one factor was more important than the others. <p>9-10 marks if only use sources or only use knowledge</p> <p>You can get up to top L3 if support; need to challenge as well to get to L4.</p>
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Paper 2 Topic B4 China

	mark	mins	extra	Question type	guidance
a	6	9	11	Similarities between 2 events/ periods or differences	<p>Write 2 paragraphs with about 3 sentences per paragraph.</p> <p>Begin each paragraph with a statement on similarity <i>One way in which x was similar to y was that...</i> Then write 2 more sentences giving detail to justify your statement i.e. give specific comparisons between the 2 events/developments which show how they were similar.</p> <p>(if the question asks for differences, obviously this time you paragraph openers will use the word <i>different</i>.)</p>
b	8	12	15	Causes or reasons	<p>Write 2 paragraphs with about 4 sentences per paragraph.</p> <p>The topic sentence of each paragraph should outline a cause (reason) <i>“One cause of x was y”</i></p> <p>The rest of paragraph should develop the cause e.g. <i>this was because..., this led to... this meant that”</i> It should show clearly how the cause led to the event/development.</p>

c	16	24	30	<p style="color: red;">Extent of change</p> <p style="color: red;">(you will have a choice of 2 questions)</p>	<p>You will be given 2 bullet points which you could use as 2 of your 3-4 paragraphs. You must add at least one more bullet point.</p> <p>Your answer might be structured in time chunks or policies e.g. 5 Year Plan, The Great Leap Forward, Deng's reforms Or you might structure it by theme e.g. political, economic/social, cultural, foreign influence.</p> <p>Begin (& end) each paragraph with a statement about the extent of change e.g. <i>The Great Leap Forward brought extensive change to industry...</i></p> <p>Useful extent words- extensive, significant, widespread short-term, superficial.</p> <p>Words that can imply change - increased, improved, worsened, exacerbated..</p> <p>Use criteria to judge the extent of change too- e.g. how long-lasting it was, how big the change was, how widespread it was.</p> <p>You may be asked about to what extent an event was a turning point- so again assess the degree of change it caused but you could also consider if another event was more of a turning point.</p> <p>Write a conclusion- "Overall..." This should summarise the overall change and the extent of change. You could emphasise the greatest change or you could show how the factors interacted.</p>
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Detailed guidance for Paper One



Question a ‘What impression does the author give about...’

This question is worth 6 marks. Spend 9 minutes on your answer.

- You must identify an impression – use the word *impression* in your answer.
- Only one impression is needed for 6 marks.
- For 5- 6 marks, *How is the impression formed, what information did the author select to give this impression and why has this been done? How did the author treat the evidence and deliberately craft an impression?*

Template

The overall impression given by the author is positive/negative/other

The source portrays.... (detail from source)

This is shown by their use of language, for example “...” which shows ...

Moreover the author has been selective, for example they have not mentioned which would have given a more balanced picture of...

Mark scheme

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple valid comment of offered about an impression Or Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2	3-4	Identify the impression and paraphrasing of the source. Answer offers valid comment that infers an impression. Comprehension and some analysis of the extract is shown by selecting material to support the inference.
3	5-6	Identify impression and support with HOW and WHY Answer explains the impression given, analysing the author’s selection and treatment of material in the extract to support the explanation.

IGCSE 2019 Example responses:

Extract: From *A History of The Twentieth Century*, published in 2009.

Trotsky had substantial claims to the leadership of USSR. He carried out the actual Bolshevik takeover of Petrograd in 1917. Trotsky had also led the Red Army to victory in the Russian Civil War. He was brilliant leader and toured Russia in a special train to direct troop movements and keep up morale. Trotsky was clever; he was able to gain enthusiastic support when he spoke, and he was a powerful writer. Trotsky supported Karl Marx's original aim to spread communism to all the developed countries.

Question: What impression does the author give about Trotsky's suitability to be leader of the USSR?

Level 2 (4/6) response:

The writer gives the impression that Trotsky is extremely suitable to be leader of the USSR. This is shown when he writes Trotsky has sustainable claims to the leadership of the USSR. The word substantial highlights the fact he is well suited to be leader. This idea that he is extremely suitable to be leader can also be seen when the author writes 'Trotsky was clever, he was able to gain enthusiastic support when he spoke' This shows that the writer believes that Trotsky not only had the skills to be leader, but also the mean as he was good at rousing support, making him extremely suitable to be leader of the USSR.

What would you add to make this answer 6/6?

Extract: From *A History of Germany*, published in 2000.

At the end of 1922, the French took the law into their own hands and occupied the Ruhr, with Belgian support. French engineers, backed by 60,000 French and Belgian soldiers, were sent into the Ruhr to maintain the production of coal. The French and Belgian authorities arrested mine owners. They expelled Germans working in a number of non-essential industries from the area. French soldiers savagely beat German workers and even executed some of them. The whole of Germany was outraged by the occupation.

Question: What impression does the author give about French occupation of the Ruhr?

Level 3 (6/6) response:

The author gives the impression that the French occupation of the Ruhr was a brutal event whereby France and Belgium imposed their rule over the Germans.

This is evident from the author's choice of language. For instance, the use of the adjective 'savagely' conveys the violence and brutality of the occupation. Furthermore, the continuous use of violent words such as 'expelled...' 'beat' and 'executed' shows the domineering nature of France's rule.

The impression is also conveyed through the author's choice of content. For instance, the author only included detail on the occupation of the Ruhr by 60,000 French and Belgian soldiers and the troops' actions such as execution. The author in fact omits to include any context to the occupation such as Germany defaulting on reparations payments in December 1922. This places the overall emphasis of the extract on the French and Belgium violation of the Germany rights, hiding Germany's partial responsibility.

Question b – ‘Explain two effects of...’ (8)

Spend 12 minutes on your answer.

Target: A01 (4 marks) – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02(4 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

- This is a consequence question.
- Two **effects (consequences)** are needed to access level 3
- Level 1 – simple comments
- Level 2 – Information and explanation
- Level 3 – shows how something lead to outcome – **how did the consequence lead to the given outcome.**
- Impact of this outcome can be brief.

You must express your points as two “effects” and each effect (paragraph) should be about 4 sentences.

Notice if the question has a secondary focus too e.g. the effect of Stalin’s industrialisation **on women.**

Think about which effects to choose:-

- What were the key ones?
- Sometimes you can group a few smaller effects into a larger concept e.g. **“increased control for Stalin”**. This might help you get 3 development points in.
- Make sure you **link to the outcome!**

2 paragraphs of about 4 sentences each.

Template for question b

Paragraph 1	<p><i>One effect of x was y</i> <i>This was because</i> <i>This meant that</i></p> <p><i>This led to y because</i></p>
Paragraph 2	<p><i>Another effect of x was z</i> <i>This was because</i> <i>This meant that</i></p> <p><i>This led to z because</i></p>

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Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple comment is offered about consequence (s) Generalised information about the topic is included, showing limited knowledge and understanding of the period
2	3-5	Information and explanation Features of the period are analysed to explain consequences Specific information about the topic is added to support the explanation
3	6-8	Features of the period are analysed to explain consequences and show how they led to outcomes Accurate and relevant knowledge is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied

Question: Explain two effects of the German invasion during the Second World War on the Soviet people/.

Level 2 (5/8) response:

One effect of the German invasion on the Soviet people was that it caused mass starvation. This was especially prevalent during the blockade of Stalingrad and as a result of the blockade thousands of citizens starved to death or were forced to eat rats or even other humans. This, in turn, cause moral among the Russian people to decrease because of the terrible conditions they were living under.

Another effect of the German invasion was the increase of support for Stalin among the Russian people. Although Stalin sustained early losses to the air force (?), he soon devised action to push back the Nazi advances, including beating the Germans in Stalingrad. This victory saved many thousands of Russians lives from starvation, re-assessing the Soviet peoples support for Stalin, helping to secure his position and create Stalin's cult personality among the Russian people.

Question: Explain two effects of the Enlightenment on France in the years 1780-87

Level 3 (8/8) response:

The Enlightenment deeply affected the French society. Indeed, thanks to the encyclopaedia and the philosophers' ideas the French society was questioned.

The aim of the encyclopaedia was to educate the people and bring knowledge to them. This was the philosopher hope the literate will be about to think by themselves and question the society in which they had lived. The purpose was to fight the obscurantism, the ignorance and beliefs brought by religion and give more importance to sciences. The aim was achieved as more and more people such as Voltaire, questioned religion and its authority.

In addition, news (new) values were brought in by Didecot, D'Alembert, Voltaire or Rousseau. They questioned the society as a while and brought in new ideas such as democracy, economic, politics, and social rights for instance. They also talked about equality between the people and their rights to govern, proposing solutions like constitutional monarchy. These ideas were heard by many, tremendously affecting their ways of thinking and questioning their roles in society in the years 1780-87, preparing them for the upcoming revolution, that they hoped will answer their ideal society.

Question c – ‘The main reason for...The main consequences of...The most significant...’

This question is worth 16 marks. Spend 24 minutes on your answer.

Target: A01 (7 marks) – Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

A02 (9 marks) Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts.

- Pupils are given two points to discuss and must use additional information of their own. The additional information doesn't have to be in a separate paragraph but does need to be additional to what they have been given.
- Conclusion needs to be reached.
- 3 – 4 paragraphs.
- Level 1 – Simple and limited
- Level 2 – Still limited but some accurate information and attempt to focus on the question.
- Level 3 – Shape and direct material towards the question. 2 – 3 points which answer the question. Following PEE and clear focus on the question.
- Level 4 – Every point works towards answering the question, precise selection of information, clear process of reasoning.

The question will always be phrased as:

‘statement...’ How far do you agree? Explain your answer.

(there will be a choice of 2)

- You will be asked to make a judgement relating to one of the following:
 - **Causes, effects or significance.**
- The question will be presented as a quotation which you will be asked to agree / disagree with and explain your answer.
- You will also be given two short bullet points to act as stimulus material; probably one will be the factor in the statement. The second bullet point could form the basis of one of your counter-point paragraphs.
- You should generate at least one other paragraph in addition to the stimulus points. When choosing your topic here, think about what was important and also devise a topic that you can write about 7 sentences on! It may help if you combine several points into a larger concept such as “**economic**” or “**to increase his control**”.

Planning the order of your points –

- a) Usually start with the factor in the statement. The other 2 paragraphs will usually therefore be counterpoints.
- b) When you have thought of your 3rd bullet point, consider where to put it- does it make sense as the 3rd paragraph or as the second? If there is a **chronological** order, it is normally best to keep to it.

- Begin the paragraph with a topic sentence like
“*Stalin’s position as General Secretary was vital in helping him get to power.*”

or “*However rivalry among his opponents also helped him...*”

- Make sure you explain how the factor relates to the question focus.
e.g. how did his role as General Secretary help Stalin get to power.

Better answers will have **precisely selected** information- nothing that is not relevant or linked to the question.

- You should analyse and evaluate these aspects- i.e. **how much** did they contribute to (the question focus) e.g. **how important** was his role as General Secretary in helping Stalin get to power.
- **Your conclusion** is essential and should be your judgement about which was the most important factor with **reasons** for this choice.

3 paragraphs on 3 factors, followed by a conclusion in which you clearly reach a judgement and justify your choice.

Template for question C (“causation” question; for “effect” question, use “effect/consequence/result/impact” instead of “reason” or “cause”)

3 paragraphs + conclusion	
Introduction (not essential)	Answer the question in one sentence " <i>x was not the most important reason for y because...</i> "
First paragraph	<p>Give the reason/effect change/method (probably from a bullet point) "<i>X was an important reason for y</i>"</p> <p>Fully explain it, with detail & examples from your knowledge, relevant to the question.</p> <p>Make sure you explain the link to y <i>This led to the outbreak of war because...</i></p> <p>Assess its importance as a cause using criteria e.g. how long-lasting, widespread, severe.</p> <p>Approx. 7 sentences.</p>
Second paragraph	<p>"<i>However z was a more important reason for y</i>" (probably from a bullet point)</p> <p>Fully explain it, with detail and examples from your knowledge that is relevant to the question.</p> <p>Make sure you explain the link to y</p> <p>How important was it?</p> <p>Approx. 7 sentences.</p>
Third paragraph	<p>Generate a third reason from your knowledge</p> <p>Introduce it in your topic sentence e.g. <i>Another important reason for y was v.</i></p> <p>Fully explain it, with detail and examples</p> <p>Make sure you explain the link to y.</p> <p>How important was it?</p> <p>Approx. 7 sentences.</p>
Conclusion (essential)	Answer the question e.g. what was the most important reason and give reasons for your judgement.

Question C Mark Scheme

Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>A simple or generalised answer is given, lacking development and organisation</p> <p>Limited knowledge of the topic is shown</p> <p>The overall judgement is missing or asserted</p>
2	5-8	<p>An explanation is given showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained</p> <p>Accurate and relevant information is added, showing some knowledge and understanding of the period</p> <p>The overall judgement is given but its justification is asserted or insecure</p> <p>No access to Level 2 for answers that do not go beyond aspects prompted by the stimulus points.</p>
3	9-12	<p>Shape and direct material <u>towards the question</u>. 2 – 3 points which answer the question. Following PEE and <u>clear focus on the question</u>.</p> <p>An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation</p> <p>Accurate and relevant information is included, showing good knowledge and understanding of the required features of characteristics of the period studied.</p> <p>The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied</p> <p>No access to Level 3 for answers that do not go beyond aspects prompted by the stimulus points.</p>

4	13-16	<p>An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured</p> <ul style="list-style-type: none"> Accurate and relevant knowledge is precisely selected to address the question directly, showing wide ranging knowledge and understanding of the required features or characteristics of the period studied. <p>Every <u>point works towards answering the question</u>, precise selection of information, clear process of reasoning.</p> <p>Criteria for the required judgement are justified and applied in the process of reaching an overall judgement.</p> <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Exemplar answer:-

Question: The main reason for the development of the Cold War, in the years 1945- 49, was the actions of the Soviet Union in Eastern Europe.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Soviet action in Eastern Europe
- The Truman Doctrine

You must also use information of your own.

Level 2 (5/16) response:

The main reason for the development of the cold war in the years 1945-49 was the actions of the Soviet Union in eastern Europe.

The actions that Soviet Union took towards Germany and in Eastern Europe did act as another or big reason to start a cold war between the Soviets the USA and Britain.

The Truman Doctrine was proposed by president Truman, the doctrine was a speech to declare if a country was in favour of communism or capitalism. In this time the countries such as the USA and Soviet Union were worried about the domino effect of one country becoming communist then its neighbouring country and so on.

The Soviet Union's actions towards Germany and the distrust of the USA and Britain's intentions led to the development of the Cold War from the years 1945-49.

Question: The main reason the purges of the 1930s was Kirov's murder.'

How far do you agree? Explain your answer.

You may use the following in your answer:

- Kirov's murder
- Stalin's insecurity

You must also use information of your own.

Level 4 (13/16) response:

The main reasons for the purges was not Kirov's murder.

The main reasons for the purges was Stalin's insecurities. This is because after winning the leadership battle, many key Bolshevik politician such as Bukharin continued to challenge his leadership. So a purge of the communist party was the perfect way to get rid of them. This is a key reason for the purges, as many suggest Stalin had paranoia. So wanted to get rid of anyone who could challenge his position as leader.

However, some people believe that the main reason for the purges was Kirov's murder. This can be seen as Kirov's murder cause a large amount of outrage and pressure by the public that those responsible should be caught, as he was one of the most popular members of the Bolshevik party, even getting longer applauses then Stalin at his speeches, meaning the perpetrators must be reprimanded as punished, by a purge, making the purges necessary.

Finally, some people believe that the main reason for the purges was to retain support for Stalin in the army. As Stalin was paranoid, he feared the army alliance with Trotsky, their formed commander, as many of the general's had worked with him in the civil war. Therefore, Stalin felt these Trotsky supporting generals need to be purged out of the army. It can be seen as key reason for the purges, as Stalin quickly removed 60% of generals from the army and sent thousands of Trotsky supporting soldiers to the Gulags during the purges.

After weighing up both sides of the argument, I believe that, although the death of Kirov triggered the start of the purges, the reason for the purges was Stalin's insecurities that he could be overthrown by the army, but primary, other politicals, triggering the purges.

Question: 'The war with Austria and Prussia was the main reason for the failure of the constitutional monarchy in France in the years 1791-92'

How far do you agree? Explain your answer.

You may use the following in your answer:

- **The war with Austria and Prussia**
- **The King's flight to Varennes**

You must also use information of your own.

Level 4 (16/16) response:

The war with Austria and Prussia confirmed that the King was against a republic or even a constitutional monarchy. However, the King's flight to Varennes and attempt to escape must not be overlooked and also be considered as a catalyst element for the constitutional monarchy failure.

In 1791 (1791) the Pillnitz decree was signed by the Holy Roman Empire and Prussia with the agreement of Louis XVI, by encouraging this treaty the King was seen as a traitor to the revolution. Indeed, it meant that the King wanted the revolutionaries to be defeated by the Austrian and Prussian armies, if the King's ability to govern was threatened. And it was the case, since the Assembly led by the Third Estate, wanted all the legislative powers answerable by an assembly and not the King. Therefore, his power would be weakened. Then, that is why in 1792 (1792) the Assembly chose to go to war without the King's approval. It broke all chances of having a constitutional monarchy as it was shown that the Assembly did not have the support of their king.

However, another important element also occurred in 1791 (1791). After the storming of the Tuileries, King's new residence, the royal family attempted to flee France and its responsibilities. They were recognised and caught at Varennes. This event, which occurred a year before the Assembly chose to go to war, showed the French that their King was weak and unwilling or unable to cooperate with his people. It highlighted Louis XVI's will against a constitutional monarchy which he secretly refused to agree with by recognising the Assembly, this act further strengthened the incapacity for a constitutional monarchy to really work. After this event the revolutionaries did not trust their king anymore and the abilities to cooperate.

Perhaps, right after Louis XVI's attempt to flee it was predictable that a constitutional monarchy would not work. The war only confirmed it. Therefore one might argue that the King's flight was the main reason for the failure of the constitutional monarchy in France in the years 1791-92. As a result the 1st Republic was instated.

“The main effect of Collectivisation on the USSR was the famine of 1932”. How far do you agree with this statement? (16)

The famine was a major effect of Collectivisation which affected millions of people but there were other longer term effects.

For millions of people the famine of 1932 was the most significant effect of Collectivisation. The famine was a result of collectivisation being carried out too hurriedly without proper surveys or clear plans. Crops were not sown in time and not harvested properly. Moreover, peasants couldn't operate the machinery. Peasants worsened the famine by killing their livestock rather than hand it over to the Collective. This affected the long term size of herds and dairy. Moreover the state took their quota of grain irrespective of how much the Kolkhozy were left with, in order to feed workers and export to finance industry. Sometimes they even took the seed crop which left the peasants with nothing to plant. The seriousness of this famine was shown by the fact that by 1932, an estimated 10 million people had died. Conditions were so dreadful that cannibalism returned. However although the effects were widespread and severe, in the long term, production levels did recover and in fact famines became far rarer.

Another effect of Collectivisation was the increased repression of the peasants. Peasants did not want to give up their plot or handover the livestock so they resisted collectivisation. Therefore armed brigades were sent out to force peasants into collectives and from 1929 those who opposed collectivisation were accused of being Kulaks. They lost all their property and were transported to inhospitable areas such as Siberia. Many died en route due to the horrendous transport conditions, whilst the survivors had to endure great hardship on arrival as no shelter or food was provided for them. Alternatively many Kulaks were used as slave labour on the harsh construction projects such as constructing the White Sea Canal. This was serious effect as once again it impacted about 10 million people, many of whom died or had to endure decades of arduous labour in brutal conditions. The only let up in this effect was in 1935 when peasants were allowed a small private plot and some livestock.

A final and more lasting effect of Collectivisation was that it brought greater control to Stalin. He was able to remove those who had resisted his economic changes by labelling them Kulaks and deporting them. He was also able to use collectivisation as the means to isolate and remove his last political rival, Bukharin who criticised the speed and use of force used in Collectivisation. Moreover, Collectivisation gave Stalin greater control over the peasants who were now effectively state employees. For example in 1932 internal passports were introduced so that peasants could not leave the collectives without permission. Additionally the MTS also became centres for the NKVD who could keep closer surveillance on each collective. Furthermore it gave him the opportunity to crush opposition from Nationalists in the Ukraine and the

Church. He claimed that peasants were hoarding food in Churches and thus used it as an excuse to close 1000's of churches. Finally Collectivisation was used to enhance Stalin's prestige as the colossal achievement would mean that History would forgive Stalin for the suffering it had caused.

Thus although the famine was a very severe and widespread effect of Collectivisation, it was short-term. In the longer term Collectivisation benefited Stalin by enhancing his control, not only giving him greater control over the countryside but also giving him the excuse to remove those who resisted him both in the countryside (the Kulaks) and in the Politburo.

Sample exam-style questions to practise for Paper 1:-

The USSR -Topic 5

a) *What impression does the author give...*

An American novelist describes visiting the Soviet Union in 1947

Everything in the Soviet Union takes place under the fixed stare of the plaster, bronze, drawn or embroidered eye of Stalin. His portrait does not just hang in every museum but in a museum's every room. Statues of him dignify the facade of every public building. His bust stands in front of all airports, railway stations and bus stations. A bust of Stalin stands in every classroom. In shops they sell millions upon millions of images of him, and in every home there is at least one portrait of him.

From ***Women in the USSR*** by M Pichugina 1939

The soviet working woman, like all working people, has a 7 hour working day (in many jobs a 6 hour day). The principle of equal pay is strictly observed. The Soviet woman has an annual paid vacation. There are over 100,000 women engineers in industry or the building trades. In all the countries of the world combined, there are less than 10,000 women engineers.

From ***Red Bread*** by Maurice Hindus 1931 following a visit to the USSR

By 1929, the state had enough seed to sow enough food in spring. It had buildings, tools, animals and crops worth 400 millions roubles. 36 million hectares of the best farmland was collectivised. 1000s of kolkhozy, vital to productivity, had been formed out of small peasant farms, with their small fenced off areas of land that were hard to use machinery on. By 1930, for the 1st time in their existence, the Soviets were mainly independent of individual peasants for the vital bread supply.

The Government and Politics of the USSR by L. Schapiro 1965

The new constitution was an excuse for more Stalin-worship (but any excuse was enough for this at that time in the USSR) It was also used to show the free and democratic nature of the Soviet regime both at home and abroad. The widespread approval for the draft version was used to show support for the regime. The one-party system, according to Stalin, ensured democracy for the working people.

A modern historian writing about the USSR in the Second World War.

Stalin's leadership during the Great Patriotic War was decisive in the eventual victory. He inspired his people with his rousing speech in 1941 in which he urged them to use scorched earth tactics and act as partisans. His courageous example in not retreating from Moscow in the face of the German advance inspired the Soviets to never give up and fight for every inch of ground in Stalingrad, the city bearing the Great Leader's name. His foresight led to the phenomenal feat of transferring 1500 factories, the fruit of his earlier industrialisation policy, to the safety of the Ural mountains where they could continue to produce weapons. In contrast to Hitler, he wisely listened to the advice of military leaders such as Zhukov.

From a book on the Russian Revolution, written by a British historian in 1994.

A society that had scarcely had time to settle down after the upheavals of war, revolution, and civil war a decade earlier was mercilessly shaken up once again in Stalin's Revolution. The decline in living standards and quality of life affected almost all classes of the population, urban and rural. Peasants suffered most, as a result of collectivisation. But life in the towns was made miserable by food rationing, queues, constant shortages of consumer goods including shoes and clothing, acute overcrowding of housing, and endless inconveniences associated with the elimination of private trading.

b) questions: *Give 2 effects of... .(8)*

Stalin's role as General Secretary

The Lenin Cult

The suppression of Lenin's Testament

Stalin's decision to end the New Economic Policy

Dekulakisation

The First Five Year Plan

The Second Five Year Plan

The Third Five Year Plan

The Fourth Five Year Plan

Stakhanov's achievement

Industrialisation on women

Industrialisation on workers

Murder of Kirov

The Show Trials

The purge of the Army

The purges

The Stalin Cult

Censorship of art and culture

Religious policy

Treatment of Nationalities

The new constitution

Changes to education

The Nazi Soviet Pact

The German invasion on Stalin

The German occupation of Western USSR

Stalin's speech 1941

Scorched earth tactics

The war economy

The siege of Leningrad

The Battle of Stalingrad

The war 1941-45 on people of USSR

Stalin's suspicious nature on peoples of the USSR after the war.

Stalin's belief in the Doctor's Plot

C Questions on the USSR topic.

“The main impact of Stalin’s purges of the 1930s was the removal of opposition to Stalin”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- Removal of opposition
- Weakening the Soviet army

You must also use information of your own

‘Life in the Soviet Union improved for all soviet citizens under Stalin’

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- **Increase in female employment**
- **Treatment of ethnic minorities**

You must also use information of your own

“The main reason why Stalin became the sole ruler of USSR was the mistakes of his rivals”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- **Suppression of Lenin’s testament**
- **Stalin’s position as General Secretary.**

You must also use information of your own

“The achievements of Industrialisation outweighed the cost”.

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- **Increased production**
- **Working conditions**

You must also use information of your own

“The most important reason why the USSR defeated the Germans was the soviet war economy.”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- War economy
- Stalin’s leadership

You must also use information of your own

Practice questions on the Superpower topic 6.

A question - What impression ..(6)

Khrushchev would have continued his policy of peaceful coexistence had Eisenhower apologised for spying following the U2 incident. The fact that Eisenhower blatantly lied about the activities of the U2 plane intensified the situation. Eisenhower belatedly acknowledged that the plane had been spying but refused to apologise, motivating Khrushchev to leave the Paris summit in righteous indignation.

A description of Truman's decision to drop the Atomic bomb, from a History Review magazine published in 2005.

While a few critics have branded Truman a war criminal, most of the academic discussion has been within a more conventional framework. Those who condemn him refer in particular to his decision to drop the bomb. Without a doubt, this set atomic power off in the wrong direction. It was never easy to beat swords into ploughshares. In 1945, a considerable number of those scientists in the know warned the president about the consequence of using the bomb, but neither he nor even they could have fully appreciated where the fateful decision was heading. In the circumstances of the time, when American lives were being lost every day in the Pacific War, Truman would have found it difficult indeed not to use what he himself called 'the greatest thing in history'. The majority of those involved in the process of developing it agreed with him. The use of the A-bomb could also serve as a restraint on the Soviet Union.

b) Give two effects of.... (8) (

In this topic, question b will usually be “...**on superpower relations**” and therefore the answer will often be about **increase** or **decrease in tension**.

The Tehran Conference on the Grand Alliance

The Yalta Conference on the Grand Alliance

The Potsdam Conference on superpower relations

The development of the atomic bomb on superpower relations

Stalin's action in Eastern Europe 1945-47 on superpower relations

The secret telegrams on superpower relations

The Truman Doctrine on superpower relations

Marshall Aid on superpower relations

The creation of Bizonia on superpower relations

The introduction of the Deutschmark in Bizonia on superpower relations

The Berlin Blockade on superpower relations

The Berlin airlift on superpower relations

The formation of NATO on superpower relations

The Korean War on superpower relations

The nuclear arms race on superpower relations

Communist rule of Hungary 1948-56 on the people of Hungary

The Hungarian Uprising on superpower relations

The Soviet invasion of Hungary on superpower relations

The U2 incident on superpower relations

The Vienna Summit 1961 on superpower relations

The building of the Berlin Wall on superpower relations

The Bay of Pigs incident on superpower relations

The photographic evidence of missile bases on Cuba on superpower relations

Kennedy's decision to impose a blockade around Cuba on superpower relations

Khrushchev's decision to turn round the soviet ships en route to Cuba on superpower relations

Communist rule of Czechoslovakia 1948-67 on the people of Czechoslovakia

The appointment of Dubcek as leader of Czechoslovakia 1968 on superpower relations

The reforms of the Prague Spring on superpower relations

The crushing of the Prague Spring 1968 on superpower relations

Limited Test Ban Treaty 1963 on superpower relations

Outer Space Treaty 1967 on superpower relations

Nuclear Non-Proliferation Treaty 1968 on superpower relations

Changing attitude of China on superpower relations

Vietnam War on superpower relations

SALT 1972 on superpower relations

Question c

- a) “The main reason for the rise of tension between the Superpowers was the disagreements over Poland”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer.

- Disagreements over Poland
- Ideological differences

You must also use information of your own

“The most important reason for the breakdown in the Grand Alliance 1943-5 was the development of the atomic bomb”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- **Atomic bomb**
- **Stalin’s actions in Eastern Europe**

“The main reason for the soviet invasion of Hungary was because Khrushchev did not trust the Hungarian leaders”.

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer.

- **Khrushchev did not trust the Hungarian leaders**
- **Khrushchev wanted to keep the Warsaw Pact intact**

“The main reason for the construction of the Berlin Wall was the failure of the summits 1959-61 to reach a solution to the Berlin issue”.

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer.

- **Summits at Geneva and Camp David 1959, Pairs 1960 and Vienna 1961**
- **Defections from East Berlin**

You must also use information of your own

The building of the Berlin Wall was the most serious crisis between the USA and the Soviet Union in the years 1960-68.

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- **The building of the Berlin Wall 1961**
- **The Cuban Missile Crisis 1962**

“The most significant consequence of the Cuban Missiles Crisis was the withdrawal of Soviet missiles from Cuba”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

- **withdrawal of Soviet missiles from Cuba**
- **withdrawal of US missiles from Turkey**

“The most significant consequence of the Suppression of the Prague Spring was the Brezhnev Doctrine”

How far do you agree? Explain your answer (16 marks)

You may use the following in your answer

Brezhnev Doctrine

Reaction of other communist leaders

Paper One Revision Activities

Topic 5 Dictatorship and conflict in the USSR 1924-53

Overview:-

Stalin outmanoeuvred his rivals Trotsky, Kamenev & Zinoviev & Bukharin

- Gensek – packed party –isolated rivals, removed them from Politburo
- Lenin funeral & Cult; suppression of Lenin Testament
- Socialism in One Country vs World Revolution

Stalin introduced massive economic change- Collectivisation and Industrialisation.

- Kolkhoz, Dekulakisation. Famine 1932-3
- Gosplan and the Five Year Plans; Command economy.
- Stakhanov
- Social consequences
- Slave labour

Stalin controlled through a mixture of propaganda which made him popular and terror

- Propaganda- Stalin Cult, Pioneers, Socialist Realism, New Constitution, education
- Terror – murder of Kirov, NKVD, purges, show trials, Gulags.

1941-45 Germany invaded.

- Nazi Soviet Pact
- Operation Babarossa – Stalin’s initial shock, German brutality.
- Siege of Leningrad
- Stalin’s tactics- scorched earth, Partisans, T34
- Battle of Stalingrad 1942-3 Zhukov, Von Paulus
- Battle of Kursk

1945-53 back to pre-war dictatorship.

- 4th 5 Year Plan
- Persecution of churches, ethnic groups, writers etc
- Doctors plot

Timeline

	Political /Foreign Policy	Economic
1922	Stalin appointed as General Secretary	
1923	Lenin added postscript to his testament- that Stalin should be removed	
1924	Lenin's death and funeral	
1925	Trotsky removed as leader of the Red Army and as Commissar for War	
1926	Trotsky expelled from Politburo	
1927	Trotsky expelled from Communist Party, Kamenev and Zinoviev removed from Politburo and Party	1927-8 Grain procurement crisis
1928		Stalin ended NEP & enforced Collectivisation First Five Year Plan began Shakhty Trials (economic purges)
1929	Bukharin removed from the Politburo/ party Trotsky was exiled.	Dekulakisation
1932	Stalin's wife committed suicide.	Famine
1933		Second Five Year Plan began
1934	Murder of Kirov –purge of Old Bolsheviks	
1935		Stalin allowed peasants a private plot Stakhanov
1936	Stalin's Constitution	
1936-8	<i>Yezhovschina</i> "Terror"	

	<p>Moscow Show Trials</p> <p>Kamenev, Zinoviev, Bukharin shot</p> <p>Millions arrested /sent to gulags/shot</p>	
1937-8	Army Purges	1938 Third Five Year Plan began
1939	Nazi Soviet Pact	
1940	Murder of Trotsky	
1941	<p>Operation Barbarossa-</p> <p>Germany invaded the USSR</p>	Scorched Earth Policy
1941-4	Siege of Leningrad	
1942-3	Battle of Stalingrad	
1943	Battle of Kursk	
1946		4th Five Year Plan began
1952-3	Doctors' plot	
1953	Stalin died	

People:- add detail to each of these:-

Stalin	
Trotsky	
Bukharin	
Kamenev and Zinoviev	
Stakhanov	
Kirov	
Tukhachevsky	
Mandelstam	
Yezhov	
Beria	
Zhukov	
Von Paulus	
Zhdanov	

Definitions: explain these terms:-

General Secretary	
Lenin's will or Testament	
Socialism in one country	
World Revolution	
Politburo	
New Economic Policy	
Gosplan	
Command Economy	
Machine Tractor Stations (MTS)	
Kolkhoz	
Sovkhoz	
Dekulakisation	
Magnitogorsk	
Dnieper Dam	
Russification	
"Nationalities" Give e.g.s	
Socialist Realism	
Pioneers	
Komsomol	

The Godless League	
Totalitarian	
Purges	
NKVD	
Old Bolsheviks	
Labour Camp “gulag”	
<i>Yezhovschina</i> “Terror”	
Great Patriotic War	
Red Army	
Blitzkrieg	
Operation Barbarossa	
Scorched earth	
Partisans	
<u>Siege</u> of Leningrad	
Battle of Stalingrad 1942-3	
Doctors’ Plot	

Topic 6. Superpower Relations

Overview

The West and USSR had conflicting ideologies and political systems that inspired suspicion between them. The West interfered against the Reds in the Civil War in Russia and Stalin also suspected that appeasement in the 1930s had aimed to direct Hitler's aggression towards the USSR.

During the 2nd World War, the USSR was in a "**Grand Alliance**" with Britain and the US to defeat Hitler.

Strains between the allies grew worse especially after Hitler's defeat.

The Atom bomb exacerbated this.

The Red Army remained in countries in Eastern Europe after liberating them, and established communist governments. This was seen by the West as part of a plan to spread Communism further and led to US policy of **containment** (Truman Doctrine).

Europe was rapidly divided into 2 spheres- with the West prospering under **Marshall Aid** and the East stagnating under Communist economic control (**Comecon**)

The 2 superpowers built up alliances (**NATO, Warsaw Pact**) and competed to develop and expand nuclear arsenals. They spied on each other and competed for influence and prestige.

There were key moments of crisis:

- 1948-9 Berlin blockade
- 1950-53 Korean War
- 1956 Hungary
- 1961 Berlin Wall
- 1962 Cuba
- 1968 Czechoslovakia.

However from the 60's onwards, there was a thaw in relations (**détente**)

Timeline of events

	USA	USSR
1943	Tehran	Roosevelt, Churchill & Stalin
Feb 1945	Yalta	Roosevelt, Churchill & Stalin
July 1945	Potsdam	Truman, Attlee & Stalin
1947	March Truman Doctrine	Oct Cominform
March 1948	Marshall Aid	
June 1948- May 1949	Airlift	Berlin Blockade Comecon
April 1949	NATO	
Aug 1949		detonated atomic bomb
1950-53	Korean War	
1952	developed H Bomb	
1953		developed H Bomb
1954	SEATO	
1955	CENTO	Warsaw Pact
1956		Hungarian Uprising
1957	developed ICBMs	ICBMs and Sputnik
1959	Polaris	
1959	Geneva and Camp David Summits	
1960	Paris Summit derailed by U2 incident	
	Vienna Summit	
1961		Berlin Wall
1961	Bay of Pigs	Yuri Gagarin 1 st man in space
1962	Cuban Missile Crisis	
1963-73	US troops in Vietnam	
1968		Prague Spring Brezhnev Doctrine
1963-72	Détente "Hotline" The Limited Test Ban Treaty 1963 Outer Space Treaty 1967 Nuclear Non-Proliferation Treaty 1968 SALT 1972	

Add a description to these terms:-

Grand Alliance	
Katyn Forest	
2nd Front	
Tehran Conference	
Yalta Conference Yalta Declaration	
Potsdam Conference	
London Poles	
Superpower	
UN	
Buffer zone	
Salami tactics	
Satellite state	
Long Telegram	
Novikov Telegram	

Iron Curtain	
Containment	
Truman Doctrine	
Marshall Aid/Plan OEEC Dollar imperialism	
Comecon	
Cominform	
Bizonia	
Deutschmark	
Berlin Blockade Berlin Airlift	
Federal German Republic German Democratic Republic	
NATO SEATO CENTO	

Domino theory	
H bomb	
ICBM	
SLBM	
M.A.D.	
Peaceful Co-existence	
De-Stalinisation	
Warsaw Pact	
Defectors	
Berlin ultimatum	
U2 incident	
Vienna Summit 1961	
Stand off at Checkpoint Charlie	
Bay of Pigs incident	
The 13 days	
Prague Spring	

Brezhnev Doctrine	
Détente	
Hotline	
Limited Test Ban Treaty	
Outer Space Treaty	
Nuclear non-proliferation Treaty	
Linkage	
Ostpolitik	
SALT	
MIRV	

Add more to this table of superpower leaders:-

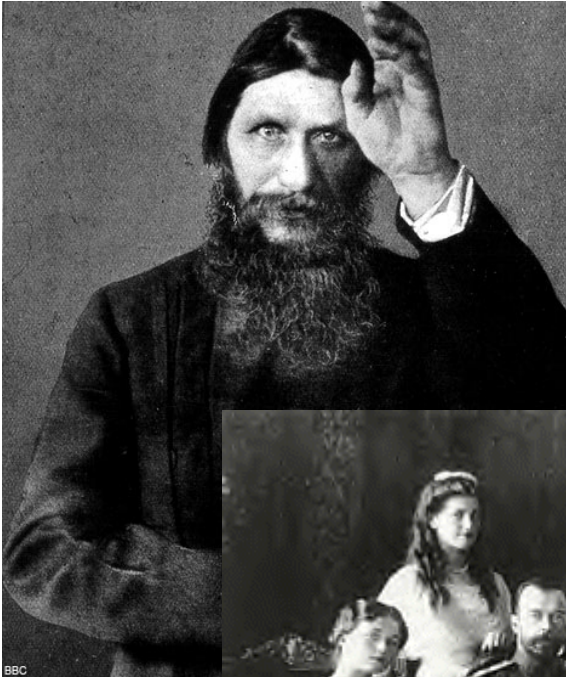
US Presidents	Incidents/beliefs	USSR leaders	Incidents/beliefs
Roosevelt	Tehran & Yalta	Stalin	
Truman	Potsdam Truman Doctrine		
Eisenhower	U2 incident	Khrushchev	
Kennedy	Bay of Pigs, "Ich bin ein Berliner" Cuba blockade		
LBJ	Vietnam War	Brezhnev	Brezhnev Doctrine
Nixon	Linkage		

--	--	--	--

Who were these People?

Attlee	
Tito	
MacArthur	
McCarthy	
Dulles	
Rakosi	
Nagy	
Kadar	
Peter Fechter	
Castro	
Bobby Kennedy	
Dubcek	
Jan Palach	
Kissinger	

Paper 2



Paper Two Section A advice

Topic 2 Russia & the USSR, 1905 - 1924

This section of paper two requires you to answer three questions using two primary sources, a secondary extract and your own knowledge.

Question (a) –

Question (a) is worth 6 marks.

In an examination you should spend no more than **9 minutes** on this question.

You will always be asked a question that looks like this:

Describe two features of EITHER.....

OR.....

This means that in your examination you will have a choice of two questions; you only have to answer one. Please make up your mind before you start writing your answer to avoid wasting time by changing your mind part way through!

For the option you choose, you must write about **2 features** (aspects or characteristics); You will write one paragraph for each feature.

The **features** could be chosen from the reasons for an event, the event itself or the consequences of an event.

For example, your homework question is **on Bloody Sunday**.

- One of your features could be a paragraph on the **hardship of the workers** that caused the protest.
- Your second feature could be about what actually happened –i.e. **the massacre of over 100 protesters**.

However, you should never do more than 1 paragraph about causes and it can only be the first paragraph; likewise you should never do more than one paragraph on effects and it can only be the 2nd paragraph. Always at least one of your paragraphs should be features of the event itself.

So options are:-

	Model 1	Model 2	Model 3
Paragraph 1	Feature of the event itself	Cause	Feature of the event itself
Paragraph 2	Feature of the event itself	Feature of the event itself	effect

The first sentence of each paragraph must identify the feature – it is a little bit like a sub-heading. Use the following sentence starters for each paragraph:

One feature of x was

Another feature of x was

Remember to develop each feature fully (2 more marks each). Useful development techniques are phrases like “***This meant that...***” “***This was because...***” ***This led to...***”

Choose appropriate features i.e. **obvious** ones, that you can develop for a further 2 sentences.

Read the question & notice the **dates!!!**

The mark scheme has been given below.

Note that to get more than 3 marks you must identify and explain two features. If you only discuss one feature you can only achieve 3/ out of 6 marks.

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple comment is offered about feature (s) with limited or no supporting information.
2	3-4	Features of the period are identified and information about them is added
3	5-6	Features of the period are explained showing good knowledge and understanding of the period studied.

Template for question A

Paragraph 1	<p>Begin with a topic sentence “<i>One feature of x was Y</i>”</p> <p>Developed for 2 further sentences giving detail linked to your topic of Y Use phrases such as <i>this was because ...this meant that ...this led to...</i></p> <p>If you are giving causes, make sure you link to the feature x.</p>
Paragraph 2	<p>Begin with a topic sentence “<i>Another feature of x was Z</i>”</p> <p>Developed for 2 further sentences giving detail linked to your topic of Z Use phrases such as <i>this was because ...this meant that ...this led to...</i></p>

For more advice see your text book p 23-4

Exam technique for Question b

Question (b) is worth 8 marks.

In an examination you should spend approximately 12 minutes on this section.

You will always be asked a question which looks like this:

How far does Source A support the evidence of Source B about.....X

This means you will always be asked to identify the ways in which source A **agrees** or **disagrees** with the Source B; this is called **cross-referencing**. Note: The sources will always have some areas of agreement and some areas of disagreement/difference. They will never only completely agree or completely disagree and so you must comment on both agreement and disagreement in your answer.

A good way to plan the answer is to:

- Note (hi-light) the focus of the question “x”
- Hi-light any areas of **support** in what the sources say in one colour.
- In a different colour, hi-light any areas of **difference** in what the sources say.

You should write

- **a paragraph of points that show support between the sources**. State what the similarity is, then select quotes or paraphrase **specific** bits from each source that show agreement
- **a paragraph showing difference(s) between the sources**. State what the difference is, then select quotes or paraphrase specific bits that show disagreement (do not quote lengthy sections of the source)
- For 6-8 marks, you should add **a conclusion** in which you make a judgement on the extent of support between the two sources. Try to use phrases such as **strongly supports** or **mostly disagrees**. Remember to **explain** this judgement.

Template for question b:-

<p>Paragraph 1</p>	<p>Begin with a topic sentence</p> <ul style="list-style-type: none"> ❖ <i>Source A mostly supports the evidence in Source B.</i> ❖ <i>Source A partially supports the evidence in Source B.</i> <p>(note you will need to decide on the extent of support if you use one of these starters)</p> <p>Find a specific bit of B and match it to a specific bit of A, giving precise quotations or short paraphrases from each source.</p> <p>Or find an overall similarity e.g. tone but again illustrate this with quotation from each source..</p>
<p>Paragraph 2</p>	<p>Begin with topic sentence</p> <ul style="list-style-type: none"> ❖ <i>However, whereas source A claims that... Source B implies...</i> ❖ <i>However the sources disagree on some points.</i> ❖ <i>However the sources largely disagree</i> ❖ <i>The focus of source C is different to source B."</i> <p>Find specific differences in the sources giving quotations or paraphrases from each one;</p> <p>or give an overall difference e.g. tone but again illustrate this with quotation from each source..</p>
<p>Paragraph 3</p>	<p>Short conclusion showing extent of support with an explanation.</p> <p><i>“Overall Source A mostly agrees with Source B... This is because... or</i> <i>“Overall Source A mostly disagrees with Source B... This is because...”</i></p>

Additional tips:-

- You may find they agree in a broad sense but have a different specific focus e.g. one source focuses on the peasants, the other on the workers but both show increasing discontent. In this case, I would emphasise the agreement.
- Or they may differ in their overall attitude or **tone**, in what they are suggesting; for example one author could be highly critical or bitter, and the other more neutral. Beware of sarcasm

- **The Judgement in your conclusion:-**

Try to use judgement phrases such as *strongly support, some support, very little support.*

Remember **to explain** this judgement.

Be careful when you make this judgement; some candidates "can't see the wood for the trees" i.e. they get so bogged down in a few minor differences that they miss the fact that, overall, the sources agree. It is worth standing back (metaphorically!) to make this judgement.

e.g. one source might focus on the deterioration of Russian forces at the front during the war, while the other focuses on the worsening situation in Petrograd. In this case, your conclusion should emphasise support because they both provide evidence that the overall situation in Russia was deteriorating.

- NB in the above situation, I would word the beginning of my "differences paragraph" differently; rather than say they disagree, I would begin "*The focus of source C is different to source B.*"
- See your textbook p 41-2 for extra help.

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answer makes simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.
2	3-5	Answer often makes valid comment that identifies agreement and/or difference using the sources. Comprehension and some analysis of the sources are shown in both the selection and use of material to support a comparison.
3	6-8	Answer provides an explained evaluation of the extent of support. The sources are cross-referenced and comparisons used to support reasoning about the extent of support.

Question (c) – Reaching a judgement

This question is worth 16 marks.

You should spend 24 minutes on this question in an examination.

You will always be asked a question which looks like this:

Extract C suggests...

How far do you agree with this interpretation?

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

Extract C will be a secondary source containing a view or interpretation. You are being asked to **test** this view.

You must use **both the other sources and your knowledge** to answer this question, as well as extract C. You will be familiar with Sources A and B having used them in the (b) question.

- Study the statement (and extract C) carefully to understand its meaning. Notice the evidence that the author uses.
- Read through the sources to find points **for** and **against** the statement; you may wish to use two different coloured hi-lighters.
- Some sources can be used to give both sides.
- Structure your answer into a “yes/no” pattern:-
 - ❖ a section of **agree points**, (points about the factor in the statement or question)
 - ❖ followed by a section of **disagree points** (other factors)
- You first paragraph might begin “**Rasputin was a very important reason for the fall of the Tsar**” (assuming the question is about Rasputin & the fall of the Tsar)
- Your second paragraph might begin “**However there were other reasons for the fall of the Tsar.**” This section may well become 2 paragraphs.

Your Russia textbook suggests an alternative structure; see p 86. This is fine too.

- Use the sources to stimulate your own knowledge. Remember that if you develop or exemplify the information from the source with extra detail, this counts as “own knowledge”.
- Within a paragraph, you need to be clear when you are referring to the sources and extracts. Use sentence starters such as “**Source B suggests that**” “**Extract C corroborates this point...**” “**Source B claims that**” “**Source A indicates that...**”
- Where necessary, explain the link back to the question. “**Food shortages led to revolution because...**”
- Make sure you make clear comments on whether there is agreement or disagreement with the statement.
- Sometimes you can use the source for what they show rather than what they say. e.g. “**the Tsarina’s letter in source B shows that she was unaware of the situation.**” A picture source might be propaganda, in which case it could show you how whoever produced it persuaded people to think a particular way. “**The poster in source A suggests that the Tsarina was unpopular.**”
- Good answers will consider the strength of the arguments and evidence used. You could use phrases such as **as “this is more plausible...”** or “**...less convincing because...**”
- Write a **conclusion** in which you make a final judgement on the view given in the question. Better answers will **explain the extent to which they agree with the view**, assessing the strengths of the arguments on each side.

Template for Question c

Optional short introduction	answer the question in one sentence; use the words from the question. <i>“x was an important reason for y but it was not the only factor.”</i>
Paragraph 1	<i>“x was an important reason for y”.</i> give examples from the extract and both sources that illustrate this. add detail from your knowledge. link to the question- i.e. make it clear how it led to y. indicate the strengths of the evidence and argument.
Paragraph 2	<i>“However there were other reasons for y.”</i> give examples from the extract and both sources that illustrate this. add detail from your knowledge. link to the question- i.e. make it clear how it led to y. indicate the strengths of the evidence and argument.
Paragraph 3 (if the topic needs a 3 rd paragraph)	<i>Furthermore another reasons for y was</i> give examples from the extract and both sources that illustrate this. add detail from your knowledge. link to the question- i.e. make it clear how it led to y. indicate the strengths of the evidence and argument.
Conclusion	make it clear how much you agree with the view. Support your judgement with brief references to the most important points made in the previous paragraphs. <i>“So it can be seen that extract C is largely correct that ... because...”</i> <i>Or “ The statement from extract C is only partially accurate because ...”</i>

Template from you textbook p 86

Paragraph 1	Points for and against in source A plus knowledge.
Paragraph 2	Points for and against in source B plus knowledge.

Paragraph 3 Judgement.

The sources and extract will probably generate most of the ideas but you should also **learn the key factors** as these will often help you structure your answer and devise suitable topic sentences.

Reasons for 1905 Revolution

Mounting discontent with Tsarist Russia

- **Vast inequality**- Land hunger of peasants
workers- long hours, no Trade Unions; Bloody Sunday and Lena goldfields.
- **Autocracy** - Okhrana , Censorship
- **Russification** 50% non-Russians made to adopt Russian
- **Bloody Sunday 1905 accelerated discontent- Gapon**

Features of 1905:-

- **Potemkin Mutiny- Valenchuk, Odessa steps.**
- Strikes and soviets, peasants burnt nobles' homes.

Results:-

- October Manifesto granted a **Duma** but its power was restricted e.g. weighted voting, overruled by Council, closure of 1st & 2nd Dumas
- Regime reverted to repression of opposition and strikes eg, Stolypin's necktie, **Lena Goldfields**

Reasons why Nicholas survived the 1905 revolution

- Most of the army remained loyal
- The October Manifesto detached many in the middle classes from the revolution
- Stolypin's repression

Reasons for the February Revolution- (fall of the Tsar)

- ❖ The defeats at the front in the First World War undermined faith in the Tsar who had made himself Commander in Chief
- ❖ The corrupt and ineffective government of the Tsarina & belief that Rasputin controlled the Tsarina
- Food and fuel shortages in Petrograd causing strikes and protests
- The Tsar's refusal to listen to the Duma
- The soldiers in Petrograd sided with the crowds

Reasons why the October Revolution (Bolsheviks) succeeded.

- **Lenin** - April Theses, slogans, Timing of takeover
- **Trotsky**- Leader of Petrograd Soviet and MRC, Red Guard-orchestrated takeover.
- **Weakness of Provisional Government**- postponed reforms, continued War, undermined by Soviet Order No. 1, Kornilov Revolt

Reasons why the Red Army won the Civil War 1918-20

Bolshevik strengths –

- Propaganda,
- Trotsky's leadership,
- War Communism,
- Territorial unity, industrial heartland, railways, population

Whites' weaknesses-

- Disunited, rivalry among Generals un-co-ordinated attacks,
- Associated with foreigners,
- They would return land to Landlords, so peasants were unlikely to support them.
- Brutality to people and soldiers

How did the Bolsheviks consolidate their control?

- Land decree
- Closure of Constituent Assembly
- Treaty of Brest Litovsk
- Terror – Cheka, murder of Royal family, censorship,
- Won civil war
- Propaganda
- NEP to win back peasants

War Communism- **nationalisation** and **grain requisitioning** to win civil war.
Led to **famine, uprisings esp Kronstadt**.

NEP- partial return to capitalism to win back peasants

10% tax on grain, denationalisation,
led to criticism from communists about **Kulaks, nepmen scissors crisis.**

Mark scheme for Section A Question c

<p>Level 1</p>	<p>Answer offers simple, valid comment to agree with or counter the interpretation.</p> <p>Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</p> <p>Generalised contextual knowledge is included and linked to the evaluation.</p> <p>The overall judgement is missing or asserted.</p>	<p>1-4</p>
<p>Level 2</p>	<p>Answer offers valid comment to agree with or counter interpretation.</p> <p>Some analysis is shown in selecting and including details from the provided materials to support this comment.</p> <p>Some relevant contextual knowledge is included and linked to the evaluation.</p> <p>An overall judgement is given but its judgement is insecure or underdeveloped and a line of reasoning is not sustained.</p>	<p>5-8</p>
<p>Level 3</p>	<p>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</p> <p>Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation.</p> <p>Relevant contextual knowledge is used directly to support the evaluation</p>	<p>9-12</p>
<p>Level 4</p>	<p>Answer provides an explained evaluation reviewing alternative views in coming to a substantiated judgement.</p> <p>Precise analysis of the provided materials is shown indicating differences, deploying the material to support the evaluation.</p> <p>Relevant contextual knowledge is used precisely to support the evaluation.</p>	<p>13-16</p>

	An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.	
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Sample exam-style questions to practise for Paper 2 Section A

Practice a questions:-

Give two features of... (6 marks) 2 paragraphs of 3 sentences. 9 minutes.

...The 1905 Revolution

Tsarist rule 1905-1914

Bloody Sunday

--

The Potemkin Mutiny

The October Manifesto

The powers of the Duma 1906-1914

Stolypin's policies 1906-11

--

Discontent among ordinary Russian people before 1914

Revolutionary groups 1905-14

Political parties 1906-1914

The dumas between 1906-14

--

The Lena Goldfields strike 1912

The Russian army's experience in the First World War 1914-1916

Russian economy during the First World War 1914-1916

Economic and Social discontent in the First World War 1914-1916

--

The influence of Rasputin on the government of Russia 1915-16

The Tsarina's rule 1915-17

The February Revolution

The Provisional Government

--

The Petrograd Soviet in 1917

Lenin's return to Russia in April 1917

The July Days

The Kornilov Revolt

--

The October Revolution

The Bolshevik decrees of 1917

The Bolshevik dictatorship 1917-24

The Dissolution of the Constituent Assembly

--

The Treaty of Brest Litovsk

The Civil War

The Red Army in the Civil War

Foreign involvement in the Civil War

--

The White forces in the Civil War

Red Terror in the Civil War

War Communism

The Kronstadt Mutiny

--

NEP

Practice b questions:- annotate or hi-light **similarities/differences**.

1. How far does source A support source B about Bloody Sunday?

Source A Father Gapon.

Suddenly the company of Cossacks galloped rapidly towards us with drawn swords. So then it was to be a massacre after all. There was no time to give orders. A cry of alarm arose as the Cossacks came down upon us. Our front ranks broke before them ...the soldiers drove their horses, striking on both sides. I saw the swords lifting and falling, the men, women and children dropping to the earth like logs of wood, while moaning and cursing filled the air...Without any warning the dry crack of rifle shots was heard...I turned to the crowd and shouted to them to lie down... another volley was fired, and another and yet another.

Source B Official report

Gapon...excited the workers. In some places bloody clashes took place between the workers and the troops because of the stubborn refusal of the crowd to obey the command to go home and sometimes even because of attacks upon the troops.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

2. How far does Source B support the evidence of Source C about Nicholas II?

Source A a description of Nicholas by Kerensky

Nicholas' upbringing had not prepared him to rule and he had no understanding of how to manage Government matters. He was unaware of the condition of most of his people. Moreover after the massacre of 1905, he lost the support of the people.

Source B: Extract from the diary of the Tsar's sister, the Grand Duchess Olga

'He had intelligence, ... faith and courage but he was ... ignorant about governmental matters. Nicky had been trained as a soldier. He had not been taught statesmanship and ... was not a statesman.' By 1914, he was still popular.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

3. How far does Source B agree with Source A about the influence of Rasputin?

Source A: From a letter from Tsarina Alexandra to Tsar Nicholas II, who was at the Eastern Front, March 1916

My dear, I heard that horrid Rodzianko thinks that Rasputin is a bad influence. Rodzianko wants the Duma to be called. Oh please don't allow this. The Duma wants to discuss things which are not its business and this will bring more discontent. Listen to our friend Rasputin, God sent him to us. We must pay attention to what Rasputin says. Forgive me, but I don't like the choice of the Minister for War, Polivanov. He is the enemy of our friend Rasputin.

Source B: From a statement by Rodzianko, Octobrist politician, March 1916, about the evil influence of Rasputin.

I said to the Tsar – 'This cannot continue much longer. No one opens your eyes to the true role which Rasputin is playing. His presence in Your Majesty's Court undermines confidence in your Supreme Power and may have an evil effect...' My report did some good – Rasputin was sent away to Tobolsk, but a few days later, at the demand of the Empress, this order was cancelled.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

4. How far do sources A and B support each other about the impact of the war on Russia?

Source A: The German general, von Moltke, describes the slaughter at Tannenberg.

The sight of thousands of Russians driven into huge lakes and swamps was ghastly. The shrieks and cries of the dying men I will never forget. So fearful was the sight of these thousands of men with their guns, horses and ammunition, struggling in the water that, to shorten their agony they turned their machine-guns on them. But even in spite of that, there was movement seen among them for a week after.

Source B: An eyewitness describes queues in Petrograd in March 1917

The queue – well the queues haven't got smaller in the least; I think they're even bigger. You stand half the day, just as before ... They say 'It's all the same there's nothing to be had, the rich just keep fleecing the poor. The shopkeepers are the only ones making money.'

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

5. How far does Source B agree with Source A about the behaviour of some Russian soldiers?

Source A: A police report on army morale, October 1916

The behaviour of the soldiers, especially the units in the rear is most provocative. They accuse the military authorities of cowardice and drunkenness, and even treason. Everywhere one meets thousands of deserters, carrying out crimes and offering violence to the civilian population.

Source B: From a report by the Chairman of the Military Commission of the дума

As early as the beginning of the second year of the war, desertions of soldiers at the front and on their way to the front became commonplace, and the average number of deserters reached 25 per cent. I happen to know of three cases when the train was stopped because there were no passengers on it; all, with the exception of the officer in command, had run away.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

6. How far does source A support source B about the mutiny in Petrograd in 1917?

Source A a member of the дума

Unexpectedly for all, there erupted a mutiny of soldiers the like of which I have never seen. The soldiers refused to fire on the crowd. All at once they laid down their arms and all I could hear from them was “Land and Freedom” “down with the Romanovs”, “Down with the Officers”

Source B

One company of soldiers had declared that it would not fire on the people. We have just received a telegram from the Minister of War stating that the rebels have seized the most important buildings in Petrograd. Due to exhaustion and propaganda the troops have either laid down their arms and gone to the side of the rebels, or gone home.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

7. How far does source A support the evidence of Source B about the popularity of the Provisional Government in Autumn 1917? (8 marks)

Source A N Sukhanov- a journalist and eye-witness, writing about the situation in Russia in 1917.

Every day there were hundreds of reports about the destruction of shops and homes, beatings up and attacks on officers. In the countryside, the burnings and destruction of country homes had become more frequent. Military discipline collapsed. There were masses of deserters. The soldiers without leave went off home in floods. They filled the stations, kicked out the passengers and threatened to bring the whole transport system to a standstill.

Source B A description of conditions in Petrograd in October 1917 by American journalist John Reed.

Week by week there was less food. The daily allowance of bread fell from 700 grams then to 350 grams and finally to 120 grams. Towards the end of the month there was a week without any bread at all. People had to queue for hours in the cold and rain for milk and bread and sugar. I have seen queues of women, some with babies in their arms, beginning to queue from before dawn.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

8. How far does source A agree with source B about Lenin's qualities?

Source A Victor Serge writing about Lenin's arrival in Petrograd in April 1917

Suddenly Lenin appeared before us like a bright, blinding beacon of light. At once he issued the April Theses...it became apparent that he had the support of the man in the street and of the man in the factory and barracks. His whole genius is his ability to say what people want to say but do not know how to say it.

Source B

The Bolshevik Party was greatly strengthened by Trotsky's entry into the party. No one else in the leadership came anywhere near him as a public speaker. Trotsky perhaps even more so than Lenin was the best known Bolshevik leader in the country. Whereas Lenin was the master planner of the party, working behind the scenes, Trotsky was the main source of public inspiration. During the weeks leading up to the seizure of power he spoke almost every night in front of a packed house.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

9. To what extent does source B support source A about the Bolshevik meeting on the 10th October?

Source A

At a meeting of the Central Committee of the Bolshevik Party on 10th October 1917, there was much discussion and disagreement. Lenin had the firm support of 15 of the 25 committee members for an uprising. The other 10, led by Kamenev and Zinoviev felt that the uprising would be a disaster. Bolshevik plans went along in a casual way. Lenin seemed to become lazy. So far as the record goes, he did nothing between 20 to 23 October.

Source B: From a biography of Lenin

On the 10th October Lenin showed at the Central Committee that the moment was ripe for the seizure of power. The Committee adopted Lenin's historic resolution on the armed rising. Kamenev and Zinoviev alone acted as cowards and opposed the resolution. The uprising was carried out in full agreement with Lenin's instructions. In the guidance of the uprising, Lenin's genius as a leader stood out. He was a wise and fearless planner who clearly saw what direction the revolution would take.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

10. How far does Source A support Source B about the leadership of Trotsky during the Civil War?

Source A: A description of the impact of a visit by Trotsky to the front during the civil war. This was written by a member of the Red Army.

The town of Gormel was about to fall into the enemy's hands when Trotsky arrived. Then everything changed and the tide began to turn. Trotsky's arrival meant that the city would not be abandoned. He paid a visit to the front lines and made a speech. We were lifted by the energy he carried whenever a critical situation arose. The situation, which was catastrophic twenty-four hours earlier, had improved by his coming – as though by a miracle.

Source B: A selection of Trotsky's orders to the Red Army, 1918

- Every scoundrel who incites anyone to retreat, to desert, or not fulfil a military order will be shot.
- Every soldier of the Red Army who voluntarily deserts his post will be shot.
- Every soldier who throws away his rifle or sells part of his equipment will be shot.
- Those guilty of harbouring deserters are liable to be shot.
- Houses in which deserters are found are liable to be burned down.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

11. How far does B support A about the way the Bolsheviks governed Russia?

Source A: From the Decree on Land, November 1917

Private ownership of all land shall be abolished forever; land shall not be sold, purchased, leased ... All land, whether state, crown, monastery, church, factory, private, public shall be confiscated without compensation and become the property of the whole people.

Source B: From an article written by Lenin in 1918, in which he is explaining why force must be used in Russia

Force is necessary for the transition from capitalism to socialism. The type of force is determined by the development of the revolutionary class and also by special circumstances. For example, the heritage of a long and reactionary war and the forms of resistance put up by the bourgeoisie. There is absolutely no contradiction between Soviet democracy and the exercise of dictatorial powers.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

12. How far does Source B support Source A about the effects of War Communism? (8 marks)

Source A Walter Duranty An American journalist.

The first thing I saw was a refugee camp of about 15,000 peasants, outside the railway station... the adults were haggard but far less dreadful than the children with their bloated bellies and shrivelled limbs. That came from eating clay and bark and refuse... Like cattle in a drought they waited for death. The only movement among them was the stretcher bearers carrying off the dead. I went to a children's home which was more like a pound for dogs. Most were past hunger, one child of 7 with fingers no thicker than matches refused the chocolates offered him and just turned his head away. Inside the house children in all stages of different diseases huddled together... I went away hating myself for being healthy and well fed.

Source B Peasant unrest in Russia in 1921

In villages the peasant will not give grain to the Bolsheviks because he hates them. Armed companies are sent to take the grain from the peasant and every day, all over Russia, fights for grain are fought to the finish. In the Tambov region alone there have been 119 uprisings against the policy of grain requisitioning.

	Overall point	Detail from A	Detail from B
Similarities			
Differences			
Conclusion Extent of support			

Practice c questions

1 Extract C suggests that the main person to blame for the massacre of Bloody Sunday was the Tsar.

To what extent do you agree? Use sources A, B and extract C, as well as your knowledge. (16)

Source A Father Gapon.

Suddenly the company of Cossacks galloped rapidly towards us with drawn swords. So then it was to be a massacre after all. There was no time to give orders. A cry of alarm arose as the Cossacks came down upon us. Our front ranks broke before them ...the soldiers drove their horses, striking on both sides. I saw the swords lifting and falling, the men, women and children dropping to the earth like logs of wood, while moaning and cursing filled the air...Without any warning the dry crack of rifle shots was heard...I turned to the crowd and shouted to them to lie down... another volley was fired, and another and yet another.

Source B Official report

Gapon...excited the workers. In some places bloody clashes took place between the workers and the troops because of the stubborn refusal of the crowd to obey the command to go home and sometimes even because of attacks upon the troops.

Extract C from a modern textbook

The real culprit for the events of that fateful day was the Tsar himself even though he was not in St. Petersburg at the time. For he alone had led Russia into the ill-fated war against Japan and he had failed to respond to the growing misery of his people. He had not allowed Trade Unions or any other legitimate means for the workers to be heard. Moreover his troops had been conditioned to see any protest as "opposition" to be fired upon regardless of whether they were armed or not.

2. **Extract C suggests that “the main reason why there was growing opposition to the Tsarist government of Russia by 1914 was due to the socio-economic strains on each class”.**

To what extent do you agree? Use sources A, B and extract C, as well as your knowledge. (16)

Source A from a modern textbook.

Nicholas II was very poorly prepared for the responsibilities of being a Tsar. He had no knowledge of ordinary men and was very ignorant of politics and government. This made him unable to make the weighty decisions that in the Russian system the Tsar alone must make. He lost much popularity after Bloody Sunday and the 1905 Revolution.

Source B Extract from the diary of the Tsar’s sister, the Grand Duchess Olga

He kept saying that he was totally unfit to reign. Yet Nicky’s inability was by no means his fault. He had intelligence, faith and courage although he was wholly ignorant about government matters. Nicky had been trained as a soldier. He should have been taught statesmanship and he was not. On the other hand, he was still popular as a Tsar in the years before 1914.

Extract C from a modern textbook.

There was much opposition from peasants, town workers and different ethnic groups in the years before the outbreak of the First World War. This was partly due to the policies of Stolypin who ruthlessly put down all opposition, and Nicholas’ refusal to give any real power to the Dumas. But it was mainly due to the socio-economic strains on each class.

3. Extract C suggests that “The February Revolution succeeded because nobody was prepared to defend the monarchy.”

Use the sources, extract and your own knowledge to explain how far you agree with this statement. (16)

Source A: The German general, von Moltke, describes the slaughter at Tannenberg.

The sight of thousands of Russians driven into huge lakes and swamps was ghastly. The shrieks and cries of the dying men I will never forget. So fearful was the sight of these thousands of men with their guns, horses and ammunition, struggling in the water that, to shorten their agony they turned their machine-guns on them. But even in spite of that, there was movement seen among them for a week after.

Source B: An eyewitness describes queues in Petrograd in March 1917

The queue – well the queues haven't got smaller in the least; I think they're even bigger. You stand half the day, just as before ... They say 'It's all the same there's nothing to be had, the rich just keep fleecing the poor. The shopkeepers are the only ones making money.'

Extract C: From a modern Text book

The Tsar had failed to address the mounting discontent of his people and had made it impossible for the Duma to make significant reform. The First World War worsened their plight but it was the Tsar alone who bore responsibility for entering this conflict. Moreover the monarchy had been brought into disrepute by the Tsarina who allowed Rasputin far too much power and refused to listen to the duma. Unfounded rumours of an affair with Rasputin exacerbated this. The February Revolution succeeded because nobody was prepared to defend the monarchy.

4. Extract C suggests “The success of the Bolshevik seizure of power in 1917 was due mainly to the leadership of Lenin and the organisation of Trotsky”

Use the extract, sources and your own knowledge to explain how far you agree with this statement. (16)

Source A N Sukhanov- a journalist and eye-witness, writing about the situation in Russia in 1917.

Every day there were hundreds of reports about the destruction of shops and homes, beatings up and attacks on officers. In the countryside, the burnings and destruction of country homes had become more frequent. Military discipline collapsed. There were masses of deserters. The soldiers without leave went off home in floods. They filled the stations, kicked out the passengers and threatened to bring the whole transport system to a standstill.

Source B A description of conditions in Petrograd in October 1917 by American journalist John Reed.

Week by week there was less food. The daily allowance of bread fell from 700 grams then to 350 grams and finally to 120 grams. Towards the end of the month there was a week without any bread at all. People had to queue for hours in the cold and rain for milk and bread and sugar. I have seen queues of women, some with babies in their arms, beginning to queue from before dawn.

Extract C from a modern textbook published in 1996

The success of the Bolshevik seizure of power in 1917 was due mainly to the leadership of Lenin and the organisation of Trotsky. Lenin was an inspirational speaker and encouraged support for the Bolsheviks with his April Theses. Trotsky was not only a brilliant speaker but an exceptional organiser who planned the takeover in Petrograd.

5. **Extract C claims that “the October Revolution succeeded because no one was prepared to support the Provisional Government”.**

Use the sources, extract and knowledge to explain how far you agree with this view.
(16)

Source A: A description of the Bolshevik Headquarters, the Smolni Institute, in November 1917, written by a British woman living in Petrograd

In the cavernous dark hallways where here and there flickered a pale electric light, thousands of soldiers, sailors and factory workers tramped in their heavy boots every day . For weeks Trotsky never left the building. He ate and slept and worked in the office on the floor and many people came to see him.

Source B: From a biography of Lenin

On the 10th October Lenin showed at the Central Committee that the moment was ripe for the seizure of power. The Committee adopted Lenin’s historic resolution on the armed rising. Kamenev and Zinoviev alone acted as cowards and opposed the resolution.

Extract C From a modern textbook

For all the Bolshevik, propaganda, the truth was that the October Revolution succeeded because no one was prepared to support the Provisional Government. They had delayed reforms and continued the war which caused support to fall. Moreover Kerensky had misjudged the appointment of Kornilov which lost him the support of the Petrograd Soviet.

6. **Extract C claims that “The Red Army due to the failures of the Whites.”**

Use the sources, extract and your own knowledge to explain whether you agree with this view. (16)

Source A: A description of the impact of a visit by Trotsky to the front during the civil war. This was written by a member of the Red Army.

The town of Gormel was about to fall into the enemy's hands when Trotsky arrived. Then everything changed and the tide began to turn. Trotsky's arrival meant that the city would not be abandoned. He paid a visit to the front lines and made a speech. We were lifted by the energy he carried whenever a critical situation arose. The situation, which was catastrophic twenty-four hours earlier, had improved by his coming – as though by a miracle.

Source B: From the memoirs of General Denikin, the leader of the White Armies in Southern Russia, in which he is describing the White forces

The troops of the Army of the South blotted their reputation by pogroms against the Jews ... The pogroms brought suffering to the Russian people, but they also affected the morale of the troops and destroyed discipline.

Extract C From a modern textbook

The Red Army won due to the failures of the Whites. The White Generals could not agree on their aims and failed to synchronise their attacks. Moreover they were not politicians and were unable to provide effective government in the areas they controlled.

7. Extract C suggests that one of the main reasons why the Bolsheviks introduced NEP was the Kronstadt Uprising.

How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer. (16 marks)

Source A Walter Duranty An American journalist.

The first thing I saw was a refugee camp of about 15,000 peasants, outside the railway station... the adults were haggard but far less dreadful than the children with their bloated bellies and shrivelled limbs. That came from eating clay and bark and refuse... Like cattle in a drought they waited for death. The only movement among them was the stretcher bearers carrying off the dead. I went to a children's home which was more like a pound for dogs. Most were past hunger, one child of 7 with fingers no thicker than matches refused the chocolates offered him and just turned his head away. Inside the house children in all stages of different diseases huddled together... I went away hating myself for being healthy and well fed.

Source B Peasant unrest in Russia in 1921

In villages the peasant will not give grain to the Bolsheviks because he hates them. Armed companies are sent to take the grain from the peasant and every day, all over Russia, fights for grain are fought to the finish. In the Tambov region alone there have been 119 uprisings against the policy of grain requisitioning.

Extract C from a modern textbook

The final straw for Lenin was when the sailors of Kronstadt mutinied in 1921. They had been the heroes of the Revolution but were angry about the way the Bolsheviks had imposed a one party dictatorship and objected to the harsh conditions imposed by War Communism. Although the mutiny was defeated by Trotsky, Lenin realised the need to replace War Communism with a new economic policy.

8. **'The Bolsheviks succeeded in gaining control of Russia because Lenin made popular reforms.'**

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

Source A Lenin explains the closing of the Constituent Assembly

To hand over power to the Constituent Assembly would mean doing a deal with the bourgeoisie (middle classes) . The Russian Soviets place the interests of the toiling masses far above the interests.... Nothing in the world will induce us to surrender the Soviet power... And by the will of the Soviet power, the Constituent Assembly, which has refused to recognise the power of the people, is dissolved.

Source B: From a directive issued in 1918 by Felix Dzerzhinsky, head of the Cheka from its formation.

Our revolution is in danger. Do not concern yourselves with the forms of revolutionary justice. We have no need for justice now. Now we have need of a battle to the death. I demand the use of the revolutionary sword, which will put an end to all counter-revolutionaries •

Extract C: from a modern textbook

The Bolsheviks succeeded in gaining control of Russia because Lenin made popular reforms. He introduced popular policies such as the decrees on Land and Workers' Control on their first day of power. He also realised how unpopular the continuation of the war had been and brought it to an end by signing the Treaty of Brest Litovsk. Finally after the Civil War, he replaced War Communism with NEP to win back the support of the Peasants.

Timeline

1894-1917	Tsar Nicholas II ruled as an Autocrat .
1904-1905	The Russo-Japanese War - a humiliating defeat for Russia.
January 1905	Bloody Sunday - 200,000 protesters led by Father Gapon came to the Winter Palace to give petition to the Tsar. The soldiers fired on the crowd. As a result, the Tsar lost popularity.
June 1905	The Potemkin Mutiny followed by a general strike in September. Soviets were formed.
October 1905	Nicholas granted a parliament (" duma ") as part of his October Manifesto but made sure it had little power.
1906-1911	Opening of the first duma Stolypin's policies of repression and land reform
1912	Lena Goldfields Strike
1914	The First World War – Russia was defeated at the Battle of Tannenberg
1915	The Tsar made himself Commander-in-Chief.
1916	Rasputin was assassinated.
Feb (March) 1917	The "February Revolution" – the workers went on strike and soldiers refused to suppress them. The Tsar abdicated.

<p>March- Nov 1917</p>	<p>The Provisional Government ruled until the new constitution would be decided. (real power lay with workers' & soldiers' councils or Soviets).</p> <p>The July Days – a failed Bolshevik attempt to take power.</p> <p>The Kornilov Revolt – General Kornilov tried to overthrow the Provisional Government.</p>
<p>October (November) 1917</p>	<p>The “October” Revolution – Lenin & the Bolsheviks seized power. Meeting of the All-Russian Congress of Soviets.</p>
<p>1918</p>	<p>The Closure of the Constituent Assembly 1918</p>
<p>1918</p>	<p>The Treaty of Brest Litovsk 1918</p>
<p>1918-20</p>	<p>Civil War – The Bolsheviks had to defeat their enemies; they used drastic economic measures known as War Communism.</p>
<p>1921</p>	<p>The Kronstadt Mutiny</p> <p>Lenin introduced New Economic Policy (NEP) to win back support.</p>
<p>1924</p>	<p>Lenin died</p>

Test Yourself! What do you know about these terms?

Autocracy	
Cossack	
Land Hunger	
proletariat	
bourgeoisie	
Okhrana	
Illiterate	
Russification	
Pogrom	
Russo-Japanese War	
Bloody Sunday 1905	
Potemkin Mutiny	
Duma 1st 2nd 3rd	
Imperial State Council	
Octobrist	
Cadet	

SR	
Marxist (Communist)	
Menshevik	
Bolshevik	
Lena Goldfields strike	
Battles of Tannenberg and Masurian Lakes	
Provisional Government	
Petrograd Soviet	
Order Number One	
April Theses	
July Days	
Kornilov Revolt	
Red Guard	
All-Russian Congress of Soviets	
MRC	
Sovnarkom	
Decree on Land	

Peace	
Workers' control	
Dissolution of the Constituent Assembly	
Treaty of Brest Litovsk	
Red Army	
Cheka	
War Communism	
Nationalised	
Requisitioning	
Piece rates	
Conscripted Labour	
Kronstadt Mutiny	
denationalised	
NEP	
Nepmen	
Kulak	
Politburo	

What can you remember about these people?

Witte	
Stolypin	
Father Gapon	
Valenchuk	
Matyushenko	
Rasputin	
Rodzianko	
Kerensky	
Kornilov	
Lenin	
Slogans	
Yudenich, Denikin, Kolchak.	
Kornilov	
Trotsky	
Kamenev & Zinoviev	

Paper 2 Section B

4 Conflict, crisis and change in China c.1900-c1989

Question technique Section B

The topic is worth 30 marks and will focus on change over time.

There will be 3 questions:-

Type of question	Number of marks	Time in minutes	extra time	Paragraphs
Whole section	30	45	56	
a. Similarities (or Differences) between 2 events/periods	6	9	11	2
b. Causes	8	12	15	2
c. Essay on change	16	24	30	3 + conclusion

Question a:

Explain two ways in which x was similar to y.

Or Explain two ways in which x was different to y.

This question is worth 6 marks and you should spend 9 minutes on it in the exam.

You need to identify **similarities (or differences)** about x between two **different periods of time or events of developments**.

You should write two short paragraphs of about 3 sentences.

Use the following sentence starters:

One similarity between x and y was...

Another similarity was...

Or....

One difference between x and y was...

Another difference between x and y was...

You should identify a category of similarity/difference in the first sentence of each paragraph (e.g. *use of repression, concession to foreign powers, the plight of peasants, economic policy, centralised control, desire to improve the welfare of the people or failure to improve the welfare of the people...*)

Then add specific information to support this e.g. give a detail from each era to show the difference or the similarity.

Template

Paragraph 1	One difference between x and y was... Add detail from both x and y to show the difference
Paragraph 2	Another difference between x and y was... Add detail from both x and y to show the difference

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple comment is offered about similarity (ies) and /or difference (s) Generalised information about the topic is included, showing limited knowledge and understanding of the period
2	3-4	Similarities/differences explained Specific information about the topic is added to support the explanation Maximum 3 marks for an answer dealing with only one similarity/difference
3	5-6	Similarities/differences are explained making explicit comparisons

		Specific information about both periods is added to support the comparison
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Question b

This question will always be worth **8 marks** and will always ask you to ‘explain two causes of x’.

You should spend **12 minutes** on this question.

You should write **two short paragraphs** of about 4 sentences, beginning with sentences like these:

One cause of x was y.

Another cause of x was z.

You should give a cause clearly in the first sentence of each paragraph and then give more detail in the rest of the paragraph. **Make sure you explain why each reason caused the thing (x) to happen.**

Template

Paragraph 1	<p>Statement about a cause <i>One cause of x was y.</i></p> <p>Explanation This was because</p> <p>link to factor in question This meant that/this led to x because...</p>
Paragraph 2	<p>Statement about a cause <i>Another cause of x was z.</i></p> <p>Explanation This was because</p> <p>link to factor in question This meant that/this led to x because</p>

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple comment is offered about cause(s). Generalised information about the topic is included, showing limited knowledge and understanding of the period.
2	3-5	Features of the period are analysed to explain causes. Specific information about the topic is added to support the explanation.

3	6-8	<p>Features of the period are analysed to explain causes and to show how they led to the outcome.</p> <p>Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied.</p>
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Question c

This is worth 16 marks and you should spend 24 minutes on this in an exam.

This question will always be about **change**.

You will always have a **choice of two questions** and should only answer **one** of these.

PLAN Your Answer.

You will be given **two factors**; they could form part of your plan so you could write a paragraph about each factor (although you may substitute your own). Also, you may wish to adapt the order of the factors e.g. to put them in chronological order.

You **MUST** include at least **one other factor** from your own knowledge.

Therefore at least **3 paragraphs plus conclusion**.

The question is likely to cover a wide range of years – it could be across 40-50 years- please highlight and notice the dates!. When you are planning, think about which other factors are relevant to the scope of years in the question. Try to group your points in a way that will cover the years in question.

Which candidate below has chosen suitable topic for her extra paragraphs?

How did China change between 1911- 1928?

- 1911 Revolution
- Warlord Rule

Candidate A's extra point:-

- Yuan Shikai's constitution

Candidate B's extra point:-

- ❖ The Northern Expedition

The essays will probably be structured:-

- by **time period/event** e.g. *Manchu rule, Yuan's rule, warlord era*.

But occasionally ...

- by **categories**- e.g. **PESC**- political, economic, social, cultural- but sometimes one or more of PESC are not relevant or can be merged e.g. **socio-economic**. Sometimes you will need a factor that isn't PESC e.g. foreign influence.

Use the given points to guide you about which structure to use.
Write a paragraph on each of the factors.

You may be asked "**how far did x change**" so you must make statements on **extent of change** at the start (and generally during and at the end) of each paragraph.

e.g. "**The warlord period brought extensive social changes to China**

useful extent words - **extensive, large, significant, widespread, minimal, negligible,**

Then fully explain **the change**. Using '**because**' "**this meant that**" **this led to**" often helps you to give a developed explanation.

Remember to **focus on the question**. It is about **change**, so ensure you write about **changes**; do not just write about each factor.

You can show change either by comparing the situation before and after the development or you must show how it developed during the period.

Words that imply change- **improved, worsened, increased, exacerbated.**

Indicate the **extent of change** within each paragraph by showing how much had changed and the **limitations of these changes** – this might be **the continuity** but also see below:-

Better answer will give **criteria** for their judgement about the extent of change, which could include:-

- **how long-lasting the change was,**
- **how big the change was,**
- **the scope of the change i.e. how many people were affected.**

For the higher marks you also have to make links between each paragraph (factor). This could mean explaining how one change led to the next. Alternatively use link words or phrases for example: **this led to, as a result, moreover, furthermore, as a consequence, in addition, nevertheless, However**

You may be asked **to what extent x was a turning point**. Consider the degree of change caused by x, consider how long lasting or significant it was; consider if there are better choices for turning points.

Write **a conclusion** showing the extent of change. This can start with the word '**overall**' and should give your final judgement. Make sure you use an extent word

here too. It could emphasise the most important change, or the inter-action between a series of changes.(or discuss the degree of turning point)

Here is a template to help you plan your answer.

<p>Optional Introduction</p>	<p>Make an overall statement about the extent of change. Perhaps allude to the various factors that you will be exploring.</p> <p><i>In the years 1977-89, whereas China's economy transformed and modernised rapidly, there was very little change to its political establishment.</i></p>
<p>First paragraph using scaffolding point</p>	<p>Give an overall comment on the extent of change in that period/policy/factor <i>The first Five-Year Plan brought important changes to China in industry and agriculture</i></p> <p>Then explain what those changes were.</p> <p>Assess the extent of changes using criteria.</p>
<p>Link either at the end of the previous or beginning of next</p>	<p>Link word e.g. Furthermore..</p> <p>Or explain how the next factor relates to the previous- <i>“However Mao was impatient with what he saw was the slow pace of change to in 1958, he replaced the First Five Year Plan with the Second, more commonly known as the Great Leap Forward.</i></p>
<p>Second paragraph using 2nd scaffolding point</p>	<p>Give an overall comment on the extent of change in that period/policy/factor <i>The Great Leap Forward brought far more radical changes to China in industry and agriculture.</i></p> <p>Then explain what those changes were.</p> <p>Assess the extent of change using criteria</p>
<p>Link</p>	<p><i>In contrast Deng Xiaoping made very different changes to the economy.</i></p>
<p>Third Paragraph on a point from your knowledge.</p>	<p>Overall statement on extent of change for this factor. Detail of changes Extent of change using criteria</p>

Conclusion	<p>Make a judgement on the extent of change/continuity using your criteria.</p> <p>You could emphasise where the greatest change was or how the factors you have written about acted together to bring about change.</p>
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Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>A simple or generalised answer is given, lacking development and organisation</p> <p>Limited knowledge of the topic is shown.</p> <p>The overall judgement is missing or asserted</p>
2	5-8	<p>An explanation is given, showing limited analysis and with some implicit links to the conceptual focus to the question. It shows some development and organisation of material but a line of reasoning is not sustained</p> <p>Accurate and relevant information is added, showing some knowledge and understanding of the period.</p> <p>The overall judgement is missing or insecure</p> <p>Max 6 marks for Level 2 answers which do not go beyond aspects prompted by the stimulus points.</p>
3	9-12	<p>An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a line of reasoning which is generally sustained although some passages may lack coherence or organisation.</p> <p>Accurate and relevant information is included, showing good knowledge and understanding of the required features of characteristics of the period studied.</p> <p>The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.</p> <p>Max 10 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</p>
4	13-16	<p>An analytical explanation is given that is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured.</p>

	<p>Accurate and relevant information is precisely selected to address question directly, showing wide ranging knowledge and understanding of the required features or characteristics of the periods studied.</p> <p>Criteria for required judgement are justified and applied in the process for reaching the overall judgement</p> <p>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</p>
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Exemplar response:-

(c) In what ways did China change in the years 1911-28?

You may use the following information to help you with your answer.

- The Revolution of 1911
- China under the Warlords

(16)

Part of a possible answer

The Revolution of 1911 brought some changes to China. The most significant change was the end of imperial rule after the revolution and the abdication of the Manchu emperor, Puyi. However the three principles of Sun Yatsen who inspired the revolution, namely democracy, freedom from foreign rule and welfare of the people, were not honoured by the new ruler, Yuan Shikai. Thus the chance for wider change was lost. In fact Yuan Shikai actually allowed foreign influence to increase, and he banned the GMD....

You can now complete this answer by:

- Adding more detail to the 1st paragraph
- Linking the first paragraph to the next bullet point.
- Explaining the other point in the scaffolding and assessing the extent of change.
- Adding your own factor as a 3rd paragraph/link/assess extent.
- Writing a conclusion.

Sample questions to practise for Paper 2 Section B

a) **Similarity (or difference) (6 marks)**

Explain two ways in which the rule of Yuan Shikai was similar to that of the Qing.

Explain two ways in which the rule of Yuan Shikai was different to the principles of Sun Yatsen.

Explain two ways in which China under Warlord Rule was similar to that under the Qing.

Explain two ways in which life in the Jiangxi Soviet was different to life under GMD rule 1928-34.

Explain two ways in which the policies of the First Five Year Plan were different to those of the second the Great Leap Forward).

Explain two ways in which life for women was different under communist rule to earlier periods of Chinese History.

Explain two ways in which Mao's rule was similar to that of Chiang Kai-shek.

Explain two ways in which Deng's economic policies were different to those of Mao.

Explain two ways in which Deng's political policies were similar to those of Mao.

Explain two ways in which China's relationship with the USSR in 1949-56 was different to their relationship with the USSR in the years after 1958.

Explain two ways in which the Anti-Rightist Campaign was different to the Cultural Revolution.

Question b Paper 2 section B

Give 2 causes of.... (8)

The Boxer Rebellion

The 1911 Revolution

The growth of Nationalism in China 1915-21

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The Shanghai Massacres

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--

The Long March

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The Japanese invasion of Manchuria

--

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The CCP's victory in the Civil War

The Hundred Flowers Campaign

The Great Leap Forward

The great famine 1959-62

The Cultural Revolution

The One Child Policy

The democracy movement.

The Tiananmen Square Massacre

Titles to practise question c (Change question) (16)

1. In what ways did support for Mao and the Chinese Communist Party change in the years 1927-45?

You may use the following information to help you with your answer.

- The reorganisation of the CCP 1927-34
- The War with Japan 1937-45

2.To what extent did Mao Zedong change the organisation of agriculture in China in the years 1949–62?

You may use the following information to help you with your answer.

- Land reform
- The Great Leap Forward, 1958–62

3.To what extent did Mao Zedong’s leadership bring change to the treatment of opposition in China in the years 1950-69?

You may use the following information to help you with your answer.

- The Hundred Flowers Campaign
- The Cultural Revolution

4. To what extent did Deng's leadership bring change to China in the late 1970s and 1980s?

You may use the following information to help you with your answer.

- Industry
- Agriculture

5. In what ways did the lives of people in China change in the years 1979-89?

You may use the following information to help you with your answer.

- Modernisation under Deng
- The Tiananmen Square massacre, 1989

6. In what ways did industry change in China in the years 1953-89?

You may use the following information to help you with your answer.

- The First Five Year Plan
- The Great Leap Forward, 1958-62

7. In what ways in did the methods used by the CCP to control the lives of people in China change in the years 1949-69?

You may use the following information to help you with your answer.

- The Mass Campaigns
- Thought Reform

8.To what extent did opposition to the CCP change to China in the years 1937-89?

You may use the following information to help you with your answer.

- The Civil War
- The Democracy Movement, 1977-89

9. To what extent did the position of women change to China in the years 1911- 80?

You may use the following information to help you with your answer.

- Early reforms by Mao, 1949-53
- The One Child Policy

10. To what extent did social conditions change in China in the years 1949-89?

You may use the following information to help you with your answer.

- Famine, 1958-62
- Modernisation under Deng, 1978-89

11. In what ways did support for the Guomindang change in China in the years 1927-45?

You may use the following information to help you with your answer.

- The Long March, 1934
- The war with Japan, 1937-45

12. To what extent did the involvement of other countries in China change in the years 1911-68?

You may use the following information to help you with your answer.

- The War with Japan, 1937-45
- the relationship with the USSR

13. To what extent was the Xian incident a turning point in relations between the CCP and the GMD between 1926 and 1945?

You may use the following information

- the Northern Expedition
- The War against Japan

Overview

1900 Boxer Rebellion against foreign influence

1911 A Nationalist Revolution inspired by **Sun Yatsen** overthrew the ruling Manchu dynasty

1912 Sun Yat-Sen agreed that Yuan Shikai should be president.

1912-26 Central govt lost control of the various regions; each area was dominated by **warlords**

1926-8 **The Northern Expedition** – the Nationalist Party **Guomintang**, helped by the Communists, gained control over the warlords and set up a new government in Nanjing.

1927 **The Shanghai Massacres** - The Guomintang turned against the Communists Party who set up a refuge in Jiangxi.

1934-5 After the 5th extermination campaign, the CCP fled north in the **Long March** to a new refuge in Yanan.

1931 The Japanese invaded Manchuria.

1936 **Xian incident** – The CCP and GMD formed a united front against the Japanese.

1937-45 **The Sino Japanese War**

1945-9 **Civil War** between the Communists and Nationalists.

1949 The Communists under Mao set up the **People's Republic of China**. They brought in many changes, e.g. Agrarian Reform, Marriage Law.

1953-7 **The First Five Year Plan** based on the USSR

1956-7 The 100 Flowers and the Anti-Rightist Campaign

1958 **The Great Leap Forward** – Mao made an over-ambitious attempt to speed up industry and agriculture that caused the Great Famine 1959-62. Mao temporarily took a back seat.

1966 **The Cultural Revolution** – Mao sought to restore his power by unleashing young **“Red Guards”** who attacked party leaders.

1977-80 **Deng Xiaoping** became the new leader; he modernised China.

1989 The emerging democracy movement was crushed at Tiananmen Square.

Test yourself! Who were these people?

Empress Cixi	
The Boxers	
Puyi	
Sun Yatsen	
Yuan Shikai	
Chiang Kaishek	
Mao Zedong	
General Hans von Seeckt	
Otto Braun	
Zhang Zuolin Zhang Xueliang	
Liu Shaoqui	
Zhou Enlai	

Deng Xiaoping	
Lin Biao	
Jiang Qing	
Ding Ling	
Hua Guofeng	
Wei Jingsheng	
Fang Lizhi	
Hu Yaobang	
Zhao Ziyang	

What is the meaning of: ...

The Manchus	
Queues	
Legations	
Unequal treaties	
100 days of reform	
Cixi's reforms 1902-11	

The Double 10 The Wuchang Revolt	
Warlord Rule	
New Tide	
May 4th Movement	
The Three Principles	
The GMD	
The CCP	
The Northern Expedition	
The Shanghai Massacres	
Jiangxi Soviet	
The Red Army	
Blockhouse tactics	
Three All Campaign	
Guerrilla tactics	

The People's Republic of China (PRC)	
Reactionaries	
Dictatorship	
Democratic Centralism	
The PLA	
Mass Campaigns	
Speak Bitterness	
Mutual Aid Teams	
Thought Reform	
Lower stage co-operatives	
High stage co-operatives	
Nationalisation	
Propaganda	
Backyard Steel	
Heavy industry	
Consumer goods/light industry	
Communes	
Work brigade	

Work team	
Four olds	
Red Guards	
Cult of Mao	
The Little Red Book	
Up to the mountains and down to the villages	
Gang of Four	
Moderate	
Radical	
Reform	
Westernisation	
Four Modernisations	
One child policy	
Democracy Wall	
Martial Law	

Test yourself!

	Causes:	Events:	Consequences:
The Boxer Rebellion			
The 1911 Revolution			
The Northern Campaign			
The Long March			

The War with Japan, 1937-45			
The Civil war, 1945-49			
The First Five Year Plan, 1953-57			
Land reform and Collectivisation			
Changes for Women			
The Hundred Flowers Campaign			

The Great Leap Forward			
The Cultural Revolution			
The Gang of Four			
Modernisation and Westernisation under Deng Xiaoping			
The One Child Policy			
The Democracy Movement			
Tiananmen Square massacre			

Make tables of change and continuity for each of the factors in the table above.

What <u>changed</u> as a result?	What stayed the same (continuity)?

War with Japan and The Civil War

Test yourself:

Can you fill in the timeline?

Date	Event	Result
1931		
1936	Xian incident	
	Marco Polo Bridge incident	Full blown war breaks out
1940		Example of Red Army using guerrilla tactics successfully against the Japanese
1941		Japanese retaliation to Chinese: Kill all, burn all, destroy all.
	Pearl Harbour	America enter the war
1945		End of the war between China and Japan
1945		
1946		
1948		Marks the beginning of the final victory for the CCP
1 st October 1949		

Make sure you don't get these wars confused:

Test yourself:

	War with Japan 1937-45	Civil War 1945-49
Sides		
Strengths & weaknesses of different sides		
Key events		
Who won? How?		
consequences		