



O Level

History

Session: 1984 June
Type: Question paper
Code: 2110

BRITISH AND EUROPEAN HISTORY, 1485—1688

2110/1

ORDINARY LEVEL

*(Two hours and a quarter)**Answer four questions.**Each question is made up of two parts. The first part is worth two-thirds and the second part one-third of the marks. Answer each part of the question chosen as fully as you can.***BRITISH HISTORY, 1485—1688**

- 1 Write briefly on **three** of the following:
- the battle of Bosworth;
 - the treaty of Medina del Campo;
 - Perkin Warbeck;
 - the Statute of Livery and Maintenance;
 - Poynings' Law.

Show the importance in the reign of Henry VII of *each* of your chosen topics.

- 2 Outline the main features of English foreign policy in Henry VIII's reign. How did religious factors affect this policy?
- 3 What problems faced Mary Tudor on her accession? How successful was she in restoring England to the Roman Catholic Church?
- 4 Write an account of the Spanish Armada in 1588 and the measures taken by the English against it. Why did it fail?
- 5 Describe the Tudor attempts to deal with poverty and unemployment. How successful were they?
- 6 What were the main problems of James I in English home affairs? Why was he in such great financial difficulties?
- 7 Outline the careers and achievements of
- William Laud *and*
 - Thomas Wentworth.
- How far was each responsible for Charles I's unpopularity?
- 8 What were the strengths and weaknesses of the Royalists in the Civil Wars? How important was the Navy in the wars?
- 9 Describe the main features of Charles II's foreign policy. Why was Parliament suspicious of his relations with Louis XIV?
- 10 What were the main events of the reign of James II? Why was he forced to leave the country in 1688?

EUROPEAN HISTORY, 1492—1688

- 11 Describe the voyages of either Columbus or Magellan. What were the motives of these explorers?
- 12 Give a brief account of the wars between Francis I and Charles V. Why was Italy the main scene of fighting?

- 13 Outline the career of John Calvin and describe the organisation and expansion of the Calvinist church. Why did Calvinism spread so far in Europe?
- 14 What were the main features of the reign of Philip II? What criticisms could you make of his home policy?
- 15 Describe the achievements of Henry IV of France. Why was he such a popular King?
- 16 Give an account of the careers of
- Gustavus Adolphus *and*
 - Wallenstein.
- What motivated each to participate in the Thirty Years War?
- 17 Describe the rise of the Dutch United Provinces in the seventeenth century. What were the reasons for their success?

BRITISH AND EUROPEAN HISTORY 1688—1815

2110/2

ORDINARY LEVEL

PAPER 2 : Essay Questions

*(Two hours and a quarter)**Answer four questions.**Each question is made up of two parts. The first part is worth two-thirds and the second part one-third of the marks. Answer each part of the questions chosen as fully as you can.***British History 1688—1815**

- 1 Describe the main terms of the Bill of Rights, 1689, the Triennial Act, 1694 and the Act of Settlement, 1701. How much power did the British sovereign have after the passing of these acts?
- 2 Describe the aims and achievements of the Tory ministries of 1710-1714. Why did they not continue in power after the death of Queen Anne?
- 3 Outline the career of Walpole until 1721, including the events leading up to his handling of the South Sea Bubble crisis. Why did George I keep Walpole as his first minister for the rest of his reign?
- 4 Describe the career and achievements of Robert Clive until 1765. Why was he the object of political attack in his later years?
- 5 Give an account of the achievements during the eighteenth century of (a) Abraham Darby, his son and his grandson, and (b) Josiah Wedgwood. Why was there an increasing demand for their products?
- 6 Describe the conquest of French Canada by Britain during the Seven Years War. Why was she able to defeat the French in this war?

- 7 Give an account of the breakdown of relations between Britain and her thirteen American colonies between 1765 and 1775. Why did George III and his ministers show so little understanding of the American case?
- 8 Describe the foreign and imperial policies followed by William Pitt the Younger between 1783 and 1793. Why was Britain opposed to developments in France after 1792?
- 9 Give an account of Britain's involvement in the Peninsular War of 1808-14. Why did it take Wellington so long to drive the French from the peninsula?
- 10 Describe the improvements in road transport made during the reign of George III. What were the social and economic results of these improvements?

European History 1688-1815

- 11 Describe the causes and events of the War of the League of Augsburg, 1689-1697. To what extent did the terms of the Treaty of Ryswick solve the causes of conflict?
- 12 Outline the foreign policies of Peter the Great. Why was he so often victorious in the wars in which he fought?
- 13 Describe (a) the ways in which Spanish power in Europe was reduced by the Treaty of Utrecht and (b) Elizabeth Farnese's attempts to restore Spanish influence until 1748. To what extent was she successful?
- 14 What were the main events of the reign of Joseph II 1780-90? Were all his achievements destroyed after his death?
- 15 Describe the part played during the French Revolution by (a) Mirabeau, (b) Danton and (c) Robespierre. Why did the Revolution become less violent after 1794?
- 16 Describe the measures carried out by Napoleon within France in government, religion, and social and economic life. Why did other European powers copy these reforms in their own lands?
- 17 Give an account of the events in Europe which led to the defeat and overthrow of Napoleon between 1812 and 1814. Why did the French people welcome him back as Emperor in 1815?

BRITISH AND EUROPEAN HISTORY 1760-1870

ORDINARY LEVEL

PAPER 3 : Essay Questions

(Two hours and a quarter)

Answer four questions.

Each question is made up of two parts. The first part is worth two-thirds and the second part one-third of the marks. Answer each part of the questions chosen as fully as you can.

British History 1760-1870

- 1 Describe the conquest of French Canada by Britain during the Seven Years War. Why was she able to defeat the French in this war?
- 2 Give an account of the breakdown of relations between Britain and her thirteen American colonies between 1765 and 1775. Why did George III and his ministers show so little understanding of the American case?
- 3 Describe the foreign and imperial policies followed by William Pitt the Younger between 1783 and 1793. Why was Britain opposed to developments in France after 1792?
- 4 Give an account of Britain's involvement in the Peninsular War of 1808-14. Why did it take Wellington so long to drive the French from the peninsula?
- 5 Describe the improvements in road transport made during the reign of George III. What were the social and economic results of these improvements?
- 6 Describe how the British people showed their discontent between 1815 and 1822. Why did the government follow a policy of repression during these years?
- 7 Outline the main achievements of (a) Robert Peel and (b) William Huskisson during the years 1822-1830. Why did Peel become leader of the Tory Party in the 1830s?
- 8 Give the main terms of (a) the Factory Act, 1833, (b) the Poor Law Amendment Act, 1834, and (c) the Municipal Corporations Act 1835. Why did each of these Acts arouse opposition?
- 9 Describe Palmerston's policies towards (a) Mehemet Ali, (b) Don Pacifico, and (c) the American Civil War. Do these policies show him to be a bully of weaker nations?
- 10 Describe the unhealthy living conditions in towns and attempts to improve them between 1848 and 1870. Why was there opposition to these reforms?
- 11 Describe British participation in the Crimean War of 1854-6 and the terms of the Treaty of Paris. Did Britain achieve her aims in fighting this war?
- 12 Describe the main stages by which Britain became a Free Trade country between 1842 and 1870. Why did British governments of the time believe it was in the country's interests to establish Free Trade?

European History 1760–1870

- 13 Describe the part played during the French Revolution by (a) Mirabeau, (b) Danton and (c) Robespierre. Why did the Revolution become less violent after 1794?
- 14 Describe the measures carried out by Napoleon within France in government, religion, and social and economic life. Why did other European powers copy these reforms in their own lands?
- 15 Give an account of the events in Europe which led to the defeat and overthrow of Napoleon between 1812 and 1814. Why did the French people welcome him back as Emperor in 1815?
- 16 Describe the attempts of Metternich to control the German Confederation between 1815 and 1848, and the events that occurred in the German Confederation (excluding Austria) in the year 1848. Why did the revolutionary outbreaks fail?
- 17 Give the causes and main events of the Belgian revolt of 1830-39. Why was Belgium able to come into existence as an independent kingdom?
- 18 Describe the 1848 revolutions in (a) Bohemia, (b) Hungary and (c) Lombardy-Venetia. Why were the revolutions all unsuccessful?
- 19 Describe the policies followed by Napoleon III over (a) the unification of Italy, (b) Mexico, and (c) the Austro-Prussian War. Why was his foreign policy mainly unsuccessful after 1865?

BRITISH AND EUROPEAN HISTORY 1815–1918

2110/4

ORDINARY LEVEL

PAPER 4 : Essay Questions

*(Two hours and a quarter)**Answer four questions.*

Each question is made up of two parts. The first part is worth two-thirds and the second part one-third of the marks. Answer each part of the questions chosen as fully as you can.

British History 1815–1918

- 1 Describe how the British people showed their discontent between 1815 and 1822. Why did the government follow a policy of repression during these years?
- 2 Outline the main achievements of (a) Robert Peel and (b) William Huskisson during the years 1822-1830. Why did Peel become leader of the Tory Party in the 1830s?
- 3 Give the main terms of (a) the Factory Act, 1833, (b) the Poor Law Amendment Act, 1834, and (c) the Municipal Corporations Act, 1835. Why did each of these Acts arouse opposition?
- 4 Describe Palmerston's policies towards (a) Mehemet Ali, (b) Don Pacifico, and (c) the American Civil War. Do these policies show him to be a bully of weaker nations?
- 5 Describe the unhealthy living conditions in towns and attempts to improve them between 1848 and 1870. Why was there opposition to these reforms?
- 6 Describe British participation in the Crimean War of 1854-6 and the terms of the Treaty of Paris. Did Britain achieve her aims in fighting this war?
- 7 Describe the main stages by which Britain became a Free Trade country between 1842 and 1870. Why did British governments of the time believe it was in the country's interests to establish Free Trade?
- 8 Give an account of the domestic reforms (excluding Ireland) passed during Gladstone's first ministry of 1868-74. Why did Gladstone lose the election of 1874?
- 9 Outline Disraeli's policies over (a) the Suez Canal, (b) South Africa, and (c) the Eastern Question. Why did Disraeli make imperial matters an important part of Conservative policy?
- 10 Describe the development of Trade Unions between 1889 and 1914. Why did the T.U.C. decide to support a political party in Britain?
- 11 Describe the contribution of (a) Kier Hardie and (b) the Pankhurst family to British political life. Had they made Britain a more democratic country by 1918?
- 12 Describe the part played by Joseph Chamberlain in (a) Home Rule made for Ireland, (b) the Empire, and (c) tariff reform. Why did he split both the Liberal and Conservative parties?
- 13 Give an account of the reforms introduced by the Liberal governments between 1906 and 1914 over (a) the army, (b) children, (c) National Insurance, and (d) Ireland. Why did they face so much opposition to their proposals for Ireland?
- 14 Give an account of (a) Gallipoli, 1915 and (b) Jutland, 1916. What were the effects of each of these on the course of the First World War?

European History 1815–1918

- 15 Describe the attempts of Metternich to control the German Confederation between 1815 and 1848, and the events that occurred in the German Confederation (excluding Austria) in the year 1848. Why did the revolutionary outbreaks fail?
- 16 Give the causes and main events of the Belgian revolt of 1830-39. Why was Belgium able to come into existence as an independent kingdom?
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- 18 Describe the policies followed by Napoleon III over (a) the unification of Italy, (b) Mexico, and (c) the Austro-Prussian War. Why was his foreign policy mainly unsuccessful after 1865?
- 19 Describe the defeat of France in the war of 1870-1 and the terms of the Treaty of Frankfurt. Why did no other countries come to the aid of France in this war?
- 20 Describe the domestic policies followed by Bismarck between 1870 and 1890. Why did he prove an unacceptable minister to the new Kaiser William II?
- 21 Trace the break-up of the Ottoman Empire in the Balkans between 1876 and 1913. Why could the Turks not retain their empire in Europe?
- 22 Describe the following crises: (a) Tangier 1905, (b) Bosnia and Herzegovina 1908, (c) Agadir 1911. Why did the First World War not break out before 1914?
- 23 Describe the main events in Russia during the reign of Nicholas II from 1894 until 1914. Did Nicholas II deserve to lose his throne?

BRITISH AND EUROPEAN HISTORY 1870–1970

2110/5

ORDINARY LEVEL

PAPER 5 : Essay Questions

*(Two hours and a quarter)**Answer four questions.*

Each question is made up of two parts. The first part is worth two-thirds and the second part one-third of the marks. Answer each part of the questions chosen as fully as you can.

British History 1870–1970

- 1 Give an account of the domestic reforms (excluding Ireland) passed during Gladstone's first ministry of 1868-74. Why did Gladstone lose the election of 1874?
- 2 Outline Disraeli's policies over (a) the Suez Canal, (b) South Africa, and (c) the Eastern Question. Why did Disraeli make imperial matters an important part of Conservative policy?

- 3 Describe the development of Trade Unions between 1889 and 1914. Why did the T.U.C. decide to support a political party in Britain?
- 4 Describe the contribution of (a) Kier Hardie and (b) the Pankhurst family to British political life. Had they made Britain a more democratic country by 1918?
- 5 Describe the part played by Joseph Chamberlain in (a) Home Rule for Ireland, (b) the Empire and (c) tariff reform. Why did he split both the Liberal and Conservative parties?
- 6 Give an account of the reforms introduced by the Liberal governments between 1906 and 1914 over (a) the army, (b) children, (c) National Insurance, and (d) Ireland. Why did they face so much opposition to their proposals for Ireland?
- 7 Give an account of (a) Gallipoli, 1915 and (b) Jutland, 1916. What were the effects of each of these on the course of the First World War?
- 8 Describe the career of Ramsay MacDonald and his achievements as Prime Minister in 1924 and 1929-31. Why did he agree to lead a National Government?
- 9 Give an account of Britain's relations with Germany between 1933 and 1939. Why did Britain follow a policy of appeasement?
- 10 Describe the policies of British governments between 1945 and 1970 in (a) housing, (b) education, and (c) employment. Who benefitted most from these policies?
- 11 Explain the changes that took place in the status of women in Britain between 1918 and 1970. Why did some people feel that inequalities still remained at the end of this period?

European History 1870–1970

- 12 Describe the defeat of France in the war of 1870-1 and the terms of the Treaty of Frankfurt. Why did no other countries come to the aid of France in this war?
- 13 Describe the domestic policies followed by Bismarck between 1870 and 1890. Why did he prove an unacceptable minister to the new Kaiser William II?
- 14 Trace the break-up of the Ottoman Empire in the Balkans between 1876 and 1913. Why could the Turks not retain their empire in Europe?
- 15 Describe the following crises: (a) Tangier 1905, (b) Bosnia and Herzegovina 1908, (c) Agadir 1911. Why did the First World War not break out before 1914?
- 16 Describe the main events in Russia during the reign of Nicholas II from 1894 until 1914. Did Nicholas II deserve to lose his throne?
- 17 Give an account of the formation of the League of Nations and its achievements until 1931. Why did Germany withdraw from the League?
- 18 Describe the achievements of Mussolini at home and abroad between 1922 and 1936. Why did Italy become the ally of Germany from 1936?

- 19 Give an account of Stalin's government of the Soviet Union between 1924 and 1953. Why was he criticised in 1956?
- 20 Describe the stages in the German extension of rule in Europe between 1939 and 1942. Why did the Germans not invade Sweden, Switzerland or Spain?
- 21 Describe (a) the battle of El Alamein, October 1942, and (b) the battle of Stalingrad, October 1942-January 1943. Why are these two battles considered turning points in the Second World War?
- 22 Give an account of the formation of the German Federal Republic and the achievements of Adenauer in Western Germany between 1949 and 1963. Why had Germany become so prosperous by 1963?
- 23 Describe President de Gaulle's policies over (a) Algeria, (b) N.A.T.O., and (c) trade unions. Why did he become increasingly unpopular towards the end of this period?
- 24 Give an account of the events in (a) Hungary in 1956, and (b) Czechoslovakia in 1968. Why did the U.S.S.R. intervene in these countries?

WORLD AFFAIRS SINCE 1919

2110/6

ORDINARY LEVEL

PAPER 1 : Essay Questions

*(Two and a quarter hours)**Answer four questions.**Answer at least one question from Section A – General Problems and one question from each of at least two of the other Sections B – F.**Each question is made up of two parts. The first part is worth two-thirds and the second part one-third of the marks. Answer each part of the questions chosen as fully as you can.*

Section A – General Problems

- 1 Describe the settlement with Germany made by the Treaty of Versailles, June 1919. Why was this Treaty unpopular in Germany?
- 2 Describe the stages between 1919 and 1922 by which Mussolini came to power and show how he had consolidated Fascist rule by 1928. Why did many Italians support Mussolini during the 1920s?

- 3 Describe the part played by the air forces of Britain and the U.S.A. against Germany during the Second World War. Why did the Allies adopt the strategy of massed bombing raids on German cities?
- 4 Describe the work of:
 (a) UNESCO;
 (b) WHO;
 (c) FAO.
 Why is WHO often regarded as a good example of successful international co-operation?
- 5 What attempts were made between 1963 and 1980 to achieve a policy of *détente* between the U.S.A. and the U.S.S.R.? How successful were these attempts?
- 6 Outline the main events in the history of Vietnam from 1945 to 1976. Why were the North Vietnamese ultimately successful in the wars of this period?

Section B – Western Europe

- 7 Trace the relations between France and Germany from 1921 to 1939. Why was France defeated so quickly in 1940?
- 8 Write an account of:
 (a) the Reichstag Fire, 1933;
 (b) the Night of the Long Knives, 1934;
 (c) the July Conspiracy, 1944.
 Why was German opposition to Hitler ineffective?
- 9 Outline the domestic and foreign policies of the governments of Harold Macmillan, 1957–63. Why was the Labour Party unsuccessful in the General Election of 1959?
- 10 Describe the development of European economic co-operation from 1950 (the Schuman Plan) to 1973. Why did President de Gaulle oppose British attempts to join the E.E.C. in the 1960s?

Section C – The Americas

- 11 Describe the main features of the U.S. economic boom between 1920 and 1929. Why did the U.S. economy collapse so dramatically after 1929?
- 12 Describe the work of the following Agencies established by President F.D. Roosevelt:
- the Agricultural Adjustment Administration;
 - the Civilian Conservation Corps;
 - the National Relief Administration;
 - the Public Works Administration.

How successful was the 'New Deal'?

- 13 Outline the foreign and domestic policies of President Eisenhower (1953–61). Why did the U.S.A. follow a foreign policy of 'brinkmanship' in this period?

- 14 Describe the career of Fidel Castro from 1953 to the end of the Cuban Missile Crisis, November 1962. Why have U.S.-Cuban relations continued to be difficult since 1962?

Section D – U.S.S.R. and Eastern Europe

- 15 What were the main features of:

- the First Five Year Plan;
- the Stalinist Purges?

Why did Stalin adopt a policy of 'Terror' in the 1930s?

- 16 Outline the major events of the war on the Eastern Front from June 1941 to January 1943. Why did Germany fail to achieve a Soviet surrender in 1941?

- 17 Describe the agricultural policies of the U.S.S.R. since 1953. Why has agriculture been the weakest feature of its economy?

- 18 Describe relations between the U.S.S.R. and Czechoslovakia since 1944. Why is Czechoslovakia so important to the U.S.S.R.?

Section E – Africa and the Middle East

- 19 Outline the history of Egypt from the recognition of independence in 1922 to the *coup d'état* of 1952. Why was King Farouk hostile to Britain during the Second World War?

- 20 Write an account of the reign of Haile Selassie, Emperor of Ethiopia, 1930–74. Why was he deposed in 1974?

- 21 Describe the main events in the history of Nigeria from the grant of dominion status in 1960 to the overthrow of General Gowon in 1975. Why was Nigeria able to return to civilian rule in 1981?

- 22 Outline the history of Zimbabwe (formerly Southern Rhodesia) from the establishment of the Central African Federation, 1953, to the election of Robert Mugabe as Prime Minister in 1980. Why did the white minority government accept the concept of majority rule in 1979?

Section F – Asia

- 23 Write an account of the career of Chiang Kai-shek. Why did he fail to suppress the Chinese Communist Party during the 1930s?

- 24 What steps were taken by the British Governments between 1919 and 1935 to lead India towards self-government? Why did the Congress Party oppose these steps?

- 25 Describe the significance of:

- the Cultural Revolution;
- the 'Gang of Four' and their trial in 1981.

Why were the ideas of the Cultural Revolution denounced after Mao Tse-tung's death?

- 26 Show how Japan achieved political and economic recovery after 1945. Why did the U.S.A. give Japan support in the immediate post-war period?

HISTORY

2110/7

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

THE LIFE AND TIMES OF SIR THOMAS MORE

(One hour)

Answer both questions.

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

1 A foreign traveller's view of England, from *Utopia*

Your sheep, that used to be so meek and tame, and such small eaters, have now become such great devourers, and so wild, that they eat up and swallow down the very men themselves. They consume, destroy and devour whole fields, houses and cities. Wherever the finest and dearest wool grows, you find noblemen, gentlemen and even abbots — holy men no doubt, not content with leading an idle life on the yearly rents and profits that their ancestors gained from their lands, but doing great damage to the economy. They leave no ground for tillage, they enclose all into pastures. This is the reason why food is more expensive in many places. They throw down houses, they knock down towns and leave nothing standing, except the church to be made into a sheephouse.

The farmers are thrust out of their lands, either by cunning and fraud or by violent oppression. They are deprived of their goods and compelled to leave their homes — men, women, husbands, wives, orphans, widows, parents with little children. These families are not rich but they are big, for farm work requires many hands. Away they must go, I say, from their old family homes, and find no shelter to go to. They sell all their household furniture for a trifle; and soon, when they have spent that in moving from place to place, what remains for them? Away they trudge, finding no place to rest in nor any work. No one will give them a job, however willingly they offer their services. For one shepherd or herdsman with his beasts can cover the same ground which occupied many hands in farming.

When I look around me today and see how well off some people are, I realise that there is nothing but a conspiracy of rich men pursuing their own profit under the pretext of the national interest.

- (a) (i) What English word best translates the word, 'utopia'? [1]
 (ii) In what language was *Utopia* written? [1]
 (iii) When was *Utopia* first published? [1]
- (b) Why might have enclosure made food more expensive (line 8)? [1]
- (c) (i) What does the passage reveal about the style of life lived by the average English peasant family before the introduction of enclosure? [3]

- (ii) Why did sheep farming create unemployment for these people? [1]
- (d) Give two examples of what might have happened to the people evicted by enclosure who could not find 'any work' (line 18). [2]
- (e) Give two arguments that might be used by the 'noblemen' and 'gentlemen' (line 4) to defend themselves against More's criticisms. [4]
- (f) (i) What social evils was More trying to expose in his book *Utopia*? [2]
 (ii) With reference to the passage, describe the attitude More displays to the upper classes of his time. [4]

Total marks [20]

2 The Trial of Sir Thomas More

Solicitor-General Rich's companions said that they had not heard the crucial conversation. Nevertheless, the condemnation of More was a foregone conclusion because everyone knew what his position was. Indeed, he had several times expressed it to the King himself. One of the ironies of history is that when More had, in the good old days, been helping Henry with his book against Luther, he had warned the king against exaggerating the Pope's claims to authority. In return, the Pope had conferred on Henry that title to which he stuck after his denial of the Papal claims and handed on to his successors to this day.

The jury at Westminster had no difficulty in reaching their conclusion and they at once pronounced More guilty. Before passing judgement, Lord Chancellor Audley allowed More to speak out which, at last, he did. More surveyed the whole issue of royal control of the Church which had been decided by the nation through King, Council, and Parliament, Bishops and all. He said outright that the Act of Parliament was 'directly repugnant to the laws of God and his holy Church . . .'

- (a) (i) Upon what charge was More being tried? [1]
 (ii) In what year did this trial take place? [1]
 (iii) Who was the prosecutor? [1]
- (b) (i) What was the title of Henry's book against Luther (line 5)? [1]
 (ii) What title did the Pope confer upon him for writing it? [1]
- (c) Why had the King valued More in 'the good old days' (line 5)? [3]
- (d) Why was the 'crucial conversation', referred to in lines 1—2, so important? [3]
- (e) (i) To what Act of Parliament was More referring during his final speech (lines 13—14)? [1]
 (ii) Why did More make his stand against this Act? [3]
- (f) Summarise the 'whole issue of royal control of the Church' by tracing its progress through 'King, Council, and Parliament, Bishops and all' (line 13). [5]

Total marks [20]

HISTORY

2110/8

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

AGRICULTURE IN THE EIGHTEENTH CENTURY

(One hour)

Answer both questions.

Assign the candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

1 A 'The Modern Husbandman' 1750

It is in these two counties (Norfolk and Suffolk) beyond all others in England that some fine improvements in husbandry may be seen, to the infinite profit of both landlords and tenants. These have been made within these fifty years, ever since they learned the way of sowing and hoeing turnips in their open, common, sandy fields. This has proved to be a preparation to their succeeding crops of barley and such turnip crops give them a vast profit besides, by feeding their horned beasts with them to the degree of fattening so as to fit them in a complete manner for a Smithfield market, where thousands of them are sold in a year. Moreover, by their fat dung and fertile urine that their oxen or cows leave behind them in the land, they so prepare their dry, warm, sandy grounds as to cause them to grow more plentiful crops of barley than they had before.

B The Marquis of Rockingham's Memorandum Book 1753

Tull says sainfoin* should be sown early in Spring drilled in rows of 8 inches and about 1 bushel per acre. The seed should not be more than half an inch under ground. I propose to clear five acres of the land in Tankersley Park and try it by this method.

C A modern comment on Eighteenth-century Agriculture

Norfolk and Suffolk were furthest forward in the new husbandry. Two names are traditionally associated with the new husbandry, Jethro Tull and Charles, Viscount Townshend. Tull, at his farm in Oxfordshire, in 1701 invented his seed drill, which had a two-fold purpose . . .

Lord Townshend's Raynham estates had already been associated with the new methods for at least half a century. He quarrelled with Walpole and left politics for ever to devote himself to the improvement of agriculture and especially to the advocacy of root crops. Hence his nickname. Just as Tull must share his claims to originality with earlier writers, so Townshend must lose some of his reputation as a pioneer. He may have popularised the Norfolk rotation, which together with Tull's practice achieved great economies of cost and increases in yield, but none of this was really new.

*a grass rich in nutrients

- (a) (i) What was Townshend's 'nickname' (line 23)? [1]
 (ii) In which foreign country had Townshend seen the use of root crops as part of a crop rotation? [1]
 (iii) Name one other well-known Norfolk family, besides the Townshends and Walpoles, which did much to improve farming methods during the eighteenth century. [1]
- (b) (i) What was the title of the book which the Marquis of Rockingham had presumably been reading (line 12)? [1]
 (ii) What was the 'two-fold purpose' (line 19) of Tull's seed drill? [2]
- (c) What do the names of the Marquis of Rockingham and Viscount Townshend suggest about the impetus for improvement to eighteenth-century agriculture? [2]
- (d) Two counties were 'furthest forward in the new husbandry' (line 16). Suggest three reasons for their pre-eminence. [3]
- (e) What were the main features of the Norfolk rotation and in what ways was it scientifically an improvement on the traditional method? [4]
- (f) What traditional view of eighteenth-century agriculture is the writer of passage C seeking to correct? In what ways do passages A and B back up his views? [5]

Total marks [20]

2 It is often said that the main obstacle to improvements in farming was the open field system of agriculture. Certainly, there were disadvantages to the open fields, but they did not necessarily make progressive farming impossible. The best use of the land could only be obtained in enclosed and fairly large farms. Enclosure was not a sudden break with the past, but the speeding up of a gradual process. It brought a large increase in the cultivated area and in the productivity of the soil as a response to prices and market conditions.

In the period 1760 to 1780, some 900 enclosure Acts were passed by Parliament. Enclosure was most heavily concentrated within an area of the country bounded by Yorkshire on the north, by a line drawn from the Pennines to Bristol on the west, and on the eastern side by Kent, Surrey, Sussex and Hertfordshire. Within this area lay the remains of the open fields which were enclosed. In Yorkshire, Derbyshire, Lincoln and East Anglia, the enclosures were chiefly concerned with commons and waste lands. While most of the enclosure Acts were concerned with the open fields and commons, some were for extending the cultivated areas on the moors, while others merely legalised previous changes.

The first stage was a petition to the House of Commons. If the Act was passed, commissioners were then appointed to carry out its provisions. They had to swear that they would act impartially in their task and a single commissioner could undertake to attend to several enclosures. The costs of enclosure were high. Those who received small plots of land found that the expenses involved were too great to make it worth-while keeping them. But in general, parliamentary enclosures seem to have worked fairly between various classes of land owners, and in many cases the claims of the squatters and the poor were taken into consideration by the commissioners.

- (a) (i) Name three specific duties of enclosure commissioners. [3]
 (ii) Who usually organised the petition to the House of Commons? [1]

EXAMINATION PAPERS (ORDINARY LEVEL)

- (b) (i) Describe briefly 'the open field system of agriculture' (lines 1–2). [2]
 (ii) Name three possible disadvantages of the 'open fields' (line 2). [3]
 (c) What was the economic importance of 'commons and waste lands' (line 14) to a village community? [2]
 (d) (i) What were 'squatters' (line 24)? [1]
 (ii) How might enclosure affect them? [1]
 (e) What changes in prices and market conditions (line 7) were giving the stimulus to increased agricultural productivity? [3]
 (f) What were the 'costs of enclosure' (line 20) and what action might be open to those who could not meet them? [4]
- Total marks [20]

HISTORY

ORDINARY LEVEL

2110/9

PRESCRIBED TOPIC PAPER
 BRITAIN AND IRELAND, 1815–1870

(One hour)

Answer both questions

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

1 Daniel O'Connell addresses his followers in 1843 at a 'Monster Meeting' at Mullingar

What numberless advantages would the Irish enjoy if they possessed their own country? A domestic Parliament would encourage Irish manufactures. The linen trade, and the woollen, would be spreading amongst you. An Irish Parliament would foster Irish commerce and protect Irish agriculture. The labourer, the artisan, and the shopkeeper would all be benefited by the Repeal of the Union. 5

They say we want separation from England, but what I want is to prevent separation from taking place. The present state of Ireland is nearly unendurable, and if the people of Ireland had not some person like me to lead them in the paths of peace and constitutional exertion, I am afraid of the result. But what motive could we have to separate if we could obtain all those blessings and advantages I have been describing? They would all serve as solid golden links of connection with England. 10
15

- (a) (i) What is meant by 'the Union' (line 7)? [1]
 (ii) When had it come into existence? [1]
 (b) (i) Where was the final and largest 'Monster Meeting' to be held in 1843? [1]
 (ii) Why was it not held? [1]
 (c) According to O'Connell, what would be the benefits of 'Repeal of the Union' (line 7)? [2]
 (d) Explain how O'Connell had come to lead the Irish in 'the paths of peace and constitutional exertion' (lines 11–12). [3]
 (e) What subsequent events of the 1840s made 'the present state of Ireland' (lines 9–10) even worse? [5]
 (f) Why were O'Connell's aims for Ireland, as expressed in this speech, not achieved by 1870? [6]

Total marks [20]

2 *W.E. Gladstone, speaking in October 1868, likened the Irish problem to a mythical tree, the Upas tree, which poisoned everything around it.*

'Some tall tree of noxious (harmful) growth, lifting its head to Heaven and poisoning the atmosphere of the land as far as its shadow can extend. It is still there, gentlemen, but now at last the day has come when as we hope, the axe has been laid to the root. There lacks, gentlemen, but one stroke more — the stroke of these Elections. It will then, once for all, topple to its fall, and on that day the heart of Ireland will leap for joy.'

5

Gladstone taking the (Irish) bull by the horns

Image removed due to third party copyright restrictions

from *Punch*

- (a) (i) In what year did Gladstone as Prime Minister first seize by the horns the particular bull shown in the cartoon? [1]
 (ii) What measure did he introduce in an attempt to solve the problem in that year? [1]
- (b) What was the result of 'these Elections' (line 6)? [1]
- (c) In what ways had people in England directly experienced and been outraged by the 'poisoning' (line 2) of the Irish problem in 1867? [3]
- (d) Explain why religion was part of the 'root' (line 5) of the *Upas* tree. [3]
- (e) (i) What were the chief features of the 'Land Question' (see cartoon)? [3]
 (ii) What does the cartoon indicate of Irish problems and Gladstone's intentions? [3]
- (f) How far did Gladstone's measures at this time attempt to deal with the problems or make 'the heart of Ireland . . . leap for joy' (line 7)? [5]

Total marks [20]

HISTORY

2110/10

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

CAVOUR AND ITALIAN UNIFICATION

(One hour)

Answer both questions.

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

- (1) Nationalists such as the exiled Manin began to have hopes of Cavour for the first time in 1856, but they were warned even then that his nationalism was not like theirs. Cavour was already thinking of a future war with Austria for the possession of north Italy. For this he regarded the support of Napoleon III as essential and therefore began to move towards the right. The Emperor of the French had to be assured that it was not Piedmontese policy to encourage revolution. Thus, Mazzini was once more condemned to death. When an Italian nationalist made an attempt on Napoleon's life in January 1858, Cavour took ostentatious measures to wipe out conspiracy. Yet the initiative came, eventually, from the French Emperor himself, in proposing a meeting with Cavour.
- (a) (i) Who was Manin? [1]
 (ii) Who was Mazzini? [1]
- (b) (i) What position was occupied by Cavour at this time? [1]
 (ii) What had happened in 1856 to cause nationalists 'to have hopes of Cavour' (line 1)? [2]
- (c) (i) Who was the Italian nationalist who tried to assassinate Napoleon III (lines 6–7)? [1]
 (ii) How and why did Napoleon react to this assassination attempt? [2]
- (d) Explain the phrase: 'his nationalism was not like theirs' (line 2). [3]
- (e) (i) Why was a 'future war' (line 3) necessary for the possession of north Italy? [3]
 (ii) What was the outcome of this war for Cavour? [2]
- (f) Why, if 'it was not Piedmontese policy to encourage revolution' (lines 5–6), did she play a major part in the unification of Italy in 1860? [4]

Total marks [20]

Extract from: The Autobiography of Guiseppi Garibaldi

To have restored Sicily to the great Italian family was certainly a glorious achievement. But what then? Were we, to satisfy Piedmont's diplomatic needs, to leave our country incomplete and maimed? What of the two Calabrias, and Naples, awaiting us with open arms? And the rest of Italy still enslaved by foreigners and priests? We were clearly bound to pass the strait, despite the utmost vigilance of the Bourbons and their supporters. The splendid 'Torino' already had a large number of the Thousand on board, and was in excellent condition. The 'Franklin', on the other hand, seemed to be sinking until we managed to stop the leak with a large quantity of farmyard manure. It being known that I, myself, was going to cross by the 'Franklin', the rest of the men began to come on board, so that by 10 p.m. we were under way for the Calabrian coast, which we reached in safety.

- (a) (i) In what year did the events about which Garibaldi is writing take place? [1]
 (ii) Who were 'the Thousand' (line 7)? [1]
 (iii) From where had they originally set sail? [1]
- (b) (i) Who were the Bourbons (line 6)? [1]
 (ii) Which class of people were 'their supporters' (line 6)? [1]
- (c) How had Sicily been restored 'to the great Italian family' (line 1)? [3]
- (d) What did the writer mean by his reference to the rest of Italy being enslaved by 'foreigners and priests' (line 5)? [3]
- (e) Explain the phrase: 'Piedmont's diplomatic needs' (line 2). [3]
- (f) (i) In what sense were the two Calabrias and Naples waiting 'with open arms' (lines 3-4)? [1]
 (ii) Explain how this expedition contributed to the course of Italian unification until the end of 1860. [5]
- Total marks [20]

HISTORY

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

THE RUSSIAN REVOLUTION 1917-24

(One hour)

Answer both questions.

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

Extract from a telegram from the German Foreign Minister to Army Headquarters 1917 (adapted)

The disruption of the Entente is the most important war aim of our diplomacy. Russia appeared to be the weakest link in the enemy chain, the task therefore was gradually to loosen it, and, when possible, to remove it. This was the purpose of the subversive activity we caused to be carried out in Russia behind the front.

It was not until the Bolsheviks had received from us a steady flow of funds through various channels that they were in a position to be able to build up their main organ, *Pravda*. This enabled them to conduct energetic propaganda and appreciably to extend the originally narrow basis of their party. The Bolsheviks have now come to power; how long they will stay in power cannot be yet foreseen. They need peace in order to strengthen their own position. On the other hand, it is entirely in our interest that we should exploit the period while they are in power, which may be a short one, in order to obtain firstly an armistice and then, if possible, peace.

- (a) (i) What was 'the Entente' (line 1)? [1]
 (ii) What was '*Pravda*' (line 9)? [1]
- (b) Give an example of the sort of 'subversive activity' (line 5) which contributed to the Bolshevik victory. [1]
- (c) (i) Explain what was meant by the Bolsheviks' 'originally narrow basis' of support (line 11). [2]
 (ii) Show how any one event between March and September 1917 enabled the Bolsheviks to extend this support. [2]
- (d) (i) Why did the Bolsheviks 'need peace in order to strengthen their own position' (lines 13-14)? [2]
 (ii) Describe the main terms of the peace that was agreed between Russia and Germany in March 1918. [2]
- (e) Explain how the other countries in the 'enemy chain' (line 3) reacted during 1918 to the Bolshevik victory. [3]
- (f) Explain why the German Foreign Minister thought the Bolsheviks' period in power 'may be a short one' (line 16). Refer in your answer to the political, economic, and military problems which faced them. [6]

Total marks [20]

Extract from a Speech by Stalin on the death of Lenin 1924

For twenty-five years Comrade Lenin moulded our Party and finally trained it to be the strongest and most highly steeled Workers' Party in the world. The blows of Tsardom and its henchmen, the fury of the bourgeoisie and the landlords, the armed attacks of Kolchak and Denikin, the armed intervention of England and France, the lies and slanders of the hundred-mouthed bourgeois press — all these scorpions constantly whipped our Party for a quarter of a century.

Ours is the only country where the crushed and labouring masses have succeeded in throwing off the rule of the landlords and capitalists and replacing it by the rule of the workers and peasants. You know, comrades, and the whole world now admits it, that this gigantic struggle was led by Comrade Lenin and his Party. The greatness of Lenin lies above all in this, that by creating the Republic of Soviets he gave a practical demonstration to the oppressed masses of the world that the hope of deliverance is not lost, that the rule of the landlords and capitalists is shortlived, that the kingdom of labour can be created not in heaven but on earth. He thus fired the hearts of the workers and peasants of the whole world with the hope of liberation. This explains why Lenin's name has become the name most beloved of the labouring and exploited masses.

- (a) (i) Name the 'Party' (line 1) to which Stalin refers. [1]
 (ii) What position did Stalin hold in the Party at the time of this speech? [1]
 (b) Explain what is meant by the word 'Soviets' (line 15). [2]
 (c) Give **two** examples of the 'blows of Tsardom and its henchmen' against the Party (line 3—4). [2]
 (d) Describe 'the attacks of Kolchak and Denikin' and 'the armed intervention of England and France' referred to in lines 5—6. [4]
 (e) To what extent was 'the rule of the landlords and capitalists' replaced by 'the rule of workers and peasants' during the period 1918-24 (lines 10—12)? Give reasons for your answer. [5]
 (f) In what ways is Stalin's praise of Lenin accurate and in what ways is it exaggerated? [5]

Total marks [20]

HISTORY

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

THE GENERAL STRIKE OF 1926

(One hour)

Answer both questions.

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

- 1 (a) What post was occupied by the 'boy' at the time of publication of the cartoon? [1]
 (b) Explain briefly the events in 1925, immediately before the publication of the cartoon, which made the 'boy' consider it 'well worth it'. [3]
 (c) What previous difficulties had there been in the model 'working' between 1919 and 1924? [4]
 (d) State the conditions on which the 'boy' inserted the £10,000,000 and explain why these were imposed. [3]
 (e) Describe and explain the cartoonist's view of the attitude of 'John Bull' to the 'boy's' request. [4]
 (f) What arguments were there for and against the action of the 'boy' as shown in the cartoon? [5]

Total marks [20]

PUNCH, OR THE LONDON CHARIVARI.—August 12, 1926.

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A PRETTY PENNY IN THE SLOT.

MASTER STANLEY BALDWIN. "COME ON, UNCLE, FORK OUT; IT'S WELL WORTH IT."
 JOHN BULL. "ALL RIGHT, MY BOY, I'LL TAKE YOUR WORD FOR IT. BUT ONLY THIS
 ONCE, MIND."

The general strike of 1926 was another illustration of the British genius for compromise. Neither side wished to go to the limit. extremists were rare and one of the few decisions taken by the General Council of the T.U.C. during the strike was the refusal of all offers of money from Russia. There was little violence and a spirit of good humour between police and strikers seems to have been the rule.

The strike, abandoned by the T.U.C. General Council after nine days, was in reality a total failure from the point of view of the trade unions. Its leaders regarded its defeat with relief, only A. J. Cook regarding its end as a betrayal. The miners remained out for another six months but were obliged to accept the very proposals which they had refused in April, 1926. On the other side, Baldwin, who had faced the challenge of the strike both with firmness and with moderation, was obliged to yield to the clamour for revenge by the more extreme members of his party by introducing the Trades Disputes Act.

- (a) (i) Why should money have been offered by Russia (line 5)? [1]
 (ii) Why did the General Council refuse this offer? [1]
- (b) (i) Name the body which had produced the proposals referred to in lines 12–13. [1]
 (ii) Which of the proposals made in 1926 did the miners object to? [2]
- (c) Why did A. J. Cook regard 'its end as a betrayal' (line 11)? [2]
- (d) 'There was little violence and a spirit of good humour between police and strikers seems to have been the rule' (lines 5–7). In what ways is this statement:
 (i) supported by events during the strike? [2]
 (ii) not supported by events during the strike? [2]
- (e) (i) Explain, with examples, what is meant by Baldwin's facing the 'challenge of the strike both with firmness and with moderation' (lines 14–15)? [3]
 (ii) Explain how **two** terms of the Trades Disputes Act represented a yielding 'to the clamour for revenge' (line 15). [2]
- (f) What reasons are there for (i) agreeing and (ii) disagreeing with the statement 'The strike . . . was in reality a total failure from the point of view of the trade unions' (lines 8–10)? [4]

Total marks 120

HISTORY

2110/13

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

THE EXPANSION OF JAPAN 1919-45

(One hour)

Answer both questions.

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

1 Versailles and the Washington Conference

Japan had done reasonably well out of the Versailles Treaty. She took over Germany's Pacific islands north of the Equator and the German-leased territory in China. But in terms of prestige and self-respect, she suffered a set-back which had serious consequences. Japan's representative at Versailles wanted the Peace Conference to declare itself clearly in favour of racial equality in the new world that was being built. The heated opposition of the representative of Australia, Hughes, stopped this happening. The implications for Japan and the whole of Asia were, of course, quite unacceptable. And the situation was made worse five years later when the USA passed a new Immigration Act directed against the Japanese.

Prestige was also an issue at the Washington Conference of 1921, which fixed the permissible battleship tonnage of the great naval powers, the USA, Great Britain and Japan. At first Japan held out for a 10 : 10 : 7 ratio, but accepted 5 : 5 : 3 provided that the USA and Great Britain agreed not to construct first-class naval bases anywhere closer to Japan than Hawaii, Australia and Singapore. This excluded existing British and US naval bases from any new fortification programme. Nevertheless militarists in Japan described the acceptance of these terms as the 'navy's failure'. The Anglo-Japanese Alliance also went overboard at the Washington Conference.

Whatever the blows to her prestige, there could be no doubt as to Japan's leading role in the politics, economy and military affairs of Asia during the immediate post-war years.

- (a) (i) Name a group of Pacific islands taken over by Japan at Versailles (line 2). [1]
 (ii) Name the German-leased territory in China (line 3). [1]
 (b) Name two British and/or US naval bases excluded from 'any new fortification programme' (lines 19-20) by the Washington Treaty. [2]

- (c) Why did Japan want 'the Peace Conference to declare itself clearly in favour of racial equality' (lines 6-7)? [4]
 (d) In what ways was the militarists' criticism of the Washington Treaty as the 'navy's failure' (line 22): [3]
 (i) justified? [3]
 (ii) not justified? [3]
 (e) From the information in the passage and from your own knowledge, explain the statement that 'there could be no doubt as to Japan's leading role in the politics, economy and military affairs of Asia during the immediate post-war years' (lines 24-26). [6]

Total marks [20]

2

Passage A: Pearl Harbor

This attack brought three great advantages to Japan. The United States Pacific Fleet was virtually put out of action. The operations in the south west Pacific were made secure against naval interference, while Admiral Nagumo's task force could be employed to support these operations. The Japanese now had more time to extend and build up their defensive ring.

The main drawbacks were that the attack had missed the American carriers — its prime target and a key one for the future. It had also missed the oil tanks, which made sure the Americans would recover swiftly.

In spite of the failure of this action, the Japanese forces were able to expand their control over Southern Asia rapidly during the next year.

Passage B: Leyte Gulf

Regarded as a whole, this was the largest naval battle of all time.

15 Passage removed due to third party copyright restrictions

20

25 burst fuel-tanks and the explosion of their bombs.

- (a) In which year was:
 (i) the attack on Pearl Harbor? [1]
 (ii) the Battle for Leyte Gulf? [1]
 (b) (i) Give one example of a Japanese operation 'made secure against naval interference' (lines 3-4) by the attack on Pearl Harbor. [1]

- (ii) What was the Japanese name for the tactic described in passage B (lines 22–24)? [1]
- (c) To what does the term 'their defensive ring' (line 6) refer? [4]
- (d) Why was the failure of the Japanese to hit 'its prime target' 'a key one for the future' (lines 8–9)? [4]
- (e) Describe where and how the Japanese 'were able to expand their control over Southern Asia' (line 12). [4]
- (f) How did the naval defeat at Leyte Gulf affect Japanese strategy in the closing stages of the Pacific War? [4]

Total marks [20]

HISTORY

2110/14

ORDINARY LEVEL

PRESCRIBED TOPIC PAPER

THE ARAB—ISRAELI CONFLICT SINCE 1948

(One hour)

Answer both questions.

As a guide to candidates, the maximum mark for each part of every question is given in brackets in the right-hand margin. Each question will be marked out of a maximum of 20 marks.

You are advised to read carefully through the questions before attempting to answer them.

1

The Suez Crisis, 1956

Extract A: A summing-up by the President of Egypt in an interview.

Interviewer: Do you think there might again still be an Israeli attack on Egyptian territory?

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5

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10

the independence of their country.

Extract B: A summing-up by General Dayan in 1956.

The military victory brought Israel not only direct gains —

Passage removed due to third party copyright restrictions

15

followed from renewing their acts of hostility.

20

- (a) (i) Name the Egyptian President interviewed in Extract A. [1]
- (ii) Which Egyptian territory was attacked by Israel (line 2)? [1]
- (b) (i) What post in the Israeli army was held by General Dayan at the time of the crisis? [1]
- (ii) Name the Arab terrorist group referred to in line 14. [1]
- (c) What Israeli actions in the ten years after the Suez Crisis could be used to justify the President's first reply, lines 3–5? [3]
- (d) (i) Why was General Dayan justified, in 1956, in claiming that 'the military victory brought . . . an end to terrorism' (lines 13–14)? [2]
- (ii) Explain briefly why Arab terrorism continued in the next ten years. [3]
- (e) Using evidence from the extracts above and from your own knowledge, explain why the effect of the Suez Crisis was seen as advantageous by:
- (i) Egypt; [4]
- (ii) Israel. [4]

Total marks [20]

2

Extract A: from *Keesing's Contemporary Archives, 1974*

In a speech on April 18th President Sadat stressed that Egypt's

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5

Egyptian policy which was unacceptable.

Extract B: from President Sadat's speech to the Israelis, 1977

'You want us to live together in this part of the world, and I tell

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10

with you in a just and lasting peace.'

EXAMINATION PAPERS (ORDINARY LEVEL)

Extract C: from an article in *The Guardian*, 22 May 1979 (adapted)

Israel's proposals for the West Bank offer nothing approaching

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15

warfare and that peace had to begin somewhere.

- (a) To which assembly did President Sadat address his speech (line 7)? [1]
- (b) (i) Which area is referred to as 'the West Bank' (line 13)? [1]
 (ii) Which Arabs would belong to the 'autonomous state' (line 14)? [1]
- (c) Explain how 'the USSR had used these supplies to influence Egyptian policy' (lines 5–6). [3]
- (d) (i) In what ways was Sadat justified in claiming that his speech marked 'a landmark of historic change' (line 9)? [3]
 (ii) Why did he adopt a new policy towards Israel? [5]
- (e) Using information from the extracts above and your own knowledge, describe the ways in which Sadat and other world statesmen tried to arrive at a 'just and lasting peace' (line 12) in the period between 1977 and 1981. [6]

Total marks [20]