Oxford Cambridge and RSA

Friday 16 May 2025 – Morning

GCSE (9–1) History A (Explaining the Modern World)

J410/02 International Relations: the changing international order 1918–1975 with Germany 1925–1955: The People and the State

Time allowed: 1 hour 45 minutes

You must have:
- the OCR 12-page Answer Booklet

INSTRUCTIONS
- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

INFORMATION
- The total mark for this paper is **105**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil (✎).
- This document has **8** pages.

ADVICE
- Read each question carefully before you start your answer.

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Section A

International Relations: the changing international order 1918–1975

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

1 Outline how the terms of the Treaty of Versailles were intended to ensure future peace. **[5]**

2 Explain why Cuba became a focus of tension between the USSR and the USA in the 1960s. **[10]**

3 Study **Interpretation A**.

Do you think this interpretation is a fair comment on Neville Chamberlain and his policies in the period 1937–1939?

Use other interpretations of the events of 1937–1939 and your knowledge to support your answer. **[25]**

Interpretation A

From 'Munich – Its Lessons Ten Years Later', an essay written by British historian Hugh Trevor-Roper, published in 1948.

© Francis L. Loewenheim, Peace or appeasement? Hitler, Chamberlain, and the Munich crisis, page 150, Boston, Houghton Mifflin, 1965. From first line "There was plenty of evidence that Hitler was following a policy of aggression," to last line "and Chamberlain believed him." Item remo

4 Study **Interpretation B**.

Explain why **not** all historians and commentators have agreed with this interpretation.

Use other interpretations and your knowledge to support your answer. **[20]**

(✎) Spelling, punctuation and grammar and the use of specialist terminology **[5]**

Interpretation B

From 'The Origins of the Cold War', an essay written by US historian Arthur Schlesinger, published in 1970.

© Lloyd Calvin Gardner, The origins of the Cold War, page 68-77, pages 111-117, 1970, Ginn & Co. From first line "Neither side made a decision to start the Cold War." to last line "a tendency to think the worst of the other side's actions." Item removed due to third party copyright restrictions

Turn over for Section B

Section B

Germany 1925–1955: The People and the State

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

5 Describe **one** way the Nazis dealt with opposition during the Second World War. **[2]**

6 Explain how young people reacted to the Nazi regime between 1933 and 1939. **[10]**

7
(a) Study **Source A**.

Explain why this photograph was published in 1937. **[5]**

Source A

A photograph published in 1937 by a Nazi organisation. It shows a scene from an infant care course for stay-at-home mothers.

(b) Study **Source B**.

Explain how this source is useful to a historian studying Nazi Germany. **[5]**

Source B

An extract from a report on the German economy in September 1938. The report was put together by political opponents of the Nazis.

© germanhistorydocs.ghi-dc.org, German History in Documents and Images.From first line "A large number of the skilled workers who were unemployed for a long time are not enthusiastic Nazis." to last line "The years of unemployment have not been forgotten." Item removed due to thir

8* 'The Enabling Act was the most important way in which the Nazis strengthened their power in Germany during the period 1933 to 1934.'

How far do you agree? **[18]**

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