

## GCSE Exam Questions:

### **Paper 1: Conflict and Tension between East and West 1945-1972:**

Study source 11. This source opposes the US. How do you know?

Explain your answer using source 11 and contextual knowledge. [4 Marks]

Study source 14. Source 14 shows that Churchill was worried about what was happening behind what he termed 'the iron curtain'. How do you know?

Explain your answer by using source 14 and your contextual knowledge. [4 Marks]

Study source 20. Source 20 opposes the Soviet Union. How do you know?

Explain your answer by using source 14 and your contextual knowledge. [4 Marks]

Write an account of how Stalin's takeover of Eastern Europe affected the development of the Cold War. [8 Marks]

Write an account of how the Berlin Blockade affected the Cold War. [8 Marks]

Write an account of how Détente helped to ease tensions in the Cold War. [8 Marks]

Write an account of how events in China in 1949 became a reason for the worsening of the Cold War. [8 Marks]

Write an account of how events in Hungary in 1956 increased tensions in the Cold War. [8 Marks]

Write an account of how the ending of the Cuban Missile Crisis affected the reputations of the USA. [8 Marks]

Study sources 13 and 15. How useful are these sources to a historian for understanding the Cuban Missile Crisis?

Explain your answer using both sources and your contextual knowledge. [12 Marks]

'The main reason for the development of the Cold War in the years 1945-1949 were the actions of the Soviet Union in Eastern Europe.'

How far do you agree with this statement?

Explain your answer. [16 Marks + 4SPaG]

'The main reason for the development of the Cold War in the years 1945 to 1949 was the Truman Doctrine.'

How far do you agree with this statement?

Explain your answer. [16 Marks + 4SPaG]

'The main person to benefit in the Cuban Missile Crisis was Fidel Castro.'

How far do you agree with this statement?

Explain your answer using your contextual knowledge. [16 Marks + 4SPaG]

'The main reason for increasing tensions in the Cold War in the mid-1950s was the developing arms race.'

How far do you agree with this statement?

Explain your answer using your contextual knowledge. [16 Marks + 4SPaG]

'The main reason for the development of the Cold War in the years 1949-1960 was the Korean War.'

How far do you agree with this statement?

Explain your answer using your contextual knowledge. [16 Marks + 4SPaG]

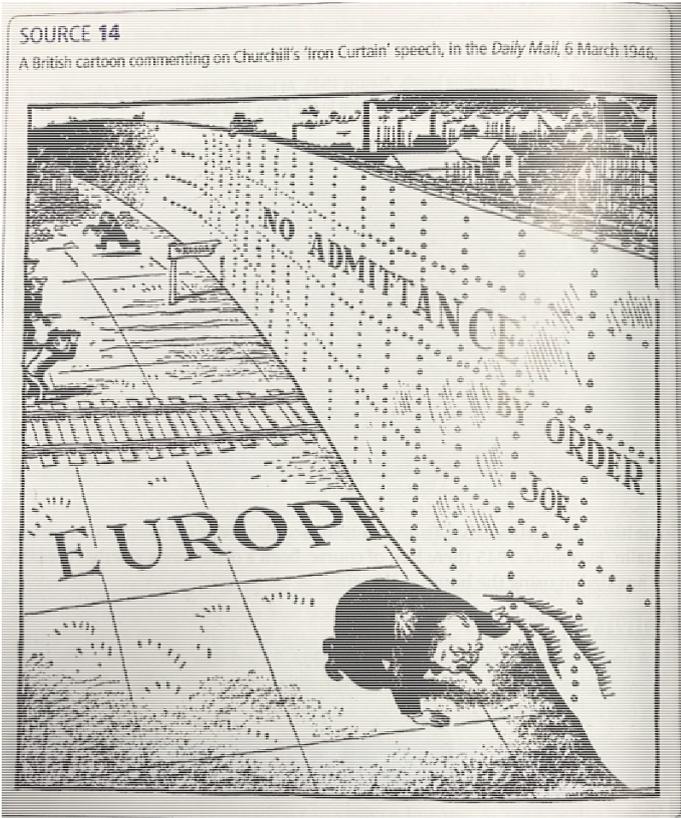
'The main reason for the development of the Cold War 1945-1946 was the dropping of the atomic bombs on Japanese cities.'

How far do you agree with this statement?

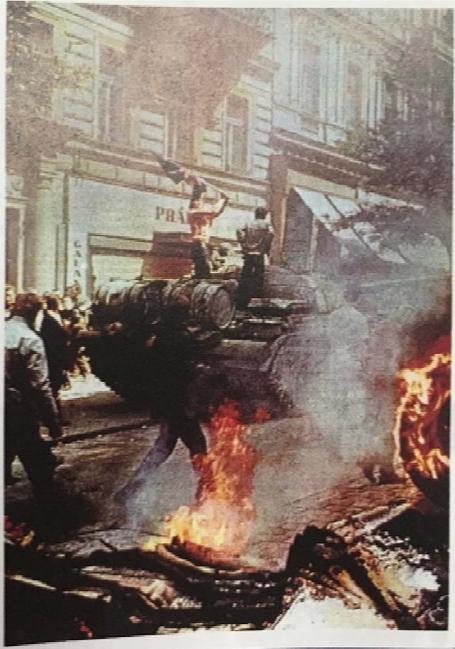
Explain your answer using your contextual knowledge. [16 Marks + 4SPaG]

Paper 1: Conflict and Tension between East and West 1945-1972 Sources:

**Source 11:** A cartoon draw in 1961 the cigar was labelled Cuba.



**SOURCE 20**  
Czechs burning Soviet tanks in Prague, August 1968.

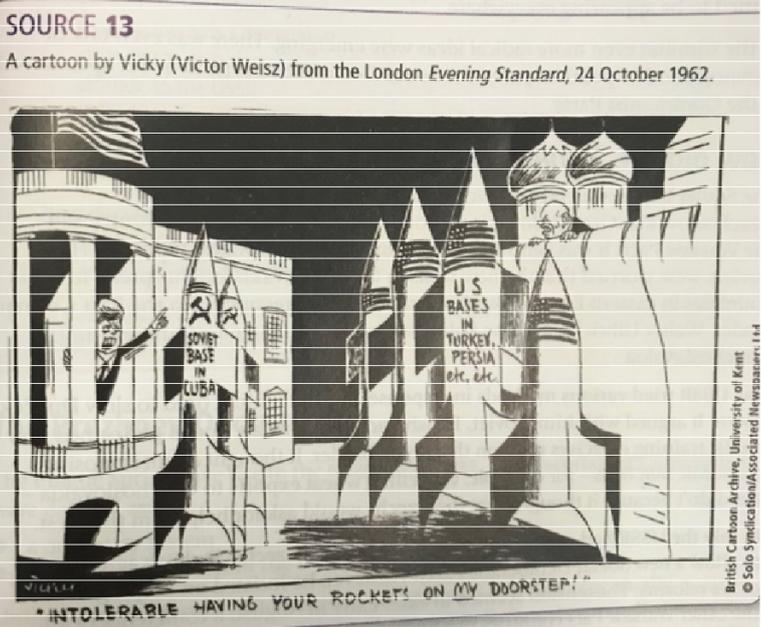


**SOURCE 15**  
Khrushchev was forced from power in 1964. This extract comes from his memoirs written in 1971.

*[In 1961] we increased our military aid to Cuba. We were sure the Americans would never agree to the existence of Castro's Cuba. They feared, and we hoped, that a socialist Cuba might become a magnet that would attract other Latin American countries to socialism. We had to find an effective deterrent to American interference in the Caribbean.*

*The Caribbean Crisis was a triumph of Soviet foreign policy and a personal triumph in my own career. Today Cuba exists as an independent socialist country right in front of America. Cuba's very existence is good propaganda.*

*We behaved with dignity and forced the United States to demobilise and to recognise Cuba.*



## **Paper 2: Britain: Health and the People:**

Compare public health in a Medieval town with public health in a Medieval monastery. In what ways were they different? [8 Marks]

Compare Medieval anatomy with Renaissance anatomy. In what ways were they different? [8 Marks]

Compare the Black Death in the fourteenth century with the Great Plague in the seventeenth century. In what ways were they similar? [8 Marks]

Compare the work of Andreas Vesalius and John Hunter. In what ways were they similar? [8 Marks]

Compare the work of Pasteur and Koch. In what ways were they different? [8 Marks]

Compare a Medieval town with early nineteenth century London. In what ways were they similar? [8 Marks]

Explain the significance of the work of William Harvey for the development of surgery. [8 Marks]

Explain the significance of Lister's work for the development of medicine. [8 Marks]

Explain the significance of the individual sciences – physics, chemistry and biology – for medical progress in the twentieth century. [8 Marks]

Explain the significance of the Liberal social reforms for the prevention of disease. [8 Marks]

Was the preservation of the writings of the ancient Greeks and Romans the most important contribution that Islam made to medical progress? [16 Marks + 4SPaG]

Was the wealth of a monastery the main factor in keeping monks healthy in Medieval England? [16 Marks + 4SPaG]

Has the role of the individual been the main factor in the development of medicine in Britain since Medieval times? [16 Marks + 4SPaG]

Was luck the main factor in the development of vaccines between 1880 and 1900? [16 Marks + 4SPaG]

Has science been the main factor in the development of penicillin? [16 Marks + 4SPaG]

Has war been the main factor leading to improvements in surgery? [16 Marks + 4SPaG]

Have governments been the main factor in the development of public health? [16 Marks + 4SPaG]

## **Paper 2: Elizabethan England:**

Explain what was important about the Privy Council. [8 Marks]

Write an account of the problems Elizabeth faced during the first 10 years of her reign. [8 Marks]

Explain what was important about Elizabeth's decision regarding marriage. [8 Marks]

How convincing is interpretation C about the reasons why Elizabeth did not get married?

Explain your answer using Interpretation C and your contextual knowledge [8 Marks]

Write an account of the career of the Earl of Essex. [8 Marks]

Write an account of a rebellion you have studied that took place in Elizabeth's reign. [8 Marks]

How convincing is interpretation B about the Elizabethan theatre?

Explain your answer using Interpretation B and your contextual knowledge [8 Marks]

Describe two features of a typical Elizabethan theatre. [4 Marks]

Write an account of the ways in which Elizabeth's reign could be seen as a 'golden age'. [8 Marks]

How convincing is interpretation A in explaining the causes of poverty in Elizabethan England?

Explain your answer using Interpretation A and your contextual knowledge [8 Marks]

Write an account of the different ways in which towns and cities dealt with poverty in Elizabethan England [8 Marks]

Write an account of how the Poor Law system changed under Queen Elizabeth I. [8 Marks]

Explain what was important about exploration and trade in Asia for Elizabethan England. [8 Marks]

Explain what was important about voyages of discovery in the reign on Elizabeth I. [8 Marks]

How convincing is interpretation A about Elizabeth's approach to religion in the first 10 years of her reign?

Explain your answer using Interpretation A and your contextual knowledge [8 Marks]

Write an account of Elizabeth's changing policy towards Catholics. [8 Marks]

Wrote an account of Puritanism during the reign of Elizabeth I [8 Marks]

Explain what was important about the execution of Mary Queen of Scots for Elizabethan England. [8 Marks]

Explain what was important about the navy for Elizabethan England. [8 Marks]

'The main reason for building a stately home in Elizabethan times was to demonstrate the successful career of tis owner.'

How far does the study of Hardwick Hall support this statement?

Explain your answer. You should refer to Hardwick Hall and your contextual knowledge. [16 Marks]

'Elizabethan manor houses typically reflect the personality of their owners.'

How far does the study of Hardwick Hall support this statement?

Explain your answer. You should refer to Hardwick Hall and your contextual knowledge. [16 Marks]

## Paper 2: Elizabethan England:

▼ **INTERPRETATION B** *A description of Elizabethan theatre-goers adapted from The Facts about Shakespeare (1913):*

These people who watched with joy the cruel torment of a bear or the execution of a Catholic also delighted in the romantic comedies of Shakespeare. These people were so appallingly gullible and ignorant, so brutal and childish compared with Englishmen of today, yet they set the standard of national greatness.

▼ **INTERPRETATION D** *Adapted from the Royal Museums Greenwich website describing Elizabeth's aims when she became queen. The 'statement' mentioned is the one in Source C:*

The message was very clear: that they were all, including Elizabeth, members of the same team, working together for a common goal – that of a united, prosperous England. Extremes were to be avoided in order to unite, not divide. In this statement, Elizabeth very deliberately disassociated herself from the unpopularity of Mary's regime by signalling how hers would be different.

▼ **INTERPRETATION C** *Written by the historian Hugh Oakeley Arnold-Forster, in A History of England (1898):*

Who was the queen's husband to be, and what power was he to have over the government of the country? If he were a foreigner there was no knowing what power he might get over the queen, power which he would very likely use for the good of a foreign country, and not for the good of England. On the other hand, if he were an Englishman, he must be chosen from among the queen's subjects, and then it was certain that there would be jealousy and strife among all the great nobles in the country when they saw one of their number picked out and made king over them.