www.Educate-UK.net

OCR
Oxford Cambridge and RSA

Accredited

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

J410/01 International Relations: the changing international order 1918–c.2001 with China 1950–1981: The People and the State

Sample Question Paper Version 2.2

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

OCR supplied materials:
- the OCR 12-page Answer Booklet

Other materials required:
- None

INSTRUCTIONS
- Section A – International Relations: the changing international order 1918–c.2001. Answer **all** the questions.
- Section B – China 1950–1981: The People and the State. Answer **all** the questions.
- Do **not** write in the bar codes.

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 and the use of specialist terminology (SPaG) will be assessed in questions marked with a pencil (✎).
- This document consists of **8** pages.

© OCR 2021

www.Educate-UK.net

Section A

International Relations: the changing international order 1918–c.2001

Answer **all** the questions.
You are advised to spend about 1 hour on this section.

1. Outline the actions of the USSR in Eastern Europe from 1945 to 1948.

[5]

2. How successful were attempts at international co-operation in the 1920s? Explain your answer.

[10]

3. Study Interpretation A.

Do you think this interpretation is a fair comment on the policies of Neville Chamberlain in the period 1937–1939? Use your knowledge and other interpretations of the events of 1937–1939 to support your answer.

[25]

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 A

There was widespread and sincere admiration for Mr. Chamberlain's efforts to maintain peace. However, in writing this account it is impossible for me not to refer to the long series of miscalculations, and misjudgements which he made. The motives which inspired him have never been questioned. The course he followed required the highest degree of moral courage. To this I paid tribute two years later in my speech after his death.

From 'The Gathering Storm', a history of the Second World War by Winston Churchill, published in 1948.

© OCR 2021

www.Educate-UK.net

Interpretation B

Here, then, was the difficulty after the war. The Western democracies wanted a form of security that would reject violence. Security was to be for everyone, it was not to be a benefit denied to some in order to provide it to others. Stalin saw things very differently: security came only by intimidating or eliminating potential challengers. The contrast, or so it would seem, made conflict unavoidable.

From 'We Now Know: Rethinking the Cold War' by the American historian John Lewis Gaddis, published in 1997. Gaddis was writing about relations between the USA and the USSR immediately after the Second World War.

Please turn over for Section B

www.Educate-UK.net

Section B

China 1950–1981: The People and the State

Answer **all** the questions
You are advised to spend about 45 minutes on this section.

5. Describe **one** example of opposition to Chinese governments between 1950 and 1981.

[2]

6. Explain why Mao introduced the Hundred Flowers Campaign in 1956–1957.

[10]

7. Study Sources A and B. How far do the sources agree with each other?

[10]

Source A

Grain scattered on the ground, potato leaves withered
Strong young people have left to smelt iron
Only children and old women gather in the crops
How can they survive the coming year?

From a poem written by Peng Dehuai, commander of the People's Liberation Army, 1959.

Source B

A Chinese poster from 1959. The writing says "Smelt a lot of good steel and accelerate Socialist production".

8.* 'The reason why Deng Xiaoping's government made many changes in China between 1976 and 1981 was to improve the lives of the people.' How far do you agree?

[18]

© OCR 2021

www.Educate-UK.net

BLANK PAGE

© OCR 2021

www.Educate-UK.net

BLANK PAGE

© OCR 2021

www.Educate-UK.net

Summary of updates

Date	Version	Details
August 2021	2.2	Updated copyright acknowledgements.

© OCR 2021

www.Educate-UK.net

Copyright Information:

Interpretation A: Adapted from Winston S. Churchill, The Second World War: The Gathering Storm: Volume I, Orion UK, 1948. Reproduced with permission of Curtis Brown, London on behalf of The Estate of Winston S. Churchill. © The Estate of Winston S. Churchill

Interpretation B: Adapted from John Lewis Gaddis, We now know: Rethinking Cold War History, Clarendon Press UK, 1998. Reproduced with permission from Oxford University Press through PLS Clear.

Source A: Edward Friedman, Paul Pickowicz and Mark Selden, Chinese Village, Socialist State (New Haven, Yale University Press, 1991), p.233. Reproduced with permission of the Yale Representation Limited through PLS Clear.

Source B: A Chinese poster, “Smelt a lot of good steel and accelerate Socialist production”, 1959.

OCR is committed to seeking permission to reproduce all third–party content that it uses in the assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer–related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third–party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.