



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.

## 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 removed.

**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**

4

## 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 their

- 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]**

**END OF QUESTION PAPER**

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