



MARKER CODE			

STUDENT EDUCATION NUMBER									



Samoa Secondary Leaving Certificate

HISTORY

2015

QUESTION and ANSWER BOOKLET

Time Allowed: 3 Hours & 10 Minutes

INSTRUCTIONS:

1. You have 10 minutes to read **before** the exam starts.
2. Write your **Student Enrolment Number (SEN)** in the space provided at the top right hand corner of this page.
3. You must answer the **CORE STRAND** and **TWO OPTIONAL STRANDS**. Put a tick in the box for the TWO Optional Strands you will answer. Write your answers in the spaces provided in this booklet.
4. If you need more spaces for answers, ask the Supervisor for extra paper.
5. Attach the extra sheets at the appropriate places in this booklet.
6. Check that this booklet contains pages 2 – 54 in the correct order and that none of these pages is blank.

STRANDS			Page Number	Time (minutes)	Weighting
✓	CORE STRAND	International Relations	2	80mins	40
	OPTIONAL STRAND 1	Migration	11	50mins	30
	OPTIONAL STRAND 2	Imperialism, Colonialism, Nationalism and Decolonisation	18	50mins	30
	OPTIONAL STRAND 3	Conflict	25	50mins	30
	OPTIONAL STRAND 4	Economic Transformation	32	50mins	30
	OPTIONAL STRAND 5	Systems of Power and Authority	39	50mins	30
				180	100

Check that this booklet contains pages 2-24 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION

CORE STRAND: INTERNATIONAL RELATIONS

Part A: Resource Interpretation

Use the following resource and your own knowledge to answer the questions.

'The Cold War in the International Arena'



Source: *The Cold War* <http://www.youtube.com/watch?v=NOUtZOqgSG8>

A.1 Define the term *Cold War*.

Skill Level 1	
1	
0	
NR	

A.2 Name ONE party to the Cold War represented in the resource above.

Skill Level 1	
1	
0	
NR	

A.3 State ONE cause of the Cold War.

Skill Level 1	
1	
0	
NR	

A.4 State an event that occurred within the Cold War.

Skill Level 1	
1	
0	
NA	

A.5 List TWO reasons for the establishment of the Warsaw Pact.

Skill Level 2	
2	
1	
0	
NR	

A.6 Explain the effect of the Warsaw Pact as a treaty in existence during the Cold War.

Skill Level 3	
3	
2	
1	
0	
NR	

Part B: Resource Evaluation

Use the given resource and your own knowledge to answer the questions that follow.



Source: *The Search for Security* <http://www.youtube.com/watch?v=NOUtZOqgSG8>

B.1 Define the term *Collective Security*.

Skill Level 1	
1	
0	
NR	

B.2 Define the term '*appeasement*' in a political context.

Skill Level 1	
1	
0	
NR	

B.3 Name a country that was a signatory to the Locarno Pact.

Skill Level 1	
1	
0	
NR	

B.4 State ONE term of the Locarno Pact.

Skill Level 1	
1	
0	
NR	

B.5 In March 1936, Germany sent troops into the Rhineland. Explain how this event was perceived to be a violation of the Locarno Pact.

Skill Level 3	
3	
2	
1	
0	
NR	

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Skill Level 4	
4	
3	
2	
1	
0	
NR	

Part C: Text Evaluation

Use the given resource and your knowledge to answer the questions that follow.

The British and French...did not want to offend Mussolini because he was the cornerstone for containing Hitler in Europe....It was said the British and French might have stopped him by closing the Suez Canal and cutting his oil supplies but the American oil companies would not cooperate and both the British and French had spent energy trying to provide alternatives for Abyssinia. The British navy in particular did not want to get tied down in the Mediterranean while the Japanese were expanding in the Pacific. Britain and France felt forced to make a deal, the Hoare-Laval Plan, to give Mussolini most of Abyssinia for nothing.

Source: Bowen, G. From Peace to War: The origins of World War II 1919 – 1941, p.22

C.1 What year did the Abyssinian Crisis occurred?

Skill Level 1	
1	
0	
NR	

C.2 Name a country that was involved in the Abyssinian Crisis.

Skill Level 1	
1	
0	
NR	

C.3 State an event that led to the Abyssinian Crisis.

Skill Level 1	
1	
0	
NR	

C.4 Explain the impact of the League of Nations on the Abyssinian Crisis.

Skill Level 3	
3	
2	
1	
0	
NR	

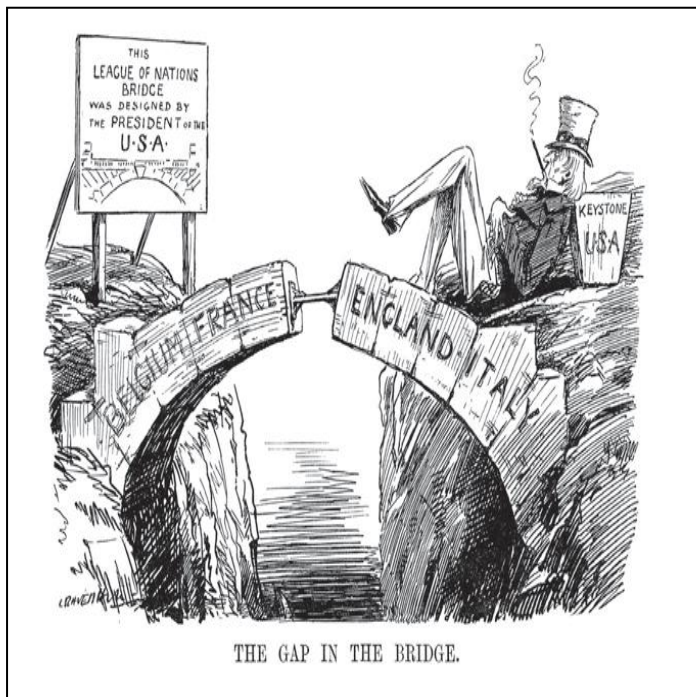
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Skill Level 4	
4	
3	
2	
1	
0	
NR	

Part D: Short Essay

Use the given resources and your knowledge to write an essay respond of **200 – 250** words on the following topic.

Critically discuss the historical significance of the League of Nations in the promotion of peace after the Great War as well as the League's failings that contributed to its end. Use specific examples in your answer.



The League of Nations was the most ambitious and idealistic outcome of the peace treaties. It set forth a new vision of international co-operation and collective security to ensure the peaceful settlement of disputes. It had little chance of success, as many of the major power were not members and the concept of collective security was too abstract and idealistic for countries raised in a tradition of self-interest and traditional diplomacy. It did have a few successes in resolving disputes involving small powers but at no time did it intervene successfully in a dispute involving a major country – it did not have any power of its own or the support of the international community in such circumstances.

Source: Bowen, G. *From Peace to War: The origins of World War II 1919-1941*, 1996, p.8

Source: adapted from, 'Peacemaking, peacekeeping – international relations, 1918-36, p.52.

The League of Nations was President's Wilson's idealistic organization to secure world peace and international cooperation, leading possibly to a united democratic future for humanity. All countries could eventually be represented at its General Assembly headquarters in Geneva. Despite the idealism, the Covenant of the League of Nations set out clear, practical steps to deal with aggression. These steps were:

- All members were guaranteed their territorial integrity
- All disputes were to be settled peacefully if possible
- If any one member was attacked it was regarded as an attack on all
- All trade and financial ties would be cut with any aggressor, i.e. sanctions would be imposed
- League of Nation members would make up an army to defeat the aggressor.

Source: Bowen, G. *From Peace to War: The origins of World War II 1919-1941*, 1996, p.8

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To be used by the Scorer only

Skill Levels / Items	4	3	2	1	0	NR
Level 1						
Level 2						
Level 3						
Level 4						

OPTIONAL STRAND 1: MIGRATION

Part A: Resource Interpretation

Use the resource below and your own knowledge to answer the questions that follow.



Source: adapted from, 'Germany after World War II'
http://2.bp.blogspot.com/_LoPTdkHrjjk/SvLMCwDSsEI/AAAAAAAAAFuw/zWgeeohx6GA/s1600/london-bombed-battle-britain-second-world-war-two-2-ww2-amazing-photos.jpg

A1 Define *demography*.

Skill Level 1	
1	
0	
NR	

A2 Name a feature of post-war Germany rebuilding programs.

Skill Level 1	
1	
0	
NR	

A3 State a cause of ethnic German migration from East to West.

Skill Level 1	
1	
0	
NR	

A4 State and effect of ethnic German migration from East to West.

Skill Level 1	
1	
0	
NR	

A5 What was the main event of the German Reunification?

Skill Level 1	
1	
0	
NR	

A6 Describe the features of post-war Germany rebuilding programs.

Skill Level 2	
2	
1	
0	
NR	

A7 Explain how the integration of migrants affects the socio-economic situations in a country.

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Skill Level 3	
3	
2	
1	
0	
NR	

A8 Explain how the demographic characteristics of a country changes as a result of migration.

[illegible]

Skill Level 3	
3	
2	
1	
0	
NR	

Part B: Text Evaluation

Use the given resource and your own knowledge to answer the questions that follow.

To atone for the crimes of the Third Reich, Article 16/2 of West Germany's Basic Law offers liberal asylum rights to those suffering political persecution. Until the 1980s, relatively few refugees took advantage of this provision. But in the second half of the decade, a new class of "**jet-age refugees**" began to make its way to Europe and especially to West Germany, which accepted more than any other West European country....By 1991 most refugees originated in regions of war-torn former Yugoslavia, Romania, or Turkey. From 1986 to 1989, about 380,000 refugees sought asylum in West Germany. By comparison, in the 1990-92 period, nearly 900,000 people sought refuge in a united Germany....Because financial aid is also provided for the refugees' living expenses, their presence has become a burden on federal and local government.

Source: adapted from, [Germany Asylum-Seekers](http://www.photius.com/countries/germany/society/germany_society_asylum_seekers.html)

http://www.photius.com/countries/germany/society/germany_society_asylum_seekers.html

B.1 What are *jet-age refugees*?

Skill Level 1	
1	
0	
NR	

B.2 Define the term *asylum*.

Skill Level 1	
1	
0	
NR	

B.3 Name an example of an asylum program used in a country.

Skill Level 1	
1	
0	
NR	

B.4 State TWO reasons for an asylum program.

Skill Level 2	
2	
1	
0	
NR	

B.5 List TWO ways in which the presence of refugees become a burden on the government.

Skill Level 2	
2	
1	
0	
NR	

Part C: Short Essay

Use the given resources and your own knowledge to write an essay respond of **200 - 250** words on the following topic.

Name and discuss the political, economic and military policies in Germany that contributed to the Jewish Diasporas. Describe the movement of people and explain the reasons behind those movements during the Nazi regime.

A Nazi German cartoon circa 1938 depicts the Jews as an octopus encircling the globe



Source: Source: Farhadian, I. 'Anti-Semitism in Nazi Germany

The first mention of racial segregationist measures against Jews lay in Point Four of the program, addressing the construct of Racial Hygiene. It dictated, —Only those who are our fellow countrymen can become citizens. Only those who have German blood, regardless of creed, can be our countrymen. Hence no Jew can be a countryman.¶ 14 From the very beginning, the leaders of the Nazi party knew that their dream of establishing an Aryan utopia would have to come at the expense of excluding and ultimately exterminating would-be offenders that could infect (as they saw it) the racial purity of the Nordic race. These groups included the Sinti (Gypsy), the Roma (a subgroup of the Romani people), and the Jews.

Source: Farhadian, I. 'Anti-Semitism in Nazi Germany

Beginning in April 1933, scores of measures defining the status of Jews and their rights were instituted at the regional and national level. Initiatives and legal mandates against the Jews reached their culmination with the establishment of the Nuremberg Laws of 1935, stripping them of their basic rights. The Nazis would take from the Jews their wealth, their right to intermarry with non-Jews, and their right to occupy many fields of labour (such as practising law, medicine, or working as educators). They eventually declared them undesirable to remain among German citizens and society, which over time dehumanised the Jews; arguably, these actions desensitised the German people to the extent that it resulted in the Holocaust.

Source: Walk, Joseph (1996). *Das Sonderrecht für die Juden im NS-Staat: Eine Sammlung der gesetzlichen Maßnahmen und Richtlinien, Inhalt und Bedeutung (in German)* (2nd ed.). Heidelberg: Müller Verlag.

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To be used by the Scorer only

Skill Levels / Items	4	3	2	1	0	NR
Level 1						
Level 2						
Level 3						
Level 4						

OPTIONAL STRAND 2: IMPERIALISM, COLONIALISM, NATIONALISM and DECOLONISATION

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer the questions that follow.



Source: adapted from, 'The Balkan Wars 1912-1913,
<http://www.balkananalysis.com/2005/03/14/the-balkan-wars-1912-1913-prelude-to-the-first-world-war/>

A.1 Name a country in the Balkan region in 1900 – 1914.

Skill Level 1	
1	
0	
NR	

A.2 Name ONE of the four Balkan states that defeated the Ottoman empire during the Balkan wars.

Skill Level 1	
1	
0	
NR	

- A.3 State the date (month and year) at which the 'ultimatum to Serbia' was issued by Austria- Hungary.

Skill Level 1	
1	
0	
NR	

- A.4 Name a western Empire that dominated the world at the beginning of the 20th century.

Skill Level 1	
1	
0	
NR	

- A.5 State ONE significant event of the Balkan Wars 1912 – 1913.

Skill Level 1	
1	
0	
NR	

- A.6 Explain why the influence of the Ottoman Empire was declining at the beginning of the 20th Century.

Skill Level 3	
3	
2	
1	
0	
NR	

Part B: Text Evaluation

Use the given resource and your own knowledge to answer the questions that follow.

The Berlin Wall and its conflicts were cured over a long period of time. As economy in the West Germany kept increasing, the people in East Germany kept getting poorer. During this process, it was known that more than 200 people were shot. In 1989, Erich Honecker, the leader of the East Germany had resigned. He had been leading East Germany. The leader was later replaced by Egon Krenz. The replacement of leader was followed by numerous reactions. There were millions who gathered yelling "Wir wollen raus!" meaning "we want out." Finally the Berlin Wall is opened, and in October 3rd, 1990, Germany was able to find its way to reunite.

Source: adapted from "The Berlin Wall." 2 June 2008

http://www.germany.info/relaunch/info/publications/infocus/9_November/pictures/Berlin_wall-Interactive-Sec1.png

B.1 State the year in which the Berlin wall was built.

Skill Level 1	
1	
0	
NR	

B.2 Describe the events that indicated the push for autonomy in East Germany

Skill Level 2	
2	
1	
0	
NR	

B.3 Describe the different perspectives about the purpose of the Berlin Wall.

Skill Level 2	
2	
1	
0	
NR	

B.4 Describe the events that led to the fall of the Berlin Wall.

Skill Level 2	
2	
1	
0	
NR	

B.5 Explain the significance of the fall of the Berlin Wall on the reunification of Germany.

Skill Level 3	
3	
2	
1	
0	
NR	

B.6 State the date (month and year) in which the Berlin Wall was demolished.

Skill Level 1	
1	
0	
NR	

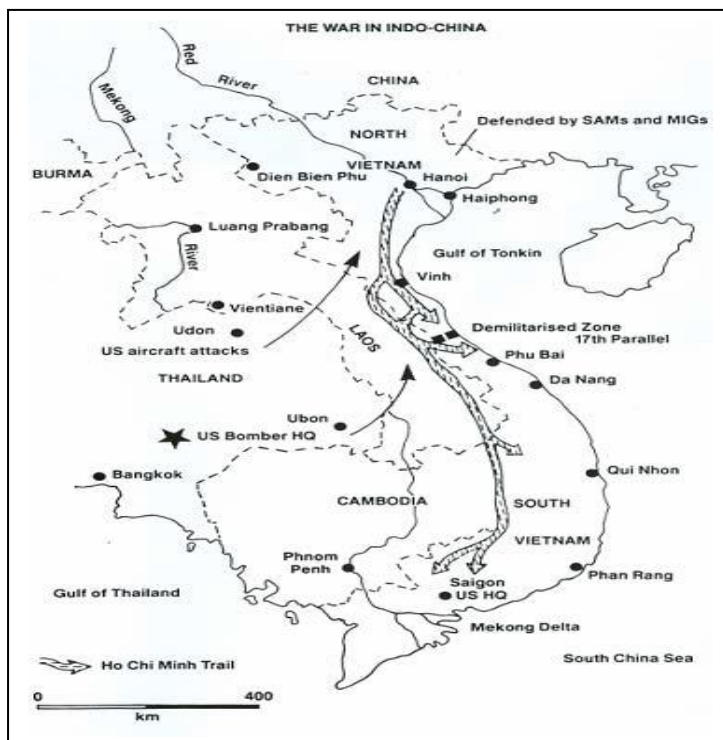
B.7 In which part of Germany was the Berlin Wall located?

Skill Level 1	
1	
0	
NR	

Part C: Short Essay

Use the given resources and your own knowledge to write an essay respond of **200 - 250** words on the following topic.

Outline the events that marked the French reaction against the Vietminh and discuss the impacts of the French loss to the Vietminh on French colonial control of Vietnam. Discuss Ho Chi Minh's struggles and how these contributed to the independence movement for Vietnam. Use specific examples.



The French returned to Indochina after World War II to find much of it under the control of the Vietminh, a nationalist group begun in 1941 by Ho Chi Minh. Ho, a Communist had set up a government in the northern part of Vietnam. Unwilling to part with Indochina, France sent troops to fight the Vietminh. Vietnamese peasants gave help and supplies to Ho's guerilla forces. Communist China also aided the Vietminh, while the United States helped France. In 1954, a decisive defeat at Dien Bien Phu led the French to decide it was time to let Indochina go.

Source: Perry, M. et al. *History of the World: The Modern Era*, 1994, p750

Source: *International Affairs since 1939*, Dennis L, 1993, p 145



Source: adapted from, Mao Zedong, "Problems of War and Strategy" (November 6, 1938) *Selected Works*, Vol. II, p. 224.

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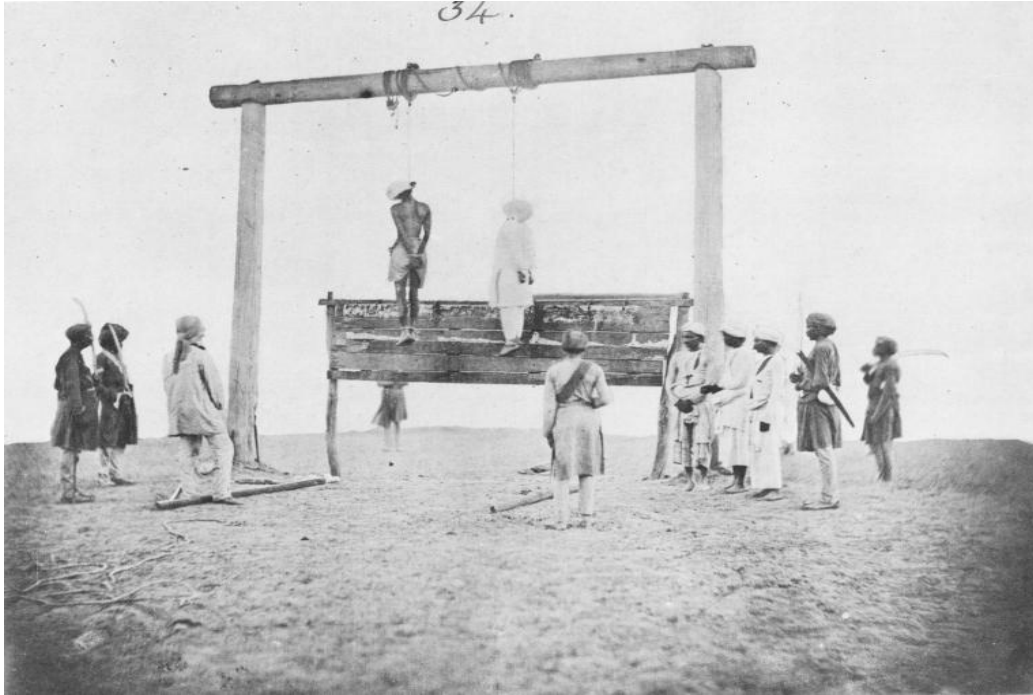
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Skill Levels / Items	4	3	2	1	0	NR
Level 1						
Level 2						
Level 3						
Level 4						

OPTIONAL STRAND 3: CONFLICT

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer the questions that follow.



Source: McLeod, H. *Gandhi and Indian Independence*, 1998, p.17

A.1 Name the event portrayed in the resource.

Skill Level 1	
1	
0	
NR	

A.2 What year did the event in the resource took place.

Skill Level 1	
1	
0	
NR	

A.3 State ONE reason for the mutiny.

Skill Level 1	
1	
0	
NR	

A.4 Describe the events of the mutiny.

Skill Level 2	
2	
1	
0	
NR	

A.5 Explain the consequences faced by India as a result of the mutiny.

Skill Level 3	
3	
2	
1	
0	
NR	

A.6 In what year did the British officially colonise India?

Skill Level 1	
1	
0	
NR	

Part B: Text Evaluation

Use the given resource and your own knowledge to answer the questions that follow.

Pakistan

The early 1930s were also important for the Indian Muslims. It was at this time that a new word was added to their vocabulary: Pakistan. The idea of a separate state had scarcely emerged, but there was much discussion of a separate Muslim region within the federal structure of a united India. A young Indian Muslim, Rahmat Ali, gave the new region a distinctive name. The various letters were held to stand for the different parts of this north-western homeland – P for Punjab, A for Afghanistan (North-West Frontier Province), and K for Kashmir. The real magic of the name, however, lay in its two syllables. Because *pak* means *holy* and *stan* means *land* the name Pakistan means the *Holy Land*.

Source: McLeod, H. *Gandhi and Indian independence*, 1998, p.73.

B.1 State the year in which the state of Pakistan was created.

Skill Level 1	
1	
0	
NR	

B.2 Name the leader of the Muslim League.

Skill Level 1	
1	
0	
NR	

B.3 Name the person that convened the Simla Conference.

Skill Level 1	
1	
0	
NR	

B.4 In what year was the *Simla conference* held?

Skill Level 1	
1	
0	
NR	

B.5 Give TWO reasons for setting up the Muslim League as a political party during the British Rule in India.

Skill Level 2	
2	
1	
0	
NR	

B.6 List TWO events that surrounded the setting up of the Muslim League.

Skill Level 2	
2	
1	
0	
NR	

[illegible]

Skill Level 3	
3	
2	
1	
0	
NR	

Part C: Short Essay

Use the given resources and your own knowledge to write an essay respond of 200 - 250 words on the following topic.

Define Satyagraha and describe its features as a weapon for India's struggle for freedom. Discuss the reasons for the implementation of Satyagraha and its impacts on India's freedom from British control. Use specific examples in your answer.



Source: Gandhi in Champaran <http://www.facts-about-india.com/gandhiji-in-champaran-ahmedabad-kheda.php>

My ambition is no less than to convert the British people through non-violence, and thus make them see the wrong they have done to India. If you cannot...deal with these evils...on the eleventh day of this month I shall proceed with such co-workers of the Ashram as I can take, to disregard the provisions of the Salt Laws...I hope that there will be tens of thousands ready, in a disciplined manner, to take up the work after me...This letter is not in any way intended as a threat but is a simple and sacred duty...[of] a civil resister...

Your sincere friend
M.K. Gandhi

Gandhi's telegram to the Viceroy's Private Secretary, 24 February 1919

Those who have been associated with me in public work and other friends met today and after the greatest deliberation have decided to offer satyagraha and commit civil disobedience of such laws as the committee to be formed from ourselves may decide.

Source: McLeod, H. Gandhi and Indian independence, 1998, p.69.

Source: McLeod, H. Gandhi and Indian independence, 1998, p.47.

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[illegible]

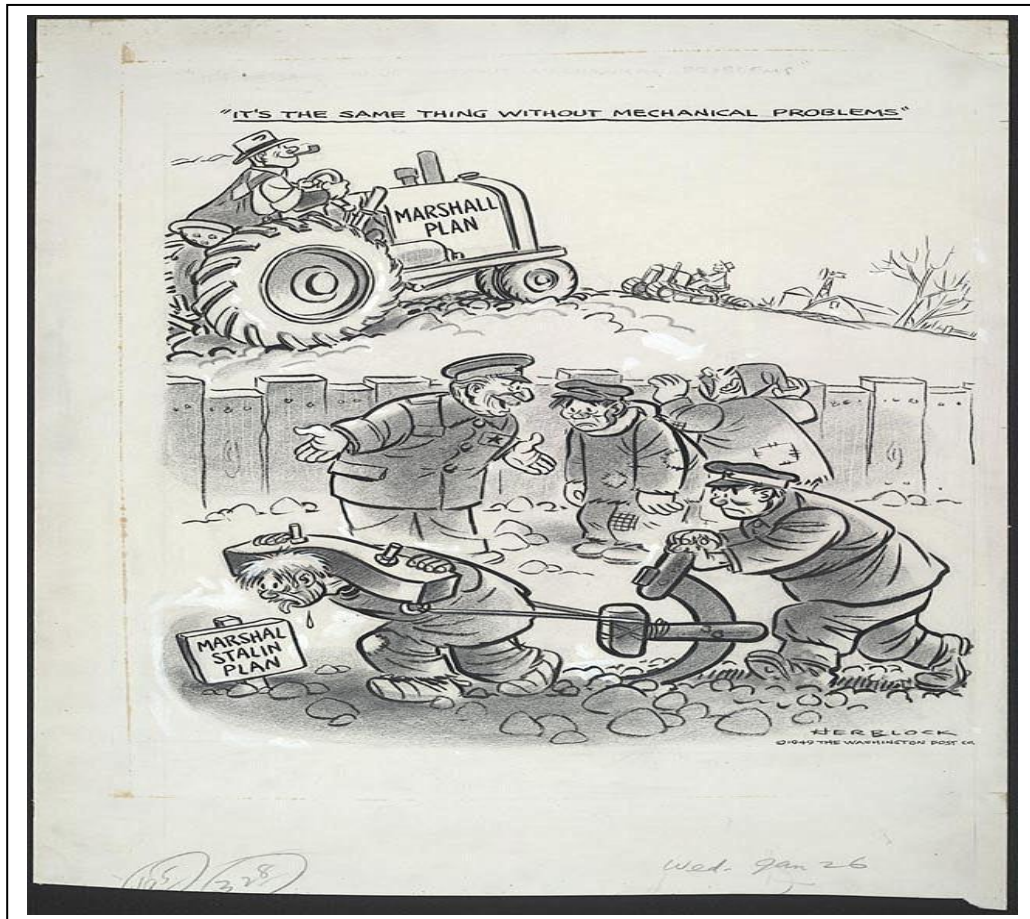
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Skill Levels / Items	4	3	2	1	0	NR
Level 1						
Level 2						
Level 3						
Level 4						

OPTIONAL STRAND 4: ECONOMIC TRANSFORMATION

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer the questions that follow.



Source: Cartoon by Herb Block, adapted from Washington Post, January 1949

A.1 What was the Marshall Plan?

Skill Level 1	
1	
0	
NR	

A.2 State an event that contributed to the formulation of the Marshall Plan.

Skill Level 1	
1	
0	
NR	

A.3 State ONE way in which the Marshall plan contributed to Europe's economy.

Skill Level 1	
1	
0	
NR	

A.4 In what year was the Marshall Plan formulated?

Skill Level 1	
1	
0	
NR	

A.5 Describe what the Truman Doctrine establishes.

Skill Level 2	
2	
1	
0	
NR	

A.6 Explain the impact of the leaders' decisions that contributed to both the Marshall Plan and the Truman Doctrine.

Skill Level 3	
3	
2	
1	
0	
NA	

Part B: Text Evaluation

Use the given resource and your own knowledge to answer the questions that follow.

The Big Three—Soviet leader Joseph Stalin, British Prime Minister Winston Churchill (replaced on July 26 by Prime Minister Clement Attlee), and U.S. President Harry Truman—met in Potsdam, Germany, ... to negotiate terms for the end of World War II. After the Yalta Conference of February 1945, Stalin, Churchill, and U.S. President Franklin D. Roosevelt had agreed to meet following the surrender of Germany to determine the postwar borders in Europe. Germany surrendered ... and the Allied leaders agreed to meet over the summer at Potsdam to continue the discussions that had begun at Yalta. Although the Allies remained committed to fighting a joint war in the Pacific, the lack of a common enemy in Europe led to difficulties reaching consensus concerning postwar reconstruction on the European continent.

Source: <https://history.state.gov/milestones/1937-1945/potsdam-conf>

B.1 State the year of the Potsdam Conference.

Skill Level 1	
1	
0	
NR	

B.2 State the purpose of the Potsdam Conference.

Skill Level 1	
1	
0	
NR	

B.3 Name the main figures that attended the Potsdam Conference.

Skill Level 1	
1	
0	
NR	

B.4 In which country was the Potsdam Conference held?

Skill Level 1	
1	
0	
NR	

B.5 List TWO key points that were discussed at the Potsdam Conference.

Skill Level 2	
2	
1	
0	
NR	

B.6 Describe the main events of the Potsdam Conference.

Skill Level 2	
2	
1	
0	
NR	

B.7 Explain the significance of the Potsdam Conference.

Skill Level 3	
3	
2	
1	
0	
NR	

Part C: Short Essay

Use the given resources and your own knowledge to write an essay respond of **200 - 250 words** on the following topic.

Differentiate between communism and capitalism as economic and political systems and explain the influence of economic changes to the emergence of superpowers. Discuss the relationship between economic aid and assurance of security. Use specific examples in your answer.

Divergent opinions on economic capabilities of the Soviet Union have been expressed by qualified western observers. One body of opinion holds that the Soviet economy, despite significant gains in the industrial field, is still not able to compete with the West in producing the kinds of goods and services required for foreign economic development. Total output of goods and services is nearly three times as great in the United States alone as in the Soviet Union. Moreover, Russia continues to suffer acute shortages in many types of goods for which there is expanding demand at home.



Source: *US-MarshallPlanAid-Logo.svg*

Source: 'Economic Resources of East and West'
<http://library.cqpress.com/cqresearcher/document.php?id=cqresrre1956011100>



Source: adapted from <http://acabrerahistory12.weebly.com/the-truman-doctrine-and-marshall-plan.html>

Molotov subsequently alleged that the Marshall Plan was a disguise for U.S. dominion over Europe and the reintegration of Germany into the capitalist camp. Because of the attractiveness of the Marshall Plan and the dire economic situation in Central and Eastern Europe, an alternative proposal from the Soviet Union became a political necessity. In early 1948 East European states, including Bulgaria and Romania, concluded bilateral treaties of friendship, cooperation, and mutual assistance with the Soviet Union. In January 1949 they became member states of Comecon, which was established to carry out the economic, ideological, and political integration of Soviet bloc nations.

Source: Roberts, Geoffrey. "Moscow and the Marshall Plan: Politics, Ideology and the Onset of the Cold War, 1947." *Europe-Asia Studies* 46(8) (1994): 1371–1386.

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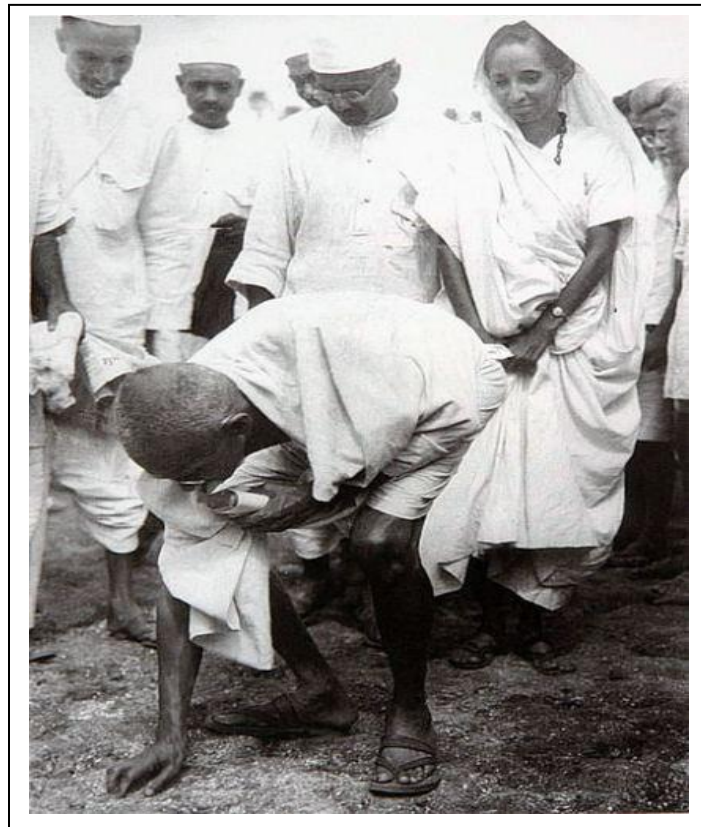
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Skill Levels / Items	4	3	2	1	0	NR
Level 1						
Level 2						
Level 3						
Level 4						

OPTIONAL STRAND 5: SYSTEMS OF POWER and AUTHORITY

Part A: Resource Interpretation

Use the given resource and your own knowledge to answer the questions that follow.



Source: adapted from
https://moventures.files.wordpress.com/2013/11/gandhi_at_dandi_5_april_1930.jpg

A.1 Define the term *civil disobedience*.

Skill Level 1	
1	
0	
NR	

A.2 What was Gandhi's first act of civil disobedience?

Skill Level 1	
1	
0	
NR	

A.3 Describe the features of 'non-cooperation' as a strategy for struggle towards national stability.

Skill Level 2	
2	
1	
0	
NR	

A.4 State an event that led to the Salt March.

Skill Level 1	
1	
0	
NR	

A.5 State the year of the Dandi Salt March.

Skill Level 1	
1	
0	
NR	

A.6 Explain how the events of the Salt March impacted the leadership and people in India.

Skill Level 3	
3	
2	
1	
0	
NR	

Part B: Text Evaluation

Use the given resource and your own knowledge to answer the questions that follow.

The Five Year Plans were a series of nationalized plans for the economic development of the Soviet Union. One of Stalin's main goals was to increase the output of industrial goods, and he placed emphasis on electrical power, capital goods (ex. coal, iron, and machinery), and agriculture. Stalin wanted to make the Soviet Union's economy self-sufficient, as he feared that his nation was falling behind and needed to catch up with the rest of the industrialized world. The Five Year Plans brought all industry and industrial development under state control. In addition, Stalin transformed Soviet agriculture by introducing a system of collectivization, in which peasants worked on collective farms that were owned by the state. All industry was nationalized, and factories were required to meet output quotas determined by the state.

Source: Verma, K. Stalin's Five Year Plans

http://ibatpv.org/projects/soviet_union/five%20year%20plans.htm

B.1 Name the person who launched the Five Year.

Skill Level 1	
1	
0	
NR	

B.2 State the year in which the Five Year Plan was launched.

Skill Level 1	
1	
0	
NR	

B.3 Define the term *Collectivisation*.

Skill Level 1	
1	
0	
NR	

B.4 State the main reason behind the introduction of Collectivisation.

Skill Level 1	
1	
0	
NR	

B.5 Describe Stalin's system of promoting socio-economic and political stability in his country.

Skill Level 2	
2	
1	
0	
NR	

B.6 Describe the intentions of the Five Year Plan.

Skill Level 2	
2	
1	
0	
NR	

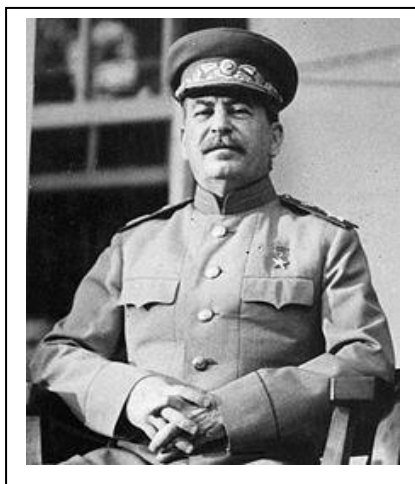
B.7 Explain the relationship between the Five Year Plan and the economic development of the USSR.

Skill Level 3	
3	
2	
1	
0	
NR	

Part C: Short Essay

Use the given resources and your own knowledge to write an essay respond of 200 - 250 words on the following topic.

Compare and contrast the leadership systems which were led by Mahatma Gandhi and Josef Stalin and the strategies they implemented to promote socio-economic and political stability in their countries. Discuss the significance and impacts of their policies on their countries. Use examples to illustrate your answer.



Source: Patil, V. I. *Gandhiji, Nehruji and the Quit India Movement* (1984)

In the context of widespread dissatisfaction that prevailed over the rejection of the demands made by the Congress, Gandhi at the meeting of the Congress Working Committee...revealed his plan to launch Individual Civil Disobedience...the weapon of satyagraha found popular acceptance as the best means to wage a crusade against the British.

Source: [Akbar, M.J.](#) *Nehru: The Making of India* (Viking, 1988)

Source: Conquest, Robert (1991): *Stalin, Breaker of Nations*. First American ed.

Under Stalin's rule, the concept of "socialism in one country" became a central tenet of Soviet society. He replaced the New Economic Policy introduced by Lenin in the early 1920s with a highly centralized command economy, launching a period of industrialization and collectivization that resulted in the rapid transformations of the USSR from an agrarian society into an industrial power.

Source: Wheatcroft, S. G.; Davies, R. W.; Cooper, J. M. (1986). *Soviet Industrialization Reconsidered: Some Preliminary Conclusions about Economic Development between 1926 and 1941*

[illegible]

[illegible]

To be used by the Scorer only

Skill Levels / Items	4	3	2	1	0	NR
Level 1						
Level 2						
Level 3						
Level 4						

Student Education Number									

HISTORY

2015

(For Markers only)

STRANDS		Weighting
CORE STRAND	International Relations	40
<i>(Write the Number of Strand)</i>		
OPTION 1		30
OPTION 2		30
		100