

Paper Reference(s)

**4380/2H**

# London Examinations IGCSE

**History**

## Higher Tier

Paper 2H

Wednesday 5 November 2008 – Afternoon

Time: 2 hours 30 minutes

**Materials required for examination**

Answer book (AB16)

**Items included with question papers**

Nil

### Instructions to Candidates

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Answer **THREE** questions in all, **two** from Section A, and **one** from Section B.

**Section A:** answer **two** questions, each from a different Theme. The Themes are numbered A1 to A18. **Do not answer two questions on the same Theme.**

**Section B:** answer **one** question from the Special Topics, B1 to B10.

In the boxes on your answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title (History), the paper reference (4380/2H), your surname, other names and signature.

Answer your questions in the answer book. Make sure your answers are clearly numbered.

### Information for Candidates

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There are 60 pages in this question paper. Any blank pages are indicated.

The total mark for this paper is 75. The marks for the various parts of questions are shown in round brackets: e.g. (2).

Dictionaries may **not** be used in this examination.

### Advice to Candidates

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You are reminded of the importance of clear English and careful presentation in your answers.

You are advised to spend an equal amount of time, about 45 minutes, on each of your two answers in Section A, and about 1 hour on Section B.

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## Contents

### Section A: Themes

<b>A1:</b>	Revolution and Reaction: France, 1789–1830	4
<b>A2:</b>	Reconstruction and Nationalism in Post-war Europe, 1815–1840: The Great Powers and the Rise of Nationalism in Belgium and Greece	6
<b>A3:</b>	The Making of the Nation States: Unification of Italy and Unification of Germany	8
<b>A4:</b>	The Road to War in Europe, 1870–1914	10
<b>A5:</b>	Reform and Reaction in Russia, 1855–1917	12
<b>A6:</b>	The USSR, 1917–1964: Bolshevism Triumphant	14
<b>A7:</b>	The Rise of Fascism in Europe: Germany and Italy, 1919–1939	16
<b>A8:</b>	International Relations, 1919–1939: Collective Security and Appeasement	18
<b>A9:</b>	The Road to Affluence: The USA, 1917–1941	20
<b>A10:</b>	A Divided Union? The USA, 1945–1974	22
<b>A11:</b>	The End of Empire: Decolonisation in Africa, 1945–1990s	24
<b>A12:</b>	India, 1900–1949: Independence and Partition	26
<b>A13:</b>	China in Crisis, 1911–1949	28
<b>A14:</b>	Revolution in China, 1949–1996	30
<b>A15:</b>	South-East Asia, 1945–1990s: The End of the French Empire, Vietnam, Indo-China, Malaysia, Indonesia	32
<b>A16:</b>	Conflict and Crisis in the Middle East, 1946–1996	34
<b>A17:</b>	International Relations and the Superpowers: Cold War and Co-existence, 1945–1962	36
<b>A18:</b>	Europe, 1945–1990s: Divided and United	38

### Section B: Special Topics

<b>B1:</b>	The Napoleonic Wars, 1803–1815	40
<b>B2:</b>	Bismarck's Wars, 1864–1871	42
<b>B3:</b>	The Balkans, 1876–1914	44
<b>B4:</b>	The First World War, 1914–1918	46
<b>B5:</b>	Weimar Germany and its Challengers, 1919–1924	48
<b>B6:</b>	Russia in Revolution, 1914–1924	50
<b>B7:</b>	The USA, 1917–1929	52
<b>B8:</b>	The Holocaust, 1939–1945	54
<b>B9:</b>	The Second World War, 1939–1945	56
<b>B10:</b>	China under Mao Zedong, 1949–1959	58

**SECTION A: THEMES**

**Answer TWO questions, each from a different Theme. The Themes are numbered A1 to A18.**

**Do not answer two questions on the same Theme.**

**A1: Revolution and Reaction: France, 1789–1830**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**1. Revolution**

This question is about France in the years 1791–1814.

- (a) Look at the boxes below. Write down the **two** reasons why the Legislative Assembly became unpopular in the years 1791–92.

Assignats	The flight to Varennes
The invasion by Prussia	The Declaration of the Rights of Man

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on France.

**(3)**

- (c) Give **two** reasons why Robespierre fell from power in July 1794.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the rise to power of Napoleon Bonaparte.

The siege of Toulon	The Egyptian Campaign
Brumaire	The First Italian Campaign

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1804, Napoleon produced a single code of laws, the Code Napoleon. This put in one system all the existing laws of France, but at the same time modified them so that they fitted together. Some of the principles of the Revolution were upheld. Equality before the law and religious toleration remained. But judges were to be appointed by the government and the jury system was limited.

Use the source, and your own knowledge, to describe how Napoleon's domestic reforms changed France.

**(8)**

**(Total for Question 1: 25 marks)**

**A1: Revolution and Reaction: France, 1789–1830**

**If you have answered Question 1 do not answer Question 2.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**2. Reaction**

This question is about France in the years 1815–30.

- (a) Look at the boxes below. Write down the **two** results of the ‘Hundred Days’.

Harsher terms were imposed on France	The Charter
Louis XVIII was forced to flee	France was invited to the Vienna Congress

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on France.

**(3)**

- (c) Give **two** reasons why the restoration of Louis XVIII appeared to have been successful by 1819.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the policies of Charles X.

The National Guard	Censorship
The Law of Indemnity	The Law of Sacrilege

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In the general election of December 1827 the Ultras were defeated and a Liberal majority was returned. Charles appointed the Comte de Martignac, a moderate, as Prime Minister. He hoped that this would appease the liberals. Martignac tried to prevent increases in the power of the church, but was dismissed by Charles in August 1829. In his place, Charles appointed the Prince de Polignac.

Use the source, and your own knowledge, to describe how Charles X became increasingly unpopular in the years 1827–30.

**(8)**

**(Total for Question 2: 25 marks)**

**A2: Reconstruction and Nationalism in Post-war Europe, 1815–1840: The Great Powers and the Rise of Nationalism in Belgium and Greece**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**3. The Great Powers**

This question is about the Vienna Settlement, the Congress System and the Eastern Question.

- (a) Look at the boxes below. Write down the **two** aims of the Great Powers at Vienna.

To control France	To unify Germany
To encourage democracy	To restore legitimate rulers

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Europe.

**(3)**

- (c) Give **two** reasons why Russia was given control of Poland at Vienna.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Congress System.

The Quintuple Alliance	The Troppau Protocol
Castlereagh's State Paper, May 1820	The Holy Alliance

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

One of the reasons why Castlereagh opposed Tsar Alexander's offer to send Russian troops to Naples in 1820 was that he was very suspicious of what they might do after the revolt had been crushed. For some time the Russians had been expanding their empire around the Black Sea and now wanted to expand into the Mediterranean.

Use the source, and your own knowledge, to describe how Russian plans for expansion helped to create the Eastern Question.

**(8)**

**(Total for Question 3: 25 marks)**

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**A2: Reconstruction and Nationalism in Post-war Europe, 1815–1840: The Great Powers and the Rise of Nationalism in Belgium and Greece**

**If you have answered Question 3 do not answer Question 4.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**4. Nationalism in Belgium and Greece**

This question is about the Greek War of Independence and problems in the Kingdom of the United Netherlands.

- (a) Look at the boxes below. Write down the **two** reasons why a Greek revolt against Turkish rule broke out in 1821.

The actions of Alexander Ypsilanti	Murder of the Patriarch of Constantinople
European Volunteers	Hetaira Philike

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Greece.

**(3)**

- (c) Give **two** reasons why the European powers intervened in the Greek War of Independence.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the achievement of Greek independence.

The National Assembly	The Battle of Navarino
Capo d'Istria	The London Protocol

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Belgium was the first area of Europe to follow the British example and industrialise. In Belgium there was a flourishing textile industry. By contrast, in Holland there was very little industry. Belgium was therefore contributing by far the greater share of the national income.

Use the source, and your own knowledge, to describe how trade and the economy contributed to divisions between the Belgians and the Dutch after the creation of the Kingdom of the United Netherlands in 1815.

**(8)**

**(Total for Question 4: 25 marks)**

**A3: The Making of the Nation States: Unification of Italy and Unification of Germany**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**5. Italy, 1852–1870**

This question is about the unification of Italy in the 1850s and early 1860s.

- (a) Look at the boxes below. Write down the **two** reasons why Cavour believed that he needed foreign help to defeat Austria in the 1850s.

Events in the war of 1848–49	The railways of Piedmont
Events in the Crimean War	The size of Piedmont

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Piedmont.

**(3)**

- (c) Give **two** reasons why Cavour was able to persuade Napoleon III to support Piedmont in 1859.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the events of 1859.

Solferino	The Treaty of Villafranca
The Austrian ultimatum to Piedmont	Nice and Savoy

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Thousand were all volunteers. Many of them were educated men, such as lawyers and teachers. There were few trained soldiers. But Garibaldi was an experienced commander and an inspiring leader. They landed in Sicily in May 1860 and were greeted with great enthusiasm. Garibaldi soon defeated the king's forces and by the end of July he had driven them out of Sicily.

Use the source, and your own knowledge, to describe the role of Garibaldi in the unification of Italy in 1860–61.

**(8)**

**(Total for Question 5: 25 marks)**

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**A3: The Making of the Nation States: Unification of Italy and Unification of Germany**

**If you have answered Question 5 do not answer Question 6.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**6. Germany, 1862–1890**

This question is about the creation of the German Empire.

- (a) Look at the boxes below. Write down the **two** examples of Bismarck's use of Realpolitik.

The Zollverein	The solving of the budget crisis
The Ems Telegram	The reforms of the army

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Prussia.

**(3)**

- (c) Give **two** reasons why the parliament of the German Empire had little real power.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the German Empire.

The Reichsbank	The Junkers
The Tariff Law	The Chancellor

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

No sooner had Bismarck tried to destroy the Socialist Party, than he began to put into place many of its demands. He announced that the well-being of the worker must be protected by the state. In 1883, medical treatment was provided for 3,000,000 workers and their families.

Use the source, and your own knowledge, to describe how Bismarck changed his policy towards socialism and the Socialist Party in the 1880s.

**(8)**

**(Total for Question 6: 25 marks)**

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**A4: The Road to War in Europe, 1870–1914**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**7. The Alliance System**

This question is about international relations in the years 1870–1900.

- (a) Look at the boxes below. Write down the **two** reasons why Prussia was able to defeat France so quickly in 1870–71.

The Prussian railway network	Prussian rifles were more effective
Prussia was supported by Austria	The Prussian army was larger

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the outcome of the War.

**(3)**

- (c) Give **two** reasons why Bismarck formed alliances with Russia in the 1870s.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Congress of Berlin (1878) and the Treaty of Berlin.

The Treaty of San Stefano	Bismarck as the ‘honest broker’
Bosnia-Herzegovina	Bulgaria

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1890, Bismarck was forced to resign by the new Kaiser, Wilhelm II. The Kaiser refused to renew the Reinsurance Treaty and consequently Russia and France began to grow closer together. Consequently, Bismarck’s policy of isolating France came to an end and the prospect of a war on two fronts became much greater.

Use the source, and your own knowledge, to describe how the resignation of Bismarck affected international relations in the 1890s.

**(8)**

**(Total for Question 7: 25 marks)**

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**A4: The Road to War in Europe, 1870–1914**

**If you have answered Question 7 do not answer Question 8.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**8. International Rivalry**

This question is about relations between Britain and Germany and the Schlieffen Plan.

- (a) Look at the boxes below. Write down the **two** reasons why relations between Britain and Germany grew worse in the 1890s.

The Kiel Canal	The Entente Cordiale
The Kruger Telegram	Splendid Isolation

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between Britain and Germany.

**(3)**

- (c) Give **two** reasons why the expansion of the German Empire was viewed with suspicion in Britain.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Moroccan Crises of 1905 and 1911.

The Kaiser	The Algeciras Conference
The Panther	The Mansion House Speech

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The German invasion of Belgium was the first part of the Schlieffen Plan. As relations between France and Germany deteriorated in the early 1900s and France and Russia grew closer together, the German High Command began to prepare for war. The Schlieffen Plan was developed by Count Alfred von Schlieffen, the German Chief of Staff in 1905, and was designed to cope with a war on two fronts.

Use the source, and your own knowledge, to describe how the Schlieffen Plan was intended to defeat France.

**(8)**

**(Total for Question 8: 25 marks)**

**A5: Reform and Reaction in Russia, 1855–1917**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**9. Reform**

This question is about attempts to introduce reforms in Russia in the years 1855–1914.

- (a) Look at the boxes below. Write down the **two** reasons why Alexander II faced serious problems when he came to the throne in 1855.

Poor transport	Military defeat
The Populists	Widespread unrest in St Petersburg

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Russia.

**(3)**

- (c) Give **two** reasons why Alexander II emancipated the serfs.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the reign of Nicholas II.

Rasputin	Peter Stolypin
The October Manifesto	The Duma

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Nicholas retained the title of Autocrat in 1906 and continued to appoint and dismiss ministers. Laws continued to be made by the government without reference to the Duma. There was no apparent relaxation in the power of the Tsar's secret police, the Okhrana. In fact, Nicholas had probably never intended to honour his promises.

Use the source, and your own knowledge, to describe how Nicholas II went back on promises of reform made in 1905.

**(8)**

**(Total for Question 9: 25 marks)**

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**A5: Reform and Reaction in Russia, 1855–1917**

**If you have answered Question 9 do not answer Question 10.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**10. Reaction**

This question is about opposition to Tsarist rule in Russia.

- (a) Look at the boxes below. Write down the **two** opposition groups that were formed in the reign of Alexander II.

The Populists	The Bolsheviks
The Social Revolutionaries	The People's Will

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** of its aims for change in Russia.

**(3)**

- (c) Give **two** reasons why the Social Democratic Party was formed in 1898.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the 1905 Revolution.

Bloody Sunday	The Russo-Japanese War
The St Petersburg Soviet	The October Manifesto

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In August 1915, Nicholas appointed himself Commander-in-Chief. This meant that he was now directly responsible for strategy. Before this, he had been able to blame his generals. He also left Petrograd for the army headquarters, which allowed Rasputin to influence him through the Tsarina. Rasputin persuaded her to ask her husband to dismiss ministers and change military tactics.

Use the source, and your own knowledge, to describe how Nicholas II's decision to take command of the army led to increased opposition to the government.

**(8)**

**(Total for Question 10: 25 marks)**

**A6: The USSR, 1917–1964: Bolshevism Triumphant**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**11. The Soviet Union, 1917–1941**

This question is about the policies of Stalin.

- (a) Look at the boxes below. Write down the **two** reasons why Stalin became the leader of the Soviet Union after the death of Lenin in 1924.

He was General-Secretary of the Party	The success of the NEP
Trotsky was supported by the Red Army	Lenin's Political Will was kept secret

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the struggle for power.

**(3)**

- (c) Give **two** reasons why Stalin adopted the policy of 'Socialism in One Country'.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Five-Year Plans.

Targets	Gosplan
Stakhanovites	Komsomol

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The executions of the Old Bolsheviks, the people who had known Lenin, meant that Stalin could begin to rewrite the history of Russia and the Soviet Union. He wanted to do this for several reasons. Firstly, he wanted to destroy Trotsky's reputation. Trotsky had been largely responsible for the Bolshevik successes in October 1917 and during the Civil War.

Use the source, and your own knowledge, to describe how Stalin used the 'Revision of History' in his efforts to control public opinion in the Soviet Union.

**(8)**

**(Total for Question 11: 25 marks)**

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**A6: The USSR, 1917–1964: Bolshevism Triumphant**

**If you have answered Question 11 do not answer Question 12.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**12. The Soviet Union, 1941–1964**

This question is about the Second World War and the reforms of Khrushchev.

- (a) Look at the boxes below. Write down the **two** reasons why the German invasion of 1941 failed to defeat the Red Army.

Reinforcements from Siberia	Hitler attacked too late
Stalin was warned of the attack by spies	The Red Army had experienced officers

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the German invasion.

**(3)**

- (c) Give **two** reasons why Khrushchev wanted to reform Soviet agriculture.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in Khrushchev's reforms of Soviet agriculture.

Maize	The Virgin Lands
Machine Tractor Stations	Collectivisation

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Nobody actually wanted to return to the terror that Stalin had imposed, but there was a feeling that Khrushchev had allowed too much freedom and criticism. There was also the way that Khrushchev behaved in public. Although he appeared to be lively and friendly when he met ordinary people, he was often rude to other leaders and rarely listened to advice.

Use the source, and your own knowledge, to describe how Khrushchev came to be dismissed in 1964.

**(8)**

**(Total for Question 12: 25 marks)**

**A7: The Rise of Fascism in Europe: Germany and Italy, 1919–1939**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**13. Germany**

This question is about the Treaty of Versailles, the increasing importance of the Nazi Party and its impact on ordinary people.

- (a) Look at the boxes below. Write down the **two** terms of the Treaty of Versailles.

The Polish Corridor	Hyperinflation
Occupation of the Ruhr	Occupation of the Saar

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Germany. **(3)**
- (c) Give **two** reasons why the number of votes cast for the Nazis in elections increased in the years 1928–32. **(4)**
- (d) Choose any **two** of the following and explain the part that they played in the Night of the Long Knives in June 1934.

Roehm's plans for the SA	The SS
Hitler's need for the support of the army	General von Schleicher

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Germans were continually reminded about the basic Nazi ideas. Men and women had separate and quite distinct roles in society. The Nazi Party was a man's party. There were no women in senior positions. Hitler and the Nazis did not believe in equality for the sexes.

Use the source, and your own knowledge, to describe the roles of men and women in Nazi Germany.

**(8)**

**(Total for Question 13: 25 marks)**

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**A7: The Rise of Fascism in Europe: Germany and Italy, 1919–1939**

**If you have answered Question 13 do not answer Question 14.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**14. Italy**

This question is about the rise to power of Mussolini.

- (a) Look at the boxes below. Write down the **two** reasons why Mussolini became popular in the years 1919–21.

The Acerbo Law	Losses during the First World War
Fear of Communism	The Balilla

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on support for Mussolini.

**(3)**

- (c) Give **two** reasons why Mussolini was appointed prime minister after the March on Rome.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in Mussolini's gaining complete power in Italy from 1925.

The murder of Matteotti	The Lateran Treaties
The OVRA	Rule by decree

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

One aim of the Battles was to achieve self-sufficiency. The Battle for Grain tried to increase wheat production. But very often farmers switched from citrus fruits, olive and grapes to wheat, which was much more difficult to produce in most areas. Italy depended on exports of wine and olive oil for foreign currency.

Use the source, and your own knowledge, to describe how Mussolini tried to make Italy self-sufficient.

**(8)**

**(Total for Question 14: 25 marks)**

**A8: International Relations, 1919–1939: Collective Security and Appeasement**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**15. Collective Security**

This question is about successes and failures of the League of Nations in the 1920s.

- (a) Look at the boxes below. Write down the **two** successes of the League of Nations in the 1920s.

The Aaland Islands	The Greek-Bulgarian border dispute
The Corfu Incident	Vilna

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the League of Nations.

**(3)**

- (c) Give **two** reasons why the League of Nations' military sanctions were almost always ineffective.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the decision of the USA not to join the League of Nations.

The Monroe Doctrine	Fear of communism
Isolationism	Fear of foreign wars

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Following the Locarno Pacts, Germany was admitted to the League of Nations and became the fifth Permanent Member of the Council. This seemed to be a very important event. It suggested that Germany had recovered from the effects of the war and had been accepted as an equal by the rest of Europe. It was all the more important because France nominated Germany's membership.

Use the source, and your own knowledge, to describe how Collective Security appeared to be working in the later 1920s.

**(8)**

**(Total for Question 15: 25 marks)**

**A8: International Relations, 1919–1939: Collective Security and Appeasement**

**If you have answered Question 15 do not answer Question 16.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**16. Appeasement**

This question is about Hitler's foreign policy.

- (a) Look at the boxes below. Write down the **two** ways in which Hitler broke the Treaty of Versailles in the years 1933–35.

Conscription	Re-occupying the Rhineland
Rearmament	Re-taking control of the Saar

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on international relations.

**(3)**

- (c) Give **two** reasons why the League of Nations did very little when Hitler invaded Austria in March 1938.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Munich Crisis in September 1938.

Neville Chamberlain	The Czech government
Mussolini	Henlein

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From March 1939, there could be no doubt that Hitler would have to be stopped one way or another. In April 1939, Britain made defensive alliances with Romania and Poland. These meant that if either country were attacked, Britain would go to war to defend them. From June to August 1939, France, Britain and the Soviet Union discussed an alliance against Hitler.

Use the source, and your own knowledge, to describe how the British government tried to stop Hitler's aggression in 1939.

**(8)**

**(Total for Question 16: 25 marks)**

**A9: The Road to Affluence: The USA, 1917–1941**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**17. The USA, 1917–1929**

This question is about the USA in the 1920s.

- (a) Look at the boxes below. Write down the **two** ways in which immigration was restricted.

Literacy Tests	The Fordney-McCumber Tariff
The Quota Act	Isolationism

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect it had on immigration.

**(3)**

- (c) Give **two** reasons why many US farmers went bankrupt during the 1920s.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the boom in the 1920s.

Hollywood	Consumer goods
Henry Ford	Radio

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Although people in the new industries found themselves getting better off, the wages of many workers did not rise during the 1920s. In the old industries they actually fell. More and more money found its way into the pockets of fewer and fewer people. This meant that the gap between the very rich and the very poor grew. Eventually, there were fewer and fewer people who could actually afford to go on buying.

Use the source, and your own knowledge, to describe how many industrial workers did not share in the boom during the 1920s.

**(8)**

**(Total for Question 17: 25 marks)**

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**A9: The Road to Affluence: The USA, 1917–1941**

**If you have answered Question 17 do not answer Question 18.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**18. The USA, 1929–1941**

This question is about the Depression and the New Deal.

- (a) Look at the boxes below. Write down the **two** ways in which President Hoover tried to tackle the Depression in the years 1929–32.

Federal loans	Reductions in taxes
The Bonus Marchers	Social Security

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the USA.

**(3)**

- (c) Give **two** reasons why there were criticisms of the Civilian Conservation Corps.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the New Deal.

Tennessee Valley Authority	National Recovery Administration
Federal Emergency Relief Act	Home Owners' Loan Corporation

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Agricultural Adjustment Act helped farming begin to recover in the mid-1930s. But one group of farmers saw no improvement. In the states of Oklahoma, Kansas and Arkansas the fertile soil was swept away by winds and the area became a dustbowl. The farmers here were poor sharecroppers, who were evicted and forced to head west to California. Many made a living fruit-picking.

Use the source, and your own knowledge, to describe how farming changed during the 1930s.

**(8)**

**(Total for Question 18: 25 marks)**

**A10: A Divided Union? The USA, 1945–1974**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**19. McCarthyism and Civil Rights**

This question is about the Red Scare and civil rights in the 1960s.

- (a) Look at the boxes below. Write down the **two** reasons why the Red Scare developed in the late 1940s and early 1950s.

Alger Hiss	The Berlin Blockade
The Berlin Wall	Fidel Castro

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the USA.

**(3)**

- (c) Give **two** reasons why Joseph McCarthy had great influence in the USA in the years 1950–54.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Black Power movement.

Malcolm X	Stokely Carmichael
The Black Panthers	The Black Muslims

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Lyndon Johnson was a southerner from Texas, where segregation was common, so it was surprising that he forced Congress to accept the Civil Rights Act. This was partly a result of Kennedy's assassination, but also because Johnson had been a schoolteacher who had seen the effects of segregation. The Act made segregation in education and housing illegal and stated that all US citizens were entitled to equal employment opportunities.

Use the source, and your own knowledge, to describe how President Johnson was able to pass civil rights laws in the 1960s.

**(8)**

**(Total for Question 19: 25 marks)**

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**A10: A Divided Union? The USA, 1945–1974**

**If you have answered Question 19 do not answer Question 20.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**20. Social and Political Change**

This question is about the Women’s and Students’ Movements and Watergate.

- (a) Look at the boxes below. Write down the **two** that were important in improving the rights of women in the 1960s.

The Brown Case	The Voter Education project
The Equal Pay Act	The Civil Rights Act

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on women in the USA.

**(3)**

- (c) Give **two** reasons why Eleanor Roosevelt played an important part in improving the role and status of women in the USA.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Student Movement and other protests in the 1960s and 1970s.

The Draft	Flower Power
Kent State University	Popular Music

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

A Senate Committee was set up to investigate the Watergate break-in and many of Nixon’s closest advisers were forced to resign. The president, however, continued to maintain his innocence. He even appointed Archibald Cox as a special investigator. It was then revealed that all conversations in the White House since 1971 had been recorded on tape. The Senate demanded the tapes, but at first Nixon refused to hand them over.

Use the source, and your own knowledge, to describe how the Watergate Scandal led to the resignation of President Nixon.

**(8)**

**(Total for Question 20: 25 marks)**

**A11: The End of Empire: Decolonisation in Africa, 1945–1990s**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**21. South Africa**

This question is about apartheid in South Africa.

- (a) Look at the boxes below. Write down the **two** acts that forced blacks and whites to live in separate areas.

The Separate Amenities Act	The Native Resettlement Act
The Bantu Self-government Act	The Prohibition of Mixed Marriages Act

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on South Africa.

**(3)**

- (c) Give **two** reasons why the South African government was blamed for the Sharpeville Massacre.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in South Africa in the 1970s and 1980s.

Crossroads	Soweto
Total Strategy	Black Consciousness

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

De Klerk became President of South Africa in 1989. He still wanted to avoid black majority rule and hoped that he could save the Afrikaners by making concessions. He knew that the South African economy had suffered very badly, partly because of international sanctions and partly because of the apartheid education policy. However, he realised that real progress would be impossible without direct negotiation with the leaders such as Mandela.

Use the source, and your own knowledge, to describe how F. W. de Klerk came to accept the end of apartheid.

**(8)**

**(Total for Question 21: 25 marks)**



**A11: The End of Empire: Decolonisation in Africa, 1945–1990s**

**If you have answered Question 21 do not answer Question 22.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**22. West and Central Africa**

This question is about independence in West Africa and UDI in Rhodesia.

- (a) Look at the boxes below. Write down the **two** reasons why Ghana became independent peacefully in 1957.

Winston Churchill was prime minister	It had a very small white population
It had an African prime minister	The 'wind of change' speech

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Britain's relations with Ghana.

**(3)**

- (c) Give **two** reasons why majority rule was opposed by many people in Southern Rhodesia in the 1960s.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the attempts to maintain Southern Rhodesia's Unilateral Declaration of Independence (UDI).

Support from South Africa	The Property Owners' Bill
The Bush War	Mozambique

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

By the late 1970s, Ian Smith was under considerable pressure at home and abroad. His 1978 constitution failed to secure peace, but in the following year a settlement was reached. The country reverted to British colonial rule until a transition to self-government was completed. Final independence came in April 1980 with Robert Mugabe as prime minister.

Use the source, and your own knowledge, to describe how UDI came to an end.

**(8)**

**(Total for Question 22: 25 marks)**

**A12: India, 1900–1949: Independence and Partition**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**23. India, 1900–1929**

This question is about changing relations between Britain and India.

- (a) Look at the boxes below. Write down the **two** ways in which India supported Britain during the First World War.

Recruits for the army	The Lucknow Pact
Supplies of raw materials	The Montagu Declaration

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Britain during the war.

**(3)**

- (c) Give **two** reasons why Gandhi became the leader of Congress after the First World War.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the growing opposition to British rule in the years 1919–27.

The Rowlatt Acts	Hartals
Satyagraha	Jawaharlal Nehru

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1927, the British government set up a commission to review the workings of the Montagu-Chelmsford Reforms. The commission was headed by Sir John Simon and became known as the Simon Commission. Its report recommended a federal India with each province having its own government, but no changes in the central government.

Use the source, and your own knowledge, to describe how the Simon Commission and its Report led to increased demands for Indian independence.

**(8)**

**(Total for Question 23: 25 marks)**

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**A12: India, 1900–1949: Independence and Partition**

**If you have answered Question 23 do not answer Question 24.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**24. India, 1930–1949**

This question is about developments towards independence in India in the 1930s and 1940s.

- (a) Look at the boxes below. Write down the **two** results of Gandhi's campaign for Indians to produce salt.

60,000 members of Congress were arrested	The Government of India Act, 1935
The Round Table Conferences were held	Demands for Home Rule began

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between Britain and India.

**(3)**

- (c) Give **two** reasons why Congress refused to support the declaration that India was at war with Germany in September 1939.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in relations between Britain and India during the Second World War.

The 'Quit India' Campaign	The Cripps Mission
Subhas Chandra Bose	The Lahore Declaration (Resolution)

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1946, it became clear that the situation in India was getting out of control. Throughout the war, the Indian armed forces and police had remained loyal to Britain. If they had not, Britain could not have retained control of India. But in February 1946, there was a mutiny in the Indian navy in Bombay (Mumbai). The mutiny spread to the Indian army.

Use the source, and your own knowledge, to describe how the British government came to accept Indian independence after the Second World War.

**(8)**

**(Total for Question 24: 25 marks)**

**A13: China in Crisis, 1911–1949**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**25. China, 1911–1927**

This question is about China in the years 1911–27.

- (a) Look at the boxes below. Write down the **two** reasons why peasants in China were very poor at the beginning of the twentieth century.

Sun Yat-sen's Three Principles	High rents
They rarely owned their land	Taxation by the Guomintang (GMD)

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the lives of peasants.

**(3)**

- (c) Give **two** reasons why Yuan Shi-kai became unpopular in the years 1912–16.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the growth of the Guomintang in the early 1920s.

Soviet support	The United Front
Chiang Kai-shek	The 1924 Guomintang Manifesto

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In June 1925, Chiang was appointed the commander of the GMD army. He wanted to crush the Warlords in northern China and so re-unite the country. The campaign began in July 1926. The GMD army, with Soviet advisers, moved north and occupied Hunan and Hupei provinces.

Use the source, and your own knowledge, to describe how Chiang Kai-shek tried to regain control of China in the 1920s.

**(8)**

**(Total for Question 25: 25 marks)**

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**A13: China in Crisis, 1911–1949**

**If you have answered Question 25 do not answer Question 26.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**26. China, 1927–1949**

This question is about the Chinese Communist Party (CCP) and the Guomindang (GMD).

- (a) Look at the boxes below. Write down the **two** reasons why the CCP gained increasing support in the late 1920s and early 1930s.

The 'Autumn Harvest' Uprising	The United Front
The Eighth Route Army	The Land Law

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on support for the CCP.

**(3)**

- (c) Give **two** reasons why Mao Zedong set up a soviet at Jiangxi (Kiangsi-Hunan).

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the loss of support for the GMD during the war against Japan.

Chiang Kai-shek moved the capital to Chongquin	The tactics of Mao Zedong
Inflation	Corruption

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1945, both the CCP and the GMD tried to take control of as much territory as possible. The GMD occupied most of southern China, but the CCP took the north. Manchuria was occupied by Soviet troops at the end of the war and they allowed the CCP to move in. GMD garrisons in Manchuria were isolated and forced to surrender.

Use the source, and your own knowledge, to describe how the CCP won the civil war in China in the years 1946–49.

**(8)**

**(Total for Question 26: 25 marks)**

**A14: Revolution in China, 1949–1996**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**27. China, 1949–1976**

This question is about the policies of Mao Zedong.

- (a) Look at the boxes below. Write down the **two** ways in which Mao Zedong’s economic policies differed from those of the Soviet Union.

He preferred to use manual labour	He collectivised agriculture
He started Five-Year Plans	He preferred traditional industrial methods

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Mao Zedong’s economic policies.

**(3)**

- (c) Give **two** reasons why Mao Zedong began to lose influence in the late 1950s.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in Mao Zedong’s decision to start the Cultural Revolution.

Jiang Quin	The emergence of a middle class
China was becoming too westernised	Permanent revolution

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Mao’s main tactic in the Cultural Revolution was to use the Red Guards. These were set up in 1966. They were students and other young people who put up posters throughout the country praising the ‘Thoughts of Chairman Mao’, which were published in the ‘Little Red Book’.

Use the source, and your own knowledge, to describe how the Cultural Revolution was organised.

**(8)**

**(Total for Question 27: 25 marks)**

**A14: Revolution in China, 1949–1996**

**If you have answered Question 27 do not answer Question 28.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**28. China, 1976–1996**

This question is about the reforms of Deng Xiaoping and the Democracy Movement.

- (a) Look at the boxes below. Write down the **two** changes that Deng Xiaoping introduced after he became the leader of China.

Trade with the West	A purge of the supporters of Hua Guofeng
The arrest of the Gang of Four	The end of the Cultural Revolution

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on China.

**(3)**

- (c) Give **two** reasons why Deng Xiaoping was reluctant to criticise Mao Zedong directly.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the economic reforms of Deng Xiaoping.

Special Economic Zones	The Four Modernisations
The Labour Contract System	The Responsibility System

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Student unrest reached a peak in the later 1980s. The government cracked down and the ringleaders were arrested. Hua Yaobang, who had been Secretary-General of the CCP since 1981, was dismissed in 1987 for appearing to favour change. He was replaced by Zhao Zhiyang, who had been prime minister since 1981.

Use the source, and your own knowledge, to describe how the Democracy Movement in China developed in the 1980s.

**(8)**

**(Total for Question 28: 25 marks)**

**A15: South-East Asia, 1945–1990s: The End of the French Empire, Vietnam, Indo-China, Malaysia, Indonesia**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**29. Indo-China, 1945–1990s**

This question is about Vietnam from 1945 to the 1960s and the impact of the Vietnam War on the USA.

- (a) Look at the boxes below. Write down the **two** countries that occupied Vietnam when the Second World War ended in 1945.

China	France
The USA	Britain

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that occupation had on Vietnam.

**(3)**

- (c) Give **two** reasons why the US began to send aid to the French forces in Vietnam in 1950.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Vietnam War.

The Gulf of Tonkin Incident	Rolling Thunder
The use of chemical weapons	The Ho Chi Minh Trail

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In the USA, a more immediate effect of the war was the rising numbers of US casualties. By 1967, 160 soldiers were being killed each week. These soldiers returned to the USA in body bags. The effects of the Tet Offensive in January 1968 added to US problems in Vietnam.

Use the source, and your own knowledge, to describe how US difficulties in Vietnam led to President Nixon's decision to withdraw US troops.

**(8)**

**(Total for Question 29: 25 marks)**

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**A15: South-East Asia, 1945–1990s: The End of the French Empire, Vietnam, Indo-China, Malaysia, Indonesia**

**If you have answered Question 29 do not answer Question 30.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**30. South-East Asia**

This question is about the creation of Malaysia and independence for Singapore.

- (a) Look at the boxes below. Write down the **two** attempts to establish a Malayan constitution after the Second World War.

The Malayan Union	The Federation of Malaya
The Briggs Plan	The United Malays Organisation

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Malaya.

**(3)**

- (c) Give **two** reasons why Tunku Abdul Rahman proposed the creation of Malaysia in 1961.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the development of Singapore.

The Labour Front	David Marshall
Lee Kuan Yew	The People's Action Party (PAP)

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

At the heart of the problem was the stated aim of the PAP to create a 'Malaysian Malaysia'. This meant that all citizens of Malaysia should have equal rights, regardless of race and origin. To Malays, this seemed to undermine their position and reawakened the fears that had greeted the Malayan Union in the 1940s.

Use the source, and your own knowledge, to describe how Singapore separated from Malaysia in 1965.

**(8)**

**(Total for Question 30: 25 marks)**

**A16: Conflict and Crisis in the Middle East, 1946–1996**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**31. The Middle East, 1946–1967**

This question is about the Middle East in the years 1948–67.

- (a) Look at the boxes below. Write down the **two** ways in which the Israeli government tried to reassure Palestinian Arabs that they would be welcome in Israel.

Israel was to be a secular state	The way land was distributed
60 per cent of the population was Arab	Arabs would qualify as Israeli citizens

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Israel.

**(3)**

- (c) Give **two** reasons why the war of 1948–49 ended in victory for Israel.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Suez Crisis.

Israel	The United Nations
France	Britain

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Israelis won the Six Day War so easily because they had the best-equipped troops in the Middle East. Not only their weapons, but also their training, was vastly superior to their opponents. By mobilising its reserves, Israel could put 300,000 trained and experienced soldiers into the field. The total troop strength of Egypt, Syria and Jordan was only 180,000.

Use the source, and your own knowledge, to describe how the Israelis were able to win the Six Day War of 1967 so quickly.

**(8)**

**(Total for Question 31: 25 marks)**

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**A16: Conflict and Crisis in the Middle East, 1946–1996**

**If you have answered Question 31 do not answer Question 32.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**32. The Middle East, 1967–1996**

This question is about the Middle East from 1967 to 1987.

- (a) Look at the boxes below. Write down the **two** acts of terrorism that were carried out in the late 1960s and early 1970s.

The Munich Olympics	Dawson's Field
The Entebbe hijack	Sabra and Shatila

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the Middle East.

**(3)**

- (c) Give **two** reasons why Egypt attacked Israel in the War of October 1973 (Yom Kippur).

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Palestine Liberation Organisation.

Yasser Arafat	Al Fatah
Recognition by the United Nations	The Intifada

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

One of Menachem Begin's first steps as prime minister was to authorise the first settlements in the West Bank, the territory seized from Jordan in 1967. Begin did not annex the West Bank, but by allowing Israeli settlers to build homes there, he was effectively stating that he regarded the West Bank as Israeli territory. Despite these moves, Begin showed that he was prepared to make agreements with the Arab states and this led to the Camp David Talks with Egypt in 1978.

Use the source, and your own knowledge, to describe how Israel and Egypt came to sign an agreement at Camp David in 1978.

**(8)**

**(Total for Question 32: 25 marks)**

**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**33. International Relations, 1945–1953**

This question is about relations between East and West in the years 1945–49.

- (a) Look at the boxes below. Write down the **two** leaders who met at the Yalta Conference.

Churchill	Truman
Stalin	De Gaulle

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** of his aims in 1945.

**(3)**

- (c) Give **two** reasons why the Western Allies wanted to rebuild the German economy.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Marshall Plan.

President Truman	The Paris Conference
Organisation for European Economic Cooperation	Stalin

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In June 1948, Joseph Stalin ordered that all traffic between the Allied zones and West Berlin should be stopped. He was able to close the road, canal and rail routes. But Stalin was not able to prevent the western allies, Great Britain, France and the USA, from bringing supplies into West Berlin by air. He could not cut the air routes unless he was prepared to shoot down aircraft and that would mean risking war.

Use the source, and your own knowledge, to describe how the West reacted to the Berlin Blockade.

**(8)**

**(Total for Question 33: 25 marks)**

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**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962**

**If you have answered Question 33 do not answer Question 34.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**34. International Relations, 1953–1962**

This question is about relations between East and West.

- (a) Look at the boxes below. Write down the **two** reasons why relations between East and West grew worse in the years 1953–56.

The death of Joseph Stalin	The creation of the Warsaw Pact
Events in Poland in 1956	Peaceful Co-existence

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on relations between East and West.

**(3)**

- (c) Give **two** reasons why Khrushchev ordered Soviet troops into Hungary in November 1956.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in events in Berlin in the years 1958–61.

Political refugees	The 'Brain Drain'
West German prosperity	The Berlin Wall

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In December 1961, Castro announced that he was a communist. There was now a communist country within 90 miles of American soil. The USSR began to offer more and more aid to Cuba. On 14 October 1962, a US spy plane took photographs which showed Soviet missile bases being built on Cuba. This meant that all US missile defence systems were now useless.

Use the source, and your own knowledge, to describe how a crisis developed over Cuba in 1962.

**(8)**

**(Total for Question 34: 25 marks)**

**A18: Europe, 1945–1990s: Divided and United**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**35. Western Europe, 1945–1990s**

This question is about the organisation and development of the European Union.

- (a) Look at the boxes below. Write down the **two** documents that led directly to the Treaty of Rome.

The Truman Doctrine	The Schuman Plan
The Spaak Report	The Marshall Plan

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Europe.

**(3)**

- (c) Give **two** reasons why countries signed the Treaty of Rome in 1957.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in Britain's attempts to join the European Community.

Edward Heath	The Treaty of Accession
Charles de Gaulle	The Referendum in 1975

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The desire of members to ensure that the Community always had a guaranteed supply of food led to the creation of the Common Agricultural Policy (CAP). This worked by the payment of subsidies to farmers to produce foods that were uneconomical. It offered guaranteed prices and ensured that surpluses were bought up by the Commission.

Use the source, and your own knowledge, to describe the effects of the Common Agricultural Policy.

**(8)**

**(Total for Question 35: 25 marks)**

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**A18: Europe, 1945–1990s: Divided and United**

**If you have answered Question 35 do not answer Question 36.**

**Total: 25 marks. You should spend about 45 minutes on this question.**

**36. Eastern Europe, 1945–1990s**

This question is about Europe in the years 1945–91.

- (a) Look at the boxes below. Write down the **two** reasons why Stalin believed that the West was trying to undermine the Soviet Union in the years after the Second World War.

Disagreements over Germany	France was given part of the US zone
Berlin was divided into four sectors	The attitude of Truman at Potsdam

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on Stalin.

**(3)**

- (c) Give **two** reasons why many refugees left the East in the 1950s.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in life behind the Iron Curtain.

Religion	The Media
Education	Communist Parties

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Gorbachev knew that if the Soviet Union were to survive, he had to reduce expenditure and make the economy more efficient. But he also needed foreign aid and new technology. The only way of getting it was by making agreements to reduce arms with the West. Reagan also wanted to cut military expenditure. In 1983, the USA spent \$300 billion on defence: more than the entire British budget.

Use the source, and your own knowledge, to describe how the policies of Mikhail Gorbachev led to improved relations with the West.

**(8)**

**(Total for Question 36: 25 marks)**

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**TOTAL FOR SECTION A: 50 MARKS**

**SECTION B: SPECIAL TOPICS**

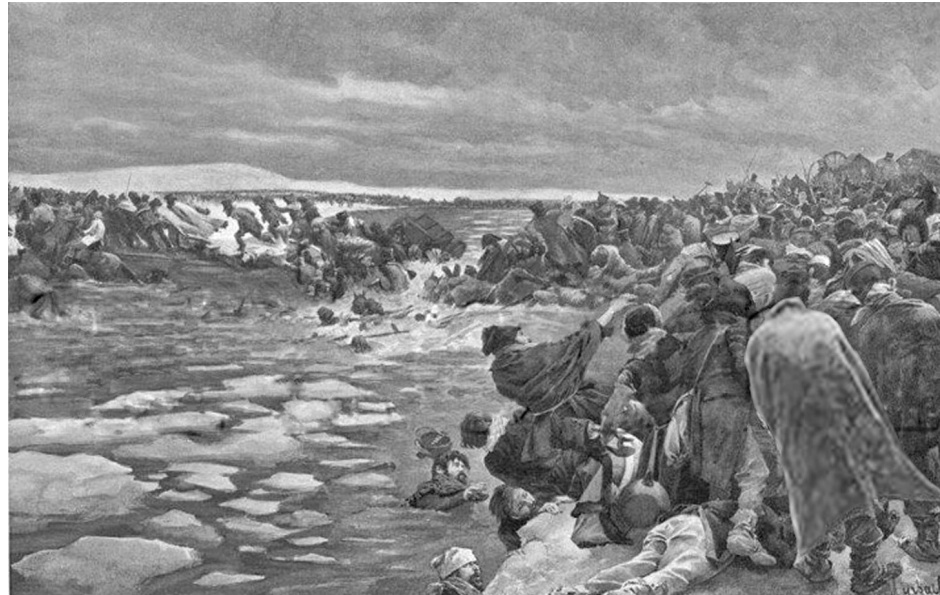
**Answer ONE question from the Special Topics, numbered B1 to B10.**

**B1: The Napoleonic Wars, 1803–1815**

**You should spend about one hour on this question.**

1. This question is about the 1812 campaign in Russia. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: A nineteenth century painting showing the remnants of Napoleon’s army attempting to cross the Beresina River in November 1812.**



**SOURCE B: From a history of warfare, published in 2000.**

The Russian winter forced Napoleon to begin the retreat from Moscow in October 1812. However, at the end of November the French found that their retreat was blocked by the Beresina River. A few bridges were thrown across the icy waterway but the Russian artillery caused panic. French discipline was lost as men crowded across the only escape routes available to them. The Russians claimed to have counted 13,000 frozen French corpses on the Russian side of the Beresina.



**SOURCE C: A nineteenth century French painting showing Marshall Ney's command of the rearguard at the Beresina, November 1812. Ney is the figure in the centre holding a musket in front of him.**



**SOURCE D: From a history of the Napoleonic Wars, published in 2004.**

The most important factor in the failure of Napoleon's Russian campaign was the tactics employed by the Russian commanders. The Russian forces simply withdrew and Napoleon's lines of communication became dangerously extended. The French armies were used to 'living off the land'. However, the Russian troops destroyed villages and crops as they fell back. By the time Napoleon reached Smolensk, only 160,000 of his original 450,000 troops were left.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the crossing of the Beresina River by the French troops? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that Ney's command of the rearguard at the Beresina was heroic. Why might the artist have shown Ney in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the main reason for the failure of Napoleon's Russian campaign was the tactics employed by the Russian commanders. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. (12)

**(Total for Question 1: 25 marks)**

**B2: Bismarck's Wars, 1864–1871**

**You should spend about one hour on this question.**

2. This question is about the Franco-Prussian War of 1870–71. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a history of Germany, published in 1973.**

The German army laid siege to Paris. Bismarck ordered the Prussian guns to shell the city, causing considerable damage to the city and a number of civilian deaths. This stiffened the resolve of the Parisians to resist. It also aroused much foreign sympathy for the city. However, the Parisians, due to serious food shortages, were soon forced to eat their own pets. Paris finally surrendered on 28 January 1871.

**SOURCE B: An engraving by a French artist showing the Parisians buying food during the siege of Paris, 1870–71. The sign reads 'Butcher, dogs and cats'.**



**SOURCE C: A painting by a Prussian artist showing Prussian troops during the Battle of Sedan, September 1870.**



**SOURCE D: From a modern history of German unification, published in 1986.**

The Prussian troops were generally well-trained and they were under the command of the brilliant General von Moltke. Their superior firepower overwhelmed the French armies. However, the main reason for Prussia's victory was the diplomatic isolation of France. Napoleon had no allies. On the other hand, the outbreak of war united all Germans with patriotic enthusiasm. Wurttemberg, Hesse and Baden immediately declared their support for Prussia.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the situation in Paris in the years 1870–71? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows the Prussian troops advancing during the Battle of Sedan. Why might the artist show the event in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the main reason for the Prussian victory was the diplomatic isolation of France. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. (12)

**(Total for Question 2: 25 marks)**

**B3: The Balkans, 1876–1914**

**You should spend about one hour on this question.**

3. This question is about the assassination at Sarajevo. Study Sources A, B, C and D and then answer the questions that follow.

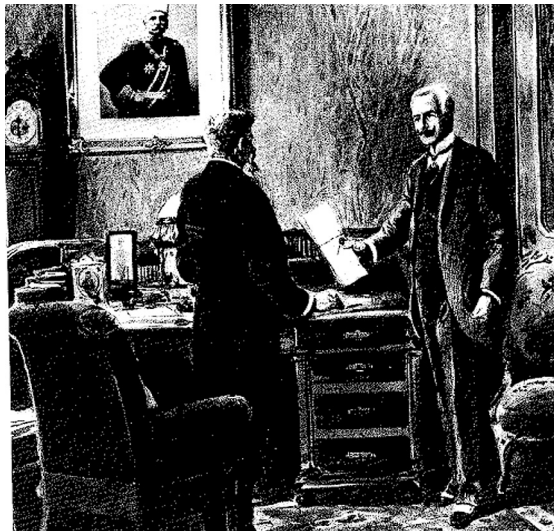
**SOURCE A: From evidence given by Gavrilo Princip at his trial in October 1914.**

The main motive which guided me in my deed was the avenging of the Serbian people. I am a nationalist. I am a Serb. I aim to free the Serbs. As far as Serbia is concerned, it is her duty to free all Serbs. I aimed at the Archduke. I do not remember what I thought at that moment. I only know that I fired twice or perhaps several times, without knowing whether I had hit or missed.

**SOURCE B: From a modern history of Europe, published in 2001.**

Princip was a member of The Black Hand, a secret society in Serbia, whose aim was to unite all Serbs, including those in the Austrian Empire, in an enlarged Serbia. As the car carrying the Archduke Franz Ferdinand and his wife stopped, Princip stepped forward. He fired at point blank range. The first bullet went through the side of the car and hit the Archduchess, who died instantly. The second bullet hit the Archduke in the neck, cutting the jugular vein. He died within minutes.

**SOURCE C: A sketch which was published in Austrian newspapers, showing the Austro-Hungarian ambassador handing over his government's ultimatum to Serbia on 23 July 1914.**



**SOURCE D: From a history of international relations, 1870–1914, published in 1988.**

It was the actions of Germany which turned the assassination into an international crisis. The Kaiser's reaction to the Sarajevo murder was to insist that the Serbs be dealt with once and for all. At a meeting on 5 July it was decided to give complete support to Austria-Hungary even at the risk of war with Russia. This was the famous 'blank cheque', as it was called.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the part played by Gavrilo Princip in the assassination? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows the Austrian Ambassador handing over his government's ultimatum to Serbia. Why might the Austrian government have wanted to publicise this event? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that German support for Austria was the main reason that the assassination turned into an international crisis and war. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. **(12)**

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**(Total for Question 3: 25 marks)**

**B4: The First World War, 1914–1918**

**You should spend about one hour on this question.**

4. This question is about the Gallipoli campaign. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From an account by a British officer who fought at Gallipoli.**

The Turks had sited their trenches very cleverly on the higher ground and it was often useless to attack one set before another had been taken. There were two difficulties: getting the attacks underway at all, and then supporting them properly. The trenches became congested, the telephone wires were cut by shrapnel and the whole show got out of control. The idea was always to go through with a rush and to disregard losses. This tactic had no chance against determined defenders armed with machine guns.

**SOURCE B: From a history textbook, published in 2001.**

British and ANZAC attacks failed to break through against strongly defended Turkish trenches and machine guns which were sited on higher ground. For the Turks, this was a Holy War, a struggle to drive out Christian invaders from Muslim Turkey. Time and again, the Turks charged downhill on the Allies. Despite suffering very heavy casualties from machine-gun fire, the Turks continued their charges.

**SOURCE C: An official British sketch entitled, 'How the gallant Australians attacked the covered-in trenches of the Turks'. This successful attack took place in Anzac Cove in August 1915.**



**SOURCE D: From the memoirs of a British officer who fought at Gallipoli.**

The major problem was that the attacks were carried out by men who had been seriously weakened by the conditions in the trenches. The dead bodies in no-man's-land attracted horrendous numbers of flies which, in turn, contaminated our food. Typhoid and dysentery were rife. Those that didn't get either suffered other very unpleasant tummy troubles.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the attempts to break through at Gallipoli? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows a successful attack by Australian troops. Why might a British artist have shown the attack in this way? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the living conditions in the trenches were the main reason why the Allies' Gallipoli campaign failed. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. **(12)**

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**(Total for Question 4: 25 marks)**

**B5: Weimar Germany and its Challengers, 1919–1924**

**You should spend about one hour on this question.**

5. This question is about German reactions to the Treaty of Versailles. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a newspaper report which appeared in the *New York Times*, July 1919.**

The immediate effect of the signing of the Treaty was a blaze of protest in the German press and very low spirits among the German people. Several newspapers were published with black borders around articles about the Versailles settlement. They carried headlines such as ‘Germany’s Fate Sealed’ and ‘Peace with Annihilation’. There were numerous protest marches. Serious mob violence was in evidence, especially in Berlin and Hamburg.

**SOURCE B: A photograph of Germans demonstrating against the Versailles Treaty, July 1919. The message on the posters reads: ‘We are Germans, displaced from our homeland, protesting against the violent peace and against the theft of our private possessions’.**





**SOURCE C: A German cartoon of June 1919 showing Germany signing the treaty and surrounded by five of the victorious Allies - Italy, Britain, the USA, Japan and France.**



**SOURCE D: From the memoirs of a German who remembered the events of 1919.**

In our High School in Stuttgart, as indeed in most secondary schools in Germany after 1919, we blamed the new republic for agreeing to such an humiliating treaty. There was increased support for the parties of the right, especially from our teachers. We believed that it was the stab in the back that had prevented a German victory and that we had been betrayed by the Allies.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about immediate reactions in Germany to the Treaty of Versailles? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows Germany signing the Treaty at gunpoint. Why might a German cartoonist have wanted to show the Treaty in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that opposition to the Weimar Republic was the main effect in Germany of the Treaty of Versailles. Do you agree that this was the main effect? Explain your answer, using the sources and your own knowledge. (12)

**(Total for Question 5: 25 marks)**

**B6: Russia in Revolution, 1914–1924**

**You should spend about one hour on this question.**

6. This question is about the impact of the First World War on Russia. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a report by the Chairman of the Military Commission of the Duma in November 1916.**

As early as the beginning of 1915, desertions of soldiers at the front and on their way to the front became commonplace, and the average number of deserters from the army reached 25 per cent. I happen to know of three cases when the train carrying troops was stopped because there were no passengers on it. All, with the exception of the officers in command, had run away.

**SOURCE B: A photograph showing Russian deserters, including officers, in December 1916.**



**SOURCE C: From a letter written by Grand Duke Michael to the Tsar in January 1917.**

The unrest continues because of food shortages and inflation. Those who defend the idea that Russia cannot exist without the Tsar are losing the ground under their feet, since the facts of disorganisation and lawlessness are obvious. A situation like this cannot last long. It is impossible to rule the country without paying attention to the voice of the people and without meeting their needs.

**SOURCE D: From a history of Russia, published in 1996.**

The worst effect of the war was on the government of Russia, which seemed to be in a mess. Able ministers were dismissed and replaced with ‘yes’ men or friends of Rasputin, most of whom were incompetent. There were so many changes of ministers that nobody was organising food, fuel and other supplies to the cities properly. The railway system was in chaos; trainloads of food were unable to get into the major cities.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects of the war on the conduct of the Russian soldiers? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that the situation in Russia had become dangerous for the government. Why might the Grand Duke have portrayed the situation in this way? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the main effect of the First World War for Russia was the undermining of the Tsar’s government. Do you agree that this was the main effect? Explain your answer, using the sources and your own knowledge. **(12)**

**(Total for Question 6: 25 marks)**

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**B7: The USA, 1917–1929**

**You should spend about one hour on this question.**

7. This question is about the ‘Roaring Twenties’. Study Sources A, B, C and D and then answer the questions that follow.

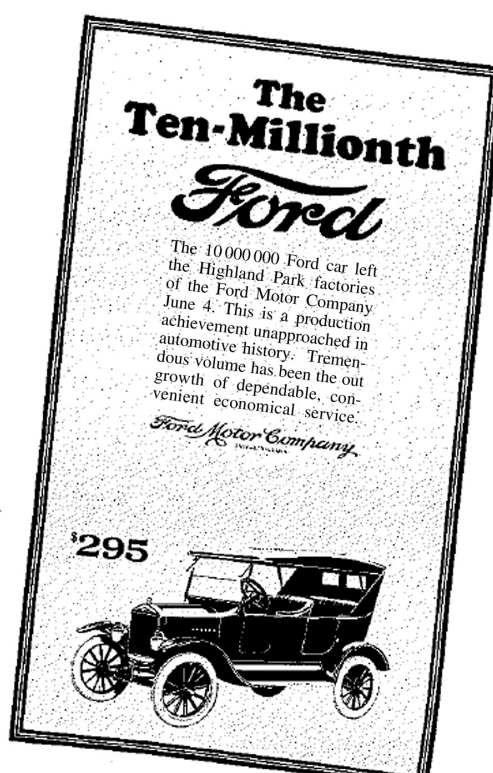
**SOURCE A: A photograph, taken in the 1920s, of an assembly-line making cars.**



**SOURCE B: From an interview with Henry Ford in 1926.**

The work is sub-divided so that each man and each machine do only one thing. The point of the assembly-line is to keep everything in motion and take the work to the man not the man to the work. The men do not leave their work to get tools – new tools are brought to them. In the assembling plant everyone works ‘on the belt’. This is a big steel conveyor, waist-high, running down through the plant which brings the tools and parts.

**SOURCE C: A poster produced in 1924 to advertise Ford cars.**



**SOURCE D: From a history of the USA, published in 1973.**

The car industry, and especially Ford, completely changed the US way of life. It led to cafeterias, supermarkets and motels. It certainly produced the country's first network of paved highways. The Model T gave the farmer and rancher, miles from anywhere, a new pair of legs. It ended the old distinction between town and country. However, the most important effect of the successful car industry was the stimulus it gave to other industries such as steel, oil and rubber.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the car assembly line? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C advertises the manufacture of the ten-millionth Ford. Why might Ford have made use of advertisements such as this? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the most important effect of the success of the car industry was the stimulus it gave to other industries. Do you agree that this was the main effect of the success of the car industry? Explain your answer, using the sources and your own knowledge. (12)

**(Total for Question 7: 25 marks)**

**B8: The Holocaust, 1939–1945**

**You should spend about one hour on this question.**

8. This question is about the treatment of Jews after Kristallnacht (Crystal Night). Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: A photograph showing Jews, arrested after Kristallnacht, being marched to the railway station.**



**SOURCE B: From a letter by an un-named Jew in February 1939, about the treatment of Jews after Kristallnacht.**

At police headquarters warrants for our arrest were made out. We were led into a narrow yard where hundreds of others had been waiting since early morning. A procession was formed of about two thousand prisoners, escorted by a great many SS men, police constables and military police, all with rifles. We began our march towards a distant railway station. Crowds lined the streets, and some shouted abuse, such as 'Germany will be freed of Jews'. The majority of the crowd remained silent.

**SOURCE C: A Nazi cartoon of 1939. The sign reads ‘One-way street. The Jews are our misfortune and are moving out of Germany and to the distant South’.**



**SOURCE D: From a history of Germany, published in 1997.**

After Kristallnacht the position of German Jews rapidly worsened. Hitler decided to use Kristallnacht to speed up the removal of Jews. On 12 March 1939, the first mass arrest of Jews took place and nearly 30,000 Jewish men and boys were sent to concentration camps.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the treatment of the Jews after Kristallnacht? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows Jews in Germany being forced to leave their homes. Why might cartoons such as this have been widely circulated in Germany in the late 1930s? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that Kristallnacht was the main reason why Jews were sent to concentration camps in the years 1938–39. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. (12)

**(Total for Question 8: 25 marks)**

**B9: The Second World War, 1939–1945**

**You should spend about one hour on this question.**

9. This question is about the Battle of the Bulge and the final defeat of Germany. Study Sources A, B, C and D and then answer the questions that follow.

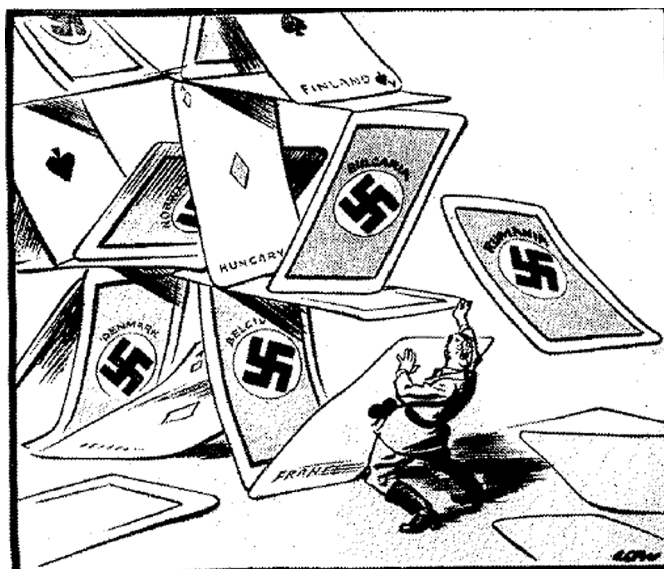
**SOURCE A: From a history of the Second World War, published in 1990.**

There was often disagreement between Hitler and his generals. He refused to delegate authority to them and preferred to play one off against the other. It was Hitler's decision, against the advice of his generals, to launch one last offensive in the Ardennes in December 1944 to try to repeat the success of 1940. It was doomed to failure. Hitler used up his last reserves of planes, tanks and troops for no apparent gain.

**SOURCE B: From the memoirs of a British general writing about the Battle of the Bulge.**

In the Battle of the Bulge the Allies got a really 'bloody nose'. The US had nearly 80,000 casualties and we lost six weeks in time. However, there was no German breakthrough to Antwerp and US troops held on to the vital road-centre at Bastogne. The Germans suffered heavy losses in planes, tanks and troops, losses which could not be replaced.

**SOURCE C: A British cartoon of August 1944.**





**SOURCE D: From a modern world history, published in 1996.**

The Allied bombing of Germany was the main reason for the defeat of Germany. It drew off huge numbers of German aircraft from the Russian front and forced Germany to shift its production into anti-aircraft guns rather than tanks. In surveys carried out after the war, 91 per cent of Germans said that the hardest part of civilian life in the war was the effects of the bombing.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the Battle of the Bulge? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows Hitler unable to prevent the fall of Nazi-controlled Europe to the Allies. Why might a British cartoonist show Hitler in this way in August 1944? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) Source D suggests that the Allied bombing of Germany was the main reason for German defeat in 1945. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. **(12)**

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**(Total for Question 9: 25 marks)**

**B10: China under Mao Zedong, 1949–1959**

**You should spend about one hour on this question.**

**10.** This question is about the introduction of communes and The Great Leap Forward. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: An account by a foreign visitor to China, 1959.**

Winter and summer, visitors came from all over China to Shashiyu to see the changes made. They have seen this parched land and these once barren hills turned into orchards and terraced fields of grain. They also come to take back with them the spirit of the people who literally grew grain and fruit trees on rocks, carrying soil up slopes now terraced by walls and forested with pine and spruce.

**SOURCE B: From a modern history of China, published in 1983, describing a tour of China in 1959 by P'eng, the Minister of Defence of China.**

P'eng came upon a large pile of rice crops lying on the ground apparently abandoned. There was little or no evidence of farming. After a lengthy search, an old peasant was finally located who explained that all the able-bodied people were busy on steel production. P'eng exclaimed, 'Has no one here given any thought to what you will eat next year if you do not harvest your crops?' The old peasant nodded in agreement but added, 'True enough. Who would disagree with that? But who can stand up against government policy?'

**SOURCE C: An official Chinese government poster of 1960 with the title 'The people's commune is good, happiness will last for ten thousand years'.**



**SOURCE D: From a modern history of China, published in 1988.**

Communes were responsible for local government, health, education and social welfare. Their aim was economic self-sufficiency – for example, iron and steel production could be located in communes so that tractors could be produced locally. However Mao’s main aim in introducing communes was to transform traditional ways in Chinese society. He wanted to break down age-old loyalties to the family and village.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effect of the communes on agriculture? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that the communes were a great success. Why might an official Chinese poster portray communes in this way? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D suggests that the main reason Mao introduced communes was to change traditional ways in Chinese society. Do you agree that this was the main reason why communes were introduced? Explain your answer, using the sources and your own knowledge. **(12)**

**(Total for Question 10: 25 marks)**

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**TOTAL FOR SECTION B: 25 MARKS**

**TOTAL FOR PAPER: 75 MARKS**

**END**

Edexcel Limited gratefully acknowledges the following sources:

A Gilbert, *The Encyclopedia of Warfare*; G Barnes, *The Napoleonic Wars*; A Konstam, *Historical Atlas of the Napoleonic Era*; R Holmes, *Epic Land Battle*; B Whitfield, *Germany 1848–1914*; C Culpin, *Making History*; S Waugh, *Essential Modern World History*; J Andriessen, *World War I in Photos*; J Lowe, *Rivalry & Accord*; B Walsh, *Modern World History*; Gresham Publishing Company, *The Great War Volume IV*; G Hetherington, *Britain and the Great War*; A White, *Germany 1918–49*; P Grey, *Germany 1918–45*; J Brooman, *Germany 1918–45*; R Radway, *Germany 1918–45*; Waugh & Wright, *The Russian Revolution and Soviet Union 1919–1991*; H MacDonald, *Russia & the USSR*; T Fiehn, *Russia & the USSR*; T Fiehn, *The USA*; J Shuter, *The USA 1919–41*; N Smith, *The USA 1917–1980*; P Martin, *The USA 1919–41*; C Culpin, *Hitler & Nazi Germany*; W Shirer, *Rise and Fall Of The Third Reich*; F Grunfeld, *The Hitler File*; T Fiehn, *Nazi Germany*; Chandler & Wright, *Modern World History*; P Young, *Decisive Battle of the Second World War*; M Bryant, *World War II Cartoons Daily Sketch*; J Brooman, *Global War*; S Williams, *China since 1949*; H Mills, *Twentieth Century World History China Pictorial*; A Dures, *China since 1949*.

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