

Paper Reference(s)

**4380/2H**

# London Examinations IGCSE

**History**

## Higher Tier

Paper 2H

Wednesday 10 November 2010 – Afternoon

Time: 2 hours 30 minutes

**Materials required for examination**

Answer book (AB16)

**Items included with question papers**

Nil

### Instructions to Candidates

---

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 name(s) and signature.

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

### Information for Candidates

---

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

---

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.

Printer's Log. No.

**N37800A**



W850/U4380/57570 4/4/4/2

This publication may be reproduced only in accordance with Edexcel Limited copyright policy. ©2010 Edexcel Limited.

*Turn over*

**edexcel**   
advancing learning, changing lives

**BLANK PAGE**

## 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 1789–1804.

- (a) Look at the boxes below. Write down the **two** reasons why the meeting of the Estates-General in May 1789 did not go as Louis XVI expected.

Voting by Estates	The storming of the Bastille
The Great Fear	The Tennis Court Oath

**(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 Louis XVI was executed in January 1793.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the Revolution in the years 1789–92.

The National Guard	The Declaration of the Rights of Man
Inflation	The September Massacres

**(8)**

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

**Source: from a modern textbook**

In 1799, Napoleon was involved in the coup which overthrew the Directory. He was named with Sièyes and Ducos as provisional Consuls to administer the government. In 1800, Napoleon was elected First Consul and two years later was made Consul for life and this together with his control of the army made him the most powerful man in France. The next step came in 1804.

Use the source, and your own knowledge, to describe the increasing power of Napoleon in the years 1799–1804.

**(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 1814–30.

- (a) Look at the boxes below. Write down the **two** conditions that Louis XVIII had to accept when he returned to be King of France in 1814.

The Quintuple Alliance	Religious freedom
A parliament	An indemnity

**(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 White Terror of 1815–16 had serious effects on France.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in France during the reign of Louis XVIII.

Villèle	Ultras
Censorship	The murder of the Duc de Berri

**(8)**

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

**Source: from a modern textbook**

In 1830, Charles X signed the July Ordinances, which meant that parts of the constitution were suspended. The freedom of the press was withdrawn and a new election was announced. Charles tried to restrict the vote to his supporters. The Liberals asked Louis Philippe to become Lieutenant-General of France and rule within the constitution.

Use the source, and your own knowledge, to describe how Louis Philippe became King of the French in 1830.

**(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 Treaty of Vienna and the Congress System.

- (a) Look at the boxes below. Write down the **two** ways in which Germany was changed at the Treaty of Vienna.

Austria expanded	The number of states was reduced
The German Confederation was set up	Britain gave up Hanover

**(2)**

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

**(3)**

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

**(4)**

- (d) Choose any **two** of the following and explain the part they played in limiting the power of France after 1815.

Military occupation	The United Netherlands
Prussia	The Quadruple Alliance

**(8)**

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

**Source: from a modern textbook**

The Great Powers had eventually worked together to defeat Napoleon and there was a feeling that this co-operation should continue after the end of hostilities. There were many changes to the borders within Europe and the Great Powers sought to meet when crises occurred, in order to maintain peace and stability.

Use the source, and your own knowledge, to describe the creation of the Congress System.

**(8)**

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

---

**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 independence in Belgium and Greece.

- (a) Look at the boxes below. Write down the **two** reasons why many Belgians believed that the economy of the United Netherlands favoured the Dutch.

Free Trade	Posts in the civil service
The National Debt	Language

**(2)**

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

**(3)**

- (c) Give **two** reasons why Mehemet Ali sent forces to Greece in 1825.

**(4)**

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

The Treaty of London, 1827	Russia
Otto of Bavaria	The Second London Protocol

**(8)**

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

**Source: from a modern textbook**

Riots broke out in the southern states of the United Netherlands in 1830 and eventually there was fighting between the Belgians and the Dutch. In 1831, Leopold I became the ‘King of the Belgians’ but his position was challenged by King William of the United Netherlands. The Great Powers had to intervene and a treaty ending the conflict was signed in 1839.

Use the source, and your own knowledge, to describe how the Great Powers brought an end to the conflict between the Belgians and the Dutch.

**(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 Piedmont and the unification of Italy.

- (a) Look at the boxes below. Write down the **two** ways in which Cavour tried to modernise Piedmont after he became Prime Minister in 1852.

Support for the constitution	Entering the Crimean War
The development of banking	Closing monasteries

**(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 the Orsini Plot was important for Cavour. **(4)**
- (d) Choose any **two** of the following and explain the part they played in the war between Piedmont and Austria in 1859.

The Austrian ultimatum	Villafranca
Napoleon III	Solferino

**(8)**

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

**Source: from a modern textbook**

From May to August 1860, Cavour watched events in the south of Italy with delight. He did nothing to support or prevent Garibaldi's campaigns. Cavour knew that Garibaldi was loyal to the kingdom of Piedmont and so had not been concerned when he overran Sicily and Naples. But in September 1860, Cavour became alarmed when Garibaldi threatened the Papal States.

Use the source, and your own knowledge, to describe how Sicily and the Papal States became part of the Kingdom of Italy. **(8)**

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



**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 Prussia and the role of Bismarck in Germany.

- (a) Look at the boxes below. Write down the **two** ways in which the *Zollverein* helped German unity.

Defeat of Austria	The Ems telegram
Abolition of customs duties	Improved communications

**(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 Bismarck wanted to defeat Austria in the 1860s.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in Bismarck's relations with the Liberals.

Free Trade	Taxation
The <i>Reichsbank</i>	The Tariff Law

**(8)**

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

**Source: from a modern textbook**

The creation of the German Empire meant that almost 40% of the people of the Empire were Roman Catholics. Universal suffrage allowed Catholic voters to create their own political party, which became known as the Centre Party. It attacked the government and Bismarck resented the attacks. He decided to limit the power of the Catholic Church and introduced the May Laws.

Use the source, and your own knowledge, to describe how Bismarck tried to reduce the influence of the Roman Catholic Church in Germany.

**(8)**

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

**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 the Alliance System.

- (a) Look at the boxes below. Write down the **two** alliances formed by Bismarck in the 1870s.

The <i>Dreikaiserbund</i> (The League of the Three Emperors)	The Dual Alliance
The Mediterranean Agreements	The Reinsurance Treaty

**(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 Treaty of San Stefano was made in 1878.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in Bismarck's alliances in the 1880s.

Austria	Britain
Russia	Italy

**(8)**

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

**Source: from a modern textbook**

In 1890, Bismarck resigned and his alliance system began to break down. Kaiser Wilhelm II refused to renew the Reinsurance Treaty and this pushed Russia towards France. A military agreement was signed between Russia and France in 1892 and two years later they signed a defensive agreement.

Use the source, and your own knowledge, to describe the formation of the Triple Entente in 1907.

**(8)**

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

**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 international relations in the years 1880–1914.

- (a) Look at the boxes below. Write down the **two** reasons why Britain maintained a strong navy in the 1880s and 1890s.

The British Empire	The Second German Naval Law
The Naval Arms Race	The Two-Power standard

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Second Moroccan Crisis (1911) affected the relations of Britain and France with Germany.

**(4)**

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

The Balkan Wars, 1912–13	The annexation of Bosnia-Herzegovina, 1908
The First Moroccan Crisis, 1905–06	The construction of the Kiel Canal

**(8)**

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

**Source: from a modern textbook**

As soon as Germany decided to go to war, the Schlieffen Plan was carried out. This meant invading Belgium. Britain had guaranteed Belgium's neutrality in the Treaty of London (1839), but Germany assumed that Britain would ignore the treaty. Invading Belgium meant that Germany would then invade France before turning on Russia.

Use the source, and your own knowledge, to describe how the events of July and August 1914 led to Britain declaring war on Germany.

**(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 the policies of Tsar Alexander II, Tsar Alexander III and Tsar Nicholas II.

- (a) Look at the boxes below. Write down the **two** reasons why Tsar Alexander II decided to emancipate the serfs.

He wanted to reform the army	Russia had lost the Crimean War
He was an autocrat	He was afraid of revolution

**(2)**

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

**(3)**

- (c) Give **two** reasons why the reforms of Tsar Alexander II did not prevent political protests in Russia.

**(4)**

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

St Petersburg	Foreign investment
Peter Stolypin	Sergei Witte

**(8)**

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

**Source: from a modern textbook**

After Tsar Alexander II was assassinated in 1881, he was succeeded by his son, Alexander III. Alexander III began to change many of his father's policies and followed a policy of severe repression. One of the most important policies he introduced was 'Russification', which forced all citizens of the Russian Empire to speak Russian and adopt Russian customs.

Use the source, and your own knowledge, to describe how Tsar Alexander III changed the policies of Tsar Alexander II.

**(8)**

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

**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 Russia in the years 1903–17.

- (a) Look at the boxes below. Write down the **two** groups that were formed from the Social Democratic Party in 1903.

Cadets	Mensheviks
Bolsheviks	Octobrists

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Socialist Revolutionaries began a terrorist campaign during the reign of Tsar Nicholas II.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the problems facing Tsar Nicholas II in the years 1914–17.

Inflation	Shortages of food
The railway network	Problems in industry

**(8)**

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

**Source: from a modern textbook**

Tsar Nicholas II closed the first *duma* after just two months and then the next three *dumas* had their powers reduced after the elections. The number of voters was also reduced. He broke the promises which he had made in the October Manifesto. To many people, it seemed as if Nicholas II was becoming more and more autocratic.

Use the source, and your own knowledge, to describe how Tsar Nicholas II became more unpopular in the years 1906–14.

**(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 Civil War and the policies of Stalin.

- (a) Look at the boxes below. Write down the **two** reasons why the Bolsheviks were able to win the Civil War in the years 1918–21.

War Communism	The Kronstadt Mutiny
The New Economic Policy	The military leadership of Trotsky

**(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 there was opposition to Stalin's policy of collectivisation.

**(4)**

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

Gulags	Show Trials
The cult of personality	The NKVD

**(8)**

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

**Source: from a modern textbook**

Stalin began his Five-Year Plans in 1928. There were many successes in the plans and overall industrial production increased by 400%. Large numbers of peasants moved to industrial areas and new industrial centres such as Magnitogorsk were built. By 1941, Stalin had been able to achieve his aims.

Use the source, and your own knowledge, to describe how the Five-Year Plans changed Soviet industry.

**(8)**

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

---

**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 Operation Barbarossa failed in 1941.

Hitler attacked too late in June 1941	Support from the USA
Soviet counter-attacks from Moscow	Stalingrad

**(2)**

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

**(3)**

- (c) Give **two** reasons why Khrushchev became leader of the Soviet Union in the 1950s.

**(4)**

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

Virgin Lands	<i>Sovnarkhozy</i>
Abolition of <i>Gosplan</i>	The Space Race

**(8)**

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

**Source: from a modern textbook**

Khrushchev made the 'Secret Speech' to the Communist Party Congress in 1956. This was the first move towards de-Stalinisation. Khrushchev wanted to remove some of the strict controls that had developed under Stalin and allow greater freedom to Soviet citizens.

Use the source, and your own knowledge, to describe Khrushchev's policy of de-Stalinisation.

**(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 Germany in the years 1919–39.

- (a) Look at the boxes below. Write down the **two** terms of the Treaty of Versailles in 1919.

The Polish Corridor was created	The de-militarisation of the Rhineland
Germany was allowed to join the League of Nations	Proportional representation was introduced

**(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 hyperinflation developed in Germany in 1923.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in Hitler's policies after 1933.

Conscription	The Labour Service
The Hitler Youth	The Nuremberg Laws

**(8)**

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

**Source: from a modern textbook**

By early 1934, there were some members of the *Sturmabteilung* (SA) who were critical of some of Hitler's policies. Ernst Röhm, leader of the SA, wanted Hitler to follow socialist policies. Hitler was concerned that Röhm and the SA might be a threat to him.

Use the source, and your own knowledge, to describe the 'Night of the Long Knives' in June 1934.

**(8)**

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

---



**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 Mussolini and Italy.

- (a) Look at the boxes below. Write down the **two** terms of the Lateran Pacts of 1929.

Roman Catholicism was to be the state religion	Religion was to be taught in all schools
Pontine Marshes were to be drained	The <i>Balilla</i> was to be set up

**(2)**

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

**(3)**

- (c) Give **two** reasons why Mussolini's popularity declined in Italy in the 1930s.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in Mussolini's policies.

The murder of Matteotti	The Acerbo Law
The Battle for Births	<i>Autostrade</i>

**(8)**

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

**Source: from a modern textbook**

In 1919, many Italians were dissatisfied with the Peace Settlement and felt they had not been awarded enough land. There was also political unrest within Italy and many socialists encouraged workers to strike. Mussolini promised to make Italy great and bring stability to the country.

Use the source, and your own knowledge, to describe Mussolini's rise to power in the years 1919–22.

**(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 the League of Nations and Collective Security.

- (a) Look at the boxes below. Write down the **two** weaknesses of the League of Nations when it was set up in 1920.

It was seen to be too European	It had no army
It did not stand up to dictators	Japan was a Permanent Council Member

**(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 Russia was not allowed to join the League of Nations in 1920.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the work of the League of Nations.

The Council	The Secretariat
The Assembly	International Labour Organisation (ILO)

**(8)**

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

**Source: from a modern textbook**

After the Locarno Agreements of 1925, Germany was allowed to join the League of Nations. It appeared that Europe was becoming a more secure place. In 1928, the Kellogg-Briand Pact was signed by more than 60 countries. They agreed to settle disputes peacefully.

Use the source, and your own knowledge, to describe the effects of the Locarno Agreements and the Kellogg-Briand Pact.

**(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 the League of Nations and the end of Collective Security.

- (a) Look at the boxes below. Write down the **two** countries that resigned from the League of Nations in 1933.

Japan	The Soviet Union
Italy	Germany

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect of that country's resignation from the League of Nations.

**(3)**

- (c) Give **two** reasons why Japan invaded Manchuria in 1931.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in Hitler's foreign policy.

Conscription	The Sudetenland
The <i>Anschluss</i> (1938)	The Nazi-Soviet Pact

**(8)**

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

**Source: from a modern textbook**

Italy's empire in Africa bordered Abyssinia and an invasion posed few problems for Mussolini. Following a border incident with Abyssinia, the decision was given to attack and Italian forces invaded. The Italian army used modern weapons and technology against the Abyssinian tribesmen.

Use the source, and your own knowledge, to describe the Italian conquest of Abyssinia.

**(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** reasons why farmers in the USA experienced problems in the 1920s.

The Quota Act	The Dust Bowl
The Assembly Line	Over-production

**(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 the Sacco and Vanzetti case attracted a great deal of publicity.

**(4)**

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

Bootlegging	Gangsters
Speakeasies	Religious beliefs

**(8)**

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

**Source: from a modern textbook**

During and after the First World War, the USA experienced an economic boom. As industry boomed, so did the stock market. Investors were confident that the price of shares would continue to rise and so would profits. Some people began to speculate because they hoped to make easy money.

Use the source, and your own knowledge, to describe the stock market boom of the 1920s.

**(8)**

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

---

**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 USA in the years 1932–41.

- (a) Look at the boxes below. Write down the **two** reasons why Franklin Roosevelt won the 1932 presidential election.

Hoovervilles	Reconstruction Finance Corporation
‘Fireside Chats’	He had been Governor of New York

**(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 President Roosevelt closed all of the banks in the USA when he took office in 1933.

**(4)**

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

The Supreme Court	Huey Long
Henry Ford	Father Charles Coughlin

**(8)**

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

**Source: from a modern textbook**

As soon as Roosevelt became president, he began to take action in order to overcome the Depression. He realised that he had to tackle unemployment; one of his first schemes was the Civilian Conservation Corps (CCC). To help the farmers, he set up the Agricultural Adjustment Act (AAA).

Use the source, and your own knowledge, to describe the work of the Alphabet Agencies.

**(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, McCarthyism and Civil Rights.

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

The Alger Hiss Case	Brown v Topeka
House Un-American Activities Committee	The Korean War

**(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 the work of the National Association for the Advancement of Colored People (NAACP) was important in the 1940s and 1950s.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the campaign for civil rights.

The March on Washington, 1963	Little Rock High School
Montgomery Bus Boycott, 1955–56	Malcolm X

**(8)**

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

**Source: from a modern textbook**

McCarthy always claimed that he had lists of communist spies in his briefcase. He never showed the public these lists. Eventually there was some suspicion that his lists were not real and he could not offer any real proof. When McCarthy was seen on television during 1954, many Americans saw how rude he was.

Use the source, and your own knowledge, to describe how Senator McCarthy lost support by 1954.

**(8)**

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

---

**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 USA in the 1960s and 1970s.

- (a) Look at the boxes below. Write down the **two** reasons why President Kennedy introduced the New Frontier.

To encourage young volunteers	Black Power
The Nation of Islam	He wanted to help the poor

**(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 President Nixon resigned in 1974.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the Women's Movement.

Civil Rights Act, 1964	Equal Pay Act, 1963
Educational Amendment Act, 1972	Women's Liberation Group

**(8)**

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

**Source: from a modern textbook**

After 1964, the war in Vietnam became a focus of student opposition. The US government's use of the draft increased opposition to the war and large numbers of young men avoided compulsory service. There were many demonstrations against the war, the most famous being at Kent State University in 1970.

Use the source, and your own knowledge, to describe the growth of opposition in the USA to the war in Vietnam.

**(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 the National Party and apartheid.

- (a) Look at the boxes below. Write down the **two** leaders of the National Party in the 1950s and 1960s.

P.W. Botha	Daniel Malan
F.W. de Klerk	Hendrik Verwoerd

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Bantu Education Act (1953) was passed.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the system of apartheid.

The Motor Transport Act	The Separate Amenities Act
The Bantu Self-Government Act	The Pass Laws

**(8)**

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

**Source: from a modern textbook**

Nelson Mandela was involved in the Treason Trial and eventually became leader of the armed wing of the African National Congress (ANC). Mandela took part in many activities including raising funds for the ANC and sabotaging government offices. He was arrested in 1962.

Use the source, and your own knowledge, to describe the role of Nelson Mandela in the struggle against apartheid in the years to 1964.

**(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 decolonisation in West Africa and Southern Rhodesia.

- (a) Look at the boxes below. Write down the **two** leaders of Ghana and Nigeria in the 1950s and 1960s.

Nnamdi Azikiwe	Kwame Nkrumah
Kenneth Kaunda	Jomo Kenyatta

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect of his role in decolonisation.

**(3)**

- (c) Give **two** reasons why the British government began to encourage decolonisation in Africa.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the Unilateral Declaration of Independence (UDI) in Southern Rhodesia, 1965.

Ian Smith	The Law and Order Maintenance Act
Labour Party election victory in Britain, 1964	The 'Wind of Change' speech

**(8)**

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

**Source: from a modern textbook**

After UDI in 1965, the United Nations imposed trade sanctions on Southern Rhodesia. South Africa and Portugal continued to trade and export many goods for Southern Rhodesia. The bulk of Southern Rhodesia's exports eventually went through South Africa.

Use the source, and your own knowledge, to describe the effects of UDI on Southern Rhodesia.

**(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 British rule in India in the years 1914–27.

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

Providing recruits for the army	The Lucknow Pact
Sending supplies of materials	<i>Hartals</i>

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Rowlatt Acts were passed in 1919.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in creating opposition to British rule in India.

Morley-Minto Reforms, 1909	Defence of India Act, 1915
Government of India Act, 1919	The Simon Commission, 1927

**(8)**

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

**Source: from a modern textbook**

In 1919, five Britons were killed in a riot in Amritsar. The British officer in command of the Punjab banned all public meetings, but when a meeting was called for 13 April in Amritsar, he made no attempt to cancel it. Gurkha troops were ordered to fire on an unarmed crowd.

Use the source, and your own knowledge, to describe the Amritsar Massacre, 1919.

**(8)**

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

---

**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 British rule in India in the years 1930–47.

- (a) Look at the boxes below. Write down the **two** results of the Salt Marches, 1930.

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

**(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 the Round Table Conferences failed.

**(4)**

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

Subhas Chandra Bose	The Lahore Declaration (Resolution)
Britain's declaration of war on Germany, 1939	The 'Quit India' Campaign

**(8)**

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

**Source: from a modern textbook**

As the internal violence grew in India during 1946, Britain decided to speed up its withdrawal from the Indian sub-continent. The first stage was to appoint Lord Mountbatten as Viceroy. He openly accepted that India would have to be partitioned and announced that independence could not be delayed.

Use the source, and your own knowledge, to describe how Lord Mountbatten brought about Indian independence in 1947.

**(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.

Communist control	The three principles of Sun Yat-sen
They were controlled by landlords	High rents

**(2)**

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

**(3)**

- (c) Give **two** reasons why the May 4th Movement began in 1919.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the development of the Chinese Communist Party (CCP) in the 1920s.

Mao Zedong	The United Front
Help from the Comintern	Shanghai Massacre

**(8)**

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

**Source: from a modern textbook**

After the death of Yuan Shi-kai in 1916, there was even greater political chaos than before. Across China, warlords seized control of local areas and ran them as if they were their own personal property. For the next twelve years, China experienced conflict between the warlords.

Use the source, and your own knowledge, to describe life in China under the warlords.

**(8)**

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

---

**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 Guomindang (GMD) and the Chinese Communist Party (CCP).

- (a) Look at the boxes below. Write down the **two** methods that Chiang Kai-shek used to attack the Jiangxi (Kiangsi-Hunan) Soviet in 1934.

Blockhouses	A slow advance
Guerrilla warfare	Set-piece battles

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Shanghai Massacre took place in 1927.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the war against Japan.

The Second United Front	Chiang Kai-shek's retreat to Sichuan
The Eighth Route Army	Japanese attacks on GMD

**(8)**

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

**Source: from a modern textbook**

By 1947, Chiang Kai-shek was losing control of many areas across China. The CCP won the important battle at Huai-Hai. After this, many GMD soldiers began to desert, with their weapons, to the CCP. Eventually, the USA ended its aid programme to Chiang Kai-shek.

Use the source, and your own knowledge, to describe how the CCP was able to win the civil war by 1949.

**(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 changes in China in the years 1949–76.

- (a) Look at the boxes below. Write down the **two** reasons why Mao Zedong’s economic reforms in the 1950s were sometimes unsuccessful.

He refused to use modern methods	Land reform was his first priority
He used Communes	He would not accept advice or criticism

**(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 Mao Zedong began the One Hundred Flowers Campaign.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the reforms of Deng Xiaoping and Liu Shaoqi in the early 1960s.

The proposals of Chen Yun	Modernisation of industry
Famine	Encouraging profits

**(8)**

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

**Source: from a modern textbook**

The Cultural Revolution disrupted education and the economy. By late 1967, Mao began to try to restore order to China. Schools were re-opened and the Red Guards were encouraged to return to their studies. The Chinese army was used to disarm some of the Red Guards.

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

**(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 policies of Deng Xiaoping and the Democracy Movement.

- (a) Look at the boxes below. Write down the **two** of Deng Xiaoping's Four Modernisations.

Defence	The one-child policy
Education	Democracy Wall

**(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 the Gang of Four was put on trial in 1981.

**(4)**

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

<i>Xiangs</i>	Landholding for peasants
Quotas	State-owned Enterprises

**(8)**

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

**Source: from a modern textbook**

In the 1980s, there was growing student unrest in China. Many felt that the reforms in Eastern Europe were not being matched by similar reforms in China. Some students demanded radical political changes. The death of Hu Yaobang in April 1989 led students to demonstrate for greater openness and democracy in China.

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

**(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**

This question is about French and US involvement in Vietnam.

- (a) Look at the boxes below. Write down the **two** reasons why the French forces were defeated at the Battle of Dien Bien Phu.

The airfields were overrun	Superior communist air power
US financial support	They were heavily outnumbered

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on the French forces fighting in Vietnam.

**(3)**

- (c) Give **two** reasons why President Johnson sent US forces to Vietnam.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in events in Vietnam in the 1950s and 1960s.

The Viet Cong	Ho Chi Minh
Geneva Conference	Television

**(8)**

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

**Source: from a modern textbook**

The US forces found it impossible to come to terms with the tactics of the Viet Cong. Therefore, the USA were forced to develop their own tactics. Helicopters were used extensively to drop forces into the jungle. Eventually chemical weapons were used to strip the leaves from the trees in the forests.

Use the source, and your own knowledge, to describe the tactics used by US forces in Vietnam in the years 1965–73.

**(8)**

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



**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 independence in South-East Asia.

- (a) Look at the boxes below. Write down the **two** countries which gained independence from Britain in the 1960s.

Malaya	Singapore
Laos	Burma

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** way in which that country changed after independence.

**(3)**

- (c) Give **two** reasons why the Singapore government supported the creation of the Federation of Malaysia.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the creation of the Federation of Malaysia in 1963.

Tunku Abdul Rahman	Sabah and Sarawak
Brunei	The Cobbold Commission

**(8)**

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

**Source: from a modern textbook**

In 1965, Singapore left the Federation of Malaysia and became a separate, independent country. Singapore was led by Lee Kuan Yew and he said that Singapore would still cooperate closely with Malaysia. He wanted to ensure that Singapore became an industrialised country which could compete in the world.

Use the source, and your own knowledge, to describe how Singapore developed in the late 1960s and early 1970s.

**(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 1947–67.

- (a) Look at the boxes below. Write down the **two** reasons why Palestinian Arabs objected to the United Nations' plan for Palestine.

The parts offered to the Jews contained the best land	The Jews considered Palestine as the 'promised land'
The British Mandate ended	Palestine had been Arab for centuries

**(2)**

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

**(3)**

- (c) Give **two** reasons why Israel defeated the Arab states in the war of 1948–49.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the Six-Day War, 1967.

President Nasser	The Israeli airforce
Moshe Dayan	The Superpowers

**(8)**

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

**Source: from a modern textbook**

The USA stopped financial aid to Egypt and this meant Nasser could no longer finance the Aswan Dam project. In order to raise money for the construction of the dam, Nasser nationalised the Suez Canal. Britain and France were concerned that this would affect their oil supply from the Middle East.

Use the source, and your own knowledge, to describe the Suez Crisis of 1956.

**(8)**

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

**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 1970 to the early 1990s.

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

The raid on Entebbe	Dawson's Field
Sabra and Shatila	The Munich Olympic Games

**(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 October 1973.

**(4)**

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

Palestinian tactics	International opinion
Israeli tactics	The Gaza Strip

**(8)**

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

**Source: from a modern textbook**

After the initial attacks by Egypt in October, the Israelis recovered and quickly went on the offensive. They focused on defeating the Syrians. Once this was completed, Israel crossed the Suez Canal and moved towards Cairo. It was at this point that the Superpowers stepped in.

Use the source, and your own knowledge, to describe the Arab-Israeli War of 1973.

**(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 Yalta.

Truman	Stalin
Roosevelt	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 Soviet Union established the German Democratic Republic in 1949.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in helping the recovery of the Allied zones in Germany.

Bizonia	The Marshall Plan
The <i>Deutschmark</i>	Reparations

**(8)**

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

**Source: from a modern textbook**

Stalin did not want the Allies in West Berlin. He had disagreed with their policies in 1947 and 1948 and so he decided to block all rail, road and water transport into West Berlin. The Allies decided to fly all supplies into their zones and the airlift lasted for more than one year.

Use the source, and your own knowledge, to describe the events of the Berlin crisis in the years 1948–49.

**(8)**

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

**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 the Superpowers in the years 1955–62.

- (a) Look at the boxes below. Write down the **two** reasons why the Warsaw Pact was set up in 1955.

US forces had been stationed in Europe	West Germany had been admitted to NATO
To unite the armed forces of the Eastern Bloc	The Korean War

**(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 there was unrest in Hungary in 1956.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in relations between the Superpowers in the 1950s and early 1960s.

The U2 incident, 1960	Summit meetings
The Bay of Pigs invasion, 1961	The Berlin Wall, 1961

**(8)**

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

**Source: from a modern textbook**

In October 1962, a US spy plane took photographs which showed that the Soviet Union was building missile bases on Cuba. President Kennedy and his advisers decided to place a quarantine around Cuba in order to prevent further Soviet materials reaching Cuba.

Use the source, and your own knowledge, to describe the events of the Cuban Missiles Crisis in October 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**

This question is about European cooperation in the second half of the twentieth century.

- (a) Look at the boxes below. Write down the **two** proposals which led to the Treaty of Rome.

The Spaak Report	The Marshall Plan
The Truman Doctrine	The Schuman 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 six countries joined the European Economic Community (EEC) in 1957.

**(4)**

- (d) Choose any **two** of the following and explain how they were changed by the EEC and the European Union (EU) in the years 1957–92.

Internal borders	Employment
Travel	Trade

**(8)**

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

**Source: from a modern textbook**

Britain became a member of the European Economic Community in 1973. President de Gaulle had vetoed the first two applications and said Britain was too closely linked to the USA. Edward Heath led Britain's negotiations for the third attempt and was successful.

Use the source, and your own knowledge, to describe how Britain became a member of the EEC.

**(8)**

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

---

**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**

This question is about life in countries behind the ‘Iron Curtain’ 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 challenge Soviet control in Eastern Europe.

Comecon	Marshall Aid
The Truman Doctrine	The Warsaw Pact

**(2)**

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

**(3)**

- (c) Give **two** reasons why Stalin cut off Eastern Europe from the West by the creation of the ‘Iron Curtain’.

**(4)**

- (d) Choose any **two** of the following and explain the part they played in the collapse of Soviet control in Eastern Europe.

Solidarity	Soviet economic problems
Mikhail Gorbachev	The Berlin Wall, 1989

**(8)**

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

**Source: from a modern textbook**

Countries behind the ‘Iron Curtain’ strictly controlled news from abroad. All newspapers and television programmes were censored and had to follow the Communist Party line. There were also travel restrictions which made it difficult to leave those countries.

Use the source, and your own knowledge, to describe how governments of countries behind the ‘Iron Curtain’ controlled their populations.

**(8)**

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

---

**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 Napoleon's campaign in Russia. Study Sources A, B, C and D and then answer the questions that follow.

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

Borodino was the bloodiest battle of the Napoleonic Wars. The French suffered very heavy casualties whilst those that survived the battle were exhausted physically and mentally and in poor spirits. After the battle, Napoleon was in a state of extreme depression. He could no longer speak his orders and this forced him to scribble down all his instructions. The Emperor and his marshals were amazed at the stubbornness of the Russians and feared the prospect of fighting them again.

**SOURCE B: From a colonel in the French army, writing about the effects of the Battle of Borodino, September 1812.**

We have never suffered such losses. Never has the army's morale been so damaged. I no longer find soldiers in good spirits. A gloomy silence has replaced the songs and amusing stories which had previously helped them to forget the exhaustion and long marches. Even the officers appear anxious. They continue serving only from a sense of duty and honour. This depression would be natural in a defeated army. But it is remarkable because Borodino has opened up the gates of Moscow.

**SOURCE C: A painting by the French artist Ferdinand Boissard in 1835, showing French soldiers during the retreat from Moscow, November 1812.**





**SOURCE D: From a history of warfare, published in 1995.**

When he invaded Russia in June 1812, Napoleon had an army of 600,000. Only 93,000 survivors took part in the retreat from Moscow. Napoleon's Russian campaign failed due to the sheer size of Russia and the clever tactics of Kutuzov, the Russian commander. However, the most important reason was the weather. First it was too hot, making it dry and dusty around Moscow. Then it was too cold, a below-zero cold that few had experienced before.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows the horrors of the retreat of the French army from Moscow. Why might the artist have portrayed the retreat 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 weather. Do you agree that this was the main reason for the failure of the Russian campaign? 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 effects of the Franco-Prussian War. Study Sources A, B, C and D and then answer the questions that follow.

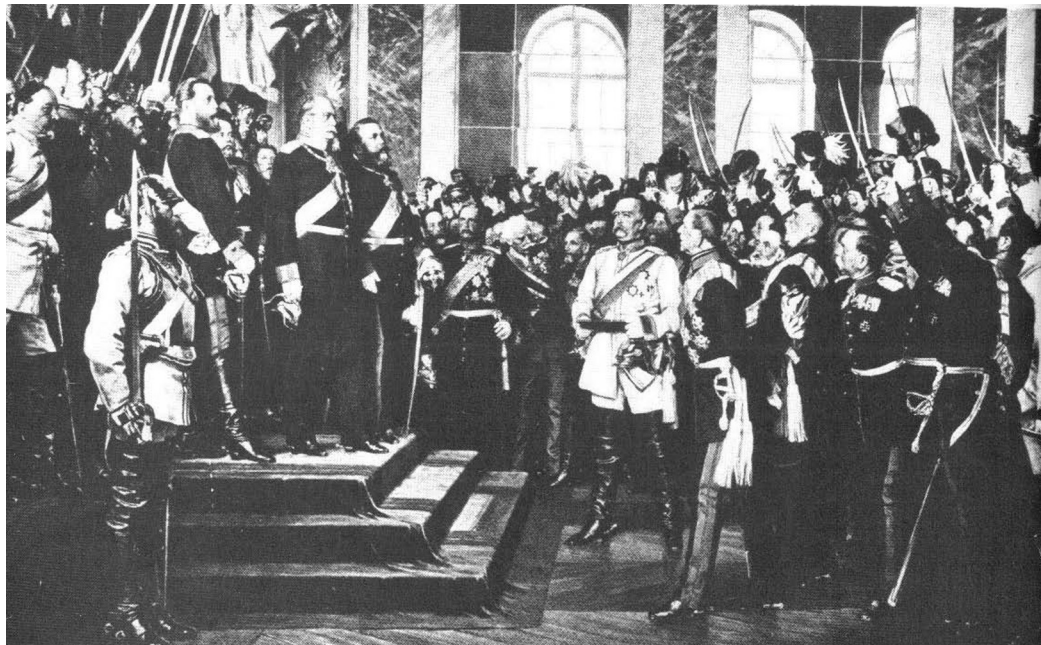
**SOURCE A: From an article in a Prussian newspaper, January 1871.**

The German people have made enormous sacrifices in blood and money in this victorious war. All this would be in vain if the French were not weakened to prevent future attacks, and if the defensive strength of Germany were not also increased. Our people have the right to demand that this shall be done. The least, therefore, that we can demand, are the provinces of Alsace and Lorraine.

**SOURCE B: A speech by a democrat from Bavaria, Germany, commenting on the Treaty of Frankfurt, January 1871.**

Alsace and Lorraine, they say, belonged to Germany in the past, and must again be German. Why is this? Have the inhabitants of Alsace and Lorraine lost all their rights and become slaves to be controlled by Germany? Even the most extreme German nationalist accepts that the inhabitants of Alsace and Lorraine are in heart and soul French. It is contrary to all human justice that we should try to make them become German.

**SOURCE C: A painting by a German artist showing the proclamation of the German Empire at Versailles, 18 January 1871. Kaiser William I is in the centre of the stage and Bismarck is the figure dressed in white.**



**SOURCE D: From a history of German Unification, published in 1980.**

The Treaty of Frankfurt was much harsher on France than the Treaty of Prague had been on Austria. The Prussian Chief of Staff, von Moltke, forced Bismarck to impose the harshest terms on France. However, the main effect of the Franco-Prussian War was the final unification of Germany, with the Southern States merging with the North German Confederation.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the peace terms between Prussia and France? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows the proclamation of the German Empire. Why might the artist have portrayed this event 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 Franco-Prussian War was the setting up of the German Empire. Do you agree that this was the main effect? 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 of Archduke Franz Ferdinand at Sarajevo, June 1914. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a telegram sent by the Austro-Hungarian government to King Peter of Serbia, July 1914.**

The Sarajevo assassination was planned in Belgrade, the Serbian capital. The arms and explosives used by the murderers were provided by Serbian officers. The passage into Bosnia of the criminals and their weapons was organised by the chief of the Serbian frontier service.

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

No one has ever managed to show that the Serbian government had any connection with the assassination plot. It was highly likely that the Austrian Archduke would be shot if he visited Sarajevo on 28 June, Serbia's national day. The plot was the work of six Serbian nationalists who were members of a terrorist organization, the Black Hand Movement, which had no links with the government of Serbia.

**SOURCE C: A sketch from an Austro-Hungarian newspaper, early July 1914, of the assassination of Franz Ferdinand and his wife, Sophie.**



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

The main reason for the assassination of Franz Ferdinand was the policies of the government of Austria-Hungary which was determined to block Serbia's aim to create a Greater Serbia with access to the Adriatic Sea. A Greater Serbia would threaten the stability of the Austro-Hungarian Empire. The annexation of Bosnia-Herzegovina in 1908 by Austria-Hungary had made relations worse between the two countries.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C was published in a newspaper in Austria-Hungary. Why might the newspaper have been keen to publicise the assassination 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 assassination of Franz Ferdinand was the policies of Austria-Hungary. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. **(12)**

**(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 deadlock on the Western Front. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: A German soldier describes ‘going over the top’ during a German offensive of April 1915.**

At noon we went over the top. After less than a hundred metres we ran up against an almost concrete wall of whistling and whining machine-gun bullets. My company commander had his face shot away. A young boy cried for his mother, blood spurting from a wound in his face. Whole rows of men on either side of me, in front and behind, fell, one after another. We suffered horrific casualties. We had no chance.

**SOURCE B: A German soldier’s account of the first day of the Somme, 1 July 1916.**

Our machine guns were hurriedly placed in position. A series of extended lines of infantry were seen moving forward from the British trenches. The British came on at a steady pace as if expecting to find nothing alive in our front trenches. A few moments later, when the leading British line was within a hundred metres, the rattle of our machine-gun fire broke out. All along the line, sections seemed to fall. All along the line men could be seen throwing up their arms and collapsing, never to move again.

**SOURCE C: An illustration from *The Illustrated London News*, 29 July 1916, with the title ‘The Surreys Play the Game’. It shows British soldiers from the East Surrey Regiment attacking German trenches.**



**SOURCE D: From a textbook on the First World War, published in 2007.**

Both sides made attempts to break through between 1915 and 1917, without success. The trench system, supported by the machine gun, was too strong. New weapons such as gas and tanks failed to break the stalemate. However, the main reason for the deadlock was the tactics of the Allied and German commanders who persisted for three years with the belief that using large numbers of troops in an attack would succeed against machine guns and trenches.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about attacks on the Western Front? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows British soldiers kicking a football as they attack the German trenches. Why might a British newspaper have wanted to publicise this 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 deadlock on the Western Front in the years 1915–17 was the tactics of the commanders. Do you agree that this was the main reason for the deadlock? Explain your answer, using the sources and your own knowledge. **(12)**

**(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 the Kapp Putsch of 1920 and early threats to the Weimar Republic. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a history of Germany, published in 2000.**

In March 1920, *Freikorps* units led by Wolfgang Kapp marched into Berlin and declared a new national government. The army did not stop them. President Ebert's government fled to Dresden. The Left, however, organised a general strike in Berlin and other places in protest against the Putsch. Berlin was paralysed. Public services, including transport, ground to a halt. Within a few days the Putsch had collapsed.

**SOURCE B: A photograph of Berlin in March 1920, showing some of the transport chaos caused by the general strike.**



**SOURCE C: A proclamation published by the Socialist (SPD) members of the Weimar Government, March 1920.**

We refuse to give in to this military pressure. Otherwise, the achievements of this past year will be smashed, and your dearly-bought freedom will be destroyed. Everything is at stake! Therefore down tools! Come out on strike! Fight with all means for the Republic! Stop the military dictatorship! There is only one way to prevent the return of the Kaiser. Shut down the economy!



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

The early Weimar Republic faced several threats to its position in the years 1919–23. Many German nationalists protested against the terms of the Treaty of Versailles in 1919. Moreover, in January 1923 French and Belgian troops occupied the Ruhr, but the main threat came from the hyperinflation of that year.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C was published by supporters of the Weimar Republic. Why might this proclamation have been widely publicised in Berlin in March 1920? **(8)**

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

- (c) Source D suggests that the main threat to the Weimar Republic in the years 1919–23 was the hyperinflation of 1923. Do you agree that this was the main threat? 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 effects 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 statement made by Rodzianko, a member of the *duma*, March 1916.**

I said to the Tsar, ‘This cannot continue much longer. No one opens your eyes to the true role which Rasputin is playing. His presence in Your Majesty’s Courts undermines confidence in your Supreme Power and may have an evil effect.’ My report did some good. Rasputin was sent away to Tobolsk, but a few days later, at the demands of the Tsarina, this order was cancelled.

**SOURCE B: Part of a letter from the Tsarina Alexandra to Tsar Nicholas II who was at the war front, March 1916.**

My Dear, I heard that that horrid Rodzianko wants the *duma* to be called together. Oh please don’t. It’s none of his business. They want to discuss things which don’t concern them and this will bring more discontent. Listen to our friend Rasputin. God sent him to us. We must pay attention to what Rasputin says. Forgive me, but I don’t like the choice of Polianov as the Minister for War. Isn’t he the enemy of our friend Rasputin?

**SOURCE C: A poster issued by the Bolsheviks in 1916. It shows the Tsar, the Church and the nobles being carried by the Russian workers and peasants.**



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

By the end of 1916 there was widespread discontent in Russia. There were food and fuel shortages. Even when fuel and food were available they frequently failed to reach the people in towns and cities due to Russia's inadequate transport system. However, the main reason for discontent was the influence of Rasputin over Tsarina Alexandra and the government of Russia.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows Russian people suffering due to the actions of the Tsar, the Church and the nobles. Why might the Bolsheviks have portrayed the Russian people 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 discontent in Russia in 1916 was the influence of Rasputin. Do you agree that this was the main reason for discontent? Explain your answer, using the sources and your own knowledge. **(12)**

---

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

**B7: The USA, 1917–1929**

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

7. This question is about gangsterism in the USA in the 1920s. Study Sources A, B, C and D and then answer the questions that follow.

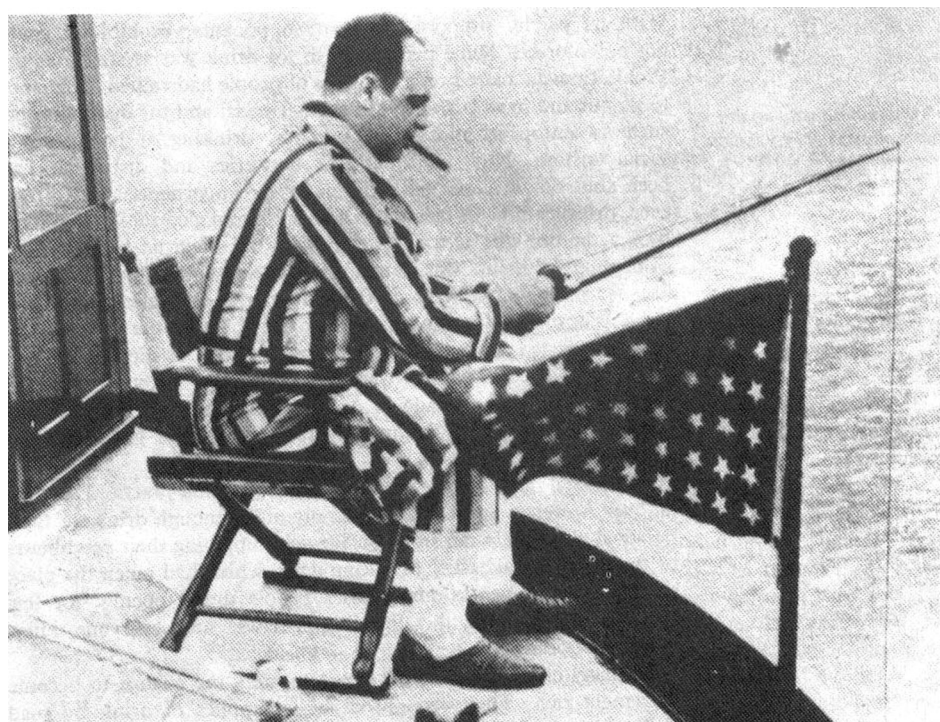
**SOURCE A: From a history of the USA written in 1931.**

As the profits from beer rolled in, young Capone acquired more experience in the management of politics and politicians. By the middle of the 1920s, he had gained complete control of the suburb of Cicero in Chicago. He had installed his own mayor in office, had placed his gang members in wide-open gambling places and was taking millions of dollars from the 161 bars he controlled.

**SOURCE B: From an interview with a jazz musician who played in one of Al Capone's clubs.**

Chicago came alive overnight. Everybody was making money. All this was because of Capone. He was selling his beer and whisky to every place in Chicago, even the post office. There was plenty of this, plenty of that. Everybody was happy. He ruled the city.

**SOURCE C: A photograph of Al Capone fishing from his houseboat in Florida in 1928. It was published in a popular national newspaper.**



**SOURCE D: From a history of the USA, published in 1998.**

Gangsterism had a number of effects on society in the USA in the 1920s. It brought violence as rival gangs fought each other for control of cities such as Chicago. In 1926 and 1927 there were 130 gangland murders in Chicago, for which no one was ever convicted. However, the main effect was the setting up of a massive industry, illegally producing and distributing alcohol.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the effects that Capone had on Chicago? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows Capone on a fishing holiday. Why might Capone have wanted this photograph widely publicised? **(8)**

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

- (c) Source D suggests that the main effect of gangsterism was the setting up of an illegal industry in alcohol. Do you agree that this was the main effect? 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 the Jews after *Kristallnacht* and the setting up of ghettos. Study Sources A, B, C and D and then answer the questions that follow.

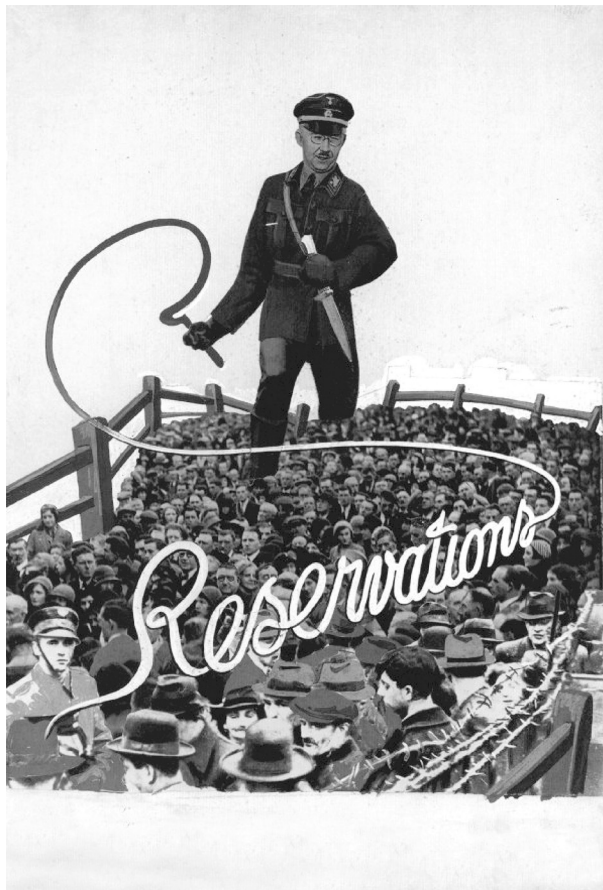
**SOURCE A: From an interview with a German schoolboy in 1939.**

Not long after *Kristallnacht* the teachers told us: ‘Don’t worry what you see, even if you see some nasty things which you may not understand. Hitler wants a better Germany, a clean Germany. Don’t worry, everything will work out fine in the end.’

**SOURCE B: From the memoirs of a member of the Hitler Youth.**

Until *Kristallnacht*, many Germans did not believe that Hitler was involved in murder. The treatment of the Jews seemed to be a minor form of harassment of a disliked minority. But after *Kristallnacht*, there could be no doubt about his intentions. I believe it was the day that we lost our innocence. Certainly we wanted the Jews out of Germany, but we did not want them to be killed.

**SOURCE C: A 1939 poster by John Heartfield, a German Communist artist living in exile in Britain. It has the title ‘Jews driven like cattle’. Himmler is the figure holding the whip.**



**SOURCE D: From a history textbook, published in 2007.**

In January 1939, the SS were given the responsibility for eliminating the Jews from Germany completely. This was to be achieved by forced emigration. Also in 1939 Jews were banned from running businesses and employing workers. On 30 April 1939, Jews were evicted from their homes and forced into designated Jewish accommodation or ghettos. This was the most serious anti-Jewish measure in the years 1939–41.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows Jews being forced into a ghetto. Why might the artist have portrayed the treatment of the Jews in this way? **(8)**

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

- (c) Source D suggests that the most serious anti-Jewish measure in the years 1939–41 was the setting up of ghettos. Do you agree that this was the most serious measure? 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 Blitzkrieg. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From the memoirs of a British politician, written after the Second World War.**

In March 1940, three months before the collapse of France, I made a tour of the French front. When we reached the section of Sedan, in the Ardennes Forest, a French General showed us the River Meuse including the wooded banks and the rushing waters. ‘Look at the ground,’ he said to us, ‘no German army can get through.’

**SOURCE B: From a conversation between Churchill, the British prime minister, and General Gamelin, the French Supreme Commander, May 1940.**

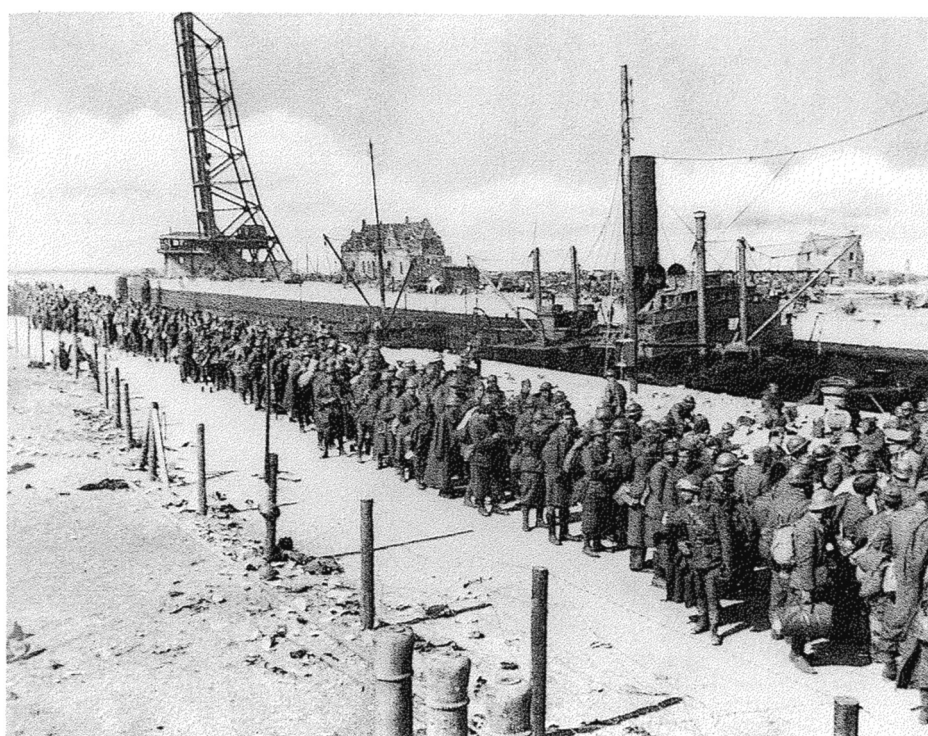
Churchill: Where is the strategic reserve to counter a German attack?

Gamelin: There is none.

Churchill: When and where are you going to counter-attack?

Gamelin: (Shrugging his shoulders and only indirectly replying to the question) Our numbers are inferior to the Germans, as are our equipment and methods.

**SOURCE C: An official German photograph showing captured French and British soldiers near Dunkirk, early June 1940.**





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

France contributed to its own defeat by not preparing very effectively. The French expected the war to be like the First World War and they prepared defensive positions. The French also believed that the Germans would not be able to get through thickly wooded areas. However, the main reason for German success in May 1940 was the tactic of Blitzkrieg.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about French preparations for a German invasion? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows British and French prisoners of war. Why might the Germans have wanted this photograph widely publicised? **(8)**

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

- (c) Source D suggests that the main reason for the success of the German attack on France in May 1940 was the tactic of Blitzkrieg. Do you agree that this was the main reason for the success of the German attacks? Explain your answer, using the sources and your own knowledge. **(12)**

---

**(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 land reform. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: A peasant explaining the effects of land reform, 1952.**

Life is much better than before. Now I have land and a house and work to do. There is grain in my house. I work very hard but I enjoy the results of my work because I carry all the results of my work back home and put it in my own jars. In the past I worked very hard but for others, not for me. I had to carry all the crops to someone else's granary.

**SOURCE B: From an interview with a Chinese peasant, 1953.**

In the old days I worked as a servant. I was busy every night until midnight. Now I am busy too but now I work for myself. This is happy work. My condition now is good. I've got a good house, land to plough, clothes to wear and the right to speak. Who dared speak before? To live in one's own house and eat out of one's own bowl is the happiest life.

**SOURCE C: An official government poster of 1952 showing peasant family life after land reform.**



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

The main effect of land reform was to take away the power that the landlords had had over the peasants for hundreds of years. During the civil war, most landlords had supported the Guomindang, while most peasants had supported the Communists. Mao persuaded the peasants to start a campaign against the landlords. By 1952, between two and three million landlords had been killed and their land divided up among the peasants.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows a peasant family after land reform. Why might the Chinese government have portrayed the family 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 land reform was to take away the power of the landlords. Do you agree that this was the main effect of land reform? Explain your answer, using the sources and your own knowledge. **(12)**

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

---

**TOTAL FOR SECTION B: 25 MARKS**

**TOTAL FOR PAPER: 75 MARKS**

**END**

Edexcel Limited gratefully acknowledges the following sources:

Fremont-Barnes, *The Napoleonic Wars: The Rise and Fall of an Empire*, Osprey, 2004  
A Zamoyski, *1812: Napoleon's Fatal March on Moscow*, Harper Collins, 2004  
J Bowle, *Napoleon*, Weidenfeld & Nicolson, 1973  
G Palmer, *Warfare*, BCA, 1995  
I R Mitchell, *Bismarck and the Development of Germany*, McDougall, 1980  
D G Williamson, *Bismarck and Germany 1862–1890*, Longman, 1986  
J Brooman, *The End of Old Europe: The Causes of the First World War 1914–1918*, Longman, 1985  
S Waugh, *Essential Modern World History*, Nelson Thornes, 2001  
D Ferriby and J McCabe, *Modern World History*, Heinemann, 2001  
B Walsh, *Modern World History*, Hodder & Stoughton, 1996  
J Brooman, *The Great War*, Longman, 1985  
R Rees, *Britain and the Great War*, Heinemann, 1993  
G Hetherington, *Britain and the Great War*, Murray, 1998  
S Waugh and J Wright, *The War to End Wars 1914–1919*, Hodder, 2007  
J Hite and C Hinton, *Weimar and Nazi Germany*, Murray, 2000  
G Lacey and K Shephard, *Germany 1918–1945*, Murray, 1997  
S Waugh and J Wright, *The Russian Revolution & Soviet Union 1910–1991*, Hodder, 2006  
T Fiehn, *Russia and the USSR 1905–41*, Murray, 1996  
J Shuter, *Russia and the USSR*, Heinemann, 1996  
R Mills, M Samuelson and C White, *The USA between the Wars 1919–41*, Murray, 1998  
T Triggs, *Boom and Slump in Inter-war America*, MacMillan, 1987  
*A New Illustrated History of the Nazis*, Giunti, 2005  
S Waugh and J Wright, *Nazi Germany*, Hodder, 2007  
N Tate, *People Events in the Modern World*, Hodder, 1989  
T Newark, *Turning the Tide of War*, Hamlyn, 2001  
S Williams, *China Since 1949*, Macmillan Education, 1985  
N Cawthorne, *The People's Republic of China*, Abbeydale Press, 2008  
A Dures, *China since 1949*, Batsford, 1988

Every effort has been made to contact the copyright holders. In some cases, efforts to contact copyright holders have been unsuccessful and Edexcel will be happy to rectify any omissions of acknowledgement at the first opportunity.