

Paper Reference(s)

**4380/2H**

# **London Examinations IGCSE**

**History**

## **Higher Tier**

Paper 2H

Wednesday 30 April 2008 – 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 names 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.

**M31416A**



W850/U4380/57570 6/3/3/1

This publication may be reproduced only in accordance with Edexcel Limited copyright policy. ©2008 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 the French Revolution in the years 1789–94.

- (a) Look at the boxes below. Write down the **two** reasons why peasants suffered financially before 1789.

The Gabelle	Feudal dues were abolished
Cahiers were drawn up	The Taille

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on peasants. **(3)**
- (c) Give **two** reasons why the Estates-General was summoned in May 1789. **(4)**
- (d) Choose any **two** of the following and explain the part that they played in the Revolution in the years 1789–91.

Inflation	The storming of the Bastille
The Constituent Assembly	The seizure of Church lands

**(8)**

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

**Source: from a modern textbook**

From July 1793 to July 1794 Robespierre dominated the government of France, even executing some of his closest colleagues. He was able to save France from invasion by calling up all men aged eighteen to twenty-five and creating an army of 1,000,000. The revolts in western France were crushed. But at the same time Robespierre made enemies.

Use the source, and your own knowledge, to describe the effects of the Terror in the years 1793–94.

**(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 during the reigns of Louis XVIII and Charles X.

- (a) Look at the boxes below. Write down the **two** terms imposed on France by the Allies after the defeat of Napoleon in 1815.

The abdication of Napoleon	The loss of border fortresses
An indemnity of 700,000,000 francs	The Charter

**(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 came to an end in 1816.

**(4)**

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

The Quintuple Alliance	The murder of the Duc de Berri
Censorship	Changes to the system of voting

**(8)**

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

**Source: from a modern textbook**

When Louis XVIII died in 1824, a general election was held. This produced an Ultra majority in the Chamber of Deputies. Many moderates were removed from the administration. The education system was put under religious control and teaching at universities was censored. In 1826, sacrilege (offences against the teaching of the Church) became punishable by death.

Use the source, and your own knowledge, to describe how Charles X tried to change France in the years 1824–30.

**(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 and the Eastern Question.

- (a) Look at the boxes below. Write down the **two** ways that the representatives of the Great Powers disagreed at Vienna.

A return to legitimacy	The Holy Alliance
A return to autocracy	Restoration of the Bourbons in France

**(2)**

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

**(3)**

- (c) Give **two** reasons why the number of German states was changed in 1815.

**(4)**

- (d) Choose any **two** of the following and explain how they were dealt with by the Vienna Settlement.

Italy	Poland
The Rhineland	The Netherlands

**(8)**

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

**Source: from a modern textbook**

From 1809, the Turkish province of Egypt had been governed by Mehemet Ali, who had been appointed by the Sultan. By the 1820's he had built up a powerful army and navy, which he used to intervene in the Greek Revolt. He had also developed Egyptian agriculture and modernised its education and industry. In 1832, he sent an army under his son Ibrahim Pasha to try to occupy Syria.

Use the source, and your own knowledge, to describe how tensions built up over the Eastern Question in the 1820s and 1830s.

**(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 relations between the Belgians and the Dutch and also Greek independence.

- (a) Look at the boxes below. Write down the **two** reasons why many Belgians believed they had been unfairly treated in the creation of the United Netherlands.

Agriculture	Industrialisation
The National Debt	Seats in the Estates-General

**(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 there were disagreements over trade between the Belgians and the Dutch.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the breakdown of relations between the Belgians and the Dutch.

The policies of William I	Education
Poor harvests	Posts in the administration

**(8)**

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

**Source: from a modern textbook**

In April 1827, the Greek factions united and elected Capo d'Istria as their president. But the Turkish forces took the Acropolis in Athens in June and the end of the revolt seemed near at hand. The situation was changed completely when Britain, France and Russia signed the Treaty of London in July 1827.

Use the source, and your own knowledge, to describe how Turkey was forced to accept Greek independence by 1829.

**(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 in the years 1850–61.

- (a) Look at the boxes below. Write down the **two** ways that Cavour tried to modernise Piedmont in the early 1850s.

Reducing the power of the Church	Founding 'Il Risorgimento'
Speaking Italian in Parliament	Building railways

**(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 Napoleon III agreed to help Piedmont in a war against Austria. **(4)**
- (d) Choose any **two** of the following and explain the part that they played in the campaigns of Garibaldi in the years 1860–61.

Nice and Savoy	Sicily
Naples	The Thousand

**(8)**

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

**Source: from a modern textbook**

From May to August 1860, Cavour had watched events in the south of Italy with delight. He had done nothing to support Garibaldi, but he had also done nothing to prevent his campaigns. Cavour knew, however, that Garibaldi was loyal to the kingdom of Piedmont and so had not been concerned when he overran Sicily and Naples.

Use the source, and your own knowledge, to describe how Cavour reacted to Garibaldi's campaigns in the years 1860–61.

**(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 Germany in the 1860s and 1870s.

- (a) Look at the boxes below. Write down the **two** organisations of which Prussia was a member in the 1860s.

The German Confederation	The German Empire
The Zollverein	The Dreikaiserbund

**(2)**

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

**(3)**

- (c) Give **two** reasons why Bismarck wanted to defeat France in 1870.

**(4)**

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

The banning of Jesuits	The May (Falk) Laws
The Centre Party	Controls on the training of priests

**(8)**

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

**Source: from a modern textbook**

In the late 1870s, the German economy began to suffer. The Empire had adopted a policy of free trade. This meant that imports could come into Germany freely and without any duties. But this created problems for agriculture and for some German industries. Bismarck decided to set tariffs that would have to be paid on foreign goods when they came into Germany.

Use the source, and your own knowledge, to describe how Bismarck came into conflict with the Liberals in the late 1870s.

**(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 creation of the Alliance System.

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

Fear of a war on two fronts	Relations with Britain
To isolate France	Austrian expansion into the Balkans

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Congress of Berlin was held in 1878.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in relations between Germany and Russia in the 1880s and 1890s.

The Triple Alliance	The Reinsurance Treaty
Bulgaria	The renewal of the Dreikaiserbund

**(8)**

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

**Source: from a modern textbook**

Kaiser Wilhelm II changed policies after the resignation of Bismarck in 1890. One result was that relations between Russia and France grew much closer. In 1892, there was a military agreement between the two countries and then the Dual Entente was signed in 1894. Like the Triple Alliance, the Entente was a defensive agreement.

Use the source, and your own knowledge, to describe how the Great Powers came to be divided into alliances in the years 1890–1914.

**(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 relations between Britain and Germany from the 1890s to the outbreak of war in 1914.

- (a) Look at the boxes below. Write down the **two** reasons why the resignation of Bismarck led to worsening relations with Britain.

The royal families were closely related	Expansion of the German Empire
The 'Drang nach Osten'	The Reinsurance Treaty was not renewed

**(2)**

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

**(3)**

- (c) Give **two** reasons why Britain objected to the German Navy Laws.

**(4)**

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

The First Moroccan Crisis, 1905	The Naval Arms Race
The Anglo-Russian Entente, 1907	The 1909 Budget

**(8)**

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

**Source: from a modern textbook**

Instead of creating a useful balance of power and ensuring that there would be peace, the Alliance System had exactly the opposite effect. The alliances made it more likely that a crisis in one part of Europe would lead to a general European war.

Use the source, and your own knowledge, to describe how the Alliance System contributed to the outbreak of war in 1914.

**(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 Alexander II and Alexander III.

- (a) Look at the boxes below. Write down the **two** reasons why Alexander II introduced reforms after 1855.

Fear of revolution	Autocracy
Revolt in Poland	Military defeat

**(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 the Emancipation of the Serfs did not work as well as Alexander II had hoped.

**(4)**

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

Zemstva	Town councils
Legal reforms	Reform of the army

**(8)**

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

**Source: from a modern textbook**

Alexander II was assassinated in 1881 by a terrorist bomb. Alexander's death brought his son Alexander III to the throne. The new Tsar abolished many of the reforms introduced by his father and began a policy of repression. He also began to try to 'Russify' border provinces. This meant forcing them to adopt Russian customs and the Russian language.

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

**(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 the growth of opposition to Tsarist rule.

- (a) Look at the boxes below. Write down the **two** reasons why Alexander II faced increasing opposition to his policies from the 1870s.

The Social Democrats were formed	He did not introduce a constitution
The People's Will was formed	He made no changes to the lives of peasants

**(2)**

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

**(3)**

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

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the Social Democrat Party.

Mensheviks	Georgy Plekhanov
Bolsheviks	Vladimir Lenin

**(8)**

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

**Source: from a modern textbook**

In Russia there were extremes of wealth and poverty, far greater than in any other European country. These were made worse by big increases in the populations of the two main cities, St Petersburg and Moscow. The number of people living in these cities nearly doubled between 1880 and 1914. This led to overcrowding, shortages of food and unrest.

Use the source, and your own knowledge, to describe how conditions in St Petersburg and Moscow led to increased opposition to Tsarist rule in Russia.

**(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 Russian 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 1918–20.

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

**(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 Stalin was able to succeed Lenin as leader of the Soviet Union by 1928.

**(4)**

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

Machine Tractor Stations	Kolkhozes
Sovkhozes	Kulaks

**(8)**

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

**Source: from a modern textbook**

The results of the Five Year Plans were impressive. Heavy industry expanded and industrial production rose by about 400 per cent overall. Women were given equality for the first time. By 1940, 40 per cent of workers were women. Crèches were set up in factories to allow women to work. The number of doctors increased and medical treatment improved.

Use the source, and your own knowledge, to describe how the first three 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 policies of Khrushchev.

- (a) Look at the boxes below. Write down the **two** reasons why Khrushchev was able to succeed Stalin as leader of the Soviet Union by 1957.

He was General-Secretary of the Party	The Secret Speech
The formation of the Warsaw Pact	The Virgin Lands

**(2)**

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

**(3)**

- (c) Give **two** reasons why Khrushchev tried to reform Soviet industry.

**(4)**

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

The Gulags	Memorials to Stalin
One Day in the Life of Ivan Denisovich	The KGB

**(8)**

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

**Source: from a modern textbook**

Unfortunately, many of Khrushchev's reforms did not work. One reason was that Khrushchev believed that he was an agricultural expert and would not listen to advice. Consequently, he continually interfered. This had serious consequences. He was told that maize was not suitable for the Soviet climate, but ignored the advice and pressed ahead anyway.

Use the source, and your own knowledge, to describe how Khrushchev's reforms of agriculture failed.

**(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 policies of Stresemann and the Nazi Party.

- (a) Look at the boxes below. Write down the **two** ways that Stresemann tried to rebuild Germany from 1924.

The Dawes Plan	Membership of the League of Nations
The Kellogg-Briand Pact	The Labour Service

**(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 Germany was very badly hit by the Depression after the Wall Street Crash.

**(4)**

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

Eugenics	Physical education
Single-sex schools	History

**(8)**

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

**Source: from a modern textbook**

Hitler blamed Jews for the defeat of Germany in the First World War. He wanted to purify German blood by eliminating all Jews and other minority groups. From 1933 Jews were subjected to increasing persecution in Nazi Germany. At first they were banned from some professions, for example from becoming doctors, dentists or civil servants. Nazis also called for Jewish shops to be boycotted.

Use the source, and your own knowledge, to describe how Jews were persecuted in Germany in the years 1933–38.

**(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's rise to power and his economic policies.

- (a) Look at the boxes below. Write down the **two** reasons why law and order broke down in many parts of Italy in the years 1919–21.

Discontent with the Peace Settlement	The March on Rome
The murder of Matteotti	Weak coalition governments

**(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 the Lateran Treaties were important in increasing support for Mussolini in Italy.

**(4)**

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

The Pontine Marshes	Mussolinia
Autostrade	Autarky

**(8)**

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

**Source: from a modern textbook**

The Battle for the Lira tried to maintain a high rate of exchange for the Italian currency, the lira. Mussolini believed that this would make Italy stronger and richer because foreign countries would have to pay higher prices for Italian goods. In fact, this made exports more expensive and imports cheaper.

Use the source, and your own knowledge, to describe how many of Mussolini's economic policies did not achieve the results he expected.

**(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 in the 1920s.

- (a) Look at the boxes below. Write down the **two** countries that were created after the First World War.

Poland	Belgium
Greece	Czechoslovakia

**(2)**

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

**(3)**

- (c) Give **two** reasons why the USA did not join the League of Nations.

**(4)**

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

Permanent Council Members	The Secretariat
Economic sanctions	Military sanctions

**(8)**

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

**Source: from a modern textbook**

The League soon came to be seen as a club for the victors of the First World War. It was mostly European and its headquarters were in Geneva. Many decisions were taken by the Council of Ambassadors which was dominated by Britain and France. It was a mistake to appoint Sir Eric Drummond as the Secretary-General.

Use the source, and your own knowledge, to describe how the League of Nations was weakened in the 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 international relations in the years 1931–36.

- (a) Look at the boxes below. Write down the **two** reasons why Japan invaded Manchuria in 1931.

The growing population	The blowing up of a railway
The Lytton Commission	The setting up of Manchukuo

**(2)**

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

**(3)**

- (c) Give **two** reasons why the League of Nations failed to force Japan to leave Manchuria.

**(4)**

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

The Suez Canal	The Hoare-Laval Pact
Oil	Haile Selassie

**(8)**

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

**Source: from a modern textbook**

Nazi policy included rearmament. Conscription was reintroduced and the army, navy and airforce were all built up. All members of the German armed forces had to swear an oath of allegiance to Hitler personally. The Anglo-German Naval Treaty of 1935 was an agreement that allowed Germany to build a navy up to 35 per cent the size of Britain's.

Use the source, and your own knowledge, to describe how Hitler broke the Treaty of Versailles in the years 1933–36.

**(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 years 1917–29.

- (a) Look at the boxes below. Write down the **two** reasons why immigration was restricted from 1917.

Fear of Communism	The Fordney-McCumber Tariff
Isolationism	High unemployment

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on US policy. **(3)**
- (c) Give **two** reasons why the case of Sacco and Vanzetti attracted a great deal of publicity. **(4)**
- (d) Choose any **two** of the following and explain the part that they played in the boom in the 1920s.

Taylorism	Easy credit
Advertising	Federal policies

**(8)**

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

**Source: from a modern textbook**

As US industry boomed, so did company shares on the stock market. Share prices went up year after year and people thought that this would go on forever. Speculators bought shares, hoping to make easy money. Some people borrowed money to buy shares; others bought ‘on the margin’, that is only paying 10 per cent of their value, hoping to make enough money to pay the full price later.

Use the source, and your own knowledge, to describe how the way people used the stock market helped to cause the Wall Street Crash.

**(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 Roosevelt and the New Deal.

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

He had overcome poliomyelitis	His support for ‘rugged individualism’
His record as Governor of New York	He had passed the Hawley-Smoot Tariff

**(2)**

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

**(3)**

- (c) Give **two** reasons why President Roosevelt closed all the banks in the USA when he took office.

**(4)**

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

Relief, Recovery, Reform	Agricultural Adjustment Act
The Blue Eagle	Public Works Administration

**(8)**

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

**Source: from a modern textbook**

From 1935, several alphabet agencies were declared unconstitutional by the Supreme Court. In 1937, Roosevelt decided to prevent the Supreme Court from blocking his policies in the future, by increasing the number of justices from nine to fifteen. This would allow him to appoint six new justices, all of whom would be loyal to him. This was a mistake. Even Roosevelt’s supporters felt that it was going too far and the attempt failed.

Use the source, and your own knowledge, to describe how Roosevelt clashed with the Supreme Court.

**(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 civil rights in the 1940s and 1950s and the Red Scare.

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

The leadership of Philip Randolph	The leadership of Martin Luther King
The Freedom Riders	The work of CORE

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Brown Case was important in the campaigns for civil rights.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the civil rights campaigns during the 1950s.

The murder of Emmett Till	Little Rock High School
Rosa Parks	The Supreme Court

**(8)**

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

**Source: from a modern textbook**

Spy cases and the progress of communism in Europe and Asia created anti-communist hysteria in the USA. People claimed that there were communists everywhere. President Truman had not helped by using this as an excuse to send aid to Europe. Senator Joe McCarthy made a name for himself by exploiting these fears to a ridiculous extent.

Use the source, and your own knowledge, to describe how the Red Scare developed in the late 1940s and early 1950s.

**(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 New Frontier, the Great Society and the Women’s Movement.

- (a) Look at the boxes below. Write down the **two** parts of the New Frontier.

A programme of public works	The Programme for Poverty
The Voting Rights Act	Increase in the minimum wage

**(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 Kennedy was unable to get some parts of the New Frontier through Congress.

**(4)**

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

Model Cities Act	Civil Rights Act
Appalachian Recovery Programme	Office of Economic Opportunity

**(8)**

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

**Source: from a modern textbook**

The big changes in the role of women in the USA began to take place in the 1960s. One reason for this was that women saw a parallel between themselves and the civil rights movement. In fact, much of the civil rights legislation also applied to women. A second reason was that the birth control pill became available in the 1960s.

Use the source, and your own knowledge, to describe how the Women’s Movement developed in the 1960s.

**(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 and the effect of international sanctions.

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

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

**(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 African National Congress (ANC) became important in the 1950s.

**(4)**

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

The Pass Laws	The Bantu Education Act
The Group Areas Act	The Population Registration Act

**(8)**

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

**Source: from a modern textbook**

From 1985, many banks stopped lending money to the government, causing a severe financial crisis. The Rand devalued by 35 per cent almost overnight. From 1985 to 1987, many international companies withdrew from South Africa. In 1986, the USA and the EEC imposed new sanctions. White South African businessmen made a secret visit to meet leaders of the ANC in Zambia.

Use the source, and your own knowledge, to describe how international sanctions in the 1980s helped to bring apartheid to an end.

**(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 and Central Africa.

- (a) Look at the boxes below. Write down the **two** leaders who led their countries to independence from Britain in the 1950s and early 1960s.

Kwame Nkrumah	Nnamdi Azikiwe
Kenneth Kaunda	Hastings Banda

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** way that he helped his country achieve independence.

**(3)**

- (c) Give **two** reasons why Harold Macmillan’s ‘wind of change’ speech was unpopular with many in South Africa.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in Rhodesia in the years 1965–79.

Unilateral Declaration of Independence (UDI)	The Rhodesia Front
The Bush War	The Patriotic Front

**(8)**

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

**Source: from a modern textbook**

Ian Smith’s attempt to reach a compromise with Bishop Muzorewa failed. In 1978, the ‘internal settlement’ led to an interim coalition government. In 1979, a white-only referendum approved the new constitution and renamed the country Zimbabwe-Rhodesia. Bishop Abel Muzorewa’s coalition, the United African National Council, won the parliamentary elections. However, Muzorewa soon lost credibility as he sought aid from South Africa.

Use the source, and your own knowledge, to describe how UDI came to an end by 1979.

**(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 opposition to British rule.

- (a) Look at the boxes below. Write down the **two** reasons why the Morley Minto Reforms (Indian Councils Act) were criticised by many Indians.

Indians had little real influence	The reforms divided Hindus and Muslims
Indians sat on the Imperial Legislative Council	There were direct elections to provincial councils

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Rowlatt Acts were unpopular in India.

**(4)**

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

Unrest in the Punjab	The ban on public meetings
The Jallianwala Bagh	Brigadier-General Dyer

**(8)**

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

**Source: from a modern textbook**

Gandhi's real chance came in 1919. He began to campaign throughout India and in 1920 persuaded Congress to demand 'swaraj' (Home Rule). Gandhi also began to involve lower caste and poorly-educated Indians in the Congress Movement for the first time. This increased his support dramatically and made Congress a national movement.

Use the source, and your own knowledge, to describe how Gandhi changed Congress in the years after the First World War.

**(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 Congress, the Muslim League and Indian independence.

- (a) Look at the boxes below. Write down the **two** reasons why divisions between Congress and the Muslim League began to appear in the 1930s.

M. A. Jinnah was a member of both	The actions of the Indian National Army
The results of the 1937 Indian general election	Reactions to the outbreak of war in 1939

**(2)**

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

**(3)**

- (c) Give **two** reasons why the Lahore Declaration (Resolution) was issued in March 1940.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in relations between Britain and India in the years 1945–47.

Clement Attlee	The Cabinet Mission
The 1946 Indian general election	Direct Action

**(8)**

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

**Source: from a modern textbook**

To speed up British withdrawal, a new Viceroy, Lord Mountbatten, was appointed in February 1947. Soon after taking office, he became convinced that India would have to be partitioned. He advised the prime minister, Clement Attlee, that the date for independence should be brought forward by a year, to August 1947.

Use the source, and your own knowledge, to describe how Lord Mountbatten helped to bring 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 from 1911 to the 1920s and the growth of the Chinese Communist Party (CCP).

- (a) Look at the boxes below. Write down the **two** reasons why there was a revolution in China in 1911.

The leadership of Sun Yatsen	The agreement with Yuan Shi-Kai
Guomindang alliance with the CCP	Peasants were very poor

**(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 Warlords were able to seize control of much of China from 1916.

**(4)**

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

The Treaty of Versailles	The May 4 <sup>th</sup> Movement
The New Cultural Movement	The Comintern

**(8)**

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

**Source: from a modern textbook**

In early 1928, Chiang continued the Northern Expedition and in June he occupied Beijing. China now appeared to be reunified and Chiang's government was recognised by foreign powers. But, despite Chiang's successes, support for the CCP continued to grow. Hundreds of thousands of new members joined the communists, many of them in Shanghai. Wuhan, which was chosen as the new capital, was also in the communist-dominated area of China.

Use the source, and your own knowledge, to describe how support for the CCP grew in the 1920s.

**(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** reasons why the Guomindang did not win much support in the countryside in the 1930s.

Chiang usually supported landlords	The United Front
The Japanese occupation of Manchuria	The GMD did not offer land reform

**(2)**

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

**(3)**

- (c) Give **two** reasons why Chiang Kai-shek attacked the Jiangxi (Kiangsi-Hunan) Soviet in 1934.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in increasing support for the CCP in the 1930s.

The Long March	The Eight Rules of Mao
The Land Law	Yenan

**(8)**

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

**Source: from a modern textbook**

In 1937, the Japanese invaded China and soon gained control of the east of the country. This forced Chiang to move his capital to Chongqing in Sichuan Province, where he was safe from Japanese attacks. But the move allowed the CCP to take control of large areas of northern China. It soon controlled 90,000,000 people and had an army of 1,000,000, which was backed up by another 2,000,000 guerrillas.

Use the source, and your own knowledge, to describe how the war against Japan led to increased support for the CCP in the years 1937–45.

**(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** immediate aims that Mao Zedong had at the time he became ruler of China in 1949.

Establishing communist rule	The Great Leap Forward
The Hundred Flowers	Land Reform

**(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 there was a major famine in China in the late 1950s.

**(4)**

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

Population control	Rural markets
Education	Agriculture

**(8)**

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

**Source: from a modern textbook**

The main effect of the Cultural Revolution was to undermine and destroy all forms of authority. Anyone attempting to challenge the Red Guards or the ‘Thoughts of Chairman Mao’ was accused of being counter-revolutionary. The authority of the central government was seriously weakened and industrial production came to a standstill.

Use the source, and your own knowledge, to describe the effects of the Cultural Revolution on government and the economy of China in the years 1966–76.

**(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 Deng Xiaoping.

- (a) Look at the boxes below. Write down the **two** reasons why Deng Xiaoping was rehabilitated in 1977.

Support from the army	Hua Gaofeng
The Gang of Four	He had many supporters in the CCP

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** effect that it had on support for Deng in the 1970s.

**(3)**

- (c) Give **two** reasons why Deng Xiaoping believed that China needed to be modernised.

**(4)**

- (d) Choose any **two** of the following and explain how they were changed in the reforms of Deng Xiaoping.

Communes	Trade
Landholding	Education

**(8)**

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

**Source: from a modern textbook**

Until the mid-1980s the economic reforms were successful; after 1986 they did not go so well. The reforms in the countryside were held up by an unwillingness on the part of peasants to improve their farms because they only had 15 year leases. Inflation also began to rise and, with the population increase, prevented the standard of living from improving.

Use the source, and your own knowledge, to describe how the reforms of Deng Xiaoping were not always successful.

**(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 the 1940s to the 1970s.

- (a) Look at the boxes below. Write down the **two** reasons why the French reoccupied Indo-China after the Second World War.

To re-establish their empire	They had an agreement with Ho Chi Minh
They had US military support	They believed that the Vietminh was weak

**(2)**

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

**(3)**

- (c) Give **two** reasons why the French were unable to regain control of Vietnam.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in events in Vietnam from 1954 to 1963.

The Geneva Conference	The Domino Theory
Ngo Dinh Diem	Strategic Hamlets

**(8)**

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

**Source: from a modern textbook**

The US Air Force began to use defoliants like ‘Agent Orange’ and Napalm. These stripped leaves from trees. Napalm was also used to burn villages to force Viet Cong out into the open. Both of these could be dropped from planes. ‘Agent Blue’ was used to destroy crops. Bombs were used that also contained petrol and chemicals.

Use the source, and your own knowledge, to describe the tactics used by the 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 Indonesia.

- (a) Look at the boxes below. Write down the **two** leaders who played leading roles in the independence of Indonesia.

Sukarno	Hatta
Subandrio	Suharto

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** way that he played an important role in Indonesia in the years 1945–67.

**(3)**

- (c) Give **two** reasons why the Dutch agreed to Indonesian independence in 1949.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the development of Indonesia from the 1950s to the 1980s.

Guided Democracy	New Order
Pancasila	Oil

**(8)**

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

**Source: from a modern textbook**

Indonesia suffered from corruption in the years after independence. Particularly important was the creation of what amounted to private empires. One important example of corruption was provided by General Ibnu Sutowo. He controlled an oil company and began an ambitious investment programme that included purchase of oil tankers and construction of P.T. Krakatau, a steel complex.

Use the source, and your own knowledge, to describe how Suharto was forced to leave Indonesia in 1998.

**(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 early years of the state of Israel and the Suez Crisis.

- (a) Look at the boxes below. Write down the **two** reasons why the state of Israel was created in 1948.

The impact of the Holocaust	British immigration controls
Support in the United Nations	Terrorism by Israeli gangs

**(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 Palestinian Arabs objected to the creation of Israel.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the state of Israel in the late 1940s and early 1950s.

The Law of Return	Palestinian Refugees
Support from the USA	Jerusalem

**(8)**

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

**Source: from a modern textbook**

On 7 November 1956, Britain and France announced a cease-fire and the withdrawal of their troops from Egypt. This took place over a six-week period. The Israelis withdrew six months later and a UN peacekeeping force was put in place for ten years. 26 British and French soldiers were killed in the operation. The Egyptians lost about 3,000 men.

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

**(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 1973 to the early 1990s.

- (a) Look at the boxes below. Write down the **two** reasons why the Arab countries regarded the War of October 1973 (Yom Kippur) as a success.

Israel suffered defeats for the first time	The Golan Heights were recaptured
OPEC was formed	Israel suffered heavy casualties

**(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 Palestinian Liberation Organisation (PLO) was forced to leave Jordan in 1970.

**(4)**

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

The Gaza Strip	Palestinian tactics
Israeli tactics	International opinion

**(8)**

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

**Source: from a modern textbook**

In 1991, the USA sponsored a peace conference in Madrid about the Middle East. Israel, Jordan and the Palestinians were present, but the PLO was not invited. However, many of the Palestinian delegates were members of the PLO and their attitude impressed the Americans. Talks continued at Washington, but appeared to be getting nowhere until the Labour Party was elected to power in Israel in June 1992.

Use the source, and your own knowledge, to describe how the Peace Process began in the 1990s.

**(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 the development of the Cold War in the years 1945–1949.

- (a) Look at the boxes below. Write down the **two** reasons why Roosevelt was prepared to trust Stalin at Yalta in 1945.

The Red Army occupied Berlin	The Soviet atomic bomb
Free elections were promised in Eastern Europe	Japan was not yet defeated

**(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 Truman took a much tougher line with Stalin at Potsdam than Roosevelt had at Yalta.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in relations between East and West in the years 1946–48.

The Iron Curtain	The Greek Civil War
The recovery of Germany	The Marshall Plan

**(8)**

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

**Source: from a modern textbook**

The Berlin Blockade had serious consequences for international relations. The West decided that Stalin was not going to co-operate and so Truman took the decision that the USA would have to keep forces in Europe on a permanent basis. In 1949, NATO (the North Atlantic Treaty Organisation) was set up. It was a sign that relations between the Superpowers were now so bad that some form of military alliance was necessary.

Use the source, and your own knowledge, to describe how the creation of NATO changed relations between East and West.

**(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 the policies of Nikita Khrushchev.

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

The creation of the Soviet atomic bomb	The U2 incident
Khrushchev succeeded Stalin	The creation of the Warsaw Pact

**(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 adopted the policy of ‘peaceful co-existence’.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in ‘peaceful co-existence’.

Sport	Soviet foreign policy
Space	Summit meetings

**(8)**

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

**Source: from a modern textbook**

In November 1958, Khrushchev had demanded that the three Western Powers should leave West Berlin. The West refused and called for talks on the reunification of East and West Germany. Khrushchev refused to discuss unification, and in April 1960 threatened another blockade.

Use the source, and your own knowledge, to describe how Khrushchev tried to tackle the problem of Berlin.

**(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 European cooperation from the 1940s to the 1990s.

- (a) Look at the boxes below. Write down the **two** countries that received Marshall Aid after the Second World War.

France	Italy
Poland	Czechoslovakia

**(2)**

- (b) Choose **one** of your answers to question (a) and describe **one** reason why Marshall Aid was offered to that country.

**(3)**

- (c) Give **two** reasons why European countries began to plan for increased co-operation in the years after the Second World War.

**(4)**

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

Jean Monnet	Robert Schuman
Paul-Henri Spaak	Edward Heath

**(8)**

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

**Source: from a modern textbook**

The desire for further economic integration by member states of the European Community resulted in the creation of the Single Market in 1992. All goods and people could travel freely throughout the member states. Terms for a single currency were agreed in 1997. The Euro was finally brought into being in 2002, although not all members of the Community adopted it.

Use the source, and your own knowledge, to describe how the member states of the European Union drew closer together in the 1990s.

**(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, 1945–1990s**

This question is about life in Eastern Europe.

- (a) Look at the boxes below. Write down the **two** ways that East and West disagreed over Germany in the years after the Second World War.

The Nazi Party should be destroyed	Berlin should be divided into four sectors
The German economy should be rebuilt	The Deutschmark should be introduced

**(2)**

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

**(3)**

- (c) Give **two** reasons why Stalin cut off Eastern Europe from the West by the creation of the Iron Curtain in 1946.

**(4)**

- (d) Choose any **two** of the following and explain the part that they played in the economies of countries in the Eastern Bloc.

Subsidies for prices	Central planning
Targets	State owned industries

**(8)**

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

**Source: from a modern textbook**

News from abroad was strictly controlled. All newspapers were censored and ‘Izvestia’ and ‘Pravda’ (Truth) printed the official party line. Radio and television offered Soviet-produced programmes and painted the West as a disaster area of capitalism and misery. Nevertheless, many people were able to find out the truth.

Use the source, and your own knowledge, to describe how governments in the Eastern Bloc attempted to control 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 the Battle of Trafalgar. Study Sources A, B, C and D and then answer the questions that follow.

#### SOURCE A: From a biography of Nelson, published in 1974.

The victory at Trafalgar was a turning point in European history. The French and Spanish lost 22 ships and the British none. After the defeat of the Combined Fleet off Cadiz, the war against Napoleon was confined to continental Europe. Invasion of England was neither a prospect for France nor a threat to Britain. Britain controlled the seas for the next hundred years.

#### SOURCE B: From a history textbook on the Napoleonic Wars, published in 2004.

The British victory at Trafalgar spectacularly confirmed the naval supremacy that Britain had established during the eighteenth century. After the battle, Britain remained unchallenged for over a hundred years. However, by the time it was fought, Napoleon had abandoned his plans to invade southern England and instead was successfully fighting on the continent against Britain's allies.

#### SOURCE C: A British poster of November 1805, celebrating the Battle of Trafalgar.



**SOURCE D: From a history textbook on warfare, published in 2000.**

Trafalgar was important because it meant that Britain could maintain its blockade against France and confine the French mainly to a land-based war. Of greater importance was the fact that Napoleon could now concentrate on defeating the other members of the Coalition: Austria, Prussia and Russia.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C suggests that the Battle of Trafalgar was the most decisive naval victory that Britain had ever achieved. Why might the poster have described the battle 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 consequence of the Battle of Trafalgar was that Napoleon now concentrated on defeating Austria, Prussia and Russia. Do you agree that this was the main consequence of the battle? 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 Austro-Prussian War of 1866. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a history of modern warfare, published in 1980.**

The Austrians were forced to divide their forces in order to fight a war on two fronts, against Prussia to the north, and Italy to the south. The Austrians suffered a series of defeats against Prussia at Gilschin, Nachod and Königgrätz (Sadowa). Prussia's more effective planning, particularly in using railways for moving troops, meant that its mobilization was more efficient than that of the Austrian Army.

**SOURCE B: From a history of Germany, 1848–1914, published in 2000.**

Contrary to expectations, the Austro-Prussian War lasted only seven weeks and resulted in a decisive victory for Prussia. This was partly due to Austria's diplomatic isolation. However, Austria was also fighting a war on two fronts. Due to the careful planning of von Moltke and to Prussia's superior weaponry, Austrian forces were defeated in the decisive battle at Königgrätz in July 1866.

**SOURCE C: A Prussian painting of 1868 showing King William I of Prussia surrounded by his troops after the battle of Königgrätz.**



**SOURCE D: From a history of Germany, published in 1986.**

The Prussian victory over Austria owed much to Bismarck's diplomacy. He ensured that Austria was isolated during the war. French neutrality was achieved through a friendly meeting with Napoleon III at Biarritz in October 1864, whilst Prussian support against Poland in 1863 ensured close relations with Russia.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the reasons for the Austrian defeat in 1866? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows William I surrounded by his victorious troops at Königgrätz. Why might a Prussian artist have wanted to portray William I in this way? **(8)**

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

- (c) The writer of Source D suggests that Bismarck's diplomacy was the main reason for Prussia's victory. Do you agree that this was the main reason for Prussia's victory? Explain your answer. **(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 Russian aims in the Balkans in the years 1876–78. Study Sources A, B, C and D and then answer the questions that follow.

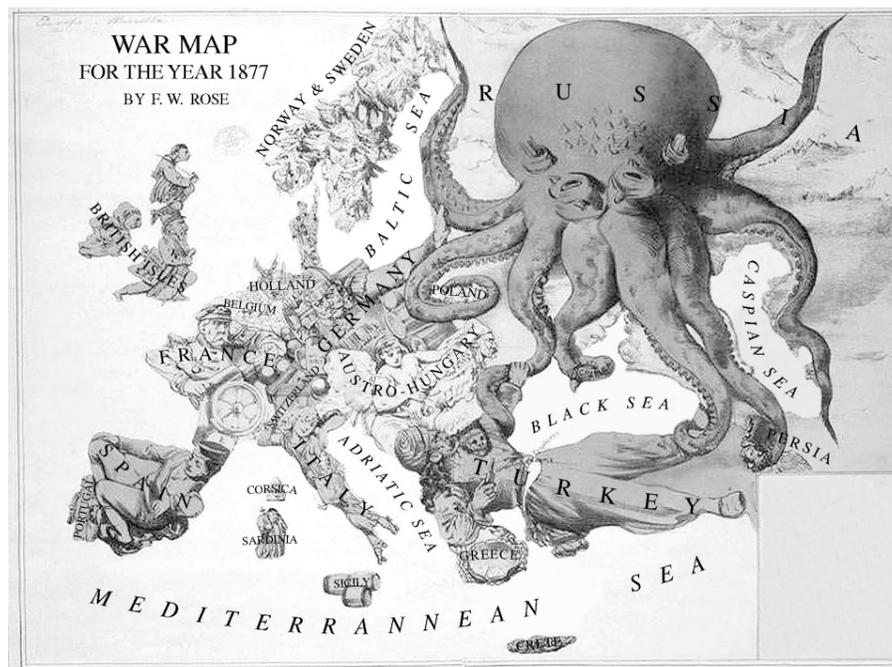
**SOURCE A: From a proclamation issued by Tsar Alexander II to the Bulgarians, April 1877.**

Inhabitants of Bulgaria! The aim of Russia is to build up, not to destroy. We aim to bring together all races and religions in the Bulgarian territory. The arms of Russia will protect all Christians against violence. The life, liberty and property of every Christian will be guaranteed. The hour of deliverance from Muslim tyranny has arrived.

**SOURCE B: From a history of Russia, 1815–81, published in 1991.**

Pan-Slavism won much support in Russia. Many Slavs saw Russia as a natural protector and sponsor of their interests, especially in the Balkans. Supporters of Pan-Slavism wanted Russia to take the lead in developing a federation of Slav states. In reality, Russian aims were more selfish. The Tsar wished to expand Russian influence and gain access to a warm water port through the Straits.

**SOURCE C: A British cartoon of 1877 showing a map of Europe.**



**SOURCE D: From a history of Europe, 1815-1914, published in 1981.**

The Treaty of San Stefano confirmed Russia's expansionist aims in the Balkans. The Tsar insisted that Romania must return Bessarabian lands to Russia. Russia also gained Kars and Batoum. The newly created state of Bulgaria was to be supervised by Russia for two years. The Treaty also gave Russia access to the Aegean and Mediterranean Seas.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about Russian aims in the Balkans in the years 1876–78? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows Russia as an octopus with its tentacles reaching into the Balkans. Why might a British cartoonist have wanted to portray Russia in this way? **(8)**

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

- (c) The writer of Source D suggests that territorial expansion was the main aim of Russian policy in the Balkans in the years 1876–78. Do you agree that this was the main aim of Russian policy in the Balkans? Explain your answer. **(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 the Battle of the Somme. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From the diary of a British soldier who fought on the first day of the Somme.**

Wave after wave climbed out of the trenches and advanced at a walk. Our progress across no-man's-land was stopped by rapid cross-fire from German machine guns. No-man's-land became a horrible sight. British dead and wounded lay in hundreds near the German barbed wire. Heaviest casualties occurred when we passed through the gaps in our own barbed wire. There we were mown down in heaps.

**SOURCE B: From the memoirs of a British soldier who fought at the Somme.**

Hundreds of dead were strung out on the barbed wire. Quite as many died on the wire as on the ground. It was clear that there were no gaps in the wire at the time of the attack. The Germans must have been reinforcing the wire for months. It was so thick that daylight could barely be seen through it. How did the planner imagine that our soldiers would get through it?

**SOURCE C: Headlines in a British newspaper, 2 July 1916.**

**BRITISH ADVANCE.**

**16 MILES OF GERMAN FRONT TRENCHES STORMED.**

**“THE DAY GOES WELL” FOR OUR HEROIC TROOPS.**

*Special Telegrams to the “News of the World.”*

British Headquarters, July 1, — Attack launched north of River Somme this morning at 7:30 a.m., in conjunction with French, British troops have broken into German forward system of defence on front of 16 miles.

**SOURCE D: From a history of the First World War, published in 1989.**

British security surrounding the Somme offensive was by no means perfect. Indeed the Germans knew well in advance about the attack and were well prepared. German defenders had regularly practised rushing their machine guns from the dug-outs. This had been perfected to a three-minute drill.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C suggests that the first day of the Somme was a success. Why might a British newspaper published at this time have shown the battle in this way? **(8)**

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

- (c) The writer of Source D suggests that German preparations were the main reason for the British failure on the first day of the Somme. Do you agree that this was the main reason? 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 Beer Hall Putsch and Hitler's trial. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From Hitler's evidence at his trial, February 1924, which followed the Beer Hall Putsch.**

I alone bear responsibility for the putsch but I am not a criminal because of that. There can be no such thing as High Treason when traitors to Germany in 1918 now occupy high positions in the government. I only wanted what's best for the German people. I only wanted to lead Germany back to honour, to its proper position in the world. I only wish I had suffered the same fate as my dear slaughtered colleagues.

**SOURCE B: From a history of Germany, 1919–45, published in 1960.**

Hitler was shrewd enough to see that his trial could provide a new platform from which he could, for the first time, make a name for himself beyond Bavaria and even outside Germany itself. By the time it ended, he had transformed defeat into triumph by accepting sole responsibility for the uprising and for attacking the Weimar Republic. His name was splashed over the front pages of newspapers across the world.

**SOURCE C: A painting made later by one of Hitler's followers who took part in the Beer Hall Putsch. In the foreground, the police are opening fire on the Nazis. Hitler stands with his arm raised, with Ludendorff on his right.**



**SOURCE D: From a speech by Hitler in 1933.**

It was the greatest good fortune for us Nazis that the putsch collapsed because:

1. the sudden takeover of power in the whole of Germany would have led to the greatest difficulties in 1923. At that time, we had not even begun the essential preparations for power;
2. the bloody sacrifice of 9<sup>th</sup> November 1923 has proved the most effective propaganda for National Socialism. This was the most important consequence of the putsch.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about how Hitler made use of the opportunities presented by his trial? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that Hitler showed great bravery during the Beer Hall Putsch. Why might the artist want to portray the event in this way? **(8)**

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

- (c) In Source D, Hitler suggests that the main consequence of the Beer Hall Putsch was its use as effective propaganda for the Nazi Party. Do you agree that this was the main consequence? 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 Civil War of 1918 to 1921 in Russia. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: A photograph of Trotsky on his special train visiting Red Army troops in 1919.**



**SOURCE B: Trotsky describes how he built up the Red Army.**

The flabby, panicky mob would be transformed in two or three weeks into an efficient fighting force. What was needed for this? It needed good commanders, a few dozen experienced fighters, a few dozen or so Communists ready to make any sacrifice and an energetic propaganda machine. Above all else, it needed firm leadership from me. The train took care of all this.

**SOURCE C: A Bolshevik poster of the Russian Civil War. The caption says ‘We salute the three million soldiers of the Red Army.’**



**SOURCE D: From a history of Russia, published in 1994.**

The Bolshevik victory was due mainly to the weakness of their opponents. The Whites were a mixture of different groups who found it hard to cooperate. Their armies were in different parts of the country and their reputation for savagery was as bad as that of the Bolsheviks.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the role of Trotsky during the Civil War? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that the Red Army was both large and enthusiastic. Why might an artist have shown the Red Army in this way? (8)

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

- (c) Source D suggests that the weaknesses of the Whites was the main reason for the Bolshevik success in the Civil War. Do you agree that this was the main reason? 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 Prohibition. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From an interview with Charlie Berns, who ran a speakeasy in New York during the 1920s.**

Every speakeasy had to make some arrangements with the cops to survive. In our case it wasn't exactly a showdown, nothing on a regular basis, more like an act of friendship. We would slip the captain a \$50 bill from time to time and a box of cigars to cops on the beat. They could always count on us for free meals and drinks and at Christmas time, of course, we had a gift for everybody.

**SOURCE B: From an interview with a policeman in Chicago in the 1920s.**

I was assigned to 12<sup>th</sup> Street. A fella dashed up to me and said, 'This is for you'. He handed me an envelope. I opened it and there was \$75 in it. The payoff was such a common thing. Believe me, I never went seeking it. It just came as a matter of course. I tried to do my job. We went out on several raids on speakeasies and made convictions, but most of the time we turned a blind eye to the drinking.

**SOURCE C: A cartoon of 1926 which appeared in a popular US magazine.**



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

Prohibition proved impossible to enforce effectively in cities. Not enough Prohibition agents were appointed. Millions of US citizens, especially in cities, were not prepared to obey the law, so bootleggers made vast fortunes. By 1925, there were more speakeasies than there had been saloons in 1919. However, the main reason Prohibition failed was the rise of organised crime.

**Questions**

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C shows US officials expecting to gain from Prohibition. Why might the cartoonist have shown the officials in this way? **(8)**

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

- (c) The writer of Source D suggests that organised crime was the main reason for the failure of Prohibition. Do you agree that this was the main reason for its failure? 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 Warsaw Ghetto Uprising. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: A photograph showing buildings in the Warsaw Ghetto, set alight by German soldiers during the Uprising of 1943.**



**SOURCE B: From the diary of a Jew who witnessed the Warsaw Ghetto Uprising, 20 April 1943.**

Our brave defenders are holding out at their posts. Germans have to fight for access to each house. Gates of houses are barricaded, each house like a defensive fortress. Jewish defenders are showering missiles from the windows. The Germans have introduced flame-throwers into action. Houses in the ghettos are set on fire to force out the defenders. The murderers are burning down the apartment blocks, building by building.

**SOURCE C: Extract from a popular Jewish song inspired by the Warsaw Ghetto Uprising.**

Never say that you have reached the very end  
Through leaden skies a better future may come,  
And the hour for which we've yearned will yet arrive,  
And our marching step will thunder: 'We survive!'  
And wherever our blood was shed in pain,  
Our fighting spirits now will resurrect again.

**SOURCE D: From a modern account of the Warsaw Ghetto Uprising, written in 2007.**

News of the Warsaw Ghetto Uprising spread throughout Poland and German-occupied Europe, thrilling those Jews who heard about it. Indeed, one effect of the Uprising was to inspire similar resistance movements. But the Nazi response was brutal. The Jewish survivors in Warsaw were taken to Treblinka, where they were gassed. The most important consequence of the Uprising was to increase the determination of the Nazis to eliminate all Jews in occupied Europe.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the actions of the German troops during the Warsaw Ghetto Uprising? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that the Jews will survive and fight. Why might this song have been so popular with Jews after the Warsaw Ghetto Uprising? (8)

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

- (c) The author of Source D suggests that the most important consequence of the Warsaw Ghetto Uprising was to increase the determination of the Nazis to eliminate all Jews in occupied Europe. Do you agree that this was the most important consequence of the Uprising? Explain your answer using the sources and your own knowledge. (12)

---

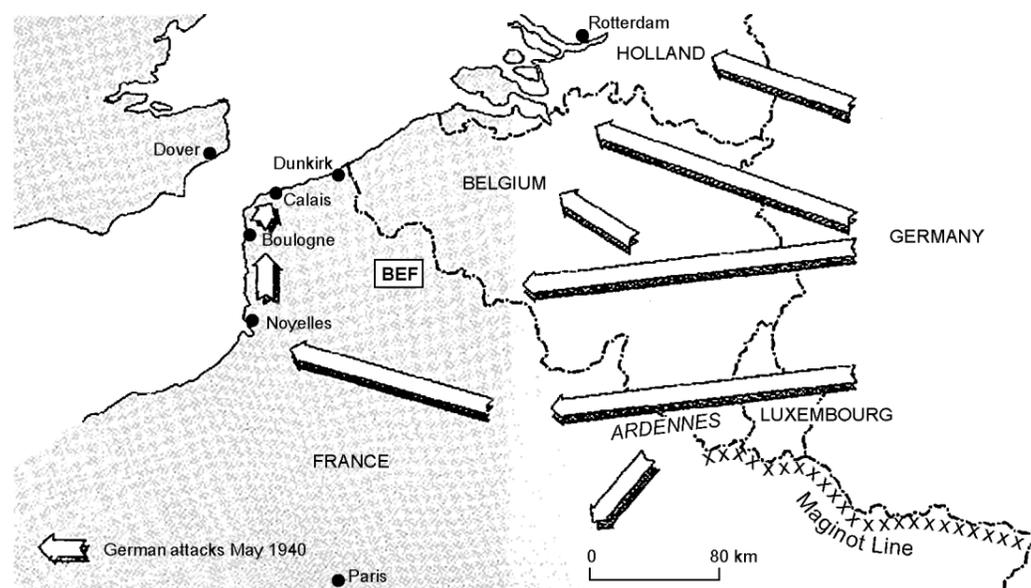
**(Total for Question 8: 25 marks)**

**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: A map showing the German attacks of May 1940.**



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

In 1940, the Germans devised a plan to cut off the British and French armies in northern France. First they invaded Belgium and Holland, intending to draw British and French troops to help these countries. Then, from 12 May, they struck in the area of the Ardennes, at the top of the Maginot Line, breaking through the French defences. Fast-moving Panzer divisions advanced swiftly through Belgium and France and cut off the British Expeditionary Force.

**SOURCE C: A cartoon published by a British newspaper in November 1939 Hitler is represented as a snail.**



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

Blitzkrieg proved a very effective tactic because it was new and unexpected. It was carried out very quickly, not giving the enemy the opportunity to recover. However, its success was mainly due to the weakness of the Allies. Britain and France believed the Second World War would be a war of attrition, like that of 1914–18. For this reason, they remained on the defensive in the early months of the war.

### Questions

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the German attacks of May 1940? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C shows Hitler and Blitzkrieg as a snail. Why might a British cartoonist show Blitzkrieg in this way in November 1939? (8)

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

- (c) The writer of Source D suggests that the weaknesses of the Allies was the main reason for German successes in May–June 1940. Do you agree that this was the main reason for the German successes in May–June 1940? 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 the creation of the Communist State. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From the ‘Common Programme’ drawn up by the Chinese Communist Party, September 1949.**

The People’s Republic of China strives for independence, democracy, peace, unity and the strength of China. The people shall have freedom of thought, speech, publication, assembly and religious belief. The People’s Republic shall abolish the feudal system which holds women in bondage. Women shall enjoy equal rights to men. The old marriage system shall be abolished.

**SOURCE B: A Chinese woman describes some of the changes brought about by the Communist Party, 1949–50.**

The old marriage system, which allowed forced or arranged marriages and which made women the servants of their men, were removed. All marriages were to be based on the free consent of men and women. Mass meetings were held to explain these changes. At the same time, secret societies and some religious orders came under attack in the cities.

**SOURCE C: An official Chinese government poster of 1952 showing peasants who had just received deeds to land, which they had been given after land reform.**



**SOURCE D: From a modern world history, published in 1990.**

Propaganda played the most important role in increasing support for the new Communist government. The government controlled all newspapers, radio and the arts. Posters and cartoons were extensively used. In 1951, the Party began a movement for ‘thought reform’ and the Party organised mass campaigns such as the ‘Three Antis’ of 1951 followed by the ‘Five Antis’ of 1952.

**Questions**

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the aims of the Chinese Communist Party? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that peasants were pleased with land reform. Why might an official Chinese poster have shown the peasants in this way? **(8)**

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

- (c) The writer of Source D suggests that propaganda was the main reason why support for the new Communist Government increased. Do you agree that this was the main reason for increasing support? 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**

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 first opportunity.