

# 1540/402

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NATIONAL  
QUALIFICATIONS  
2010

FRIDAY, 7 MAY  
10.20 AM – 11.50 AM

HISTORY  
STANDARD GRADE  
General Level

Answer questions from Unit I **and** Unit II **and** Unit III.

Choose only **one** Context from each Unit and answer Sections A **and** B. The Contexts chosen should be those you have studied. Your Invigilator will tell you which contexts these are.

The Contexts in each Unit are:

Unit I— Changing Life in Scotland and Britain

Context A: 1750s–1850s ..... Pages 2–3

Context B: 1830s–1930s ..... Pages 4–5

Context C: 1880s–Present Day ..... Pages 6–7

Unit II— International Cooperation and Conflict

Context A: 1890s–1920s ..... Pages 8–10

Context B: 1930s–1960s ..... Pages 11–13

Unit III— People and Power

Context A: USA 1850–1880 ..... Pages 14–15

Context B: India 1917–1947 ..... Pages 16–17

Context C: Russia 1914–1941 ..... Pages 18–19

Context D: Germany 1918–1939 ..... Pages 20–21

Use the information in the sources, and your own knowledge, to answer the questions.

Number the questions as shown in the question paper.

Some sources have been adapted or translated.



**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**CONTEXT A: 1750s–1850s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** explains why Scotland's health improved in the early nineteenth century.

**Source A**

By the early nineteenth century vaccinating people had become a very effective way of stopping the spread of smallpox. The chances of catching an infection in hospitals, however, remained very high. As the link between dirt and disease was better understood, the hospitals became cleaner and this increased patients' chances of survival. The development of anaesthetics made surgery safer. Many patients who lived through the operation, however, later died from infection.

1. How important was improved medical knowledge in making people healthier by the early nineteenth century? 4

**Source B** is a newspaper report about the Bonnymuir Uprising, 1820.

**Source B**

Government troops clashed with a group of armed Radicals near Bonnymuir in Stirlingshire. The Radicals opened fire but the troops quickly overpowered them. Casualties on both sides were low. Nineteen Radicals were taken prisoner leaving the movement leaderless. The failure of the Radicals at Bonnymuir was a serious setback to this cause.

2. Explain why the Bonnymuir Uprising harmed the Radical cause. 3

## SECTION B: ENQUIRY SKILLS

**The issue for investigating is:**

The people of Scotland benefited from developments in farming.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is taken from the Old Statistical Account of Scotland for the Parish of Dalserf, written in 1792.

**Source C**

Within the last 30 years, the land has all been enclosed and the appearance of the parish greatly changed. The old run-down farmers' houses have been replaced by larger, more impressive buildings. Improvements to the land have greatly increased its value to the benefit of landlords. They also get a higher rent from their tenants. Most tenant farmers do not mind this as better crop yields mean bigger profits for them.

3. How useful is **Source C** for investigating the effects of developments in farming upon Scottish peoples' lives?

3

**Source D** is from a modern textbook.

**Source D**

Not everyone did well out of the changes. Some tenant farmers could not afford the higher rents and lost their land. Many remained in the countryside but became day labourers on the new farms. Low wages meant these labourers frequently lived in poverty. Most labourers' cottages were small, damp and overcrowded. The introduction of farm machinery put many labourers out of work.

4. What evidence is there in **Source C** that supports the view that the people of Scotland **benefited** from developments in farming?

What evidence is there in **Source D** that supports the view that the people of Scotland **suffered** as a result of developments in farming?

5

5. How far do you agree that the people of Scotland **benefited** from the developments in farming?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion.

4

[END OF CONTEXT IA]

**Now turn to the Context you have chosen in Unit II.**

**UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN**

**CONTEXT B: 1830s–1930s**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** explains why Scotland's health improved in the late nineteenth century.

**Source A**

The period of 1830–1900 was a 'golden age' of Scottish medicine. Joseph Lister developed a system of antiseptic surgery which increased the chances of surviving a hospital operation. Existing infirmaries were extended and new hospitals were built. However, for the majority of the poor, medical care remained inadequate. Furthermore, medical science, as yet, had no answer to tuberculosis. There was also no cure for whooping cough or measles, which both contributed to the appalling child mortality rates.

1. How important was improved medical knowledge in making people healthier by 1900?

4

**Source B** is about the Suffragettes.

**Source B**

The years before the war were a time of tension for the Suffragettes. Splits in the WSPU, caused by the Pankhursts expelling anyone who criticised their militant actions, weakened the movement. Some leading Suffragettes also claimed violence undermined their peaceful efforts. They were afraid they would not be seen as mature adults who could be trusted with the vote. However, peaceful methods like marches or petitions to Parliament had had little effect.

2. Explain why the actions of the militant Suffragettes harmed the campaign for votes for women.

3

## SECTION B: ENQUIRY SKILLS

**The issue for investigating is:**

The people of Scotland suffered as a result of the development of railways.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is from a letter written by an opponent of a railway in 1864.

**Source C**

There are a number of objections to the extension of the railway from Aboyne through Ballater to Braemar. The existence of a railway would seriously damage the peaceful countryside. Trains passing close to the road would scare the horses pulling carriages. Income from the turnpike road would cease if the road was in competition with a parallel railway. The construction of a railway is a serious gamble which is bound to fail.

3. How useful is **Source C** for investigating the impact of railways upon Scottish people's lives?

3

**Source D** is about the effects of railways.

**Source D**

Over the last twenty years, many railway lines have opened throughout the country. The railways now employ thousands of people. In 1854, millions of passengers travelled an average of 12 miles each by railway. As a result, the wear and tear on the lines is high. The postal facilities provided by the railways are very great. Every Friday night, weekly papers are carried all over the country for delivery the next day.

4. What evidence is there in **Source C** that supports the view that the people of Scotland **suffered** as a result of the development of the railways?

What evidence is there in **Source D** that supports the view that the people of Scotland **benefited** as a result of the railways?

5

5. How far do you agree that the people of Scotland **suffered** as a result of the development of railways?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion.

4

[END OF CONTEXT IB]

**Now turn to the Context you have chosen in Unit II.**

## UNIT I—CHANGING LIFE IN SCOTLAND AND BRITAIN

### CONTEXT C: 1880s–Present Day

#### *SECTION A: KNOWLEDGE AND UNDERSTANDING*

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** explains why Scotland's health improved in the twentieth century.

#### **Source A**

The infant mortality rate fell as advances in medicine led to a steady reduction in killer childhood diseases such as measles, whooping cough and scarlet fever. The efforts of health visitors helped poorer communities. By the 1950s antibiotics cut infant deaths by half. For older children this was helped by school medical inspections. Penicillin had reduced deaths among adults with tuberculosis. However, heart disease remained widespread.

1. How important was improved medical knowledge in making people healthier throughout the twentieth century?

4

**Source B** is about the Suffragettes.

#### **Source B**

The years before the war were a time of tension for the Suffragettes. Splits in the WSPU, caused by the Pankhursts expelling anyone who criticised their militant actions, weakened the movement. Some leading Suffragettes also claimed violence undermined their peaceful efforts. They were afraid they would not be seen as mature adults who could be trusted with the vote. However, peaceful methods like marches or petitions to Parliament had had little effect.

2. Explain why the actions of the militant Suffragettes harmed the campaign for votes for women.

3

## SECTION B: ENQUIRY SKILLS

The issue for investigating is:

The people of Scotland suffered as a result of the development of the motor car.

Study the sources carefully and answer the questions which follow.

You should use your own knowledge where appropriate.

**Source C** is part of a radio interview made in the 1990s in which Max Cruickshank remembers the impact made by motor cars.

**Source C**

Childhood is now much more isolated and lonely than in my day. Nowadays, most parents drive their children to and from school. Children don't walk as much, so are no longer fit. Stuck in cars, children don't socialise on the way to school like we did. Concerns about safety mean children don't even play in the streets anymore because of fast cars.

3. How useful is **Source C** for investigating the impact of the motor car upon Scottish people's lives? 3

**Source D** is by a modern historian.

**Source D**

In the 1960s, cars brought dramatic changes to the British landscape. Cars allowed people to travel to places that otherwise would have been merely names on a map. The car allowed people to travel without worrying about bus or train timetables. Weekend outings by car became quite common. This meant families could enjoy the fresh air of the countryside. However, driving on Britain's narrow winding roads remained an ordeal.

4. What evidence is there in **Source C** that supports the view that the people of Scotland **suffered** as a result of the development of the motor car?

What evidence is there in **Source D** that supports the view that motor cars **benefited** the people of Scotland? 5

5. How far do you agree that the people of Scotland **suffered** as a result of the development of the motor car?

You must use evidence **from the sources** and **your own knowledge** to come to a conclusion. 4

[END OF CONTEXT IC]

Now turn to the Context you have chosen in Unit II.

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

## CONTEXT A: 1890s–1920s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** describes the assassinations in Sarajevo on the 28th June, 1914.

**Source A**

General Potiorek shouted to the driver that we were going the wrong way. As he reversed, there were shots. Countess Sophie was hit. I thought she had fainted from shock. Franz Ferdinand shouted “Sophie, Sophie, don’t die. Live for our children”. These words will live with me forever.

1. Describe the assassinations in Sarajevo on the 28th June, 1914.

3

**Source B** is about the role British women played during the First World War.

**Source B**

During World War One, many things changed. As men left their jobs to go and fight, their places in industry were increasingly taken by women. Women’s most vital work was in munitions factories where they produced weapons and shells. This work was both dirty and dangerous. Women worked on trams and buses to keep the transport system going. With so many men away fighting, women had to take the responsibility of being head of the family.

2. How important was the role British women played during the First World War?

4

*SECTION B: ENQUIRY SKILLS*

The following sources are about the use of new technology on the Western Front during the First World War.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** was written by Lieutenant Gordon who fought in the Battle of the Somme in July 1916.

**Source C**

Although our bombardment had failed to knock out the German machine guns, its effects on the trenches had been great. For the most part, they were entirely destroyed. In places a trench was in good condition but this was rare. The German infantry must have survived due to their deep dugouts, 30 to 40 feet below ground level. The enemy barbed wire positions had everywhere been completely destroyed by our artillery.

3. How useful is **Source C** as evidence of the effects of artillery at the Battle of the Somme?

3

**Source D** describes the use of artillery at the Battle of the Somme.

**Source D**

For a week, the artillery fire never ceased. German soldiers listened to the explosions thirty feet above their heads in the safety of their deep dugouts. As the shells started dropping further back, German troops stumbled up the steps to find their line of trenches had been smashed. The Germans, however, were a long way from being defenceless. Their heavy machine guns were already set up. In front of them, the barbed wire was not even damaged.

4. How far do **Sources C** and **D** agree about the effects of artillery at the Battle of the Somme?

4

[Turn over

**Source E** is from Colonel Swinton, an officer during the First World War.

**Source E**

The immediate purpose of the tank was the destruction of the machine gun which, until the tank appeared, was responsible for more deaths than any other weapon. The tank was the one completely British invention in the war and a great one. It was a great life-saver of infantry. The tank took the place of the artillery bombardment, with more certain results. It also reintroduced the element of surprise in an attack which the artillery bombardment had lost.

5. How fully does **Source E** describe the impact tanks had on fighting on the Western Front during the First World War?

You must use evidence **from the source** and from **your own knowledge** and give reasons for your answers.

4

[END OF CONTEXT IIA]

**Now turn to the Context you have chosen in Unit III.**

## UNIT II—INTERNATIONAL COOPERATION AND CONFLICT

## CONTEXT B: 1930s–1960s

## SECTION A: KNOWLEDGE AND UNDERSTANDING

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about the German attack on Poland.

**Source A**

Britain and France declared that they would support Poland if it were attacked by Germany. On Friday 1 September 1939, the first German troops crossed the Polish frontier. There was fierce fighting. The flat Polish plain suited the German tanks well. They attacked and surprised an unprepared enemy with fast moving tanks along a narrow front.

1. Describe what happened in Poland in September 1939.

3

**Source B** is about the role British women played during the Second World War.

**Source B**

In 1941, women under 50 years old had to register for war work. Women factory workers often found themselves doing heavy jobs such as welding. Just as skilful as men, they worked up to 60 hours a week or more. Thanks to their efforts Britain's output of war materials rose more quickly than anyone expected. They did mind being paid less than men for the same work.

2. How important was the role British women played during the Second World War?

4

**[Turn over**

## SECTION B: ENQUIRY SKILLS

The following sources are about new technology and its effects on the conduct of the war.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** was written by a police inspector to the Chief Constable at Linlithgow reporting a German air raid over the Firth of Forth, 16 October 1939.

**Source C**

At about 2.30 pm three enemy aeroplanes attacked two warships anchored to the east of the Forth Bridge. Two small boats tied nearby were sunk. No bombs were dropped on land but shrapnel fell at the town harbour and on a farm where it slightly wounded a farmer on the back. Fortunately, at the time of the raid, few people were on the streets and the police quickly succeeded in getting them under cover. There was little or no panic and the public behaved very well.

3. How useful is **Source C** as evidence of the effects of German air attacks on Scotland during the Second World War?

4

**Source D** describes one of the first German air raids over the Firth of Forth in the east of Scotland.

**Source D**

On October 16th 1939, enemy aircraft attacked naval vessels near the Forth Bridge. It was recorded that shrapnel fell in the streets of Edinburgh and Dunfermline. There was little civilian damage and only two slightly injured casualties were reported. No general warning had been given and this caused great annoyance among the public who had crowded into the streets to watch what they believed to be a practice in progress.

4. How far do **Sources C** and **D** agree on the effects of German air raids on Scotland during the Second World War?

4

**Source E** is about the use of new technology for bombing during the Second World War.

**Source E**

World War Two was a war of machinery and new technology. The RAF used Lancasters to bomb German cities at night using incendiary bombs that often caused devastating firestorms. 'Bouncing Bombs' were also used to destroy important dams in Germany. They also developed the very fast Mosquito which acted as a path-finder for the bombers. The USA used Flying Fortresses with precision bomb sights during the day on targets like factories. Germany was under attack day and night.

5. How fully does **Source E** describe the use of new technology for bombing during the Second World War?

You must use evidence **from the source** and from **your own knowledge** and give reasons for your answer.

4

[END OF CONTEXT IIB]

**Now turn to the Context you have chosen in Unit III.**

UNIT III—PEOPLE AND POWER

CONTEXT A: USA 1850–1880

SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is a sketch of Abraham Lincoln addressing a crowd during the 1860 election. The banner behind him says “The union must, and shall be preserved.”

Source A

	<p>Lincoln attracted large crowds wherever he went. He showed great skills as a war leader during the Civil War. His speeches often captured the public’s imagination as he kept the audience spellbound. Ordinary Americans liked his life story which was one of rags to riches.</p>
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1. Explain why Lincoln was popular with many Americans. 3

Source B describes the activities of Carpetbaggers in the South after the Civil War.

Source B

During the late 1860s there were countless stories throughout the South about Carpetbaggers. Some were involved in cheating and double-dealing. Many got involved in local politics. They were so easy to blame when things went wrong. Others were discovered to have stolen taxpayers’ money. Some tried to buy land at rock bottom prices to make a huge profit.

2. Describe the activities of Carpetbaggers in the South after the Civil War. 3

*SECTION B: ENQUIRY SKILLS*

The following sources are about slavery in the Southern States of the USA.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** was written in 1861 by a Republican friend of Abraham Lincoln.

**Source C**

I, like Abraham, am convinced that slavery is the only cause of the present situation. We must stand firm to wipe out slavery. It is accepted that some slaves were treated well. I firmly believe that a large majority of the people in the free states support Lincoln's determined effort to keep the union together. Many of our good and patriotic people are hoping that war will come to deal with this issue over slavery.

3. What is the attitude of the author of **Source C** towards slavery?

3

**Source D** is from a history book and is about the causes of the Civil War.

**Source D**

Lincoln did not wish to expand slavery but wanted it to end eventually. His attitude worried many slave owners in the South who feared economic ruin. As a result, some southern states left the union. Lincoln was pulled in many directions. However, he needed to show his anti-slavery supporters that he would stand firm to keep the union together. Men from all over America supported Lincoln over the slavery issue. 100,000 men volunteered to fight.

4. How far do **Sources C** and **D** agree about slavery being the cause of the Civil War?

4

[END OF CONTEXT IIIA]

## UNIT III—PEOPLE AND POWER

## CONTEXT B: INDIA 1917–1947

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

Source A is a photograph of a peaceful protest organised by Gandhi.

## Source A



Gandhi had been a lawyer. Ordinary Indians liked his simple way of life. Gandhi went out by train and on foot visiting every part of India. His speeches held massive crowds spellbound. They agreed with his use of non-violent protests.

1. Explain why Gandhi was popular with many Indians.

3

Source B is about the aims of the Indian National Congress.

## Source B

The Indian National Congress was set up to try to have more say in the government of India. For years, Congress worked to persuade the British to let Indians become partners in running the country. But the Amritsar Massacre changed the Congress leaders' attitude. They began working to overthrow the British. In the 1920s, Gandhi turned the Indian National Congress into a mass movement with millions of supporters amongst India's poor.

2. Describe the aims of the Indian National Congress.

3

*SECTION B: ENQUIRY SKILLS*

The following sources are about the failure of the Simon Commission.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

**Source C** is by Indian writer Sankar Ghose.

**Source C**

Indians took the setting up of the all-white Simon Commission as a national insult. Why was no Indian included in it? Gandhi decided to have nothing to do with the Simon Commission and the Congress also boycotted it. There was a countrywide hartal (strike) when the Simon Commission landed at Mumbai. In every city and town, the 'Simon Seven' faced shuttered windows and were greeted with hostile shouts of "Simon Go Back!"

3. What is the attitude of Indians towards the Simon Commission according to the author of **Source C**?

3

**Source D** is by an Indian historian.

**Source D**

The British Government announced that a commission headed by Sir John Simon had been appointed to look into the Indian political situation and suggest the next stages of reform. However, when not even one Indian had been included in the Commission's seven members, all Indian parties expressed their disappointment and anger by deciding to boycott the commission. As a result, when they arrived, they were greeted by hartals (strikes) and massive demonstrations. The slogan "Go Back Simon" was heard across the nation.

4. How far do **Sources C** and **D** agree about Indian attitudes to the Simon Commission?

4

[END OF CONTEXT IIIB]

## UNIT III—PEOPLE AND POWER

## CONTEXT C: RUSSIA 1914–1941

## SECTION A: KNOWLEDGE AND UNDERSTANDING

Study the information in the sources. You must also use your own knowledge in your answers.

**Source A** is a poster from 1917 of Lenin holding a copy of the Bolshevik newspaper Pravda. The slogan behind him means “Power to the people; land to the peasants”.

**Source A**

Lenin toured the country regularly after the revolution. He tried to share his ideas with the Russian people using newspapers and speeches. He promised to make peace with all nations and people supported this. He promised to give land to the peasants in the countryside and they welcomed this.

1. Explain why Lenin was popular with many Russians.

3

**Source B** is about the aims of Stalin’s Purges during the 1930s.

**Source B**

Stalin’s motives for the Purges are still a matter of debate. He certainly wanted rid of old Bolsheviks, who were more likely to oppose his policies. Stalin wanted to create general fear and suspicion. He also wanted to divide the Russian people so they would be easier to rule. The human costs were enormous, and are now the subject of criticism.

2. Describe the aims of Stalin’s Purges.

3

*SECTION B: ENQUIRY SKILLS*

The following sources are about Lenin's New Economic Policy.

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

In **Source C** a Communist Party member remembers the years of the New Economic Policy in Russia in the 1920s.

**Source C**

Comrade Lenin said that the NEP would give us a temporary "breathing space" to get back on our feet, and he was correct. The peasants were allowed to sell their surplus grain so they stopped working against us at last. We were happier because the country became more stable again. Yet prices rose and unemployment was still a problem. However, most of us realised that these measures were necessary to revive industry and output did increase.

3. What is the attitude of the author of **Source C** towards the New Economic Policy? **3**

In **Source D** a modern historian discusses the effects of the New Economic Policy.

**Source D**

From Lenin's point of view, the NEP was a success both politically and economically. It took the steam out of peasant discontent. It brought about recovery and economic stability. By the time of Lenin's death, the output of industry was rising sharply. Grain production had also risen well above the low levels of 1920–21. The only question facing the Bolsheviks was how long the NEP should last.

4. How far do **Sources C** and **D** agree about the success of the New Economic Policy? **4**

[END OF CONTEXT IIIC]

**UNIT III—PEOPLE AND POWER**

**CONTEXT D: GERMANY 1918–1939**

*SECTION A: KNOWLEDGE AND UNDERSTANDING*

**Study the information in the sources. You must also use your own knowledge in your answers.**

**Source A** is about the aims of the Spartacists.

**Source A**

The Spartacists were led by Karl Liebknecht and Rosa Luxemburg. They wanted to take away the wealth of the rich people. With so many Germans starving, they wanted a government which ruled on behalf of the poor. In 1917 the Bolsheviks in Russia had shown that a small group of Communists could overthrow a government. The Spartacists wanted to copy the Russian example by having their own revolution in Germany.

1. Describe the aims of the Spartacists.

3

**Source B** is a Nazi propaganda poster from 1934. The writing behind Hitler says “Loyalty, Honour and Order”.

**Source B**



By 1932, the Nazis were the largest party in the Reichstag. Germany had endured years of weak governments and Hitler promised strong leadership. Hitler appeared to offer hope and a bright future for Germany. Hitler became Chancellor in January 1933.

2. Explain why Hitler was popular with many Germans.

3

*SECTION B: ENQUIRY SKILLS*

The following sources are about education in Nazi Germany

**Study the sources carefully and answer the questions which follow.**

**You should use your own knowledge where appropriate.**

In **Source C** Marianne MacKinnon remembers going to school in Nazi Germany during the 1930s.

**Source C**

School changed a lot. We never questioned the new books and the new subjects which appeared. The number of Physical Education (PE) periods was increased at the expense of religious instruction. Less studious pupils, like myself, were positively delighted when competitive games were introduced. I loved the physical fitness programme. An hour spent in the gym was infinitely preferable to sweating over arithmetic. I was less keen on the loud Nazi songs we had to sing.

3. What is the attitude of the author of **Source C** towards the changes in education made by the Nazis?

3

**Source D** is about education in Nazi Germany.

**Source D**

The normal timetable allocation of PE periods was increased to 5 by 1938. This was instead of religious instruction. PE gained higher status as a subject and there was serious suggestion that the PE instructor in every school should automatically be appointed deputy headmaster. Something else new was the introduction of subjects like racial studies. Weekly morning assemblies became Nazi ceremonies where hymns were replaced with Nazi songs. Education was considered important by the Nazis.

4. How far do **Sources C** and **D** agree about the changes in education made by the Nazis?

4

[END OF CONTEXT IIID]

[END OF QUESTION PAPER]

## ACKNOWLEDGEMENTS

Unit III Context A Source A—Illustration is taken from Page 8 of *The American Civil War* by A H Allt ISBN 0 582 20389 9. Published by Longman. Unable to trace copyright holder.

Unit III Context B Source A—Photograph of Gandhi. Permission is being sought.

Unit III Context D Source B—Poster is taken from Page 31 of *Nazi Germany 1933-1945* by John Laver ISBN 0 340 54350 7. Published by Hodder & Stoughton. Unable to trace copyright holder.

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