

B G C S E

HISTORY

EXAMINATION PAPERS

UNDERSTAND • PRACTICE • SUCCEED





THE OPENHANDED CLASSROOM

LEARN MORE. ACHIEVE MORE. SMILE MORE.



BGCSE CLASSES

- ✓ Exam-Focused Learning
- ✓ Past Papers & Strategies
- ✓ Stronger Understanding
- ✓ Better Grades, Brighter Future



[**CLICK HERE**](#)



SAT CLASSES

- ✓ Smart Test Strategies
- ✓ Stronger Scores
- ✓ Time Management Skills
- ✓ College & Scholarship Ready



[**CLICK HERE**](#)



BJC CLASSES

- ✓ Clear, Simple Explanations
- ✓ Focus on Understanding
- ✓ Help That Fits Your Pace
- ✓ Build Confidence, Get Results



[**CLICK HERE**](#)



EXPERT TEACHING.
PROVEN RESULTS.



LEARN SMARTER.
ACHIEVE MORE.



FOCUSED SUPPORT.
REAL RESULTS.



THEOPENHANDEDCLASSROOM:
(242) 426-8891



THE OPENHANDED CLASSROOM

BGCSE FREE SOLUTIONS MANUALS

COMPLETE SOLUTIONS FOR ALL
MAJOR SUBJECTS

- ⦿ MATHEMATICS
- ⦿ ENGLISH LANGUAGE
- ⦿ HISTORY
- ⦿ RELIGIOUS STUDIES
- ⦿ ACCOUNTS
- ⦿ SCIENCES (BIOLOGY, PHYSICS,
COMBINED SCIENCE)
- ⦿ FOREIGN LANGUAGE
(FRENCH AND SPANISH)

UNDERSTAND. PRACTICE. SUCCEED.

[CLICK HERE](#)

EXAM-REAL.

EXAM-PROVEN.

FREE LISTENING COMPREHENSION — AUDIO FILES —



THE **EXACT AUDIO** USED
IN PAST BJC & BGCSE EXAMS



REAL EXAMS

The exact listening comprehension audio from past papers.



REAL PREPARATION

Hear what you'll hear in the real exam.



REAL RESULTS

Practise with purpose. Improve your confidence and performance.

AVAILABLE FOR:



BJC

ENGLISH



BGCSE

**ENGLISH
LANGUAGE**



BJC

FRENCH



BJC

SPANISH



BGCSE

FRENCH



BGCSE

SPANISH

WHY THESE AUDIO FILES MATTER



EXACT AUDIO

The exact recordings used in past BJC & BGCSE exams.



EXAM FAMILIARITY

Get used to the real voices, speed, accents and exam conditions.



STRATEGIC ADVANTAGE

Walk in confident knowing exactly what to expect.



100% FREE

High quality. No cost. Just results.



CLICK HERE

DOWNLOAD • START PRACTISING



**BETTER PREPARATION.
BETTER RESULTS.**

You've got this!

PAST EXAMS. **REAL AUDIO.** BETTER PREP. GREATER CONFIDENCE.

HISTORY

PAPER 2 OPTIONAL TOPICS 5101/2

Monday **21 JUNE 2021** 12:30 P.M.–3:00 P.M.

Additional materials:
Answer booklet

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS
--

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number and surname and initials in the spaces provided on the answer booklet. Answer **ALL** questions in the answer booklet.

Answer **TWO** questions set on **ONE** of the Optional Topics.

In answering the questions you will need to use your knowledge of the Topics to interpret and evaluate the sources. Where you are asked to use specific sources you must do so, but you may also use any of the other sources on the Topic if they are relevant to the question you are answering.

INFORMATION FOR CANDIDATES

The number of marks available is shown in brackets [] at the end of each question or part question.

Two questions are provided on each regional option. Each question is divided into 5 parts (a–e).

A total of 30 marks is allocated to each question. Each option carries 60 marks.

- | | |
|-----------------|---|
| Option A | Caribbean History |
| Option B | USA Domestic Policy and Racial Issues from 1919 |
| Option C | The Arab Israeli Conflict since 1945 |
| Option D | Aspects of World History |



This question paper consists of 22 printed pages and 2 blank pages.

OPTION A – CARIBBEAN HISTORY

Question 1: Caricom and its members

Instructions: Read the sources carefully and then answer questions (a) to (e)

Source A:

There has been renewed criticism of CARICOM this week. One leader said it suffered from a serious lack of leadership. Another expressed surprise that leaders of the member countries found it acceptable for eight different currencies to exist in CARICOM. However, it did help Grenada and Jamaica after fierce hurricanes and helped in the relief effort for the Haitian earthquake. The single market allows people to move and work freely in the region. Is it the fault of CARICOM that individual governments move at a slow pace towards Caribbean unity and towards improving the living standards of the peoples of its member nations?

From a report about the meeting of the leaders of member states of CARICOM in 2010.

Source B:



A cartoon published on July 19, 2012.



Source C:

I want to say clearly so that you understand in spite of what you may read in the newspapers. The Bahamas is not and will not be a part of the Caribbean Single Market and Economy (CSME). The Bahamas will not allow free movement of people within our boundaries. That must be clear so that you do not feel that Caribbean nationals would be able to move into The Bahamas quite readily.

From a speech by Hubert Minnis, Prime Minister of The Bahamas, 9 July 2018. The CSME was introduced by CARICOM in 2006.

Source D:

Residents of an isolated community on the outskirts of the town of Leogane in Haiti were overjoyed at receiving medical attention and supplies of food from a contingent from CARICOM. Leogane has been devastated by the earthquake. CARICOM organised a very orderly distribution of food and health care. Each person was given rice, a bag of canned foodstuff and water. The reward for those providing the help was the heart-warming smiles of the men, women and children who benefitted. The CARICOM workers expressed their pleasure in being part of such humanitarian activities.

From a press release by CARICOM 2010.

Source E:

The constant disrespect being shown to Jamaicans when travelling to Trinidad is causing many to question the relevance of CARICOM to Jamaica. However, supporters of regional integration are wrong to claim that Jamaicans are unaware of the benefits of CARICOM. The reality is that Jamaica has been a devoted member of CARICOM, whereas other states have repeatedly breached its rules. For example, Trinidad provided its major airline, Caribbean Airlines Limited, with a fuel subsidy.

In contrast, Jamaican law has also been amended to allow a wider variety of skilled CARICOM nationals to work in Jamaica without a work permit. Most CARICOM states have not been so progressive. Jamaica also contributed US\$27 million to the Caribbean Court of Justice. Jamaica gives much to CARICOM and gets too little. This is why regionalism is not popular, not because Jamaicans are small-minded. Supporters of regional integration like to argue that the economy would be less productive if Jamaica left CARICOM. Therefore, we need to conduct studies to outline the advantages and disadvantages of Jamaica leaving.

Published in a Jamaican newspaper 2016.



- (a) Study **Source A**. What can you learn from this source about the effectiveness of CARICOM? [3]
- (b) Study **Source B**. What is the message of this cartoon? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to an historian studying the attitudes of CARICOM member countries to the CSME? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about CARICOM? [7]
- (e) Study **ALL** the sources. 'CARICOM has been a success.' Do these sources prove this view to be true? Explain your answer. [10]



OPTION A – CARIBBEAN HISTORY

Question 2: The lives of ex-slaves after emancipation

Instructions: Read the sources carefully and then answer questions (a) to (e)

Source A:

The planters agreed not to sell any land to freedmen after slavery was abolished. They wanted to keep the freedmen working on their estates for low wages. They also wanted them to live in accommodation they owned so that they could charge high rents. The idea of free villages was started by English Baptist missionaries who raised money to buy land. Freed slaves could then live free from their former masters' control. These free villages created West Indian peasantry which would be the backbone of the West Indies in the future. So successful were the freed slaves that officials in the late 1830s were reporting a daily increase in the numbers owning their own land. By 1868 in Jamaica the number of holdings under fifty acres had reached 50,000.

From a recent history book.

Source B:



A photograph of a peasant family outside their house in Jamaica, 1890.

Source C:

After emancipation on many estates the planters have stopped paying for the doctor to treat their labourers when they are ill. Some doctors have complained to the governor about the high death rate during outbreaks of disease in the free villages. I heard of a village which had lost eighteen children from whooping-cough, not one of whom was visited by a doctor. These doctors have stated that laws should be passed to protect the health of the public living in the new villages.

An account by a plantation owner in British Guiana, 1843.

Source D:

On arrival in Jamaica I was much surprised by the frequent acts of oppression carried out by the overseers. Within the last few days the tales of cruelty to which I have listened, have been numerous indeed. The people tell their Baptist ministers about these cases. In some cases, where the wages have been withheld for months, the people are summoned for the rent of their dwellings which are upon the very estate where they have been laboring. Last week a family on one estate was ejected from their dwelling at a moment's notice, although their rent had been paid.

An account by an English Baptist minister who had just arrived in Jamaica for the first time in 1841.

Source E:

The large estates are generally declining and many large estates have been cut up into small settlements of free villages farmed by ex-slaves. The thousands of well-cultivated settlements, with their tastefully arranged cottages and gardens, which have given a different appearance to the country since 1838, tells of the prosperity and comfort of the occupants, and present encouraging hope for the future. We can see the future importance of these small settlements and the governments should help and encourage them.

From a report by a magistrate in Jamaica, 1854.

- (a) Study **Source A**. What can you learn from this source about the free villages? [3]
- (b) Study **Source B**. What impression does this source give about the living conditions of peasants in free villages? [4]
- (c) Study **Source C**. How useful is this source as evidence of the impact of emancipation? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of what happened to ex-slaves after emancipation? [7]
- (e) Study **ALL** the sources. 'The free villages improved the lives of ex-slaves after emancipation.' Do these sources prove this view to be true? Explain your answer. [10]



OPTION B – USA DOMESTIC POLICY AND RACIAL ISSUES FROM 1919

Question 1: Blacks in America in the 1920s

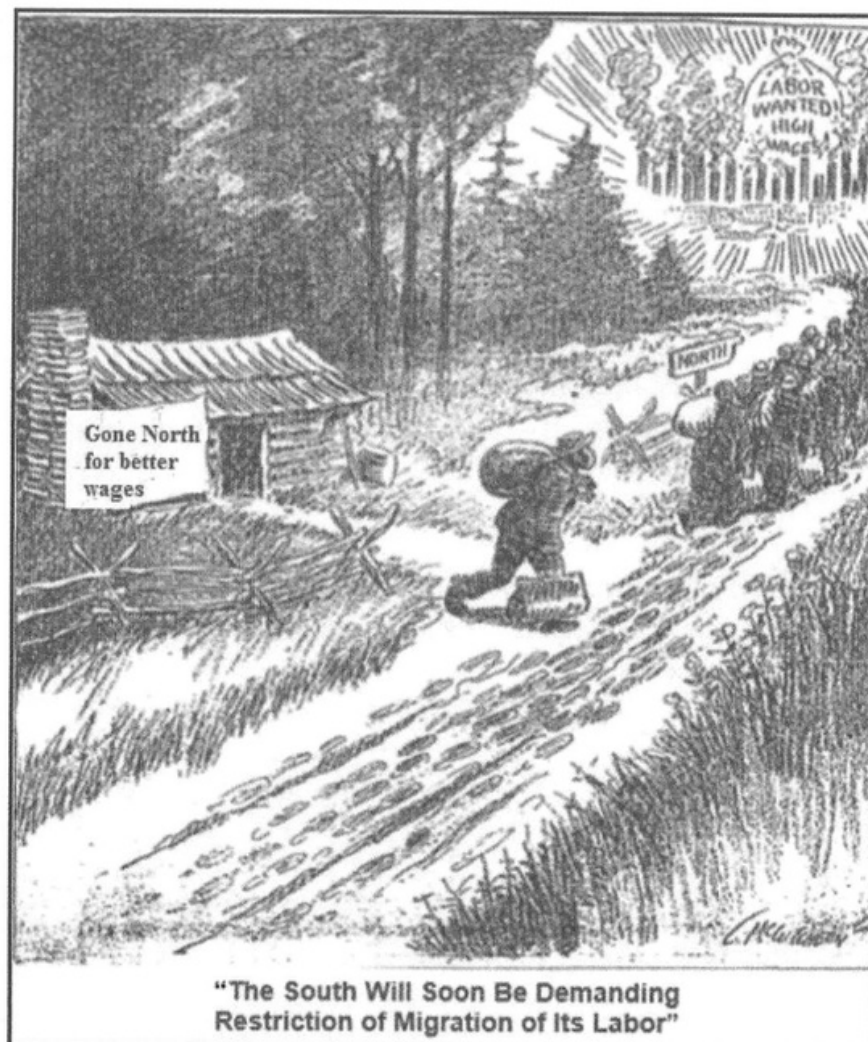
Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A:

The lesson of lynching was very clear to us – that you, as a black person, have a certain position in society and if you get out of it, this is the punishment. It is not a question of justice or law, it is something white people have a right to do and they will do it. We also knew that the sheriff was a member of the Ku Klux Klan. There were few people in the white community who raised any objections to it. We knew that it was a total waste of time to go to the law and get protection against lynching.

A Black man remembers the situation in the south of the USA in the 1920s.

Source B:



A cartoon published in a Chicago newspaper, May 1923.

Source C:

Look around at your cabin, look at the dirt floor and the windows without glass. Then ask your folks already up North about the bathrooms with hot and cold water. What chance has the average Black to get these things down home? And if he does get them how can he be sure that some night some poor white man will not get his gang together and come round and drive him out? Step on a train and ride for a day and night to freedom. Your money is worth as much as the other fellow's in the Northern streetcars and you can sit wherever you find a seat.

Published in a Black American newspaper, 1921.

Source D:

In the use of the term 'Black Harlem' there is a danger of encouraging segregation. The Black residents of Harlem have much on which to congratulate themselves. They should be proud of the fact that they have become property owners and residents in the greatest city of the world. They should emphasise that fact that they are American citizens of the United States with equal rights. They have free access to the courts. They can vote and have men of their own race as their representatives. In view of all the advantages given to Blacks and the gradual diminishing of their advantages, it is not a good idea to lay too much stress on the issue of segregation. Racial segregation will continue to exist in New York for a long time but it should not be encouraged through the use of 'Black Harlem'.

An extract from a New York newspaper, February 1920.

Source E:

We see white men and women get on the train, dressed in expensive new clothes. We look at them guardedly and wonder will they bother us. Will they ask us to stand up while they sit down? Even though we have been told that we need not to be afraid, we have lived so long in fear of all white faces that we cannot help but sit and wait. We look around the train and do not see familiar signs: 'For Colored' and 'For White'.

We pay the conductor our fare but we were still scared. We cannot shake of 300 years of fear in three hours. We ease into a seat and a white man or woman comes and sits beside us, not even looking at us, as though this was a normal thing to do. Out of the corner of our eyes we try to get a glimpse of the strange white face that floats but a few inches from ours.

An account of travelling on a street car in Chicago for the first time in 1927 by a Black American who moved from Mississippi.



- (a) Study **Source A**. What can you learn from this source about why lynching took place in America in the 1920s? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence about the reasons why Blacks from the South moved to the Northern states of the USA? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of the lives of Blacks in the North of the USA in the 1920s? [7]
- (e) Study **ALL** the sources. 'Blacks were unfairly treated in the USA during the 1920s.' Do these sources prove this view to be true? Explain your answer. [10]

OPTION B – USA DOMESTIC POLICY AND RACIAL ISSUES FROM 1919

Question 2: The Popularity of the New Deal

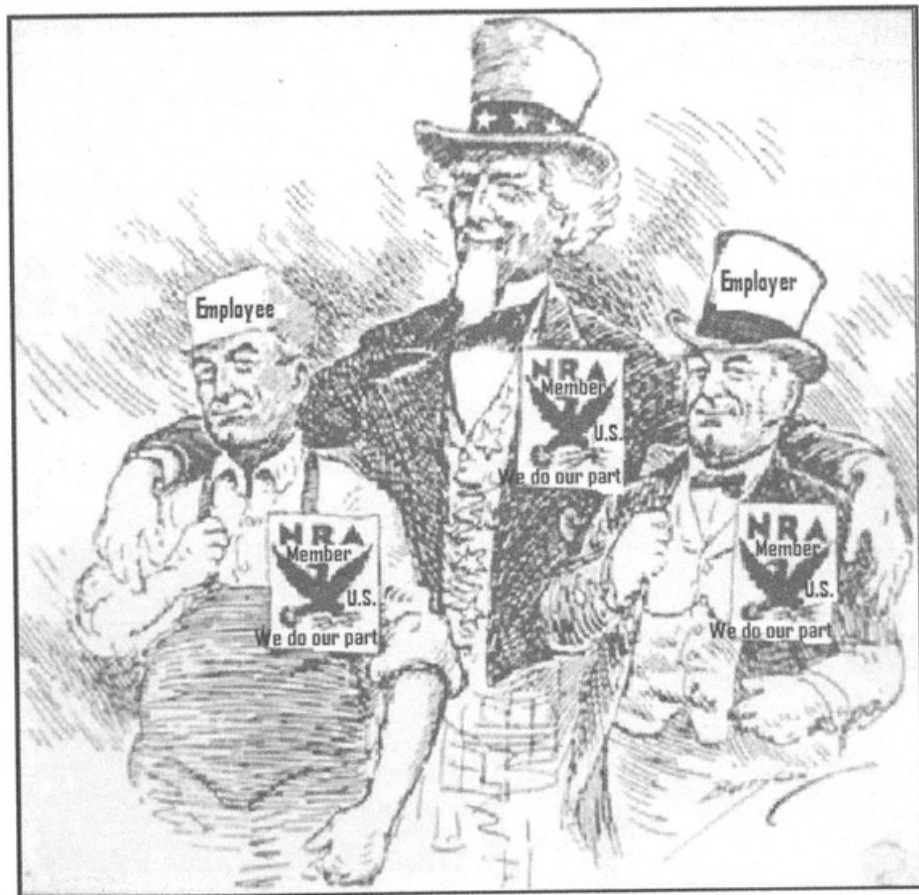
Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A:

Criticism of the New Deal included claims that it would harm business and economic recovery and that the government should not intervene in the economy. However, this criticism was at first limited because the economic situation of the US in 1933 was so disastrous. In the early days of the New Deal it had vast public support and its policies, although controversial, showed that Roosevelt was taking immediate action. The measures introduced during the Hundred Days restored confidence in government. Reporters travelled the country and reported that there was a new spirit to be found around the USA. However, opposition grew when the Second New Deal was introduced in 1935.

From a recent history book.

Source B:



An American cartoon published in 1933.



Source C:

We have always had people whose only aim in life is to live without doing any work. I suppose from your point of view the work relief, old age pensions, slum clearance and all the rest seems like a perfect remedy for the problems of this country, but I would like you to see the results, as the other half sees them. The women and children round here have to work hard in the fields and several women have fainted while at work. At the same time we couldn't go down the road without stumbling across relievers who were asleep. If this continues the people who work will be nothing but slaves for the pampered poverty rats. The selfishness, greed and corruption of the politicians is making one gigantic racket of the New Deal, and it is making this nation one of beggars.

*A letter from a woman living in Oklahoma to Eleanor Roosevelt, wife of President Roosevelt, 1937.
'Relievers' were people receiving relief under the New Deal.*

Source D:

This is an entirely different region from what it was ten years ago. You can see the change almost everywhere you go. You can see it in the new electric water pumps in the farmyards, in the fresh paint on the house and in the telephone lines along back country roads. You can see the factories that stand where there were worn-out cotton fields and rows of tenant shacks a few years ago. You can see the thousands of new houses where men earn as much in a few months as they used to earn in a year.

*A description of the Tennessee Valley, from a book entitled 'TVA: Democracy on the March' by
D Lilienthal, published in 1944. Lilienthal was a top official in the TVA from 1933 to 1946.*

Source E:

The New Deal will destroy our American system. I want to focus on the promise to create 'employment for all surplus labour at all times.' I could not believe that anybody would be so cruel as to create such impossible hope for the 10 million who are unemployed. If it were possible to for the Government to give jobs to 10 million people, it would cost \$9,000,000,000 a year. It would create poverty for those still at work by making them pay high taxes. It would mean the growth of a dangerous and expensive bureaucracy which would stay forever.

From a speech by President Herbert Hoover in the 1932 Presidential election campaign.

- (a) Study **Source A**. What can you learn from the source about the New Deal? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence of reactions to the New Deal? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of how far the New Deal could help the USA? [7]
- (e) Study **ALL** the sources. 'The New Deal was popular'. Do these sources prove this view to be true? Explain your answer. [10]



OPTION C – THE ARAB-ISRAELI CONFLICT SINCE 1945

Question 1: The Causes of the Palestinian Refugee Crisis

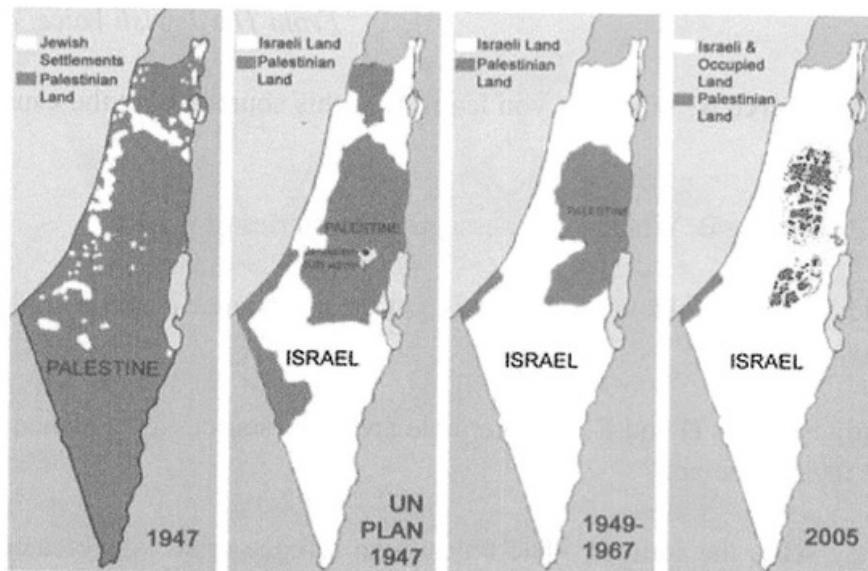
Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A:

The Arab exodus, initially at least, was encouraged by many Arab leaders, such as Haj Amin el Hussein, the exiled pro-Nazi Mufti of Jerusalem, and by the Arab Higher Committee for Palestine. They viewed the first wave of Arab setbacks as merely temporary. They let the Palestine Arabs flee into neighboring countries. It would serve to arouse the other Arab peoples to greater effort, and when the Arab invasion struck, the Palestinians could return to their homes and be compensated with the property of Jews driven into the sea.

From a book published in 1950 by an American journalist based in Palestine.

Source B:



From an online website.

Source C:

The Palestinian refugees express no bitterness against the Jews or against the Americans or ourselves but they speak with great bitterness about the Egyptians and other Arab states. 'We know who our enemies are' they say. They are referring to their Arab brothers who, they declare, persuaded them unnecessarily to leave their homes. I have even heard it said that many refugees would give a welcome to the Israelis if they were to come and take the district over.

From a report published in 1949, by a British diplomat based in Cairo who had been interviewing Palestinian refugees.

Source D:

I gathered all of the local Jewish leaders who have contact with Arabs in different villages. I asked them to make sure that the Arabs knew that a great Jewish reinforcement had arrived and that it was going to burn all of the Arab villages in the Huleh valley. They should tell the Arabs to escape while they still had time. The rumor to flee spread everywhere and wide areas were cleaned of Arabs.

By a commander in the Israeli army in 1948.

Source E:

When Israel declared its independence on 14 May, 1948, Palestinian Arabs in the region were offered citizenship, but they declined. Surrounding Arab nations attacked the brand new nation and urged Palestinian Arabs to flee their countries. They promised them they could return soon because Israel would be defeated quickly. When this did not happen, they remained in the neighbouring Arab countries. The vast Arab world then refused to accept and integrate the Arab refugees they had created and began to call them 'Palestinians'. They could have welcomed their Arab brothers into their nations, but instead they have allowed the growing refugee problem to become a humanitarian crisis while trying to blame Israel.

From The Jewish Voice, a Jewish newspaper.

- (a) Study **Source A**. What can you learn from this source about the cause of the Palestinian refugees? [3]
- (b) Study **Source B**. What is the message of this series of maps? [4]
- (c) Study **Source C**. How useful is this source as evidence of the attitudes of the Palestinian refugees? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of why Palestinians left their homeland? [7]
- (e) Study **ALL** the sources. 'The Palestinian refugee crisis was created by the Arabs.' Do these sources prove this view to be true? Explain your answer. [10]



OPTION C – THE ARAB-ISRAELI CONFLICT SINCE 1945

Question 2: The Role of the United Nations in the Arab Israeli Conflict

Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A:

Historically, the role of the UN with regards to the Israel-Palestine conflict has not been very encouraging as far as the achievement of peace is concerned. The UN has not only failed to help with the genuine grievances of the Palestinians but has also remained too weak to prevent Israeli atrocities against them. This can partly be attributed to the influence that the US holds being a veto power and a major contributor of the UN and its various agencies.

Extract from the article "Israel-Palestine Issue: Role of the United Nations" published online December, 2017.

Source B:



A British cartoon published on 23 November 1956. 'DAG' refers to Dag Hammarskjöld who was Secretary-General of the UN at the time.

Source C:

A number of United Nations peacekeeping and political missions are deployed in the Middle East. These missions are mandated by the Security Council to help maintain truces and ceasefires, to report to the Security Council on the actions of the parties, and to employ the Secretary General's good offices to promote peace, security and the resolution of conflicts. These missions are generally well-resourced and enjoy the political support of member states; but despite these strengths the United Nations is not powerful politically in the Middle East.

From a report by the Center on International Cooperation, 2019.

Source D:

On the border of the Gaza Strip today I watched the sad little ceremony of the UNO's withdrawal – and tonight, for the first time in ten years, the symbol of the blue-helmeted peace troops between Egyptians and Israelis is missing. The UNO troops hauled down their flag. Beyond them, Egyptians soldiers were already taking positions in trenches.

From a British newspaper, May 1967.

Source E:

On 8 December 2019, the United Nations Relief and Works Agency (UNRWA) marked 70 years of service for Palestine refugees. Through education and health care, the building and maintenance of homes, protection services and humanitarian help in times of emergency, the UNRWA has been a positive force in the lives of Palestinians. During the displacement of 1948, the establishment of camps in the 1950s, the second flight during the 1967 war, the war in Lebanon, and the unrest from the second half of the 1980s, the UNRWA has had extraordinary accomplishments.

Posted online by the UNRWA in 2019.

- (a) Study **Source A**. What can you learn from this source about the role of the United Nations in the Arab-Israeli conflict? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the steps taken by the United Nations to deal with the Arab-Israeli conflict? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of the work of the United Nations in the Middle East? [7]
- (e) Study **ALL** the sources. The United Nations has been effective in dealing with the issue of the Arab-Israeli conflict. Do these sources prove this view to be true? Explain your answer. [10]



OPTION D – ASPECTS OF WORLD HISTORY

Question 1: The Failure of the League of Nations

Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A:

The League had lost its most influential member in the Far East. Japan eventually allied itself with two countries that also broke League rules – Germany and Italy.

The League had showed that it was all bark and no bite. It failed to make any military or economic interventions, and Japan could simply ignore its stern warnings. When these warnings became stronger after the Lytton Commission, Japan walked out of the League. Japan's flagrant aggression had been met by complete ineffectiveness. With this precedent, the League of Nations' value as a deterrent against aggressive countries was considerably weakened. The episode signalled to other nations that they too could get away with the use of force.

From an online History site.

Source B:



A British cartoon published in January 1933. The paper laying by the League has 'Honour of Nations' written on it, while the writing on the box says 'Face-saving Outfit'. The figure using the contents of this box represents a member of the British government.

Source C:

It is a source of regret to the Japanese government that Lytton's draft report on Manchuria has been adopted by the Assembly. Japan has been a member of the League since its start. We have been proud to be members, associated with the leading nations of the world in one of the grandest purposes in which humanity could unite. It has always been our wish to cooperate with fellow members of the League.

Japan and other members of the League hold different views on how to achieve peace in the Far East, and the Japanese Government has now reached the limit of its efforts to cooperate with the League.

*From a speech to the Assembly by the head of Japan's delegation to the League of Nations,
February 1933.*

Source D:

The delegates played the game of power politics without any regard for the good of the world. The League was mainly under the influence of Britain and France, with the British government opposing any form of collective security. It did good work in the non-political field, but this does not justify the existence of the League which was founded to preserve peace, not to deal with public health. The governments of the Great Powers are responsible for its failure.

Finally, the fact that the League's decisions had to be unanimous has often paralyzed it. Many of the decisions of the League have, therefore, been unsatisfactory compromises.

*From a book entitled 'The Geneva Racket, 1920-1939' written by a British anti-fascist journalist,
published in 1941.*

Source E:

President Wilson proposed a League of Nations to solve a mass of European problems. This was nothing more than a Parliament of all nations to which all disagreements were to come. There was no need for this League which only talked when action was needed. It must be said that the reality has entirely fulfilled my expectations and the members of the League can do nothing but discuss, when they ought to decide and impose their decisions. It is not this League, with no real power, that will determine the peace of the future.

*From Clemenceau's memoirs written just before he died in 1929. Clemenceau was Prime Minister of
France from 1917 to 1920.*



- (a) Study **Source A**. What can you learn from this source about the League of Nations? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence about how the League of Nations worked? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about how the League of Nations worked? [7]
- (e) Study **ALL** the sources. 'The League of Nations failed because of the actions of aggressive nations like Japan.' Do these sources prove this view to be true? Explain your answer. [10]

OPTION D – ASPECTS OF WORLD HISTORY

Question 2: Tanks in the First World War

Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A:

Tanks were used in battle for the first time, by the British, on 15 September 1916 during the Battle of the Somme. Two of the four tanks used were knocked out by Germany artillery fire during the day. Still mechanically unreliable, the tanks were rushed into action in small groups. Many broke down, and the Germans soon found ways to stop them. Some senior officers had advised not to use them until large numbers could be assembled to strike a decisive blow.

From a recent account of the First World War.

Source B:



A photograph of a tank in the First World War.



Source C:

We heard strange throbbing noises, and lumbering slowly towards us came three mechanical monsters such as we had never seen before. My first impression was that they looked ready to topple on their noses. It was most disheartening to watch their advance. We were ready to cheer. But there was a surprise for us. Instead of going on to the German lines the three tanks stopped and then opened up a murderous machine gun fire at us. The tank operators finally realized they were targeting the wrong trench and moved on, frightening the Germans out of their wits and making them scuttle like frightened rabbits. One of the tanks got caught up on a tree stump and never reached their front line and a second had its rear steering wheels shot off and could not guide itself. The third tank went on flattening everything. Our lads coming up behind the tanks were able to take over the village, or what was left of it.

An account by a British soldier written shortly after the event in 1917.

Source D:

The German trench system was of considerable strength, which would undoubtedly have led to many of our soldiers being killed, had not one of our tanks quite unexpectedly appeared and come lumbering towards their trenches. The enemy had never seen or heard of such a thing as a tank. Panic evidently seized them and a number, losing their heads completely, started running. Above the noise of the bursting shells, the machine-guns of the tank were heard to start firing. In no time the Germans had ceased to run; they all seemed to go over like shot rabbits. The tank never paused but went straight on over the trenches, firing right and left as it did.

An account of events in the Battle of the Somme from a British newspaper, December 1916.

Source E:

While we were there a German airplane, flying at a great height, came overhead and all of the tanks took cover under the trees or were covered with tarpaulins painted to resemble haystack.

In the evening at dinner, I spoke to the senior officers about the tanks. I thought that it was a mistake to put them into the Battle of the Somme. They were built for the purpose of breaking an ordinary trench system with a normal artillery fire only, whereas on the Somme they will have to penetrate a terrific artillery barrage, and will have to operate in a broken country full of shell-craters, where they will be able to see very little.

From the diary of a British army officer, September 1916.



- (a) Study **Source A**. What can you learn from this source about tanks in the First World War? [3]
- (b) Study **Source B**. What impression does this photograph give of tanks in the First World War? [4]
- (c) Study **Source C**. How useful is this source as evidence of the attitudes of soldiers towards tanks? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about how tanks were used by the British? [7]
- (e) Study **ALL** the sources. 'Tanks were successful in the First World War.' Do these sources prove this view to be true? Explain your answer. [10]



BLANK PAGE

