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# HISTORY

PAPER 2 OPTIONAL TOPICS 5101/2

Monday **13 JUNE 2022** 12:30 P.M.–3:00 P.M.

**Additional materials:**  
**Answer booklet**

|                                                                      |
|----------------------------------------------------------------------|
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|----------------------------------------------------------------------|

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## 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.

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



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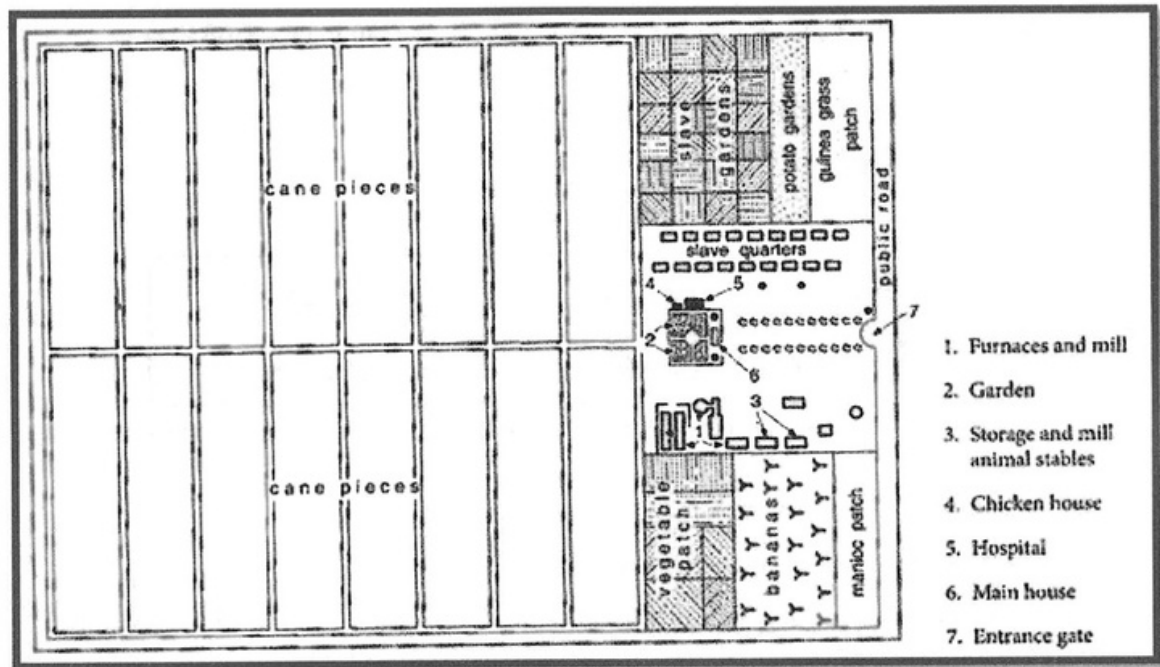
This question paper consists of 19 printed pages and 1 blank page.

## OPTION A – CARIBBEAN HISTORY

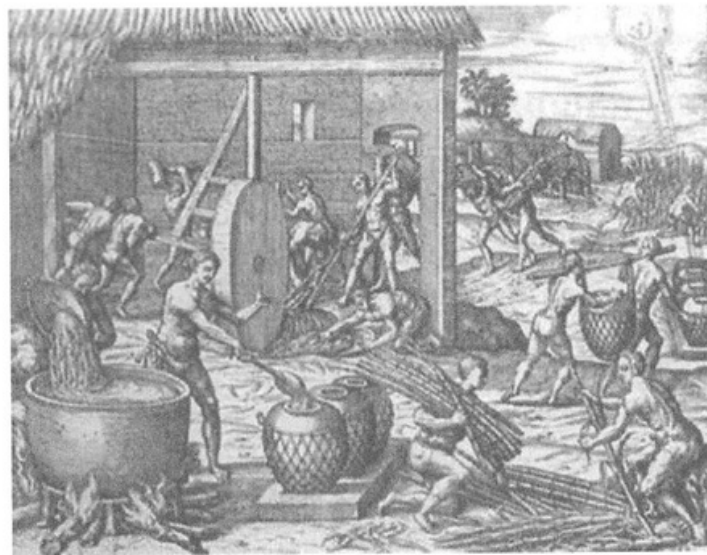
### Question 1: The Sugar Plantation in The West Indies

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

#### Source A:



#### Source B:



**Source C:**

A workday consisted of 15–16 hours a day, during harvest time and could go on during harvest and milling for 16–18 hours per day, 7 days a week. The slaves were given the task to prepare the land for planting. Their normal working day began before daybreak and ended after sunset. They cleared the grass and bushes by weeding and burning. Children between the ages of six and ten might be active as water carriers while children between the ages of ten and twelve were organized into gangs and put to weeding. Cane holes were dug and into these holes, cane tops were planted. As the cane grew, gangs of slaves manured the field and weeded bushes that sprang up around the cane plants. Female slaves did much of the weeding and the manuring.

*From a history textbook about the West Indies.*

**Source D:**

A plantation was described by one Jamaican in the eighteenth century as ‘being like a little town that bought goods from all over the world.’ One estate’s account books for the 1780s show that in one shipment from Europe it received 15 barrels of beef, 70 barrels of herring for feeding slaves, 200lbs (90 kilograms) of butter and four kegs of tallow for making candles and soap. To clothe its slaves, it also bought quantities of cloth and supplies of hats.

*Eighteenth-century accounts of supplying of plantations in the 1780s.*

**Source E:**

The slaves picked the ripe sugar cane by hand using machetes, loaded it into carts where it was taken to the sugar mills. During harvesting season, the mills worked 24-hour days to process the crop. Plantation owners used their estates to build these large sugar mills to process the cane. The cane needed to be put through rollers to extract the juice, these were powered by cows or horses. They eventually upgraded to the use of windmills, then eventually steam engines. The waste bi-product was called ‘bagasse’, which was used as a fuel in the boiling process. Boiling houses used large metal basins to heat and reduce the juice. Many slaves died in accidents as the procedure was carried out at night after long working days.

*A recent account of the making of sugar on plantations in the eighteenth century, based on accounts from the time.*

- (a) Study **Source A**. What can you learn from the source about a typical West Indian sugar plantation? [3]
- (b) Study **Source B**. What impression does this drawing give about the work done by slaves in a sugar factory? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the division of labour on a sugar plantation? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of the self-sufficient nature of an 18th century British Caribbean sugar plantation? [7]
- (e) Study **ALL** the sources. 'A typical 18th century Caribbean sugar plantation ensured self-sufficiency and maximum efficiency.' Do these sources prove this view to be true? Explain your answer. [10]



**OPTION A – CARIBBEAN HISTORY**

**Question 2: The decline of the sugar industry**

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

**Source A:**

After the abolition of slavery the British Caribbean sugar industry no longer had a cheap work force. Sugar plantation owners in Jamaica and other colonies could not compete with Brazil and Cuba where sugar was being produced more cheaply using slave labour. At the same time, the position of the British plantation owners further worsened because of European sugar beet rising to prominence as a cheap alternative to sugarcane. The British Caribbean sugar industry began to collapse. By the end of 1860 almost half of the sugar plantations were non-operational and were partly or fully abandoned.

*From a recent history book.*

**Source B:**

**INTERNATIONAL SUGAR PRODUCTION 1791–1842**

| Location           | 1791        |        | 1815–19 (avg.) |        | 1838–42 (avg.) |        |
|--------------------|-------------|--------|----------------|--------|----------------|--------|
|                    | Metric tons | (%)    | Metric tons    | (%)    | Metric tons    | (%)    |
| British Colonies   | 100,015     | (37.9) | 173,822        | (47.4) | 160,046        | (24.8) |
| French Colonies    | 102,891     | (39.0) | 39,279         | (10.7) | 84,414         | (13.1) |
| Cuba               | 16,731      | (06.3) | 44,734         | (12.2) | 150,603        | (23.4) |
| Brazil             | 21,000*     | (08.0) | 75,000*        | (20.4) | 82,000         | (12.7) |
| Dutch Colonies     | 13,550      | (05.1) | 8,140          | (02.2) | 64,256         | (10.0) |
| Danish Colonies    | 9,429       | (03.6) | 26,000         | (07.1) | 9,000          | (01.4) |
| U.S.A. (Louisiana) | —           | —      | —              | —      | 51,712         | (08.0) |
| France**           | —           | —      | —              | —      | 30,536         | (04.8) |
| Germany**          | —           | —      | —              | —      | 11,688         | (01.8) |
| Total              | 263,616     |        | 336,975        |        | 644,255        |        |

\* Estimate

\*\* Beet sugar

*A table showing international sugar production between 1791 and 1842.*

**Source C:**

The planters in Cuba are strongly improving their industry. They are proceeding to obtain the best machinery and carry on their business under the best systems they can learn. Meanwhile the Government is also helping them, by promoting the prosperity of Cuba. Coals are not only admitted free of duty, but the vessels bringing them are admitted at a reduced tonnage duty. Public works on all sides are wisely carried out. New roads and bridges are in the course of construction in every direction, and railroad companies encouraged and supported. Harbours are improved, and opened to trade, so that both internal and coasting communications are facilitated.

*From an account in 1848 by an official working in Cuba for the British government.*

**Source D:**

The Act of 1846 completed the ruin of our sugar-growing colonies which were in a terrible state. British Guiana was more than three-fourths abandoned, and production in that colony was in a state of stagnation. The population were on the verge of degradation, as a result of the decrease in the amount of wages. As a further proof of the state of property in British Guiana, and I speak from personal knowledge, the value of estates is going down.

*A Member of the British Parliament speaking in 1850 against equalising sugar duties.*

**Source E:**

If the present differential duties on sugar were further reduced as laid down in the 1846 Act, it would be utterly impossible for sugar plantation owners to continue the cultivation of their estates. While the owners of these estates would be reduced to poverty, those natives of Africa whom they at present employ, would be left destitute, and, from their present state of comfort and civilisation, would relapse very speedily into a state of barbarism. It would be unjust to subject our colonies, who employed free labour, to competition with the sugar growers of Cuba, who employed slave labour. At the present prices, the great mass of the people of this country are consumers of sugar; and on behalf of the planters and the black labourers they employ, and further reduction in the sugar duties would be a disaster.

*A Member of the British Parliament and Governor of British Guiana.*

- (a) Study **Source A**. What can you learn from this source about the impact of the abolition of slavery on the British Caribbean sugar industry? [3]
- (b) Study **Source B**. What message does this source give about the challenges faced by the British Caribbean sugar industry after the abolition of slavery? [4]
- (c) Study **Source C**. How useful is this source to a historian studying the competition faced by the British Caribbean sugar industry? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about British attitudes towards the Sugar Equalisation Act of 1846? [7]
- (e) Study **ALL** the sources. 'The decline of the British Caribbean sugar industry was caused by the Sugar Equalisation Act of 1846.' 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: Women in the 1920s**

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

**Source A:**

Flappers began to represent a new kind of women during this time. The flapper smoked and drank, even though Prohibition was enacted at the time, and went dancing in clubs. They also began to use cars for less than moral activities. Although true flappers shocked society at first, most women began to exhibit some form of 'flapperhood', such as bobbing their hair or not wearing corsets. This was a large change from the previous decade of 'Gibson Girls'.

*From a website accessed in 2020.*

**Source B:**

Think of the modern young American girls of this great country, heavily made up and wearing brief skirts. Do they ever think? Do they ever ask whence they have come? It would seem not. Their aim appears to be to look good to attract men and to secure money. What can a man with a mind find to hold him in one of these lovely, brainless, cigarette-smoking badly-behaved creatures whom he meets continually?

*An English journalist writing about flappers in the USA.*

**Source C:**

Women today are shaking of the shreds of age-old slavery. Women have decided that they are just as good as men, and intend to be treated so. They do not mean to have any more unwanted children. They do not intend to be banned from any profession or job which they choose to enter. They refuse to fulfil the role men give them. If they want their heads shaven, as a symbol of protest against their old role they will have their way.

*An article entitled 'Flapper Jane' written by a man and published in a magazine in 1925.*

**Source D:**

No cultural symbol of the 1920s is more recognizable than the flapper. A young woman with a short 'bob' hairstyle, cigarette dangling from her painted lips, dancing to a live jazz band. Flappers romped through the Roaring Twenties, enjoying the new freedoms ushered in by the end of the First World War and the dawn of a new era of prosperity, urbanism, and consumerism.

*From an article entitled, 'How flappers redefined womanhood', from a US magazine, 1925.*

**Source E:**

If one judges by appearances, I wear bobbed hair, the badge of flapperhood. I powder my nose and attend dances. I wonder if you parents realise that it takes brains to become a successful flapper. It requires an enormous amount of energy. It requires self-knowledge. We must know our capabilities and limitations. Most of us, through modern education, are further advanced and more mentally, physically and vocationally advanced than were our parents at our age. In all of us there is a desire for some special goal of achievement. Each of us has a talent and we will do best and be happiest doing what we really like and for which we are suited.

*From 'A Flapper's appeal to parents' published in 1922.*

- (a) Study **Source A**. What can you learn from the source about women in the 1920s? [3]
- (b) Study **Source B**. What impression does this source give of young women in the 1920s? [4]
- (c) Study **Source C**. How useful is this source to an historian studying how women's lives were changing in the 1920s? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the kind of women flappers were? [7]
- (e) Study **ALL** the sources. 'The flappers led to progress for women 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: Impact of Prohibition on the United States of America**

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

**Source A:**

*Prohibition is an awful flop.  
We like it.  
It can't stop what it's meant to stop.  
We like it.  
It's left a trail of graft and slime,  
It won't prohibit worth a dime,  
It's filled our land with vice and crime.  
Nevertheless, we're for it.*

*A poem about prohibition written in 1931. 'A dime is an American coin worth ten cents.'*

**Source B:**



*A poster published by the Democratic Party during the Prohibition era.*

**Source C:**

What is the effect of Prohibition on general crime increase? Today, Leavenworth and Atlanta prisons, both federal penitentiaries, are so overcrowded that they are caring for several hundred convicts above the institutions' facilities. There are about 3,200 now in Leavenworth and 3,023 in Atlanta. Temporary dormitories for the two prisons probably will have to be provided in the industrial workshops. Apparently, Prohibition has been a failure and has brought with it an increase rather than decrease in general crime.

*John Philip Hill was a 'wet' representative in Congress from Maryland. His essay was titled 'A State's Rights Remedy for Volsteadism, published in 1925.'*

**Source D:**

Prohibition has in some respects been successful. The filthy saloons, the gin mills which formerly flourished on every corner and in which the laborer once drank off half his wages, have disappeared. Now, he can instead buy his own car and ride off for a weekend or a few days with his wife and children in the country or at the sea. The number of crimes and misdemeanors that originated in drunkenness has declined.

*Felix von Luckner, a German visitor to the United States, wrote about his thoughts on Prohibition in 1927.*

**Source E:**

Prohibition is the paradise of the ostrich. With his head in the sand the stupid bird believes that what he will not see does not exist. But all around him there has been created a business worth hundreds of millions a year, which pays no tax, knows no control, is without responsibility, dispenses more or less poisoned liquors, debauches youth and age, corrupts the politicians, demoralizes the police, and spreads everywhere a contempt for all law.

*From an article published in 1925.*

- (a) Study **Source A**. What can you learn from the source about Prohibition in the 1920s? [3]
- (b) Study **Source B**. What is the message of the poster? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the impact of Prohibition on American society in the 1920s? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of the success of Prohibition in the 1920s? [7]
- (e) Study **ALL** the sources. *Prohibition damaged American society in the 1920s*. Do these sources prove this view to be true? Explain your answer. [10]



**OPTION C – ARAB-ISRAELI CONFLICT SINCE 1945**

**Question 1: The Suez Conflict**

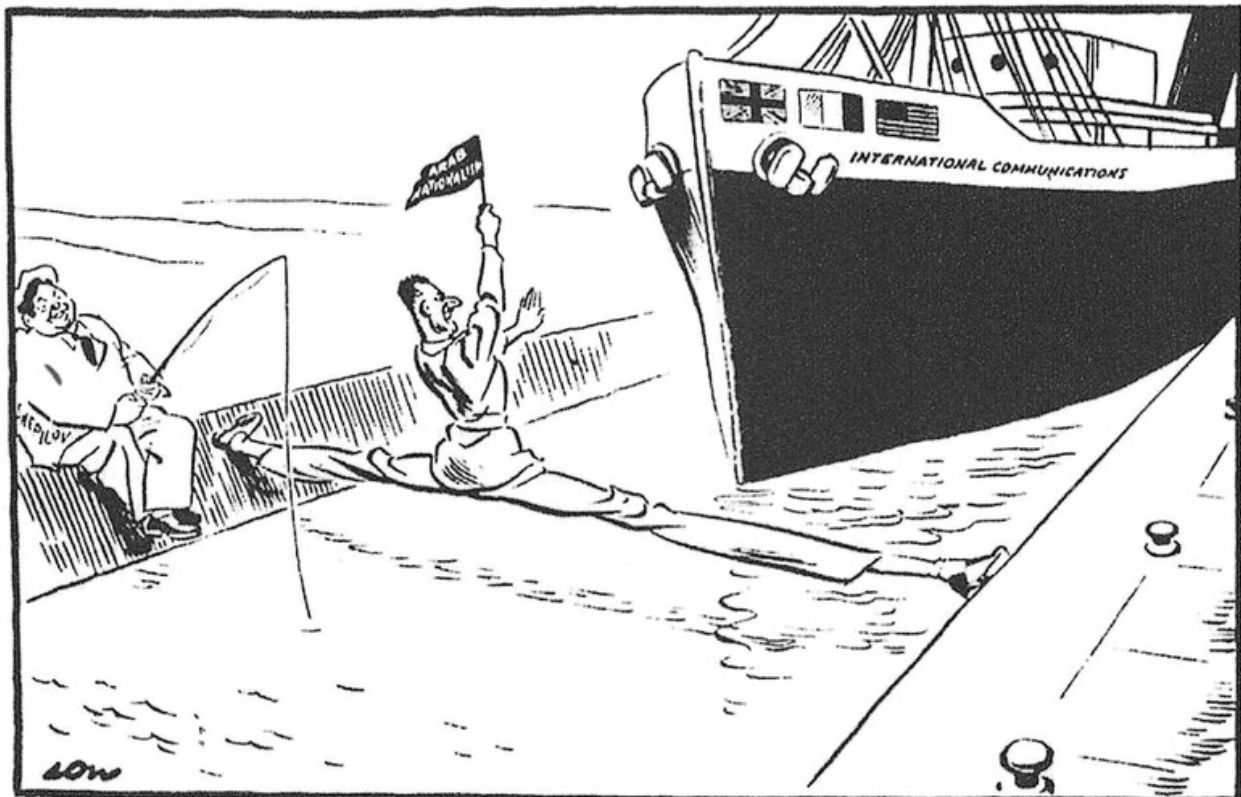
Instructions: Read the sources carefully and then answer questions (a) to (e)

**Source A:**

Brothers, it is impossible that history should repeat itself. We are eradicating the traces of the past. We are building our country on strong and sound bases. This Canal is an Egyptian canal. It is an Egyptian Joint Stock Company. Britain has forcibly grabbed our rights, our 44% of its shares.

*From a speech by President Nasser, July 26, 1956*

**Source B:**



**THE COLOSSUS OF SUEZ**

*A cartoon published in Britain, 31 July 1956.*

**Source C:**

The United States was not consulted in any way about any phase of these actions. Nor were we informed of them in advance. As it is the right of any of these nations to take such decisions and actions, it is likewise our right, if our judgement dictates, to disagree. We believe these actions to have been taken in error. For we do not accept the use of force as a wise and proper instrument for the settlement of international disputes.

*President Eisenhower of the USA speaking to the American people in July 1956.*

**Source D:**

We are all agreed that we cannot afford to allow Nasser to seize control of the Canal in this way, in defiance of international agreements. If we take a firm stand over this now, we shall have the support of all the maritime Powers. If we do not, our influence and yours throughout the Middle East will, we are convinced, be finally destroyed.

The immediate threat is to the oil supplies to Western Europe, a great part of which flows through the Canal. We have reserves in the United Kingdom which would last us for six weeks, and the countries of Western Europe have stocks, rather smaller as we believe, on which they could draw for a time. The Canal is an international asset and facility, which is vital to the free world.

*A message from the British Prime Minister to the US President, 27 July 1956.*

**Source E:**

The view which I have always expressed has been against British armed intervention because we should have half our own country and 90 per cent of world opinion against us. Also it was difficult to justify intervention as it would turn opinion against us in the Middle East and upset the whole of the Arab world. Finally, it would worsen our relations with the USA which is the foundation of our international and defence policy. In all these circumstances I have never been able to convince myself that armed intervention was right.

*From a statement by a member of the British government, November 1956.*

- (a) Study **Source A**. What can you learn from the source about the causes of the Suez conflict? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is the source as evidence about President Eisenhower's attitude towards Egypt and its claim to the Suez Canal? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the British attitude towards intervention in Egypt? [7]
- (e) Study **ALL** the sources. 'Britain was justified in landing troops in Egypt in 1956.' Do the sources prove this view to be true? Explain your answer. [10]



**OPTION C – ARAB-ISRAELI CONFLICT SINCE 1945**

**Question 2: Proclamation of Israel as a state in 1948**

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

**Source A:**

To many people it would appear to be a miracle: a small nation of 700,000 persons stood up against six nations numbering 30 million. However, none of us know whether the bloodshed has ended. The enemy forces in the neighbouring countries have not given up their scheme to destroy Israel. We do not yet know whether the recent war which ended in victory for Israel is the last battle or not.

*David Ben Gurion, Israel's first Prime Minister, speaking in January 1949.*

**Source B:**



THE ADOPTED CHILD

*A cartoon published in Britain, May 1948. The figures represent Truman and Stalin.*

**Source C:**

The state of Israel was achieved not in peace and goodwill as had been hoped, but through a successful campaign of terrorism and assassination followed by war. Friends who had worked hard in the past to obtain justice for the Jewish people were now uneasily doubtful whether complete justice had been done to the Arabs.

*Written by David Low. Low was a cartoonist who lived and published cartoons in Britain.*

**Source D:**

The overwhelming majority of the population of Palestine is Arab. The Arabs have always asked for their freedom and independence. On the outbreak of the First World War, and when the Allies declared that they were fighting for the liberation of peoples, the Arabs joined them and fought on their side with the aims of achieving their national aspirations and their independence. Britain promised to recognize the independence of the Arab countries in Asia, including Palestine. However, Britain governed Palestine in a manner which enabled the Jews to flood it with immigrants and helped them to settle in the country.

Palestine is an Arab country, situated in the heart of the Arab countries and attached to the Arab world by various ties – spiritual, historical, and strategic. The Jewish aggression has resulted in the departure of more than a quarter of a million of its Arab inhabitants from their homes and in their taking refuge in the neighbouring Arab countries.

*A statement issued by the Arab League on 15 May as its troops advanced into Palestine.  
The State of Israel had been declared independent on May 14, 1948.*

**Source E:**

The Land of Israel was the birthplace of the Jewish people. After being forcibly exiled from their land, the people kept faith with it and never ceased to pray and hope for their return to it and for the restoration in it of their political freedom. The State of Israel will foster the development of the country for the benefit of all its inhabitants; it will be based on freedom, justice and peace. It will ensure complete equality of social and political rights to all its inhabitants irrespective of religion, race or sex; it will guarantee freedom of religion, conscience, language, education and culture; it will safeguard the Holy Places of all religions.

*From the Declaration of the State of Israel, 14 May 1948.*

- (a) Study **Source A**. What can you learn from the source about Israel? [3]
- (b) Study **Source B**. What is the message of this source? [4]
- (c) Study **Source C**. How useful is the source as evidence about the creation of the State of Israel? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of who had a rightful claim to Palestine? [7]
- (e) Study **ALL** the sources. 'The creation of the State of Israel was welcomed in 1948.' Do the sources prove this view to be true? Explain your answer. [10]



**OPTION D – ASPECTS OF WORLD HISTORY – SINCE 1914**

**Question 1: The Treaty of Versailles**

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

**Source A:**

Clemenceau was under attack from powerful forces in France, who accused him of having been outwitted by the cunning English. Lloyd George knew that he was heading into a storm of criticism for his failure to obtain the huge reparation payments from the Germans he had promised the British public. But he had also come to fear the treaty was too harsh. Wilson had come to Paris hoping to remake the world according to liberal and democratic principles, but he had found the task so dominated by claims, hatreds, fears and greed that he was forced to settle for a compromise that satisfied no one.

*From a recent history book.*

**Source B:**



*An American cartoon published in 1919 about German attitudes towards the Treaty of Versailles.*

**Source C:**

We have restored where restoration was just, we have organised reparations where damage and injury have been inflicted, and we have established guarantees against the repetition of these crimes and horrors from which the world is just emerging. We have disarmed, we have punished. We have demonstrated that you cannot trample on national rights and liberties without punishment.

*Lloyd George in a speech to the British Parliament, 21 July 1919.*

**Source D:**

The treaty is a very severe settlement with Germany, but there is not anything in it that Germany did not earn, and it cannot bear. But the treaty is not merely a settlement with Germany, it is a readjustment of those injustices that underlie the structure of world society. It is a people's treaty that achieves the liberation of men who never could have liberated themselves. Not one foot of territory is demanded by the conquerors. The men who sat around that table in Paris knew that the time had come when the people were going to live under governments that they chose. That is the fundamental principle of this great settlement.

*From a speech President Wilson made on 25 September 1919. This was typical of the many speeches Wilson made across America at this time.*

**Source E:**

June 29, 1919. I am leaving Paris, with conflicting emotions. There is much to approve and much to regret. It is easy to say what should have been done, but more difficult to have found a way of doing it. How splendid it would have been had we blazed a better trail! However, it is to be doubted whether this could have been done.

To those who are saying that the Treaty is bad and that it will involve Europe in difficulties in its enforcement, I feel like agreeing. But I would also say that empires cannot be shattered, and new states raised without disturbance. To create new boundaries is always to create new troubles. While I should have preferred a different peace, I doubt whether it could have been made. And yet I wish we had taken the other road, even if it were less smooth than the one we took. We would at least have gone in the right direction.

*From Colonel House's diary. House was Wilson's chief advisor during the negotiations in Paris until March 1919 when they disagreed.*



- (a) Study **Source A**. What can you learn from the source about the reactions of the Big Three towards the Treaty of Versailles? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source to a historian studying the Treaty of Versailles? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence of the effectiveness of the Treaty of Versailles to achieve peace and prosperity for all European powers after the First World War. [7]
- (e) Study **ALL** the sources. 'The Treaty of Versailles was welcomed by everybody.' Do these sources prove this view to be true? Explain your answer. [10]



**OPTION D – ASPECTS OF WORLD HISTORY – SINCE 1914**

**Question 2: Origins and Challenges faced by the Weimar Republic**

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

**Source A:**

Armed freikorps bands sprang up all over Germany and were secretly equipped by the army. Soon they were backing plots for the overthrow of the republican regime. In March 1920, one of them occupied Berlin and enabled Dr. Wolfgang Kapp, a mediocre politician of the extreme Right, to proclaim himself Chancellor. The Regular Army, under General von Seeckt, had stood by while the President of the Republic and the government fled in disarray to western Germany. Only a general strike by the trade unions restored the republican government.

*An account by an American journalist.*

**Source B:**



*A poster published in Germany in 1923. The text says 'Hands off the Ruhr!'*



**Source C:**

To follow the suggestion of stopping the printing of notes would mean refusing to German economic life the ability to carry out transactions and pay salaries and wages. It would mean that in a very short time, the entire public, and above all the Reich, could no longer pay merchants, employees, or workers. In a few weeks, factories, mines, railways, and post offices, national and local government – in short, all national and economic life – would be stopped.

*Karl Helfferich, German politician and economist, 1923.*

**Source D:**

Hitler knew how to stir up those crowds jammed closely in a dense cloud of cigarette smoke – not by argument, but by his manner: the roaring and especially the power of his repetitions delivered in an infectious rhythm. He would draw up a list of existing evils and imaginary abuses and after listing them, in a higher and higher voice, he screamed: ‘And whose fault is it? It’s all the fault of the Jews!’

*A description of Nazi meetings in 1923 by someone who attended the meetings.*

**Source E:**

Billion mark notes were quickly handed out as though they burned one’s fingers, for tomorrow one would no longer pay in notes but in bundle of notes. My Aunt Louise said to me ‘I’ve used 60 billion marks worth of gas. My milk bill is 1 million. But all I have left is 2000 marks. I don’t understand anymore.’

*An account of Germany in 1923 by a German who lived there at the time.*

- (a) Study **Source A**. What can you learn from the source about the freikorps? [3]
- (b) Study **Source B**. What is the message of the poster? [4]
- (c) Study **Source C**. How useful is this source to a historian studying the economy of the Weimar Republic? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the early years of the Weimar Republic? [7]
- (e) Study **ALL** the sources. ‘Hyperinflation was the greatest problem faced by the Weimar Republic in the early 1920s.’ Do these sources support this view? Explain your answer. [10]



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