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HISTORY

BAHAMIAN / WEST INDIAN HISTORY – THE PRESENT DAY
PAPER 1 5101/1

Monday 30 MAY 2011 9.00 – 11.00 A.M.

Additional materials:

answer booklet

answer sheet

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, surname and initials in the spaces provided on the answer booklet.

There are 7 questions, one on each theme. Each question is divided into 5 parts (a–e). Answer **ANY 4** questions. Each question is marked out of 20 marks.

The maximum mark for each part is shown in brackets [].

You are advised to spend no more than 30 minutes on each question.

Answer **ALL** questions in the answer booklets.

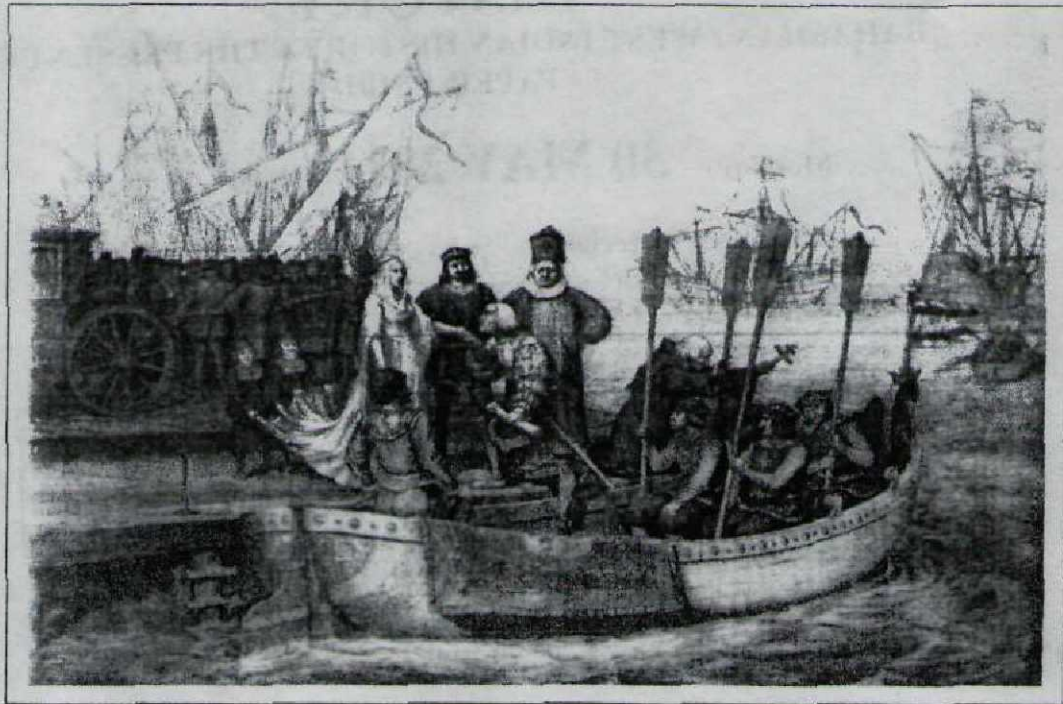


This question paper consists of 8 printed pages and 4 blank pages.

THEME 1:

THE AMERINDIANS

Study the source about *the Amerindians* then answer questions (a)–(e).



- (a) State **ONE** effect of the Renaissance on the voyages of discovery during the 15th century. [1]
- (b) Why did Columbus believe that he would be able to sail west and arrive in the East Indies? [3]
- (c) Explain the technology and the skills used by Columbus when making his voyage of discovery. [5]
- (d) How similar were the reasons for the Spanish and the Portuguese governments' interest in voyages of discovery? [5]
- (e) "*Columbus' voyage of discovery was a failure*".
How far do you agree with this statement? Explain your answer fully. [6]

THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

Study the source about *piracy* then answer questions (a)–(e).



- (a) What was a privateer? [1]
- (b) Why did European governments support privateers in the West Indies? [3]
- (c) Explain why pirates used The Bahamas as a base in the 16th century. [5]
- (d) How did pirates and privateers have a similar effect on the Spanish Monopoly? [5]
- (e) "*The Bahamian colony benefited from piracy*".
How far do you agree with this statement? Explain your answer fully. [6]

THEME 3: THE AMERICAN-BAHAMIAN CONNECTION

Study the source then answer questions (a)–(e).



- (a) What activity does the word bootlegging refer to? [1]
- (b) Why did the US government pass the Volstead Act? [3]
- (c) Explain the changes that took place in The Bahamas as a result of Prohibition and Bootlegging. [5]
- (d) Compare the development of The Bahamas in the 1860s with its development in the 1920s. [5]
- (e) *"The smuggling of rum into the United States during the prohibition period did more harm than good to the Bahamian society".*
How far do you agree with this statement? Explain your answer fully. [6]

THEME 4: SLAVERY IN THE BAHAMAS

Study the source then answer questions (a)–(e).



- (a) When did the Haitian Revolution begin? [1]
- (b) Why was there conflict between the mulattoes and the whites of St. Domingue before the start of the Haitian revolt? [3]
- (c) Explain why the Haitian Revolution was the only successful slave revolt in the West Indies. [5]
- (d) How similar were slave conditions in The Bahamas to slave conditions in St Domingue in 1790? [5]
- (e) *"The Haitian Revolution caused many slaves to revolt in the British West Indian Islands".*
How far do you agree with this statement? Explain your answer fully. [6]

THEME 5:

MOVEMENT TOWARDS EMANCIPATION

Study the source then answer questions (a)–(e).

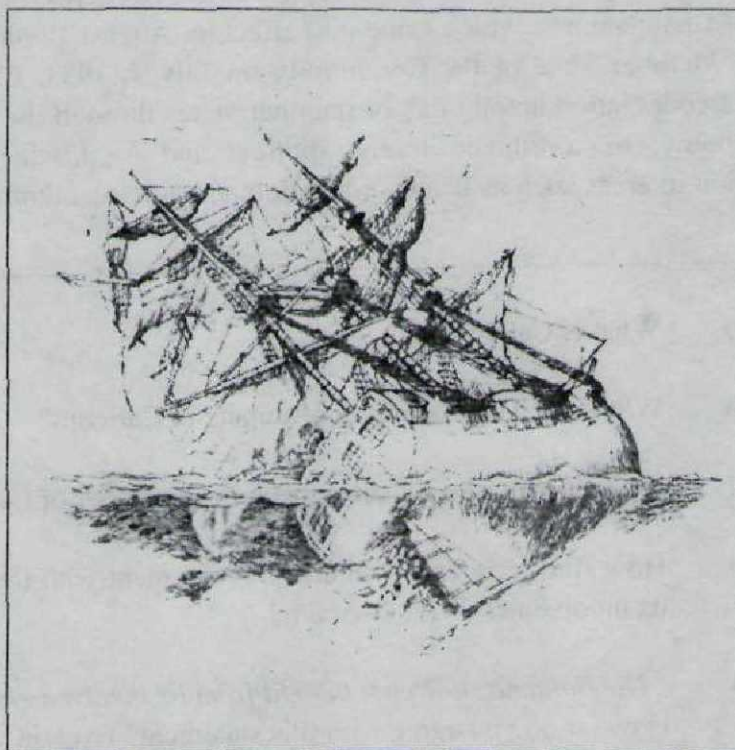


- (a) What was the meaning of Amelioration? [1]
- (b) Why did the Amelioration laws fail in the British West Indies? [3]
- (c) Explain how the West Indian Interest group was able to delay emancipation. [5]
- (d) Compare the objectives of the abolitionist groups before and after 1807. [5]
- (e) *"The abolition of the Slave trade was ineffective in the West Indies."*
How far do you agree with this statement? Explain your answer fully. [6]

-7-

**THEME 6: THE ECONOMIC AND SOCIAL DEVELOPMENT OF THE BAHAMAS
IN THE 19TH CENTURY AND EARLY 20TH CENTURY**

Study the source then answer questions (a)–(e).



- (a) Name the first major industry in The Bahamas. [1]
- (b) Why did the wrecking industry flourish in The Bahamas during the 19th century? [3]
- (c) Explain how Bahamians benefited from the wrecking industry. [5]
- (d) Compare the economic effect of the wrecking industry with that of the pineapple industry in The Bahamas. [5]
- (e) *"The early 19th century was a period of economic disaster for The Bahamas".*
How far do you agree with this statement? Explain your answer fully. [6]

THEME 7: MOVEMENT TOWARDS DECOLONISATION

Study the source then answer questions (a)–(e).

The Caribbean Community and Common Market (CARICOM) was established by the Treaty of Chaguaramas, which came into effect on August 1, 1973. The Bahamas became the 13th Member State of the Community on July 4, 1983. CARICOM aims to foster economic cooperation among the 14 member states through the Caribbean single market and economy; to coordinate foreign policy; and to provide common services and cooperation in areas such as health, education and culture, communications and industrial relations.

- (a) What is Caricom?
[1]
- (b) Why does The Bahamas participate in Caricom?
[3]
- (c) Explain why The Bahamas became a member of Caricom.
[5]
- (d) How similar is The Bahamas' involvement with the United Nations and with its involvement with Caricom?
[5]
- (e) *"The Bahamas does not benefit from its involvement with Caricom."*
How far do you agree with this statement? Explain your answer fully.
[6]

School Number

Candidate Number

Surname and Initials

HISTORY

PAPER 2 – OPTIONAL TOPICS 5101/2

Wednesday **1 JUNE 2011** 1.00 – 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, surname and initials in the space 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.

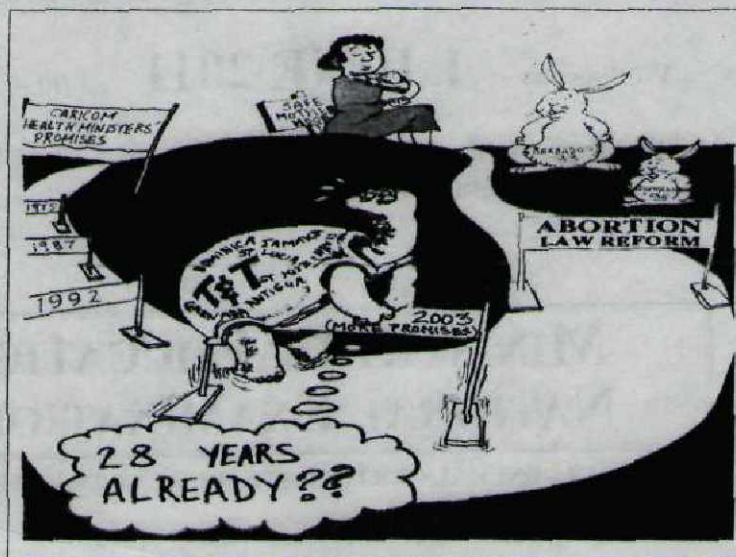
- Option A** Caribbean History
Option B The USA Domestic Policy and Racial Issues from 1919
Option C The Arab-Israeli Conflict from 1945
Option D Aspects of World History

This question paper consists of 25 printed pages and 3 blank pages.

OPTION A – CARIBBEAN HISTORY

Question 1: The Caribbean since the 1960s

Source A:



A cartoon published in the Caribbean in 2003

Source B:

Because of the failure of federation, a concept that the United States had favoured, American policy toward the region lost what little direction it had. The fact that Jamaica and Trinidad and Tobago assumed independence without problem may have constrained further movement toward regional federation. In the mid-1960s, another attempt was made to join the remaining so-called Little Eight Islands into the Federation of the Eastern Caribbean. Financial requirements of the Federation quickly frightened off Barbados and Antigua and Barbuda, however. When Barbados became independent in 1966, the federation disintegrated. Nevertheless, a general framework for regional security collaboration was established. The formation of economic associations during the 1960s, including the Caribbean Free Trade Association (Carifta) in 1965, also helped to reinforce West Indian identity as a subregion.

An Historian writing about attempts at West Indian Federation in and after 1945.

Source C:

The cultural dimension provides the basis for our development both as a region and as nation states. And recognizing that, we can then begin to encourage the growth of our cultural industries, quantify the earnings from the marketing of our cultural goods and services, recognize the field of culture and the arts for the catalyst that it is, and devote the resources necessary to its sustenance so as to allow it to realize its potential in fostering the growth of our peoples, socially, economically and politically.

Written by H. E. Edwin Corrington General Secretary of Caricom, 1992-present.

Source D:

The Caribbean is clearly in crisis. If we step back and look at the trajectory of events over the last decade, and study where current trends seem to be leading, the situation can only be described as grim, and the prognosis, poor. Jamaica and Guyana for example are now well on the way towards fulfilling Naipaul's prediction that the future of the Caribbean is Haiti.

Written by Dr. Trevor Farrell a Caribbean Economist (1993) in his book "The Caribbean State and its role in Economic Management."

Source E:

Griffith points out: Those who believe that CARICOM countries can become the new ["Asian tiger"] must carefully study the international environment in which [they] "took off." They would discover that it was vastly different from the one that exists today. CARICOM countries are trying to develop in a world that is becoming more and more protectionist whereas [the "Asian tigers"] exploited a relatively open-trading international environment at a time when global trade was expanding. Despite the anti-offshoring rhetoric that often accompanies political debates in the United States, this trend is reversing. The world isn't becoming more protective, it's becoming more open. This has, however, meant that CARICOM countries pursuing an export led strategy have to survive in a highly competitive trading environment.

Written by Professor Winston Griffins, (1987), lecturer in economics, specializing in Caribbean politics and economy.

- +
- (a) Study **Source A**: What can you learn from the source about the effectiveness of Caricom? [3]
 - (b) Study **Source B**: According to this source, what is the reason for the failure of federation? [4]
 - (c) Study **Sources C and D**: How useful are these sources as evidence about the likelihood of Caribbean integration? [6]
 - (d) Study **Source D and E**: How reliable are these sources as evidence of the state of the economy of the Caribbean region? [7]
 - (e) Study **ALL** the Sources: "Caribbean integration is more a dream than a reality." How far do these sources prove this view to be true? [10]

a) Help mother take care of kids help adjust
lows in a country and it have been
helping many caribbean country for
many years.

-5-

OPTION: A – A CARIBBEAN HISTORY

Question 2: The rise of the peasantry

Source A:



A drawing of a labour riot in St. Croix based on an eye-witness account. It was published in a newspaper in 1878.

Source B:

Emancipation of the slaves created a peasant class in Jamaica. To ensure a large pool of cheap labour for the sugar plantations, the English colonial government, prodded by the planters, introduced indentured workers from India and China. They also devised laws and levied high land taxes to prevent ex-slaves from owning land. Thus, the vast majority of ex-slaves had no means of owning land to produce crops. Those who owned land were forced to occupy marginal, hillside lands not suitable for agriculture since the prime fertile lands were owned by the sugar plantations on the plains. The result was that Jamaica's economy was nearly entirely a plantation economy geared towards exporting sugar with a tiny amount of peasant subsistence production.

From a history book about the economic development in Jamaica 1494–1838.

Source C:



A photograph of cane cutters in Jamaica, 1880.

Source D:

Holdings under the free village system were extremely small and could not satisfy the desire of the former slaves to become independent of the sugar estates. The inadequacy of these holdings for crop cultivation, coupled with the unresolved disputes between estate owners and their black employees, resulted in the flight of freed slaves from the estates. They established themselves as small peasant farmers on land obtained through lease, rent, purchase, or by simply squatting (settling on land without title or payment of rent). By 1860 the small farms of the black peasantry showed yields indicating they were a viable alternative to plantation agriculture.

An historian writing in 1999 about The Free Village System in Jamaica.

Source E:

European residents of position, education and wealth have dwindled down to a insignificant number. The European element is continually decreasing, and my firm conviction is that the day will come, though it may yet be distant, when Jamaica will become little better than a second Haiti.

A statement made by Governor Eyre in 1864, Governor of the Colony of Jamaica.

- (a) Study **Source A**: What can you learn from the source about the social condition of the blacks living in the British territories after emancipation? [3]
- (b) Study **Source B**: According to this source, how successful was the black working class in Jamaica after 1838? [4]
- (c) Study **Sources C and D**: How useful are these sources as evidence of the success of blacks in developing a successful peasant class in Jamaica? [6]
- (d) Study **Source A and E**: How reliable are these sources as evidence of the attitude of whites towards the blacks in the British West Indian Territories after 1838? [7]
- (e) Study **ALL** the Sources: "The blacks in the British West Indies successfully developed their economic situation after emancipation." How far do these sources prove this view to be true? [10]

OPTION B – UNITED STATES OF AMERICA
DOMESTIC POLICY AND RACIAL ISSUES FROM 1919

Question 1: Society in the “Roaring Twenties”

Source A:



An American cartoon published in 1925.

Source B:



A photograph of a flapper dancing during the roaring 20s.

Source C:

As Stevenson quoted, "The hobby of radio listening encouraged a tendency, a feeling that one's country and one's self were exempt from unpleasant consequences," which demonstrated that people of the 1920s only saw the "good" in life and were ignorant of the "bad". Radio advertisements quickly followed the outburst of radio popularity. And according to Stevenson, radio advertising did not help the American public to become more open-minded.

Statements made by Elizabeth Stevenson from a History book, The American, published in 1920.

Source D:

The popularity of the automobile also brought immense economic prosperity. One of the major contributions to the prosperity of the 1920s was the construction of roads and highways, which poured fresh public funds into the economy. Automobiles appeared everywhere and were being driven everywhere. However a major problem was experienced by everyone as a result of this. "There were very few good roads outside the east coast, crossing the continent was a real adventure, as during the Spring when the snow melted or after a good rain storm, automobiles would sink into gumbo mud up to their hubs."

From a History book published in 1981 by Kenneth Bruce.

Source E:



From the film "The Roaring Twenties" made in 1939.

- (a) Study **Source A**: What can you learn from this source about the cartoonist view towards prohibition? [3]
- (b) Study **Source B**: What evidence does this source provide about the American Society in the roaring twenties? [4]
- (c) Study **Source C**: How useful is this source to an Historian studying the effects of the inventions of the 1920s on American society? [6]
- (d) Study **Sources D and E**: Which source is more reliable as evidence of the social changes that took place during the roaring 20s? [7]
- (e) Study **ALL** the Sources. People were better off during the "roaring 20s". How far do these sources prove the view to be true? Explain your answer fully. [10]

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**OPTION B – UNITED STATES OF AMERICA
DOMESTIC AND RACIAL ISSUES FROM 1919**

Question 2: Racial Issues in The United States of America

Source A:

The common goal of 22 million Afro-Americans is respect as human beings, the God-given right to be a human being. Our common goal is to obtain the human rights that America has been denying us. We can never get civil rights in America until our human rights are first restored. We will never be recognized as citizens there until we are first recognized as humans.

Malcolm X writing in an Egyptian newspaper in 1964. The Article was called "Racism, the cancer that is destroying America."

Source B:



A photograph of Tommie Smith's and John Carlos', black power salute in the 1968 Mexico City Olympics. At the time the newspaper described them as "Black-skinned storm troopers" who gave a "Nazi-like salute."

Source C:

We must frankly acknowledge that in past years our creativity and imagination were not employed in learning how to develop power. We found a method in non-violent protest that worked, and we employed it enthusiastically. We did not have leisure to probe for a deeper understanding of its laws and lines of development. Although our actions were bold and crowned with successes, they were substantially improvised and spontaneous. They attained the goals set for them but carried the blemishes of our inexperience.

This is where the civil rights movement stands today. Now we must take the next major step of examining the levers of power which Negroes must grasp to influence the course of events.

In our society power sources can always finally be traced to ideological, economic and political forces.

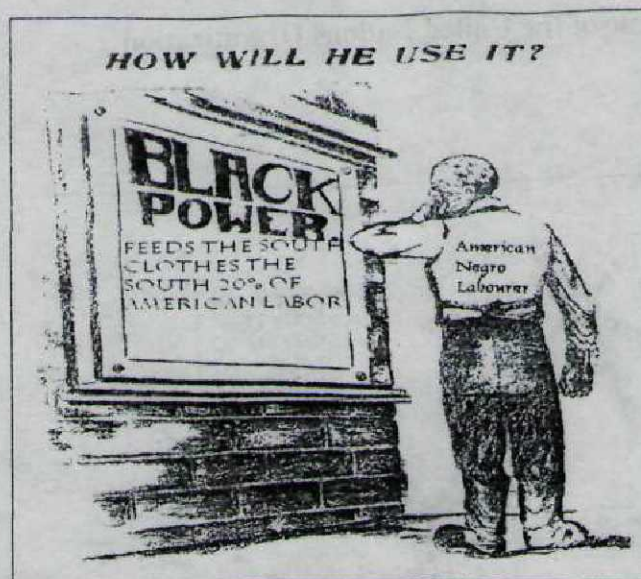
Martin Luther King Jr. writing in June 1967.

Source D:

Southern trees bear strange fruit
Blood on the leaves
Blood at the root
Black bodies swinging in the southern breeze
Strange fruit hanging from the poplar trees
Pastoral scene of the gallant south
The bulging eyes and the twisted mouth
The scent of magnolia sweet and fresh
Then the sudden smell of burning flesh
Here is a fruit for the crows to pluck
for the rain to gather
for the wind to suck
for the sun to rot
for the tree to drop
Here is a strange and bitter crop

From a song by a black American singer 1938.

Source E:



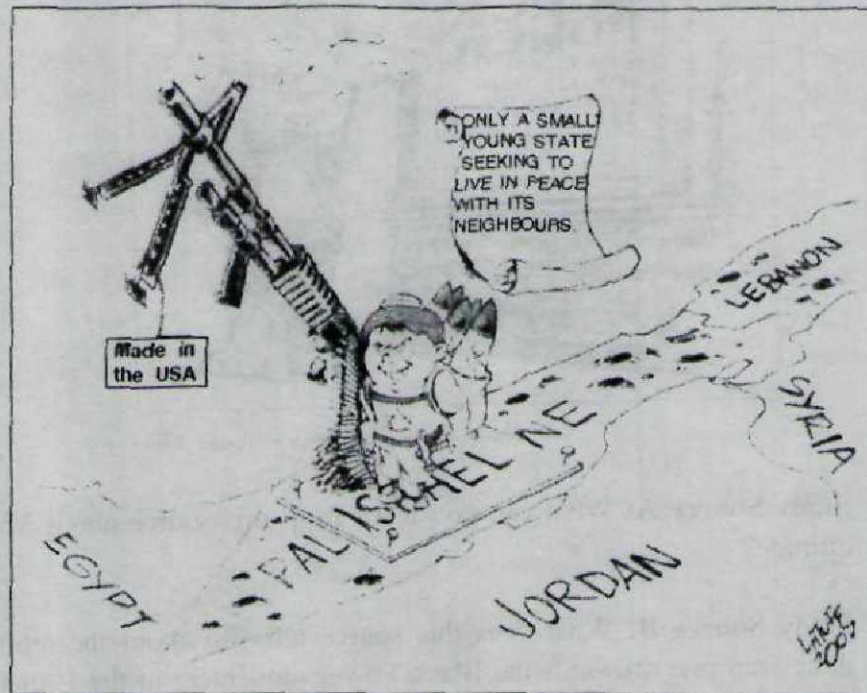
A cartoon from an American newspaper 1919.

- (a) Study **Source A**: What can you learn from this source about Malcolm X's attitude? [3]
- (b) Study **Source B**: What does this source tell you about the attitude of the American press towards the Black Power movement in the United States of America? [4]
- (c) Study **Source C**: How useful is this source to an historian trying to understand the effectiveness of the black civil rights movement of the early 1960s? [6]
- (d) Study **Sources D and E**: Which source is more reliable as evidence of the difficulties faced by Black Americans before the 1960s? Explain your answer fully. [7]
- (e) Study **ALL** the Sources. "Black Americans used peaceful non-violent methods to improve their civil rights." Do these sources prove this view to be true? Explain your answer fully. [10]

Option C ~ ARAB-ISRAELI CONFLICT SINCE 1945

Question 1: The role of the United Nations Organization

Source A:



Palestinian cartoon published in 2007.

Source B:

"I do not agree that the dog in a manger has the final right to the manger even though he may have lain there for a very long time. I do not admit that right. I do not admit for instance, that a great wrong has been done to the Red Indians of America or the black people of Australia. I do not admit that a wrong has been done to these people by the fact that a stronger race, a higher-grade race, a more wordly wise race to put it that way, has come in and taken their place."

Winston Churchill commenting on Palestinian rights in 1937.

Source C:



Cartoon published in 2002.

Source D:

The early U.N. resolutions call for Israel to repatriate or compensate the original 750,000 refugees of 1948–9 and to renounce Jerusalem as its capital and regard it as a corpus separatum, an international city dominated by neither Arab nor Israeli. The U.S. position on Jerusalem is slightly different and, not surprisingly, closer to Israel's. It says Jerusalem should not be a divided city and its final status should be decided by the parties. Finally, the original U.N. partition of Palestine awarded Israel an area only about three-quarters of its current official size. Israel's increase was gained at the expense of the Palestinians in the earlier conquests of 1948.

From an American newspaper, March 1993.

Source E:

"Palestine" is not a country, but it has received more attention from the UN than any country. All of that attention is directed at discrediting, delegitimizing and destroying a member state of the UN – Israel. The UN Secretariat is organized into seven divisions that cover the entire world. One of those divisions is the so called **Division for Palestinian Rights (DPR)**. DPR staffing is roughly equivalent to that of the Americas and Europe Division, the Asia and the Pacific Division, and each of the two African divisions. DPR has a full time staff of 16, whereas the *entire Asia and Pacific division* has a staff of 10!

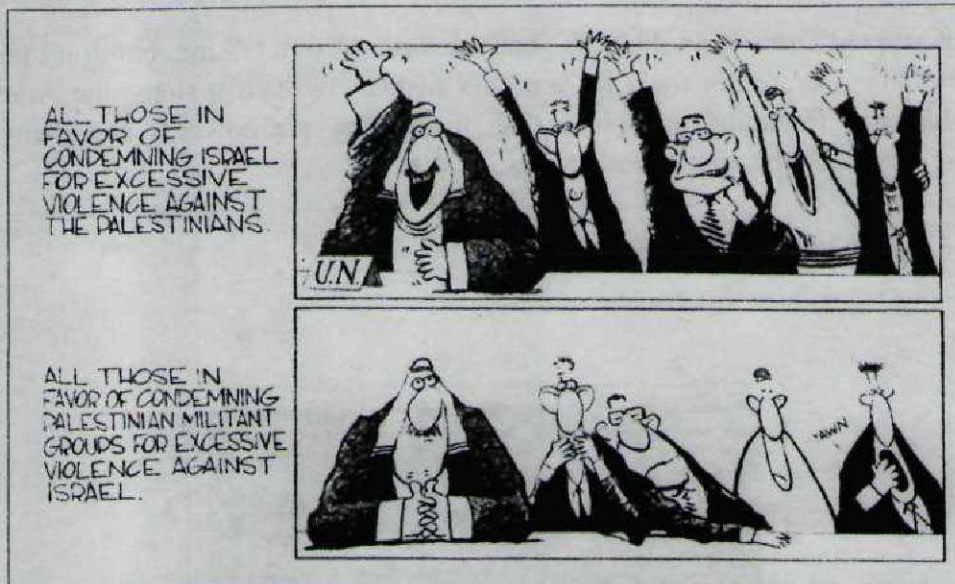
Published by the Pro Israeli Group, Zionism on the Web, 2003.

- (a) Study **Source A**: What can you learn from this source about the cartoonist's views about Israel? [3]
- (b) Study **Source B**: What is the attitude of the author to the Israeli-Palestinian conflict? [4]
- (c) Study **Source C**: How useful is this source to an historian trying to understand the United Nations role in the Israeli Palestinian Conflict? [6]
- (d) Study **Sources D and E**: Which source is more reliable as evidence of the United Nation's effectiveness in dealing with the Israeli-Palestinian conflict? [7]
- (e) Study **ALL** the Sources. "The Palestinians have no support in their conflict with Israel." Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION C – ARAB ISRAELI CONFLICT SINCE 1945

Question 2: Role of the Super-Powers

Source A:



An American cartoon published in March 2004.

Source B:

In the last two months, popular and parliamentary opposition to the sale of Egyptian natural gas to Israel – at undisclosed prices – has mounted. As a result, in a rare nod to public opinion, the government recently announced it was “revising” the terms of the sale agreement.

“The government was finally embarrassed into partially addressing our concerns,” Mohammed Anwar al-Sadat, former MP and spokesman for the recently founded Popular Campaign against Gas Exports told IPS.

The full-scale export of Egyptian natural gas to Israel officially began on May 1. A 2005 agreement between Egypt and Israel allows the Cairo-based East Mediterranean Gas (EMG), a joint venture between Egyptian and Israeli businessmen, to sell approximately 1.5 billion cubic metres of Egyptian natural gas annually to the Israel Electric Corporation for a period of 15 years.

From an Egyptian newspaper, 2005.

Source C:

Peres said in a speech that Arabs "should follow the path of peace like the late Egyptian president Anwar Sadat and (late) King Hussein" of Jordan, who both signed peace treaties with Israel, sparking Mussa's ire.

Mussa interrupted Peres and told him: "You are a maestro in talking, but don't take us for granted because we are not fools [as a matter of fact, by their actions, the Arab leaders whom Mussa is defending are worse than fools, they are cowards and their word is worthless; Israel and the whole world knows that!]."

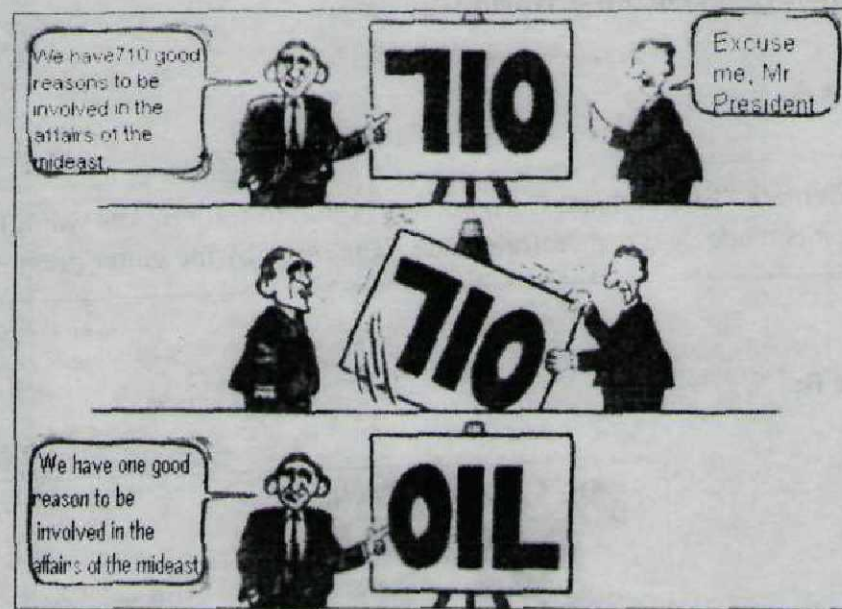
Published by Press TV, June 2008.

Source D:



A photograph taken in the USA during the 1973 oil crisis.

Source E:



A cartoon published in 2006.

- (a) Study **Source A**: What can you learn from this source about the influence of Arab countries on the United Nations? [3]
- (b) Study **Source B**: What does the source tell us about the attitude of the Egyptian people towards Israel? [4]
- (c) Study **Source C**: How useful is this source to an historian trying to understand the conflict between the Arabs and Israel? [6]
- (d) Study **Sources D and E**: Which source is more reliable as evidence of the influence of oil in the conflict in the Middle East? [7]
- (e) Study **ALL** the Sources. "The conflict in the Middle East is caused by the issue of oil as a natural resource." Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION D – ASPECTS OF WORLD HISTORY

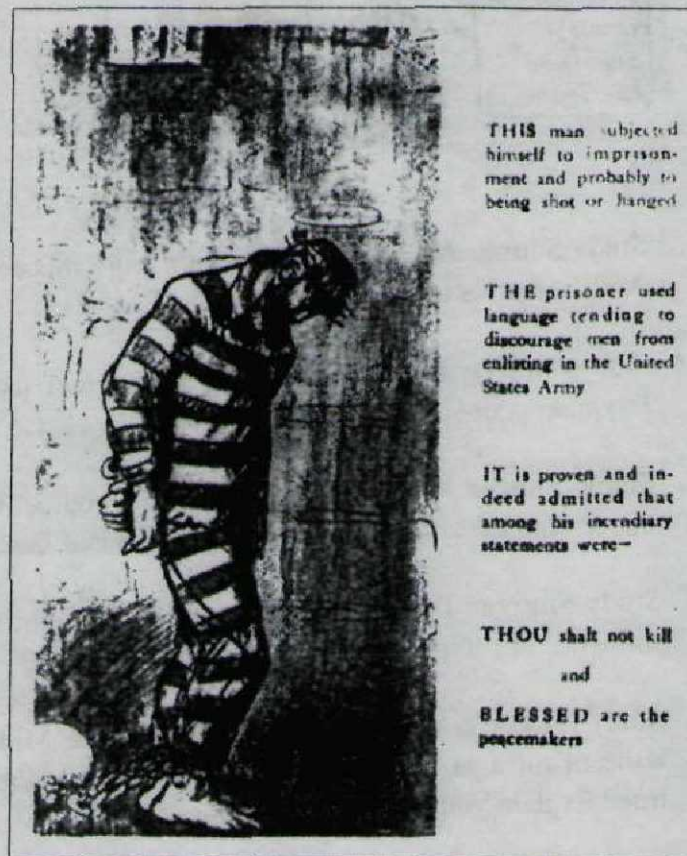
Question 1: The First World War

Source A:

The remark "England and Germany are bound to fight makes war a little more likely each time it is made, and is therefore made more often by the gutter press of each nation."

From a novel by E. M. Foster, published in 190.

Source B:



A cartoon published in the USA in 1917.

Source C:

Sir John French last night communicated the following, dated yesterday: Yesterday (Thursday) evening the enemy developed an attack on the French troops on our left in the neighbourhood of Bixschoote and Langemarck, on the north east of Ypres salient. This attack was preceded by a heavy bombardment, the enemy at the same time making use of a large number of appliances for the production of asphyxiating gases. The quantity produced indicates long and deliberate preparation for the employment of devices contrary to the terms of the Hague Convention, to which the enemy subscribed.

An extract from a British newspaper, April 1915.

Source D:

The present condition of American foreign trade resulting from the frequent seizures and detentions of American cargoes destined to neutral European ports has become so serious as to require a candid statement of the views of this Government in order that the British Government may be fully informed as to the attitude of the United States towards the policy which has been pursued by the British authorities during the present war.

You will, therefore, communicate the following to His Majesty's Principal Secretary of State for Foreign Affairs, but in doing so you will assure him that it is done in the most friendly spirit and in the belief that frankness will better serve the continuance of cordial relations between the two countries than silence, which may be misconstrued into acquiescence in a course of conduct which this Government can not but consider to be an infringement upon the rights of American citizens.

American Secretary of State William Jennings Bryan, writing to the US Ambassador to Great Britain, December 16, 1914.

Source E:

There is no doubt that the belligerent nations of Europe are all heartily sick of war and that they would all welcome peace even if they could not dictate all its terms.

But it should not be overlooked that this frightful upheaval is but a symptom of the international readjustment which the underlying economic forces are bringing about, as well as the fundamental changes which are being wrought in our industrial and political institutions. Still, every war must end and so must this. The destruction of both life and property has been so appalling during the eighteen months that the war has been waged that we may well conclude that the fury of the conflict is largely spent and that, with bankruptcy and ruin such as the world never beheld staring them in the face, the lords of capitalist misrule are about ready to sue for peace.

From an American newspaper, February 1916.

- (a) Study **Source A**: What can you learn from this source about the reasons for World War 1? [3]
- (b) Study **Source B**: Explain the purpose of this cartoon. [4]
- (c) Study **Source C**: How useful is this source to an historian studying World War 1? [6]
- (d) Study **Sources D and E**: Which source is more reliable as evidence of the effect of World War 1 on The United States of America? [7]
- (e) Study **ALL** the Sources. "The First World War was fought enthusiastically." Do these sources prove this view to be true? Explain your answer fully. [10]

23-
OPTION D – ASPECTS OF WORLD HISTORY

Question 2: World War 2

Source A:



An American cartoon published in 1939.

Source B:

Hitler would have fought Russia without any later conflict with England if it had not been for William Bullitt, then Ambassador to France urging on Roosevelt in the summer of 1939 that the Germans must be faced down about Poland; neither the French nor the British would have made Poland a cause of war if it hadn't been for the constant needling from Washington. Bullitt, he said, kept telling Roosevelt that the Germans would not fight, Kennedy said that they would and that they would overrun Europe. Chamberlain, he says, stated that America and the world Jews had forced England into the war. In his telephone conversations with Roosevelt in the summer of 1939, the President kept telling him to put some iron up Chamberlain's backside.

Joseph Kennedy, *The United States Ambassador in London 1938*.

Source C:



A British cartoon published in 1936.

Source D:

We must not forget that the Bolsheviks are blood-stained. That they overran a great state [Russia], and in a fury of massacre wiped out millions of their most intelligent fellow-countrymen and now for ten years have been conducting the most tyrannous regime of all time. We must not forget that many of them belong to a race which combines a rare mixture of bestial cruelty and vast skill in lies, and considers itself specially called now to gather the whole world under its bloody oppression.

The menace which Russia suffered under is one which perpetually hangs over Germany. Germany is the next great objective of Bolshevism. All our strength is needed to raise up our nation once more and rescue it from the embrace of the international python. . . . The first essential is the expulsion of the Marxist poison from the body of our nation.

From Hitler's book, Mein Kampf. Published in 1924

Source E:

The USSR stood alone in the face of the growing Fascist threat. The USSR had to make a treaty of non-aggression with Germany. Some British historians tried to prove that this treaty helped to start the Second World War. The truth is it gave the USSR time to strengthen its defences.

Soviet historian Kukushkin, writing in 1981

- (a) Study **Source A**: What can you learn from this source about the United States involvement in World War II? [3]
- (b) Study **Source B**: What can you learn from this source about the causes of World War II? [4]
- (c) Study **Source C**: What is the message of this cartoon? [6]
- (d) Study **Sources D and E**: Which source is more reliable as evidence of the main reason leading to World War II? [7]
- (e) Study **ALL** the Sources. "The non aggressive attitude of Great Britain, France and the United States is the main reason for World War II." Do these sources prove this view to be true? Explain your answer fully. [10]