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5101/1

BGCSE

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HISTORY

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

Wednesday 29 MAY 2013 9:00 A.M.–11:00 A.M.

Additional materials:
Answer booklet

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS
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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.

THEME 1:

THE AMERINDIANS

Study the source about Mayan religious sacrifice, then answer the questions which follow.

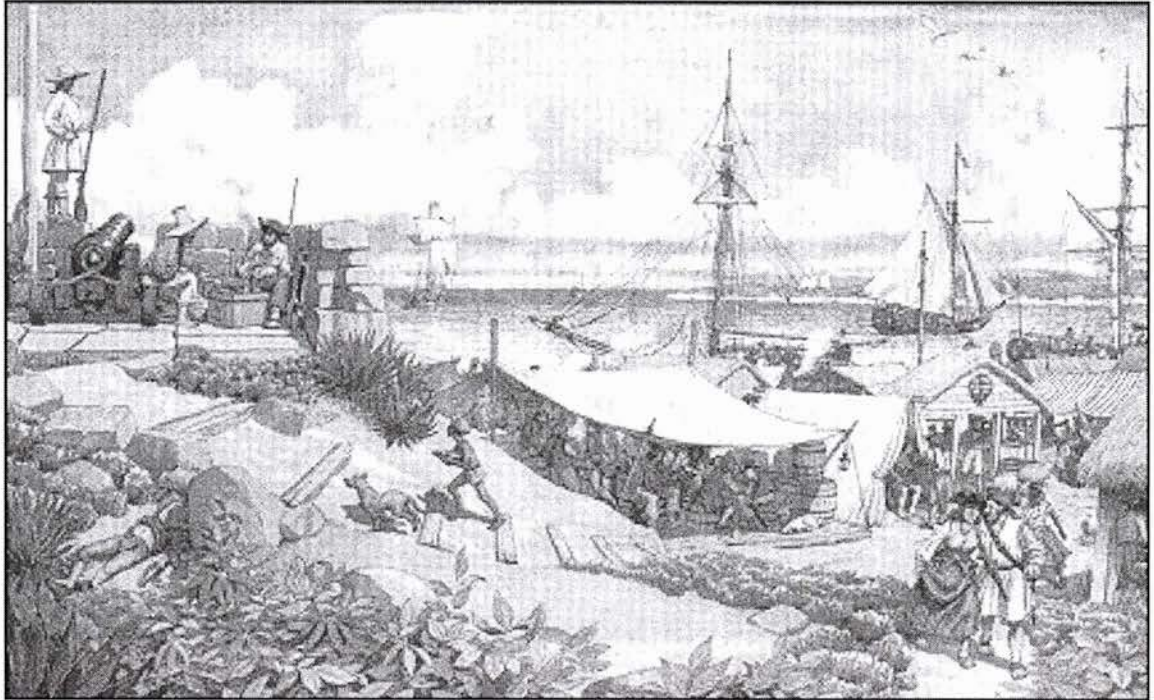


- (a) What was the title given to the Mayan Chief? [1]
- (b) Why did the Mayan Priest perform human sacrifices? [3]
- (c) Explain why the Mayans were able to develop a high level of civilisation. [5]
- (d) Compare Mayan society and culture before and after the arrival of the Europeans. [5]
- (e) "The European colonisation of the New World destroyed the Mayan civilisation". Do you agree with this statement? Explain your answer fully. [6]

THEME 2:

EUROPEAN SETTLEMENT AND RIVALRY

Study the drawing of Nassau in the early 18th century then answer the questions which follow.



- (a) What was the name of the first proprietary Governor of The Bahamas? [1]
- (b) Why were the early British colonies governed by the proprietorship system? [3]
- (c) Explain why the proprietorship system came to an 'end in the British West Indies' in 1718. [5]
- (d) How similar were the effects of the proprietorship and the Crown Colony system of government on the economic development of the Bahamas? [5]
- (e) "The proprietorship system was effective in the development of the early British colonies". Do you agree with this statement? Explain your answer fully. [6]

THEME 3:

THE AMERICAN – BAHAMIAN CONNECTION

Study the source about the third Battle of Chattanooga, then answer the questions which follow.



- (a) In what year did the American Civil War begin? [1]
- (b) Why was there conflict between the northern and southern states of the United States of America in the 1850s? [3]
- (c) Explain why the Union armies won the American Civil War. [5]
- (d) How similar were the effects of the Civil War and the American War of Independence on the economic and social development of the Bahamas? [5]
- (e) “The main reason for the American Civil War was the struggle for political power between the northern and southern states of the United States of America”. Do you agree with this statement? Explain your answer fully. [6]

THEME 4:

SLAVERY IN THE BAHAMAS

Study the source about the cotton plantation in Exuma, The Bahamas, then answer the questions which follow.

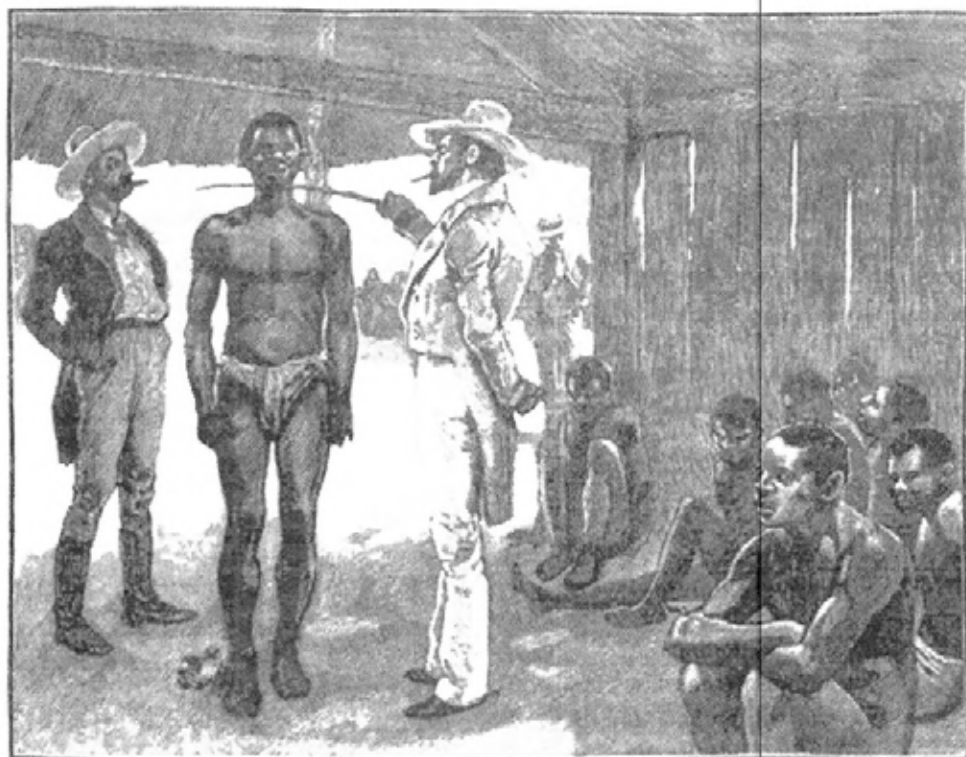


- (a) When did the Bahamian cotton plantation system first develop? [1]
- (b) Why did the cotton plantation system in the Bahamas fail? [3]
- (c) Explain the effect of the cotton plantation system on the Bahamian economy and society in the 18th century. [5]
- (d) How similar was the life of a slave on a Bahamian cotton plantation to that of a slave on a West Indian sugar plantation in the late 18th century? [5]
- (e) "The cotton plantation system in the Bahamas failed because of the lack of proper transportation." How far do you agree with this statement? Explain your answer fully. [6]

THEME 5:

ABOLITION OF THE SLAVE TRADE

Study the source about a slave being sold, then answer the questions which follow.



- (a) In which year was the British West Indian slave trade made illegal? [1]
- (b) Why were the abolitionists in Britain successful in making the slave trade illegal in the British colonies? [3]
- (c) Explain the economic and social effect of the abolition of the slave trade on the British West Indian colonies. [5]
- (d) How effective was the abolition of the slave trade in the Americas? [5]
- (e) "The abolition of the slave trade improved the treatment of African slaves in the West Indies." How far do you agree with this statement? Explain your answer fully. [6]

THEME 6:

THE WORLD WARS

Study the source about the First World War, then answer the questions which follow.

YOUNG MEN OF THE BAHAMAS

The British Empire is engaged in a Life and Death Struggle. Never in the History of England, never since the Misty Distant Past of 2,000 years ago, has our beloved Country been engaged in such a conflict as she is engaged in to-day. To bring to nothing this mighty attack by an unscrupulous and well prepared foe, HIS MOST GRACIOUS MAJESTY KING GEORGE has called on the men of his Empire, MEN OF EVERY CLASS, CREED AND COLOUR, to

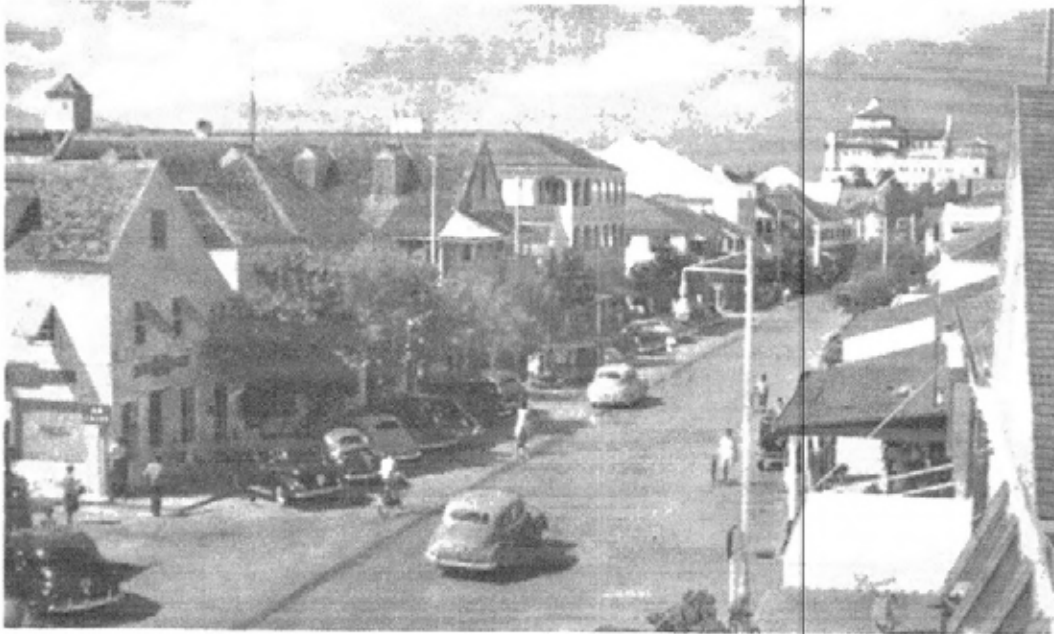
COME FORWARD TO FIGHT

- (a) Give one reason for the start of the First World War. [1]
- (b) Why did Bahamian men decide to fight for the British Empire during the Second World War? [3]
- (c) Explain the changes that took place in society in The Bahamas as a result of the First World War. [5]
- (d) Compare the effects of the First World War and the Second World War on the Bahamian economy. [5]
- (e) "The Second World War changed Bahamian society." How far do you agree with this statement? Explain your answer fully. [6]

THEME 7:

MOVEMENT TOWARDS DECOLONISATION

Study the source about the city of Nassau in The Bahamas, then answer the questions which follow.



- (a) Give the name of the first official political party formed in The Bahamas. [1]
- (b) What were the main causes of the Burma Road Riot? [3]
- (c) Explain the changes that took place in The Bahamas as a result of the 1958 strike. [5]
- (d) Compare the political and social development of The Bahamas in the 1940s with its development in the 1960s. [5]
- (e) "The development of trade unions in The Bahamas had no effect on the development of political parties." 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

Friday **31 MAY 2013** 1:00 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, 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** 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: The Sugar Revolution and the Plantation System

Source A:



A photograph of Indian huts in Trinidad.

Source B:

In 1852 on the island of Trinidad there were 80 applications made to the office responsible for Coolie immigration for a total of 2,000 Coolies, averaging about 25 for each estate applying. By 1857 the corresponding demand rose to 7,000 from 179 properties, averaging about 40 to each applicant. This was accompanied by a voluntary offer on the part of the employers to double the fees payable to government on each contract. Therefore, the British were willing to pay very large amounts of money to import and care for indentured servants rather than to treat former slaves with simple justice.

From an article about indentured servitude on the British West Indies after emancipation.

Source C:

For the Caribbean colonies, the benefits of Coolie immigration resulted not only in improved trade with British India but with other nations as well. On the island of Trinidad exports for the year 1842, before the introduction of a foreign labour force, were 20,506 hogsheads of sugar. By 1858 exports had risen to 37,000 hogsheads. Similarly, before emancipation the highest exportation of cacao was 3,200,000 lbs while by 1860 this number had reached 5,200,000 lbs

From a book about free labour in the British West Indies, published in 1861.

Source D:

During our stay of nearly two days with Mr. C., often mentioned the security from danger which was now enjoyed by the planters. This was prized as an invaluable blessing. As he sat in his parlour, surrounded by his affectionate family, the sense of personal and domestic security appeared to be a luxury to him. He repeatedly expressed himself substantially thus: "During the existence of slavery, how often have I retired to bed fearing that I should have my throat cut before morning, but now the danger is all over — I don't fear any violence now."

From a description of the West Indies by visitors in 1837.

Source E:

A black girl, apparently about eighteen, was equally exhausted. Suspended by the left arm, held on by the wrist by a negro above. The bend of the arm passed over the rail, and the wrist was held down tightly, so that she could not alter her position, or get the least ease by moving. It was most affecting to hear her appeals to the driver, "Sweet massa, do pity me — do sweet massa, pity me — my arm is broke." Her entreaties to be relieved were answered by cuts from the whip, and threats that did if she did not cease to make a noise, he would have her down and flog her. The fear that he would carry out this threat led her to suppress her feelings as well as she could.

Punishment of a black girl witnessed by abolitionist Sturge while visiting Barbados, 1836.

- (a) **Study Source A:** What can you learn from this source about the life of slave immigrants on a West Indian sugar plantation? [3]
- (b) **Study Source B:** What does this source tell you about the attitude of the British government towards emigration to the British West Indian colonies? [4]
- (c) **Study Source C:** How useful is this source to an historian studying the effects of emigration on the development of the plantation system in the British West Indies? [6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence about the British West Indies in the 1830s? [7]
- (e) **Study ALL the Sources.** "Emancipation changed the economic and social development of the British West Indies." Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION A – CARIBBEAN HISTORY

Question 2: The Sugar Revolution and the Plantation System

Source A:



A drawing of slaves planting sugar cane in Barbados, 1755.

Source B:



A drawing of slaves dancing in Trinidad in 1836.

Source C:

The amazing importance which has been attached to the cultivation of the sugar cane, is perhaps one of the most extraordinary instances of the effect of agriculture that the world has produced, and it shows clearer than any other circumstance, the true and beneficial nature of colonies: the profit which this nation reaps from her islands in the West Indies ought above all other things to make her attentive to every particular in the cultivation of the sugar cane.

From a book about the sugar cane plantation system published in Britain in 1775

Source D:

The stranger is apt to ask what village it is for besides the more large mansion house with its offices, the works, such as the well contrived mill, the spacious boiling house, the large receptive curing houses, still house, large stables for the grinding of cattle, lodgings for the over-seer, and white servants, working shops for the necessary smiths, others for the framing carpenters and coopers: to all which when we add the streets of the negro houses, no one will question to call such completed sugar-works a small town or village.

An account written by Dr. Thomas Trapham, an English physician who emigrated to Jamaica in the 1670s.

Source E:

The sugar cane thrived on Barbados. I saw by the growth, as well as by what I had been told, that it was a strong and lusty plant, and so vigorous, as where it grew, to forbid all weeds to grow very near it; so thirstily it suck'd the earth for nourishment, to maintain its own health.

An account by Richard Ligon – written while living in Barbados, 1647 – 1650

- (a) **Study Source A:** What can you learn from this source about the life of slaves on a West Indian sugar plantation? [3]
- (b) **Study Source B:** What evidence does this source provide about the life of the slave in Trinidad before 1838? [4]
- (c) **Study Source C:** How useful is this source to an historian studying the effects of the sugar cane plantation system on the development of the British West Indies? [6]
- (d) **Study Sources D and E:** Which source tells you more about the sugar revolution in the Caribbean in the seventeenth century? [7]
- (e) **Study ALL the Sources.** “The plantation system led to the economic development of the British West Indies. Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION B – USA DOMESTIC POLICY AND RACIAL ISSUES FROM 1919

Question 1: The expansion of the U.S. Economy during the 1920s

Source A:

Unemployment in the sense of distress is widely disappearing. We in America today are nearer to the final triumph over poverty than ever before in the history of any land. The poor-house is vanishing from among us. We have not yet reached the goal, but given a chance to go forward with the policies of the last eight years, and we shall soon with the help of God, be in sight of the day when poverty will be banished from this nation. There is no guarantee against poverty equal to a job for every man. That is the primary purpose of the economic policies we advocate.

From a speech by President Herbert Hoover in California accepting the Republican Presidential nomination on August 11, 1928.

Source B:

To keep America growing we must keep Americans working, and to keep Americans working we must keep them wanting; wanting more than the bare necessities; wanting the luxuries and frills that make life so much more worthwhile, and instalment selling makes it easier to keep Americans wanting.

From a statement made by a car dealer in 1928.

Source C:



A photograph of an automobile tour in the Mesa Verde National Park in 1929.

Source D:

No one who works for Ford is safe from spies, from superintendents on down to the poor creature who must clean a certain number of toilets an hour. There are spies who ask embarrassing questions of visitors' guides, spies who worm their way into labour unions, spies who speak every language under the sun. The system does not stop at the factory gates. An anonymous letter accusing a man of stealing Ford parts is enough to bring him before the "Service Department". He is forced to sign a "Permission for Search" which allows Ford detectives to ransack his home, turn out all his poor possessions in hopes of finding equipment belonging to Ford. There are spies to watch these in turn.

An eyewitness account from 1924.

Source E:



A photograph showing a Ford automobile factory in the 1920s.

- (a) **Study Source A:** What can you learn from the source about the state of the economy in 1928? [3]
- (b) **Study Source B:** What is the attitude of the author towards industrial development in the United States of America? [4]
- (c) **Study Source C:** How useful is this source as evidence about living standards in America in the 1920s? [6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence of the working conditions of American workers in the 1920s? [7]
- (e) **Study ALL the Sources.** "Industrial development in the United States did not benefit the workers." Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION B – USA DOMESTIC AND RACIAL ISSUES FROM 1919

Question 2: The Harlem Renaissance

Source A:



A painting of life in Harlem in 1938.

Source B:



A photograph of a silent protest parade by African Americans in Harlem in 1917

Source C:

Harlem was like a great magnet for the Negro intellectual, pulling him from everywhere. Or perhaps the magnet was New York, but once in New York, he had to live in Harlem. Harlem was not so much a place as a state of mind.

From The Big Sea by Langston Hughes, a leading writer during the Harlem Renaissance, published in 1940.

Source D:

Alain Locke believed that the profound changes in the American Negro had to do with the freeing of himself from the fictions of his past and the rediscovery of himself. He had to put away the protective colouring of the mimicking minstrel and find himself as he really was. And thus the new militancy was a self-assertion as well as an assertion of the validity of the race.

From a book published in 1971 about Alain Locke, who was known as the father of the Harlem Renaissance.

Source E:

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

A poem by Langston Hughes called I, Too, Sing America.

- (a) **Study Source A:** What can you learn from this source about life in Harlem?
[3]
- (b) **Study Source B:** What does this source tell you about Black Americans in the early 20th century?
[4]
- (c) **Study Source C:** How useful is this source to an historian studying Harlem?
[6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence of the economic and social condition of Black Americans in the United States during the period of the Harlem Renaissance?
[7]
- (e) **Study ALL the Sources.** "The Harlem Renaissance had very little effect on Black American culture." Do these sources prove this view to be true? Explain your answer fully.
[10]

OPTION C – THE ARAB-ISRAELI CONFLICT SINCE 1945

Question 1: The proclamation of the state of Israel and the role of Ben Gurion

Source A:



A cartoon published in Zurich in 1956 entitled "Israel's Aggression."

Source B:

Ours is a country built more on people than on territory. The Jews will come from everywhere: from France, from Russia, from America, from Yemen. Their faith is their passport.

David Ben Gurion speaking in 1950.

Section C:

Known as the lost tribe of Israel, the Yemenite Jews had wandered the deserts for at least two centuries after being driven out of Palestine. Nomads, they had never seen an airplane and never lived anywhere but a tent.

Ironically, their faith included a prophecy that they would be returned to their Holy Land on the wings of eagles.

"One of the things that really got to me was when we were unloading a plane at Tel Aviv," said Marian, who assisted Israeli nurses on a number of flights. "A little old lady came up to me and took the hem of my jacket and kissed it. She was giving me a blessing for getting them home. We were the wings of eagles."

Warren Metzger writing about his experience in Operation Magic Carpet, 1949 - 1950.

Source D:



A photograph showing halutzim (pioneers) working the fields, in Israel.

Source E:

"Let us not ignore the truth among ourselves ... politically we are the aggressors and they defend themselves... The country is theirs, because they inhabit it, whereas we want to come here and settle down, and in their view we want to take away from them their country."

From a speech by David Ben Gurion, about Zionism and Palestinians

- (a) **Study Source A:** What can you learn from this source about the relationship between Israel and Egypt? [3]
- (b) **Study Source B:** What evidence does this source provide about the development of Israel? [4]
- (c) **Study Source C:** How useful is this source to an historian studying the attitudes of the Jewish people towards the land of Israel? [6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence about Israel? [7]
- (e) **Study ALL the Sources.** "The idea of the state of Israel as a safe home for the Jewish people failed". Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION C – THE ARAB-ISRAELI CONFLICT SINCE 1945

Question 2: Israel in Lebanon

Source A:



A photograph of Yasser Arafat in Beirut, 1983.

Source B:

In November 1969, Lebanese army commander-in-chief Emile Bustani and Arafat sign an agreement in Cairo that recognises the "Palestinian revolution" and allows Palestinians in Lebanon "to join in the armed struggle without undermining Lebanon's sovereignty and welfare." This agreement stayed in effect for nearly 20 years, until Lebanon rejected it in May 1987.

An extract from a report by an American journalist.

Source C:

In 1972, young Palestinians left the Bourj el Barajneh refugee camp for Jordan, where they were given training in guerrilla warfare by Egyptian army officers.

Imm Abed was one of those who returned from the training camps in 1973, and used her training to establish small cells of fighters in the refugee camps. She was only 21 at the time.

"The cause was the Palestinian cause, but we had to defend ourselves from anyone that was going to harm us, and the Lebanese army was trying to harm us," she says.

Imm Abed says the army would often enter the camps to round up resistance members. The small resistance cells then united, she says, eventually coming under the banner of the Palestinian Liberation Army, and gaining enough military strength to fight off the Lebanese army.

A report by a middle-eastern news broadcaster on Al Jazeera, from a six part series on the history of the PLO.

Source D:

The weak part of the Arab coalition is the Lebanon. Muslim supremacy in this country is artificial and can be easily overthrown. A Christian state ought to be set up there, with its southern frontier on the River Litani. We would sign a treaty of alliance with the state. Thus, when we have broken the strength of the Arab legion and bombed Amman, we could wipe out Trans-Jordan; after that Syria could fall. And if Egypt still dared to make war on us, we would bomb Port Said, Alexandria and Cairo. We should thus end the war and would have paid to Egypt, Assyria and Chaldea on behalf of our ancestors.

From Ben Gurion's diary, May 21, 1947

Source E:



A cartoon published in the American newspaper "Army, Navy and Air Force Times, 1983.

- (a) **Study Source A:** What can you learn from this source about Yasser Arafat? [3]
- (b) **Study Source B:** What evidence does this source provide about the origin of the conflict in Beirut? [4]
- (c) **Study Source C:** How useful is this source to an historian studying the attitude of the Arabs towards the State of Israel? [6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence about the attitude of the Lebanese towards Israel? [7]
- (e) **Study ALL the Sources.** "Lebanon has been a dangerous threat to the state of Israel". Do these sources prove this statement to be true? Explain your answer fully. [10]

Option D – ASPECTS OF WORLD HISTORY

Question 1: Nuclear Weapons and the Superpowers

Source A:



An American cartoon published in 1962. Kennedy is saying to Khrushchev, "Let's get a lock for this thing".

Source B:

Mankind must put an end to war or war will put an end to mankind. Unconditional war can no longer lead to unconditional victory. It can no longer serve to settle disputes. It can no longer be of concern to great powers alone. For a nuclear disaster, spread by winds and waters and fear, could well engulf the great and the small, the rich and the poor, the committed and the uncommitted alike. Mankind must put an end to war or war will put an end to mankind.

From President John F. Kennedy's address before the General Assembly of the United Nations, September 1961.

Source C:

FINAL **DAILY NEWS** **5¢**
NEW YORK'S PICTURE NEWSPAPER
Vol. 41, No. 103 New York 27, N.Y., Tuesday, October 23, 1962

WE BLOCKADE CUBA ARMS

JFK: Blast Reds If Castro Attacks

Continued on Page 8



Faces in a Crisis. Presidential Press Secretary Pierre Salinger tells members of Washington press corps that President Kennedy would address nation via radio and TV last night. The President announced Soviet military buildup in Cuba had forced offensive and U. S. would turn back any ship carrying offensive weapons to Castro. Earlier, Soviet Foreign Minister Gromyko left International Airport after talk with JFK. See other military p. 8; other pgs. continued.

The front page of an American Newspaper reporting events in the Cuban Missile Crisis, October 23rd, 1962.

Source D:

The atomic bomb did help seed the Cold War. Let's face it, the bomb was not just meant to buckle Japan into surrender, it was also a political statement towards the Soviet Union. A statement of power towards a nation who practiced a political ideology different from America which was unacceptable to the "free democratic" United States.

A posting on the internet in 2002 by an American journalist.

Source E:

All this is due not only to hatred for the Cuban people and their government, but also for reasons having to do with the election campaign in the USA. What morals, what laws can justify such an approach by the American government to international affairs? Such morals and laws are not to be found, because the actions of the USA in relation to Cuba are outright piracy. This, if you will, is the madness of a degenerating imperialism. Unfortunately, people of all nations, and not least the American people themselves, could suffer heavily from madness such as this, since with the appearance of modern types of weapons, the USA has completely lost its former safety.

From a letter Khrushchev sent to President Kennedy in 1962.

- (a) **Study Source A:** What can you learn from the source about the international situation in 1962? [3]
- (b) **Study Source B:** What evidence does this source provide about President Kennedy's attitude towards nuclear weapons? [4]
- (c) **Study Source C:** How useful is this source to an historian studying the Cuban Missile Crisis? [6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence of the political effect of nuclear weapons in the 1960s? [7]
- (e) **Study ALL the Sources.** "There was no danger of the world plunging into nuclear war in the 1960s." Do these sources prove this view to be true? Explain your answer fully. [10]

OPTION D – ASPECTS OF WORLD HISTORY

Question 2: The Russian Revolution and the Rule of Lenin

Source A:



A Russian cartoon of Rasputin published in 1916.

Source B:

Power, when lodged in the hands of man, means oppression – insures oppression: it means oppression always. Give it to the high priest of the Christian Church in Russia, the Emperor, and with a wave of his hand he will brush a multitude of young men, nursing mothers, grey-headed patriarchs, gentle young girls, like so many unconsidered flies, into the unimaginable hells of his Siberia, and go blandly to his breakfast, unconscious that he has committed a barbarity.

An American speaking about Russia in 1886.

Source C:

Situation serious. Anarchy in the capital. Government paralysed. Transport of food and fuel in full disorder. Popular discontent growing. Disorderly firing in the streets. Some military units fire on one another. Essential immediately to order persons having the confidence of the country to form new government. Delay impossible. Any delay deadly. I pray to God that in this hour the blame does not fall on you.

A telegram from Rodzianko, an officer in the Tsar's army, to the Tsar, February 1917.

Source D:

The specific feature of the present situation in Russia is that the country is passing from the first stage of the revolution—which, owing to the insufficient class-consciousness and organisation of the proletariat, places power in the hands of the bourgeoisie – to its second stage, which must place power in the hands of the proletariat and the poorest sections of the peasants.

This peculiar situation demands of us an ability to adapt ourselves to the special conditions of Party work among unprecedentedly large masses of proletarians who have just awakened to political life.

The masses must be made to see that the Soviets of Workers' Deputies are the only possible form of revolutionary government, and that therefore our task is, as long as this government yields to the influence of the bourgeoisie, to present a patient, systematic, and persistent explanation of the errors of their tactics, an explanation especially adapted to the practical needs of the masses.

Lenin's April theses published in 1917.

Source E:

Crack ~ crack ~ crack!
Crack ~ crack ~ crack!
... So they march with sovereign tread ...
Behind them limps the hungry dog,
and wrapped in wild snow at their head
carrying a blood-red flag ~
soft-footed where the blizzard swirls,
invulnerable where bullets crossed ~
crowned with a crown of snowflake pearls,
a flowery diadem of frost,
ahead of them goes Jesus Christ.

*A poem called "The Twelve" by Aleksandr Aleksandrovich Blok, January, 1918.
It is about communist fighters in 1917. The poet was praised by the communist leaders.*

- (a) **Study Source A:** What can you learn from this source about the causes of the Russian Revolution? [3]
- (b) **Study Source B:** What evidence does this source provide about Russia at the end of the 19th century? [4]
- (c) **Study Source C:** How useful is this source to an historian studying the Russian Revolution? [6]
- (d) **Study Sources D and E:** Which source is more reliable as evidence about developments in Russia in 1917? [7]
- (e) **Study ALL the Sources.** "The Russian Revolution had the support of everyone in Russia". Do these sources support this view? Explain your answer fully. [10]

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