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HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY PAPER 1

Tuesday **28 MAY 2019** 9:00–11:00 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 and 4 blank pages.

THEME 1:

THE AMERINDIANS

Study the source about the Mayans' ball game, then answer the questions which follow.



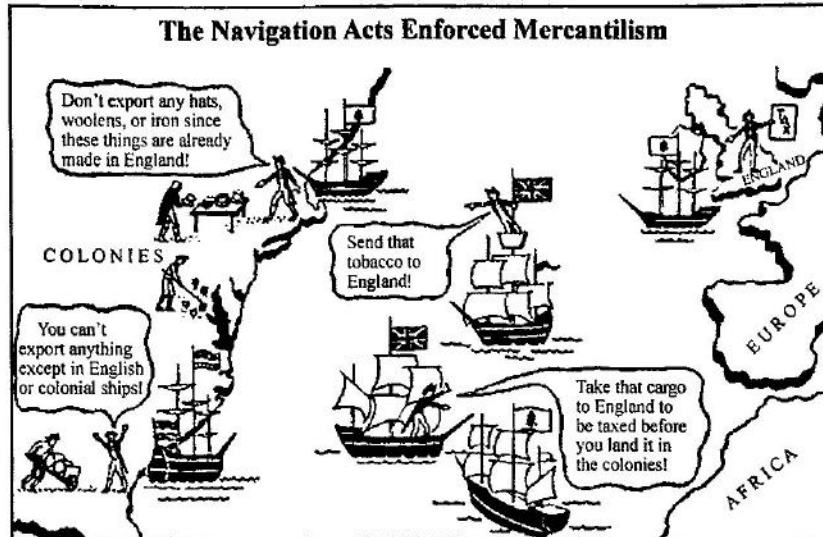
- (a) What was the name of the Mayan ballgame? [1]
- (b) State **THREE** countries where the Mayans settled. [3]
- (c) Explain **THREE** ways in which the Mayan political system was organised. [5]
- (d) How similar were the roles of women in Mayan and Arawak societies? [5]
- (e) "Religion was the most important aspect of Mayan society." How far do you agree with this statement? Explain your answer fully. [6]



THEME 2:

EUROPEAN SETTLEMENT AND RIVALRY

Study the source about English mercantilism and then answer the questions which follow



- (a) Define the term 'asiento'. [1]
- (b) List **THREE** measures introduced by Spain which were aimed at maintaining her monopoly in the New World. [3]
- (c) Explain **THREE** reasons why there was rivalry between European nations in the Caribbean during the 18th century. [5]
- (d) How similar were the French settlement of St. Kitts and the English settlement of Jamaica? [5]
- (e) "The English and French worked together to encourage the development of their colonies in the Caribbean in the early 17th century." How far do you agree with this statement? Explain your answer fully. [6]



THEME 3: THE AMERICAN-BAHAMIAN CONNECTION 1779-1932

Study the source about the American Civil War and then answer the questions which follow.



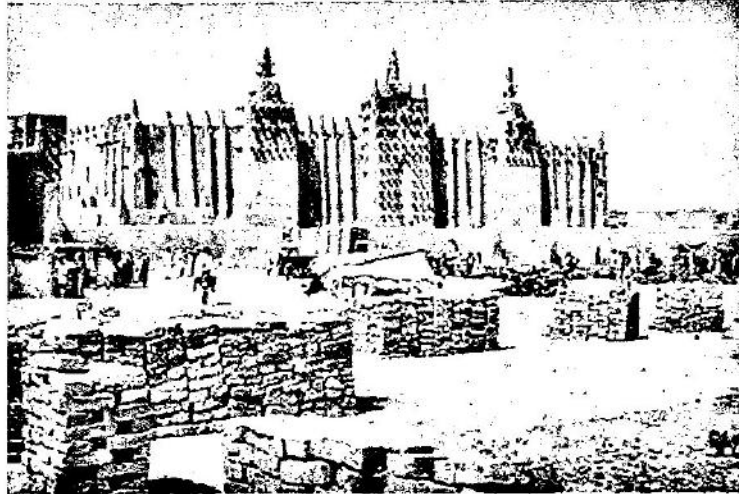
- (a) What year did the American Civil War end? [1]
- (b) Give the names of the **THREE** ports in the Southern States that were blockaded during the Civil War. [3]
- (c) Explain **THREE** ways in which the Civil War affected the American economy. [5]
- (d) How similar were the benefits of blockade running and bootlegging for The Bahamas? [5]
- (e) "The Northern States won the American Civil War because they had better leaders." How far do you agree with this statement? Explain your answer fully [6]



THEME 4:

SLAVERY IN THE BAHAMAS

Study the source about ancient African kingdoms and then answer the questions which follow.



- (a) Which famous ruler of Mali built a university at Timbuktu that still stands today? [1]
- (b) State **THREE** factors that led to the rise of Ghana. [3]
- (c) Explain **THREE** aspects of the experiences of slaves from the moment of capture to the time they boarded the slave ships. [5]
- (d) How similar were the lives of slaves in West Africa and the New World? [5]
- (e) "The European slave trade caused the destruction of West African Empires." How far do you agree with this statement? Explain your answer fully. [6]



THEME 5: MOVEMENT TOWARDS EMANCIPATION

Study the source about slavery and then answer the questions which follow.



- (a) In what year was the Mansfield Judgement made? [1]
- (b) List **THREE** economic arguments used in the debate to end slavery in the British colonies. [3]
- (c) Explain **THREE** ways in which Thomas Clarkson contributed to the abolition movement. [5]
- (d) How similar were the French and British campaigns to abolish slavery? [5]
- (e) "Granville Sharp made a more important contribution than William Wilberforce to the abolition of the slave trade." How far do you agree with this statement? Explain your answer fully. [6]



THEME 6: **THE ECONOMIC AND SOCIAL DEVELOPMENT OF
THE BAHAMAS IN THE LATE 19TH
AND 20TH CENTURIES.**

Study the source about Bahamian contract workers in the United States and then answer the questions which follow.



- (a) Which governor arranged the contract labour of Bahamians in Florida in the early 20th century? [1]
- (b) State **THREE** conditions in the contract agreement for Bahamian labourers. [3]
- (c) Explain **THREE** reasons why Bahamians migrated to the United States as contract labourers. [5]
- (d) How similar were the challenges faced by Bahamian immigrants in the United States to those encountered by immigrants in The Bahamas? [5]
- (e) "Family life in the Out Islands did not benefit from emigration to the United States". Do you agree with this statement? Explain your answer fully. [6]



THEME 7:

MOVEMENT TOWARDS DECOLONISATION

Study the source about Trade Unions in The Bahamas and then answer the questions which follow.



- (a) In what year was the Trade Union Act passed in The Bahamas? [1]
- (b) List **THREE** methods used by trade unions to draw attention to problems faced by workers in The Bahamas. [3]
- (c) Explain **THREE** reasons why Sir Randol Fawkes is often referred to as "The Father of Labour" in The Bahamas. [5]
- (d) How similar were the roles of trade unions and political parties in The Bahamas in the mid-1900s? [5]
- (e) "Trade unions greatly benefited The Bahamas during the mid-1900s." How far do you agree with this statement? Explain your answer fully. [6]



HISTORY

PAPER 2 OPTIONAL TOPICS 5101/2

Friday **31 MAY 2019** 12:30 P.M.–3:00 P.M.

Additional materials:
Answer booklet

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

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

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

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

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

INFORMATION FOR CANDIDATES

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

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

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

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



This question paper consists of 18 printed pages and 2 blank pages.

OPTION A – Caribbean History

Question 1: Alternative Crops

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

Source A:

Rice in British Guiana					
Yearly average (tonnes)					
	1898-1902	1903-07	1908-12	1913-17	1918-22
Production (in tonnes)	3,824	10,621	30,006	36,336	28,508
Export	0	5	3,120	10,710	6,756
Imports	14,693	8,092	2,519	159	72

Rice imports and export in British Guiana.

Source B:

Both small farmers and large scale producers could share in the profits of the trade but the monopoly of the United Fruit Company had undesirable effects. It took most supplies from its own plantations and so it could pay low prices for bananas grown by small farmers. The company plantations were the biggest employers of labour in the banana growing districts so it was possible for United Fruit to fix wages. In the interests of the foreign shareholders these were kept as low as possible.

Extract from a history textbook written in 1991.

Source C:

Sea Island cotton forms the main crop of the islands of Montserrat and St. Vincent and is an important crop in St. Kitts and Nevis. The main obstacles to the prosperity of this industry are the pink boll worm, and the fact that the producers can only find one buyer, the Manchester Spinners Association. A further difficulty is that the growing of cotton is exhausting the soil, and in St. Vincent, which is subject to heavy rains, the cultivation of cotton totally exhausts and destroys the soil.

*From a report by Major Wood, a British government minister, 1922.
Wood was sent by the British government to visit the Caribbean in 1921-22.*

Source D:

Bananas were first grown on small patches of ground. The banana trade in Jamaica is now worth £500,000 annually which is spread through all classes of the community. This large sum also helps establish other industries. A banana planter is able, with a small amount of money, to establish his land in cocoa, coffee, nutmegs, limes, oranges and coconuts, which, when the bananas are exhausted, will remain a permanent source of income. It is for this reason that the fruit trade has been seen as capable of leading to an improved life for the people of Jamaica and of other West Indian islands. Many sugar estates have been converted into banana walks and all sections of the community have taken part in this.

From a book published in 1898.

Source E:



A late 19th century photograph of a Jamaican family with their home surrounded by bananas.

- (a) Study **Source A**. What can you learn from the source about the rice industry in British Guiana? [3]
- (b) Study **Source B**. What is the author's attitude towards the United Fruit Company? Explain your answer. [4]
- (c) Study **Source C**. How reliable is this source as evidence about the cotton industry in the Caribbean in the early twentieth century? Explain your answer. [6]
- (d) Study **Sources D and E**. Which source is more useful to a historian studying the impact of the banana industry in the Caribbean? Explain your answer. [7]
- (e) Study **ALL** the Sources. "All Caribbean countries benefited from growing alternative crops." Do these sources prove this statement to be true? Explain your answer fully. [10]



OPTION A – Caribbean History

Question 2: The impact of the Sugar Revolution

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

Source A:

During the sugar revolution the price of land leapt up, in some parts of Barbados by as much as thirty times. A parcel of land of about 10 acres had been sold for £25 in 1630, which gives an average price of under £3 an acre. In 1648, land was over £30 an acre.

Extract from a history book written in 1991.

Source B:

The typical unit of Caribbean farming in the early seventeenth century was the small farm. Sugar cultivation brought an economic revolution which harmed many small farmers. In Barbados the island's 11,000 small farmers dwindled to 745 large plantation owners. The common ten-acre holding had been replaced by plantations hundreds of acres in size. Less than 6,000 slaves increased to over 80,000. The small tobacco farmer was squeezed out. They lost their land and their livelihood. They were replaced by rich plantation owners. By 1650 a sugar plantation of 8,000 acres had replaced the holdings of forty farmers.

From a book about the history of the Caribbean published in 1970.

Source C:

Our island, of all others, deserves the notice of Britain. Barbados is on the decline. We have vast numbers of people from other colonies flocking here to better their lives. Jamaica exports sugar on five hundred ships every year. This trade supports upwards of 100,000 people. On this island there may be 40,000 people. Therefore, in all, the sugar trade supports 140,000 people and also adds to the riches of Britain.

Written in 1740 by someone living in Jamaica.



Source D:

The sugar planters have received for their sugar a much higher price than before. However, instead of increasing their production of sugar, the planters have reduced their production and exported less sugar to Britain. The planters are great gainers from the resulting increase in price but we the sugar refiners and grocers of London, and the consumers of sugar in Britain, are not. The inhabitants and planters of Jamaica have hundreds of thousands of acres of land suitable for sugar plantations. We pray that the British government persuades them to send a larger quantity of sugar to Britain.

From a petition to the British government by sugar refiners and grocers who refined and sold sugar in Britain, 1753.

Source E:

At four o'clock in the morning the plantation bell rings to call the slaves into the field. About nine o'clock they have half an hour for breakfast, which they take into the field. Then they work until noon. When the bell rings the slaves pick up natural grass and weeds for the horses and cattle. At two o'clock, the bell summons them to deliver in their grass and to work in the fields. About half an hour before sunset they are again required to collect grass. The slaves are then dismissed to return to their huts, picking up brushwood or dry cow dung to prepare supper and tomorrow's breakfast. They go to sleep at about midnight.

From an account of the treatment of slaves on sugar plantations published in 1784. This account is written by a doctor who worked on sugar plantations on St. Kitts and who campaigned for better treatment of slaves.

- (a) Study **Source A**. What can you learn from this source about the impact the Sugar Revolution had on Barbados? [3]
- (b) Study **Source B**. What is the author's attitude towards the impact of the Sugar Revolution in Barbados? Explain your answer. [4]
- (c) Study **Source C**. How useful is the source to a historian studying the Sugar Revolution in the Caribbean? Explain your answer. [6]
- (d) Study **Source D** and **E**. Which source is more reliable as evidence about the impact of the Sugar Revolution on the Caribbean? Explain your answer. [7]
- (e) Study **ALL** of the Sources. "The Sugar Revolution benefited the people living in the Caribbean." 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 impact of new technology in the 1920s

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

Source A:



A photograph of a radio factory in America in 1925.

Source B:

New products took hours off the time that was needed to do household chores. With fewer hours spent doing household duties, many people especially women had considerably more free time. In many cases, women used this time to work outside the home. Their additional income made it possible for many families to buy cars, houses, and other items.

From a history book published in 1990.

Source C:

It is confusing to read the advertisements for devices which should lighten the chores of women in the home. Most middle class women still do their own housework, while women who live on farms, besides caring for their children, washing clothes, caring for the home and cooking, also work in the fields and help milk the cows. The largest group of American women are the wives of unskilled and semi-skilled men whose wages are so small that the wives must care for the children and work earning a wage.

From a book published in 1932.



Source D:

I will build a car for the great multitudes. It will be constructed of the best materials, by the best men to be hired, using the best designs that modern engineering can devise. But it will be so low in price that every man earning a good salary will be able to buy one, and enjoy, with his family, the blessing of hours of pleasure on God's great open spaces.

Henry Ford writing about the Model T Ford car in 1922.

Source E:

The increasing congestion of motor traffic in our towns and cities, the mounting number of deaths from accidents, the rising taxes to pay for more roads, and especially the destruction of our fairest landscapes by advertising signs and ugly petrol stations. If America is to remain a safe, comfortable and attractive place to live we have to find some way to conquer the motor car which appears to have conquered us.

From 'The Forum' a popular American magazine which debated important social issues in the 1920s.

- (a) Study **Source A**. What can you learn from this source about production in America in the 1920s? [3]
- (b) Study **Source B**. What is the attitude of the author towards the impact of new labour saving devices in the home? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to a historian studying the impact of labour saving devices in the home? Explain your answer. [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence of the impact of technology in 1920s America? Explain your answer. [7]
- (e) Study **ALL** of the Sources. "The introduction of new technology in 1920s America improved people's lives." 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 2: The Great Depression and the Stock Market Crash

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

Source A:

Since the Wall Street Crash, Hoover had worked ceaselessly trying to fix the economy. He founded government agencies, supported local aid for public works, and encouraged cooperation between government and business. His work focused on the private sector, volunteerism and funds from outside the government.

A historian comments on Hoover.

Source B:

In the immediate aftermath of Black Tuesday, Hoover sought to reassure Americans that all was well. Reading his words after the fact, it is easy to find fault. In 1929 he said, 'Any lack of confidence in the economic future or the strength of business in the United States is foolish.' In 1930, he stated, 'The worst is behind us.' In 1931, he pledged federal aid should he ever witness starvation in the country; but as of that date, he had yet to see such need in America, despite the very real evidence that children and the elderly were starving to death. Yet Hoover was neither intentionally blind nor unsympathetic. He simply held fast to a belief system that did not change as the realities of the Great Depression set in.

From a history book published in 2014.

Source C:

Never before in this country has a government fallen so low a place in popular estimation or been such an object of contempt. Never before has a president given his name so freely to rubbish dumps or had his face banned from the cinema screen to avoid the hoots and jeers of children.

A supporter of the Democratic Party writing after the Bonus Marchers had been forced out of Washington by armed troops, tanks and tear gas in 1932.



Source D:



A cartoon published in 1930. The donkey at the back represents the Democratic Party. Hoover is in the middle.

Source E:

My fellow Americans, what people need is the return of normal jobs. They need help in the meantime to support them until these things can be accomplished and so that they do not go hungry nor lose their farms and jobs. Now I wish to present to you the evidence that the policies of the Republican government are winning this major battle for recovery, and that we are taking care of distress in the meantime. It can be demonstrated that the forces of depression are in retreat. Our policies have preserved the American people from chaos.

From a speech by Hoover during the Presidential election campaign of 1932. The title of the speech was 'The Success of Recovery'.



- (a) Study **Source A**. What can you learn from this source about President Hoover's policies? [3]
- (b) Study **Source B**. What is the author's attitude to President Hoover's response to the Great Depression? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to an historian studying the reactions of Hoover's government to the Depression? Explain your answer. [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the effectiveness of Hoover's policies during the Depression? Explain your answer. [7]
- (e) Study **ALL** the Sources. "Hoover's policies helped Americans during the Depression." Do these sources prove the view to be true? Explain your answer fully. [10]



OPTION C – The Arab-Israeli Conflict Since 1945

Question 1: Israel in Lebanon

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

Source A:

On Lebanon, it is clear that we and Israel both seek to end violence there and to achieve an independent Lebanon. We agree that Israel must not be subjected to violence from the PLO in Lebanon.

President Reagan of the USA, speaking in June 1982.

Source B:

The new Israeli government ushered in a particularly aggressive phase of Israeli policy. It aimed for an invasion of Lebanon. All it needed was an excuse. Unfortunately the PLO was not cooperating and had kept its part of cease-fire agreement. Despite this, Sharon, a member of the Israeli government said 'If the terrorists continue to violate the cease-fire we will have no choice but to wipe them out completely in Lebanon and destroy their infrastructure there.'

From a socialist website, 2004.

Source C:

All that is needed is to find a Christian Lebanese army officer. We should win his heart or bribe him, to get him to agree to declare himself the saviour of the Christian population of Lebanon. Then the Israeli army would enter Lebanon, occupy the necessary territory and set up a Christian regime allied to Israel. The territory in southern Lebanon would be totally annexed to Israel.

Spoken by Moshe Dayan in 1981. He had been a member of the Israeli government but resigned in 1979 after disagreements with the Prime Minister.

Source D:

Media coverage has distorted recent Israeli operations in Lebanon. This report provides a more balanced view of the situation. Since Israeli operations began there has been a movement of Lebanese out of the PLO dominated area in the country. They thought they would be most safe and comfortable under Israeli occupation. It is more peaceful and secure in southern Lebanon because of the elimination of the Palestinian threat. They have told observers that the liberation by Israel was worth it. An American politician, after visiting southern Lebanon, described the Israelis as 'a liberating army'. A prominent feature of this campaign is that the Israelis have turned the functions of government over to the Lebanese authorities.

From a newspaper report published in Israel, July 1982.



Source E:

Much of the Arab world sincerely believes that the United States secretly supported the Israeli invasion. Many of the more moderate Arab leaders are dismayed that the United States has failed to use its influence to stop Israeli aggression and to prevent occupation of more Arab land.

From a secret report produced for the British government in June 1982.

- (a) Study **Source A**. What can you learn from this source about Israel's aims in Lebanon? [3]
- (b) Study **Source B**. What is the author's attitude towards the Israeli government? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to a historian studying Israel's reasons for invading Lebanon. Explain your answer. [6]
- (d) Study **Source D** and **E**. How reliable are these sources as evidence about the Israeli invasion of Lebanon in 1982? Explain your answer. [7]
- (e) Study **ALL** of the Sources. "Israel invaded Lebanon to gain more land." Do these sources prove this view to be true? Explain your answer fully. [10]



OPTION C – The Arab-Israeli Conflict Since 1945

Question 2: The Survival of Israel

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

Source A:

Relations between the USA and Israel began with the US policy of support for the creation of a Jewish homeland in 1948 and led to the development of a relationship where Israel became dependent on the USA for its economic and military strength. However, US relations with Israel also strengthen the US presence in the Middle East.

An extract from a recent history book.

Source B:



A cartoon published in Britain in 2006.

Source C:

During the Six Day War President Nasser claimed it was the Americans and British who had brought about the Israeli victory. The USA was furious at Nasser and his bald face lie. The false claim had several purposes. It gave Nasser a reason for begging for Soviet help and it provided an excuse for the defeat. For a long time afterwards Egyptian history continued to claim that Israel had help from Britain and the USA.

From the Zionism and Israel Information Centre website.



Source D:

Nasser: Shall we announce that the USA is cooperating with Israel? Shall we say the USA and Britain or just the USA?

Hussein: The USA and Britain.

Nasser: Does Britain have aircraft carriers?

Nasser: I swear to Allah that we shall publish an announcement, and you will publish it and we shall see that the Syrians will publish it. An announcement that American and British aircrafts are participating from aircraft carriers. We shall announce it and emphasise it.

A telephone conversation between President Nasser of Egypt and King Hussein of Jordan, June 1967.

Source E:

The enemy's assault has been defeated. The entire nation was mobilized to fight for its existence. Everybody felt that they had to contribute their share, and each person did what they had to. Over the years we have built the Israeli Defence Force's strength, investing enormous resources and equipping it to its high standard. It is a mighty fighting force because of its first-rate soldiers, and because in the heart of every soldier beats a sense of mission to the nation. The IDF is the army of the nation. When it fights, the nation fights.

From a speech by Israeli Prime Minister Eshkol to the Israeli Parliament, June 1967.

- (a) Study **Source A**. What can you learn from this source about relations between Israel and the USA? [3]
- (b) Study **Source B**. What is the author's attitude towards the USA? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to a historian studying the Six Day War of 1967? Explain your answer. [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about why Israel won the Six Day War? Explain your answer. [7]
- (e) Study **ALL** the Sources. "Israel has survived because of support from the USA." Do these sources prove this view to be true? Explain your answer fully. [10]



OPTION D – Aspects of World History

Question 1: The Cuban Missile Crisis.

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

Source A:

In the autumn of 1962, the United States and the Soviet Union came as close as they ever would to global nuclear war. Hoping to correct what he saw as a strategic imbalance with the United States, Soviet Premier Khrushchev began secretly deploying medium- and intermediate-range ballistic missiles to Fidel Castro's Cuba. Once operational, these nuclear-armed weapons could have been used on cities and military targets in most of the United States.

From an official US Navy website.

Source B:



A cartoon published in a British newspaper, October 1962.



Source C:

Khrushchev and his Defence Minister, Rodion Malinovsky, were at Khrushchev's estate on the Black Sea. They went for a walk and Malinovsky pointed in the direction of Turkey and said: 'That's where the American rockets are pointing at us. They need only 10 minutes to reach our cities, but our rockets need 25 minutes to reach America.' Khrushchev thought for a while and then said: 'Why don't we install our rockets in Cuba and point them at the Americans? Then we'll need only 10 minutes, too.'

Boris Surikov, a Soviet missiles expert, recalls event in 1962.

Source D:

This Government, as promised, has maintained the closest surveillance of the Soviet military buildup on the island of Cuba. Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.

Kennedy speaking live on television to the American people October 22, 1962.

Source E:

'I want to make one thing absolutely clear, when we put our missiles in Cuba, we had no desire to start a war. On the contrary, our main aim was only to deter America from starting a war. In addition to protecting Cuba, our missiles would have equalized what the West likes to call the 'balance of power'. The Americans had surrounded our country with military bases and threatened us with nuclear weapons, and now they would learn just what it feels like to have enemy missiles pointing at you.

From Khrushchev's memoirs published in 1970.

- (a) Study **Source A**. What can you learn from this source about the Cuban Missile Crisis? Explain your answer. [3]
- (b) Study **Source B**. What impression does the cartoonist give about the Cuban Missile Crisis? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to a historian studying why the USSR placed missiles in Cuba? Explain your answer. [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence about the missiles in Cuba? Explain your answer. [7]
- (e) Study **ALL** the Sources. "The USA was mainly to blame for causing the Cuban Missile Crisis." To what extent do these sources prove this view to be true? Explain your answer. [10]



OPTION D – Aspects of World History

Question 2: Causes of the Cold War

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

Source A:

The fact that the United States and the Soviet Union successfully cooperated in defeating the Axis Powers did not necessarily mean that the two countries would continue to get along in the postwar world. After all, the two were organized on radically different principles—democratic capitalism in the former, totalitarian socialism in the latter. By early 1945 it was clear that they would emerge as the world's two 'superpowers,' but it was also evident that they had conflicting visions for what that postwar world should look like.

From a website for school students.

Source B:



*A cartoon published in Britain in June 1947.
(The two men, each in charge of a bus, are Roosevelt and Stalin)*



Source C:

At the present moment in world history nearly every nation must choose between alternative ways of life. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

From a speech by President Truman of the USA in March 1947.

Source D:

We saw the Marshall Plan as the Americans wanting to control the countries to which they gave Marshall Aid. We saw it as an act of aggression by the Americans. This is why it was never accepted by the Soviet Union.

A Soviet view of the Marshall Plan, written in 1988 by Dimitri Sukhanov. Sukhanov had been a senior Soviet politician when the Marshall Plan began in 1947.

Source E:

After all the efforts we have made to get a friendly settlement, not only is the Soviet government not prepared to cooperate with non-Communist governments in eastern Europe, but it is preparing to extend its hold over the remaining part of Europe, and then the Middle East and Far East. In other words, physical control of Europe and Asia and eventual control of the world.

From a report written by the British government in March 1948. The title of the report was 'The Threat to Civilisation'.

- (a) Study **Source A**. What can you learn from this source about the Cold War? [3]
- (b) Study **Source B**. What is the message of this cartoon? Explain your answer. [4]
- (c) Study **Source C**. How useful is this source to a historian studying the reasons why the USA and USSR alliance began to break down in 1945? Explain your answer. [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence about the start of the Cold War? Explain your answer. [7]
- (e) Study **ALL** the Sources. "Ideological differences between the USA and the USSR caused the Cold War". To what extent do these sources prove this view to be true? Explain your answer. [10]

