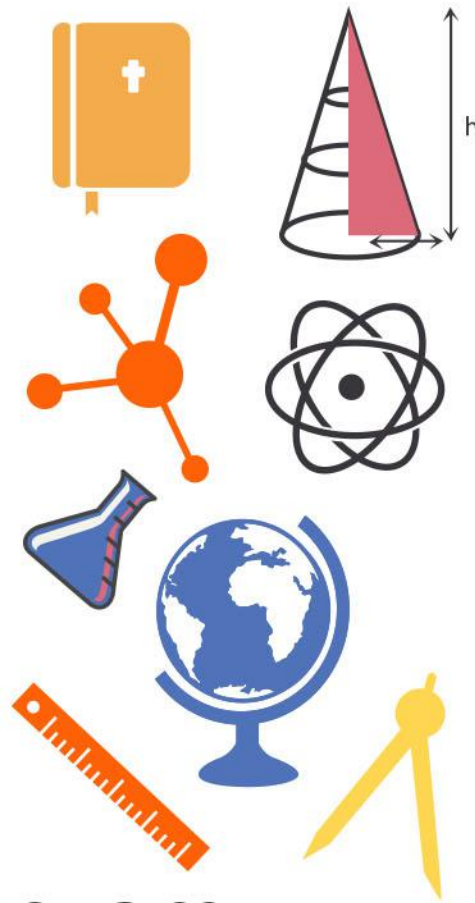
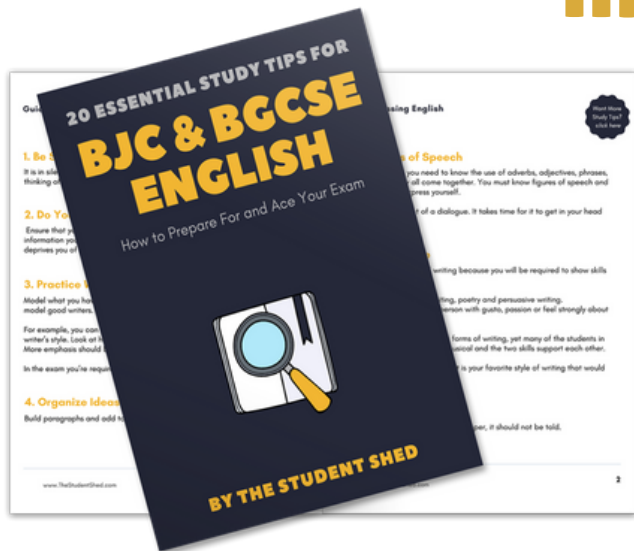


student **BGCSE** exam
Past Paper Booklet
History

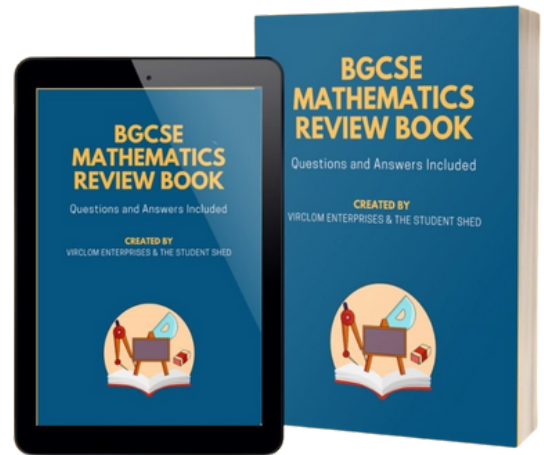


More resources you might like...



Free BJC & BGCSE English Study Tips

[LEARN MORE](#)



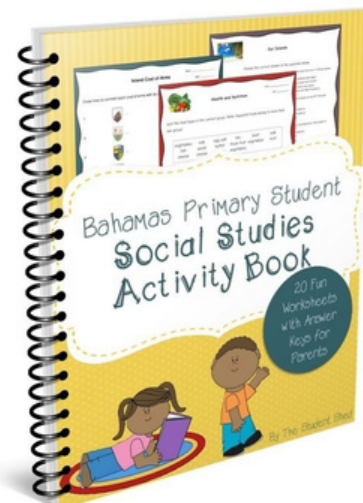
Free Math Q & A Review Book

[LEARN MORE](#)



Free Homeschool Workshop

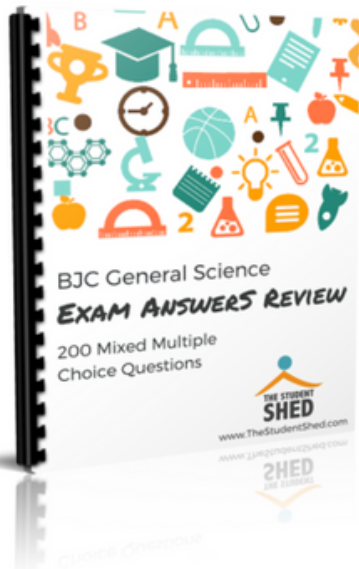
[LEARN MORE](#)



Free Primary Social Studies Activity Book

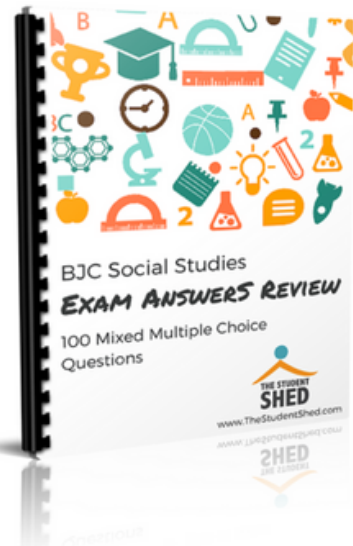
[LEARN MORE](#)

More resources you might like...



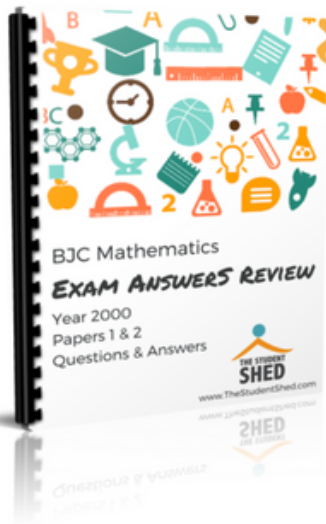
BJC General Science Answer Book (MCQ)

[LEARN MORE](#)



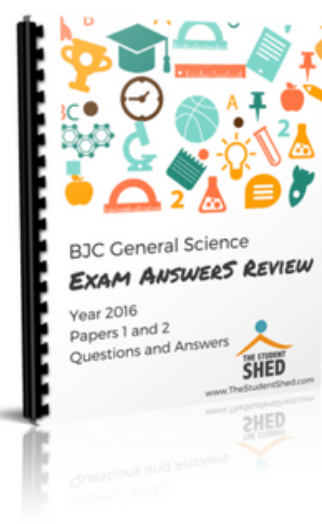
BJC Social Studies Answer Book

[LEARN MORE](#)



BJC Mathematics Answer Book

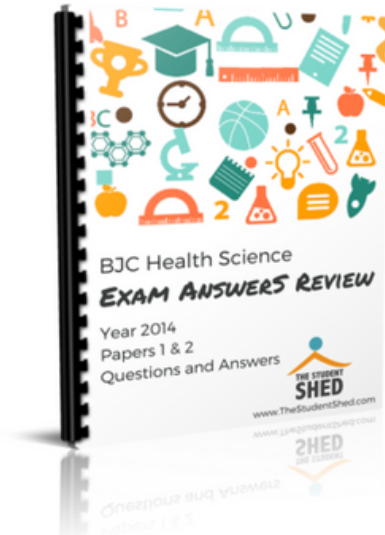
[LEARN MORE](#)



BJC General Science Answer Book

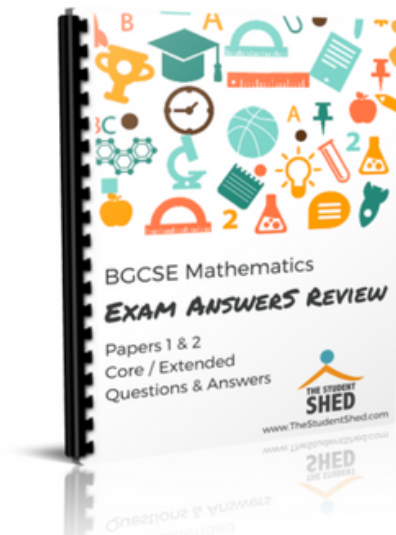
[LEARN MORE](#)

More resources you might like...



BJC Health Science Answer Book

[LEARN MORE](#)



BGCSE Mathematics Answer Book

[LEARN MORE](#)



BGCSE Combined Science Answer Book

[LEARN MORE](#)



BGCSE Biology Answer Book

[LEARN MORE](#)

More resources you might like...



BJC & BGCSE On-Demand Pre-recorded Courses

[LEARN MORE](#)



Primary School Courses

[LEARN MORE](#)

For more help preparing for BJC or BGCSE visit
www.TheStudentShed.com



DISCLAIMER

This document consist of scanned copies of the BGCSE and/or BJC past papers produced by the Bahamas Ministry of Education. The Student Shed accepts no responsibility or liability for the contents within this document, including but not limited to; answers that may be highlighted, missing papers or missing questions.

It is the sole responsibility of the user to determine the correct and most suitable answers for each question contained therein.

HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY PAPER 1

Tuesday 29 MAY 2018 9:00–11:00 A.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 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.



THEME 1:**THE AMERINDIANS**

Study the source about Columbus and his crew, and then answer the questions which follow.



- (a) Name the sailor who first spotted land on Columbus' first voyage of discovery. [1]
- (b) Name **THREE** Bahamian islands visited on the first voyage of discovery. [3]
- (c) Explain the challenges Columbus faced on his first voyage of discovery. [5]
- (d) How similar were the accomplishments of Columbus and Prince Henry the Navigator? [5]
- (e) 'Columbus should be given credit for the discovery of the New World.' How far do you agree with this statement? Explain your answer fully. [6]



THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

Study the source showing Preacher's Cave on Eleuthera and then answer the questions which follow.



- (a) Name the first constitution of The Bahamas? [1]
- (b) State **THREE** reasons why establishing a settlement in Eleuthera was difficult. [3]
- (c) Explain why The Bahamas was a stronghold for pirates in the 17th and early 18th centuries. [5]
- (d) How similar were the successes of Proprietary government and Crown Colony government in the development of The Bahamas in the 17th and 18th centuries? [5]
- (e) 'Piracy hindered the social, economic and political development of The Bahamas.' How far do you agree with this statement? Explain your answer fully. [6]



THEME 3:**THE AMERICAN-BAHAMIAN CONNECTION**

Study the source which shows Balcony House and then answer the questions which follow.



- (a) Name the first Bahamian newspaper. [1]
- (b) State **THREE** changes the Loyalists brought to architecture in The Bahamas. [3]
- (c) Explain why the Loyalists chose The Bahamas as their new home. [5]
- (d) How similar was the impact of the Loyalists' arrival on New Providence with the impact of their arrival on the Family Islands? [5]
- (e) 'The American War of Independence had a lasting impact on The Bahamas.' How far do you agree with this statement? Explain your answer. [6]



THEME 4:

SLAVERY IN THE BAHAMAS

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

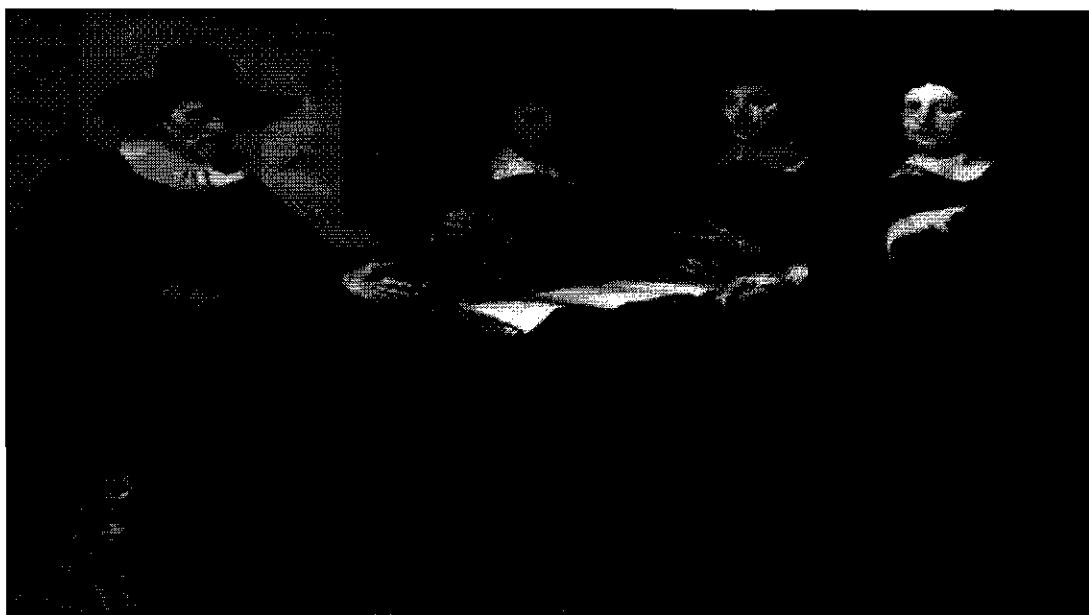


- (a) What was the type of ship used for transporting slaves called? [1]
- (b) State **THREE** cultural traditions enslaved Africans practised in The Bahamas. [3]
- (c) Explain the different ways in which slaves on plantations actively resisted. [5]
- (d) How similar was Cuffy's Revolt to that of Tacky's revolt? [5]
- (e) 'Europeans were justified using enslaved Africans as labourers on plantations in the Americas.' How far do you agree with this statement? Explain your answer. [6]



THEME 5:**MOVEMENT TOWARDS EMANCIPATION**

Study the source which shows a group of 17th Century Quakers and then answer the questions which follow.



- (a) Give another name for the Quakers. [1]
- (b) State **THREE** of the Amelioration proposals. [3]
- (c) Explain why the British Government found it difficult to implement the Emancipation Act of 1833. [5]
- (d) How similar were the attitudes of the Anglican Church and the Nonconformist churches towards slavery? [5]
- (e) 'The end of slavery came about mainly because of the abolitionists' campaigning.' How far do you agree with this statement? Explain your answer. [6]



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

Study the source about how sponge was handled in the Bahamas, and then answer the questions which follow.



- (a) In what year were sponges first exported out of The Bahamas? [1]
- (b) Name **THREE** types of sponges that were important to the sponging industry in the late 19th century. [3]
- (c) Explain why wrecking thrived in the late 19th century. [5]
- (d) How similar were the decline of the wrecking and sponging industries? [5]
- (e) 'High export tariffs ruined the agricultural industry of The Bahamas.' How far do you agree with this statement? Explain your answer. [6]



THEME 7:**MOVEMENT TOWARDS DECOLONISATION**

Study the source showing a picture of Sir Lynden Oscar Pindling and then answer the questions which follow.



- (a) Who was the first Premier of The Bahamas? [1]
- (b) Name **THREE** types of courts found in the Bahamian judicial system. [3]
- (c) Explain the rise to power of the Progressive Liberal Party from 1953 to 1973. [5]
- (d) How similar were the Burma Road Riot and Black Tuesday? [5]
- (e) 'The Bahamas has seen enormous development since independence.' How far do you agree with this statement? Explain your answer. [6]



BLANK PAGE



HISTORY

PAPER 2 OPTIONAL TOPICS 5101/2

Thursday **31 MAY 2018** 12:30 P.M.–3:00 P.M.

Additional materials:
Answer booklet

<p>MINISTRY OF EDUCATION NATIONAL EXAMINATIONS</p>
--

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 since 1914 |



OPTION A – Caribbean History

Question 1: Conditions on sugar plantations

Source A: A drawing from the early nineteenth century of slaves working on a sugar plantation in the West Indies.



Source B: From an account of slave plantations in Jamaica, written in 1740.

The slaves are far greater in numbers than the Whites that one should think it would be unsafe to live amongst them. The reasons for the planters' security are these. The slaves are brought from different places and are different from each other in language and in other ways that they would rather die by the hands of the English, then join with other Africans in an attempt to shake off their yoke. They are kept in such fear that they are afraid to show the smallest thought of liberty. When they see the Whites march and exercise, there can be no greater terror in the world greater than what they live under at that time.

Source C: An account of conditions on a sugar plantation by a British doctor who visited Jamaica for fifteen months in 1707.

They have holidays on Saturdays in the afternoon, and Sundays, Christmas and Easter and on some other dates for the care of the land allowed them by their masters so that they can enjoy themselves. In their festivals they are allowed the use of trumpets and drums made from a piece of a hollow tree. The parents have such a great love for their children, although they are slaves forever that no master dare sell or give away their little ones.



Source D: From an account of the Windward Islands in the 1790s by a sugar plantation owner.

The slave feeds himself with his own provisions, helped by salted fish provided by his master. This gives him plenty that amounts to wealth compared with peasants in Europe. On my estate, forty-six acres of the richest ground are set apart for the slaves' gardens, where they work voluntarily in the two hours they have every day to themselves. There is hardly anyone in my slave village that does not have a goat and kids, two or three pigs and some chickens running about. The finest salted mackerel from America is given to them. My brother who is loved by all the slaves indulges them by giving them a variety in their provisions: pork, beef and fish of different sorts. The little attention by him to their wishes shows how much of the comfort must ever depend on the master's attitude towards them.

Source E: From a speech by an abolitionist at an abolition meeting in 1832.

Slavery is the forced servitude of every black man who cannot prove his liberty. The violent restriction of his freedom is exercised during his life without wages, while the master is the only judge of the length, type and harshness of his work. The master may imprison, beat and wound the slave. Slaves possess no legal right to any kind of property. Whatever they have belongs to their master who may dispose of slaves and their children in the same way as cattle may be sold and so tear them from their parents, wives or children.

- (a) Study **Source A**. What can you learn from this source about the jobs that slaves performed on a typical plantation in the West Indies? [3]
- (b) Study **Source B**. What does this source tell you about slaves on sugar plantations in the Caribbean? [4]
- (c) Study **Source C**. How useful is this source as evidence about the conditions slaves worked and lived under on sugar plantations? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about slavery on sugar plantations? [7]
- (e) Study **ALL** the Sources. "Conditions on sugar plantations were dreadful." Do these sources prove this statement to be true? Explain your answer. [10]



OPTION A – Caribbean History

Question 2: Freed slaves in the 20 years after emancipation

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

Source A: A From a history book published in 1962.

The establishment of free villages after emancipation is one of the most remarkable episodes in Guianese history. The usual procedure was for a group of ex-slaves, sometimes numbering as many as sixty or seventy, to share their money and nominate one or two of their number to purchase an abandoned plantation. They would then divide the land among themselves so that each “ex-slave” had a house and portions of farmland. Work on the maintenance of the village drainage and irrigation works had to be contributed by each ex-slave and its direction entrusted to elected headmen. It was on the basis of these democratically organized village communities that the present local government system was built.

Source B: A photograph of the Emancipation Statue in Barbados.



Source C: An account of an interview in 1837 between anti-slavery activists and an ex-slave working under the apprenticeship system.

We had a long talk today with an ex-slave, introduced to us by a friend as one who could be believed. He appeared to be a respectable man. He said their wages were not sufficient to support his family. He said that if a labourer was five minutes late, the manager stopped his pay for the day. He complained also that he had just received thirty days notice to quit because he refused to allow one of his children to work in the field.



Source D: An account of the lives of ex-slaves after emancipation from the memoirs of William Knibb published in 1849. Knibb was a missionary in Jamaica who campaigned for emancipation.

Some of the magistrates flog most cruelly, and I fear will create much discontent. Oh! This dreadful apprenticeship system – nothing but blood, murderous cells and chains! I think nearly forty young and old females pass my door in chains every morning. Not one school is yet established while treadmills are being erected all over the island! This is to prepare the poor things for freedom!

Source E: From a government report about British Guiana in 1848.

The system of ex-slaves acquiring cheap or free land appears to be one of the evils of the day and is little better than a licensed system of squatting. Where whole districts consist of abandoned estates it is very easy to buy land for almost nothing. The ex-slaves join together and buy deserted plantations and quickly form villages. There are many too who squat on Government land without any right to do so. The forest is full of animals, the rivers with fish and the grounds needs little work to provide them with plenty of food and provisions. They carry on a small trade in firewood, but the greatest part of their lives is spent in idleness.

- (a) Study **Source A**. What can you learn from this source about ex-slaves after emancipation? [3]
- (b) Study **Source B**. What is the message of this statue? [4]
- (c) Study **Source C**. How useful is this source as evidence about the apprenticeship system? [6]
- (d) Study **Source D** and **E**. How reliable are these sources as evidence about the experiences of ex-slaves after emancipation? [7]
- (e) Study **ALL** of the Sources. "Life was good for freed slaves in free villages in the Caribbean in the years immediately after emancipation." Do these sources prove this view to be true? Explain your answer [10]



OPTION B – USA Domestic Policy and Racial Issues from 1919

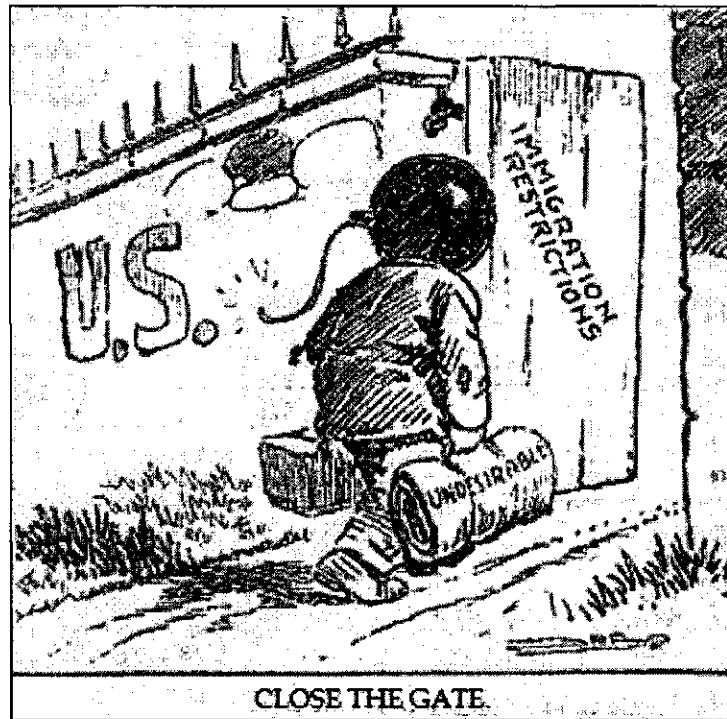
Question 1: Immigration in the 1920s

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

Source A: From a speech by Senator Parish of Texas in a debate in the US Congress about the first Quota Law designed to restrict immigration into the USA, 1921.

There can be nothing more dangerous for America than to allow undesirable immigrants to poison our way of life and threaten the safety of our country. Now is the time to keep out those who do not agree with our American ideals.

Source B: A cartoon published in an American newspaper in 1921 during the Sacco and Vanzetti trial and the Red Scare.



Source C: An immigrant, many years later, talks about his family's experience of Ellis Island where immigrants were questioned and inspected before being let into the USA.

We lived there for three days. – mother and we five children. Because of the tough physical examination that we had to go through there was terrible anxiety that one of us would be rejected. My sister was at first rejected; she had been ill and had cried so much her eyes were bloodshot. Fortunately my mother was a strong woman and made them understand that if she had a few hours rest and some food she would be all right. In the end we did get through.



Source D: An Italian immigrant looks back from the 1930s and remembers arriving in the USA.

My first impressions of America will always be in my memory. Our ship was filled to capacity with sixteen hundred Italians. We crowded against the ship's rail to see this miraculous land of our dreams. Mothers and fathers lifted up their babies so that they could see the Statue of Liberty. This symbol of America inspired hope among the immigrants.

Source E: A Republican Senator speaking in 1921 in a debate about whether to limit immigration.

The steamship companies bring them over to America and as soon as they step off the ship our problems have only just begun – Communism, kidnappers challenging the authority of our flag. Thousands come here who will never take the oath to support our constitution. They are loyal to some other country while they live off our country. They fill places that belong to the wage-earning citizens of America. They are of no help at all to our people or our country. They are a danger to us every day.

- (a) Study **Source A**. What can you learn from this source about American views toward immigrants. [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence about American policies towards immigrants in the 1920s? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the experiences of immigrants in the 1920s in the USA? [7]
- (e) Study **ALL** of the Sources. "In the 1920s America made life hard for immigrants." Do these sources prove this view to be true? Explain your answer. [10]



OPTION B – United States Domestic Policy and Racial Issues from 1919

Question 2: Roosevelt and the New Deal

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

Source A: A biographer of Roosevelt writing about events in 1936.

Unemployment had dropped from 12 to 4 million. Real estate was up. In New York City an office building had rented every office before completion, and there were traffic jams again. The cash income of farmers had almost doubled. A vast number of people were being helped and everywhere you went you could see it.

Source B: An American cartoon published in 1933. It is entitled “Pump priming deficits”. The taxpayer is saying “What we need is another pump”.



Source C: A black American in 1967 describes his experiences in the Civilian Conversation Corps in the 1930s.

Before we left the bus the officer shouted “black boys go to the rear”. We stood in line until after the white boys had been registered and taken to their tents.

We blacks were taken to a permanent camp. This camp was a dream. There was plenty to eat, and we slept in barracks. At the recreation hall we had a radio, a canteen, a baseball team and classes in various arts and crafts. We worked five days a week. Our bosses were local men, Southerners, but on the whole, I found nothing to complain about. The work varied, but it was always healthy, outdoor labour.



Source D: From the manifesto of the Republican Party published for the 1936 presidential election.

America is in great danger. For three long years the New Deal government has betrayed American traditions and the promises upon which the Democratic Party sought and received public support. The rights and liberties of American citizens have been stolen. The New Deal has set up a centralized bureaucracy and sent out swarms of inspectors to harass people. It has bred fear and hesitation in industry thus prolonging the depression. It has destroyed the morale of many of our people and made them dependent on the government.

Source E: From Frances Perkins' book "The Roosevelt I Knew" published in 1947. Perkins had an important role in Roosevelt's government.

As Roosevelt described it, the New Deal meant that the forgotten man, the little man, the man nobody knew much about, was going to be dealt better cards to play with. Roosevelt knew that the suffering of the depression had fallen with terrible impact upon the people least able to bear it. The little home owner, the farmer, the man who worked for himself – these people were desperate.

- (a) Study **Source A**. What can you learn from this source about the New Deal? [3]
- (b) Study **Source B**. What is the message of this cartoon [4]
- (c) Study **Source C**. How useful is this source as evidence about how black Americans were affected by the New Deal? [6]
- (d) Study **Sources D and E**. How reliable are these sources to an historian studying Roosevelt's effort to get America out of the depression. [7]
- (e) Study **ALL** the sources. "The New Deal did not bring economic recovery." Do these sources prove this statement to be true? Explain your answer. [10]



OPTION C – The Arab-Israeli Conflict Since 1945

Question 1: The proclamation of the state of Israel in 1948.

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

Source A: From a recent history book.

By 1948 the British situation in Palestine had become so impossible that the British government washed its hands of the whole Jewish-Arab issue, gave up the mandate and announced that it would formally withdraw from the country at midnight on May 14th. The British High Commissioner called for moderation by both Jews and Arabs to preserve peace.

On 14 May Ben-Gurion announced the formation of the state of Israel, the long-cherished Zionist dream of a Jewish national home had come true at last, but from the moment of its birth the infant state was embroiled in war with the Arab League. The Arabs were determined to wipe out all the Jewish settlements in Palestine. As dawn broke on May 15th the country found itself invaded by three Arab armies. The United Nations attempted to mediate, but the Israeli armed forces, hastily equipped from Czechoslovakia and France, proved their superiority and the Arab powers were forced to negotiate an armistice in 1949.

Source B: A cartoon published in Britain, 20 May 1948. It shows Truman and Stalin with Israel.



Source C: A paper written by one of President Truman's advisers 9 May, 1948.

Since we cannot, and would not want to, reverse the reality of partition, we should derive maximum advantage for the US government from the existing situation. This can be done by an immediate statement by the President that he intends to recognize the Jewish state when it is proclaimed.

Such a statement would lift the prestige of the US government in the UN. We have been ridiculed on all sides for proposing unrealistic solutions. The chief advantage resulting from US recognition of the Jewish state will be lost if prompt action is not taken by the President. The Soviet Union and its satellites are expected to recognize the state promptly. Also, as soon as the Jewish state is proclaimed, there will be tremendous pressure within the US for its recognition.

Source D: Azzam Pasha, the General Secretary of the Arab League, speaking to reporters on May 20, 1948.

We are fighting for an Arab Palestine. Whatever the outcome the Arabs will stick to their offer of equal citizenship for Jews in Arab Palestine and let them be as Jewish as they like. In areas where they predominate they will have complete autonomy.

Source E: Ben Gurion speaking to Israel's People's Council, May 1948.

In order to survive the new attacks by the Arab armies, and in the face of constant incitement by Hitler's pupils in the Arab world, we need to further organize our defence forces. We are now on the eve of the most difficult and dangerous stage of our armed battle and we would like to make it clear to the Arab people that no terrorism, acts of violence will prevent the Jews from rebuilding their country. We can make the whole country thrive. We will not leave our homeland. But if the Arabs try and subdue us by force, even though the UN gives in to their threats, the Jewish people will not surrender. The Jewish people will not forget the goodwill of the thirty-three countries that have recognized the right of the Jewish people to national independence.

- (a) Study **Source A**. What can you learn from this source about the proclamation of the state of Israel in 1948? [3]
- (b) Study **Source B**. What is the message of this cartoon about the birth of the state of Israel in 1948? [4]
- (c) Study **Source C**. How useful is this source as evidence about plans to declare an Israeli state? [6]
- (d) Study **Source D** and **E**. How reliable are these sources as evidence about reactions to the creation of the state of Israel? [7]
- (e) Study **ALL** of the Sources. "The birth of Israel was welcomed by all." Do these sources prove this view to be true? Explain your answer. [10]



OPTION C – The Arab-Israeli Conflict Since 1945

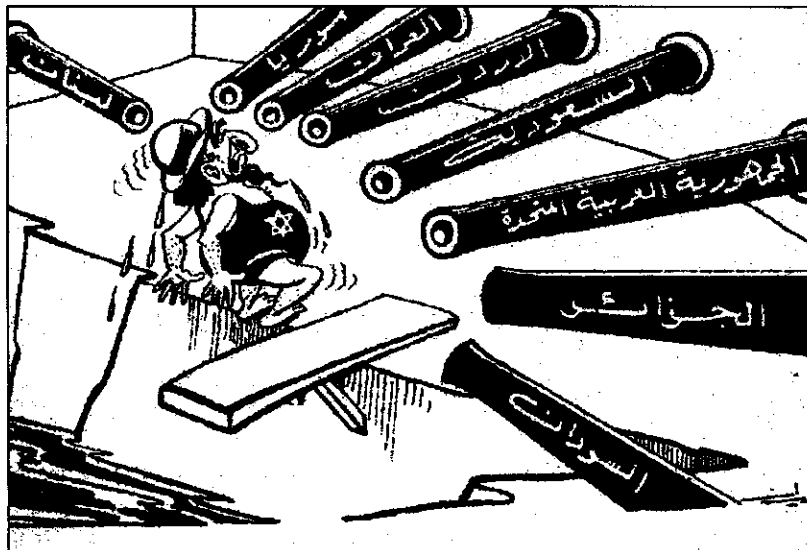
Question 2: Causes of the Six-Day War

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

Source A: From a recent history book describing the events before the Six Day War.

The crisis had been building for six months. A guerrilla force of Palestinian Arabs known as Al-Fatah, operating from Jordan and Syria, began to carry out raids into Israel. Israel retaliated with heavy attacks on Al-Fatah bases in Jordan. Meanwhile, Syrian artillery was continually bombarding Israeli farm workers from the Golan Heights. In April 1967 Israel responded with an air attack on the Syrian positions.

Source B: A cartoon published in Lebanon in May 1967. The guns are from Sudan, Algeria, Egypt, Saudi Arabia, Iraq, Syria and Lebanon.



Source C: From an English newspaper, 19 July 1975.

The former British Prime Minister, Lord Home, said yesterday that the 1967 war between Israel and Egypt could have been avoided except for a “blunder” by the then United Nations Secretary-General, U Thant. Lord Home said that U Thant’s blunder lost the United Nations the chance of having a more decisive influence on the Middle East dispute. He said that U Thant made his mistake in failing to protest to President Nasser when he ordered United Nations forces out of Sharm-el-Shaik in May 1967, precipitating the Six-Day War. Lord Home said “U Thant missed his chance to assert the United Nation’s authority. There is little doubt that prompt action could have averted the war”.



Source D: From a TV broadcast by the Abba Eban, a leading member of the Israeli government, 14 June 1967.

Wars are not always begun by shots. They are often begun by action and the action which really created the state of war was the imposition of the blockade. On that Monday morning we acted against the movement of forces. The Egyptian air force had been making incursions into Israeli air space, whether for reconnaissance or for other reasons, but there had been a pattern of encroachment. One never knows when an aircraft come towards you what there is. A document which we subsequently captured revealed a very instructive picture. The Egyptian was taking a very intense interest in Israel's very few airfields. They wanted to know where they were, and there was an operation plan about how to knock them out. My impression is, therefore, that those aircrafts which appeared on our radar screens that Monday morning were the start of an operation against our air fields. We acted against movements towards us in the air.

Source E: President Nasser speaking at a press conference, 28 May 1967.

The existence of Israel is in itself an aggression. What happened in 1948 was an aggression – an aggression against the Palestinian people. The crisis had developed because Israel threatened to march on Damascus, occupy Syria and overthrow the Syrian regime. It was our duty to come to the aid of our Arab brother. It was our duty to ask for the withdrawal of UN forces. When UN forces went, we had to go to the Gulf of Aqaba and restore things to what they were when we were in Aqaba in 1956.

- (a) Study **Source A**. What can you learn from this source about the Six Day War? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence about the Six Day War? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the events leading to the Six Day War? [7]
- (e) Study **ALL** the sources. "The Six Day War was caused by events before 1967." Do these sources support this view? Explain your answer. [10]



OPTION D – Aspects of World History – Since 1914

Question 1: Why the Bolsheviks were able to gain and keep power by 1921.

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

Source A: From a history book published in 1989.

Trotsky organized the Bolshevik takeover from their headquarters in a former girls' school. It was no secret that the Bolsheviks planned to takeover Petrograd on 7 November 1917. Newspapers carried articles about it and the Bolsheviks distributed leaflets saying it was going to happen. Kerensky, dosing himself on brandy and morphine, desperately rushed round the city trying to find troops to help him. Trotsky made his first moves in the early hours of 7 November. As the city slept, small groups of Bolshevik Red Guards moved. Lenin and Trotsky were gloomy, realizing that they were finished if Kerensky could get enough troops together. However, the next day Kerensky left the city and did not return.

Source B: A soviet poster showing Lenin in November 1917.



Source C: An account of Lenin's arrival in Petrograd in April 1917 by a Bolshevik supporter.

Lenin asked the Party comrades, "Why didn't you seize power?" And at once he comes out with the April Theses. He is called mad. But suddenly it becomes clear that he has the support of the man in the street, and of the factory and barracks. His whole genius consists in his ability to say what these people want to say, but do not know how to say.



Source D: From “How the Revolution was won” published by the Soviet government.

On the 10 October Lenin said that an uprising was necessary. In accordance with Lenin’s wishes the Central Committee launched the uprising on 24 October. Red guards occupied government buildings and took up posts at bridges across the River Neva. The leader of the party, the inspirer and organizer of the armed uprising stood at the front of the revolution. Lenin demanded the immediate capture of the Winter Palace and the arrest of the members of the provisional government there.

Source E: From an account of the civil war by a Bolshevik and supporter of Trotsky, published in 1951.

The news from the other fronts of the war was so bad that Lenin was reluctant to sacrifice the last available forces in the defence of the doomed city of Petrograd. Trotsky disagreed. He arrived at almost the last moment and his presence changed the atmosphere. Trotsky arrived in a train. The train contained a printing shop for propaganda and specialists in provisioning and street fighting, all bound together by friendship and trust. All kept to a strict discipline by Trotsky who they all admired. It was a group of determined and efficient organizers who went wherever danger demanded their presence.

- (a) Study **Source A**. What can you learn from this source about the seizure of power by the Bolsheviks in November 1917? [3]
- (b) Study **Source B**. What is the message of this poster? [4]
- (c) Study **Source C**. How useful is this source as evidence about Lenin? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about why the Bolsheviks were able to gain and keep power? [7]
- (e) Study **ALL** the sources. “Trotsky was more important than Lenin to the Bolsheviks.” Do these sources prove this view to be true? Explain your answer. [10]



OPTION D – Aspects of World History – Since 1914

Question 2: The Korean War

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

Source A: From a recent history book.

At the end of the Second World War in an effort to avoid a long-term decision regarding Korea's future, the United States and the Soviet Union agreed to divide Korea temporarily along the 38th parallel. Kim Il Sung organized a communist government in the north. Shortly after, Syngman Rhee returned to Korea and set up a rival government in the south. Each government hoped to reunify the country under its own rule.

War broke out along the 38th parallel on June 25, 1950. On that day, North Korean troops attacked at several points along the parallel. The United Nations Security Council condemned the invasion as a "breach of the peace". President Truman quickly committed American forces to a combined United Nations military effort. The entry of the United States into the conflict was a reversal of policy toward Korea. The United States had begun withdrawing its troops from South Korea in 1948 and in January of 1950, Secretary of State Dean Acheson had implied that the Korea Peninsula lay outside the all-important "defence perimeter" of the United States, a statement that some took to mean that the United States would not defend the South Korea from communist attack.

Source B: A British cartoon published in June 1950. The man holding the hand of the United Nations is President Truman of the USA.



Source C: From Khrushchev's memoirs published in 1971. In 1950 Khrushchev was head of the Communist Party in Moscow and one of Stalin's advisors.

The North Koreans wanted to prod South Korea with the point of a bayonet. Kim Il Sung said that the first poke would touch off an internal explosion in South Korea. The North Koreans occupied South Korea and we wished Kim every success because this was a war of national liberation. Then the strength of the North Korean army gave out and the enemy recovered. Stalin had called back all of our advisors who were helping them. Stalin said "It's too dangerous. We don't want there to be any evidence for accusing us of taking part in this business".

Source D: From a statement by a member of the Soviet government, 5 July 1950, published in "Soviet News".

The events now taking place in Korea broke out on 25 June as the result of the actions of the South Korean authorities. This attack was planned in advance. From time to time Syngman Rhee had blurted out the fact that his gang had such a plan. As long ago as October 1949, in an interview given to an American journalist, he claimed his army could capture Pyongyang in three days. In May of this year a member of the American government told the American Congress that 100,000 men of the South Korean Army, equipped with American weapons, could begin war at any time.

Source E: President Truman speaking to the US Congress, 30 June 1950.

On the morning of 25 June, North Korean armed forces invaded South Korea. Observers from the United Nations stated that the army of the South was organized entirely for defence. They found no concentration of troops and no preparation to attack. The UN report makes it clear that the attack by the North was deliberate, unprovoked aggression, without justification. This outright breach of the peace, created a real danger to the security of every nation. When the invaders took no notice of the UN resolution of 25 June, I ordered United States air and sea forces to give the South Korean government support .

- (a) Study **Source A**. What can you learn from this source about American involvement in the Korean War? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence about the Korean War? [6]
- (d) Study **Sources D and E**. How reliable are these sources as evidence about the start of the Korean War? [7]
- (e) Study **ALL** the sources. "North Korea was to blame for the start of the Korean War". Do these sources prove this view to be true? Explain your answer. [10]



BLANK PAGE



BLANK PAGE



BLANK PAGE

