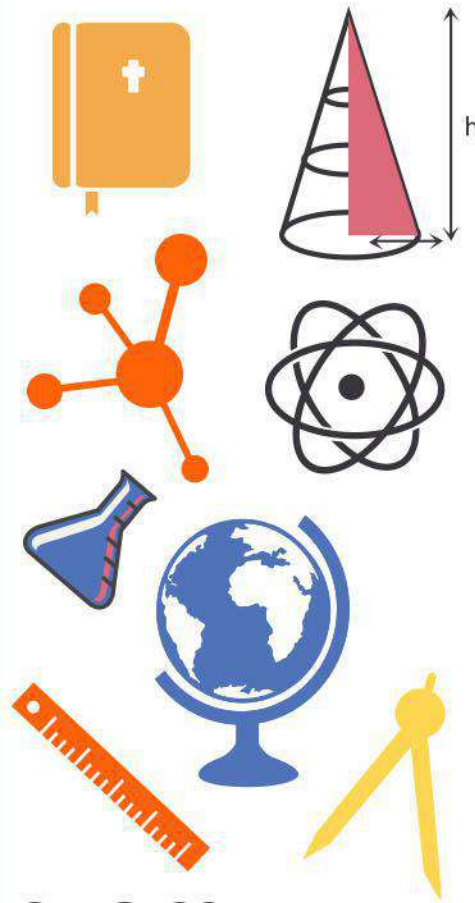


student **BGCSE** exam
Past Paper Booklet
History



More resources you might like...

GLAT • BJC • BGCSE
PAST PAPER ANSWER KEY BOOKS
Instant Download • PDF eBooks



Get Your Copy Today!

Live 1:1 Online Tutoring
for
GLAT, BJC,
BGCSE
and more...

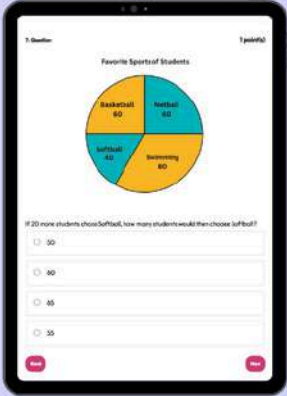


Swapadilly Learning

**JOIN
The Student Shed
FREE
Community**



Free BJC Math Check



Find your child's
weak areas in BJC Math

LEAP⁷

HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY PAPER 1

Tuesday **28 MAY 2024** 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.



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

THEME 1:

THE AMERINDIANS

Study the photograph of a Pre-Columbian structure in Guatemala, and then answer the questions which follow.



- (a) What was the main purpose of the pyramids built by the Maya? [1]
- (b) State **THREE** possible theories for the collapse of the Mayan empire. [3]
- (c) Explain **THREE** aspects of Mayan trade. [5]
- (d) How similar was the technology of the Arawaks and the Maya? [5]
- (e) '*Columbus' voyage of discovery in 1492 was a failure.*' Do you agree with this statement? Explain your answer. [6]



THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

Study the portrait of the 1st Earl of Shaftesbury who was a Proprietary governor of The Bahamas, and then answer the questions which follow.



- (a) In what year was Proprietary government introduced to The Bahamas? [1]
- (b) Name **THREE** Proprietary governors, excluding Shaftesbury, who served in The Bahamas. [3]
- (c) Explain **THREE** problems faced by settlers during the period of Proprietary government. [5]
- (d) How similar was Proprietary Government to Royal Government as practised in The Bahamas? [5]
- (e) *'Piracy flourished in The Bahamas because of the failures of the Lords Proprietors.'* Do you agree with this statement? Explain your answer. [6]

THEME 3: THE AMERICAN-BAHAMIAN CONNECTION 1779–1932

Study the picture showing bootlegging activities in The Bahamas, and then answer the questions which follow.



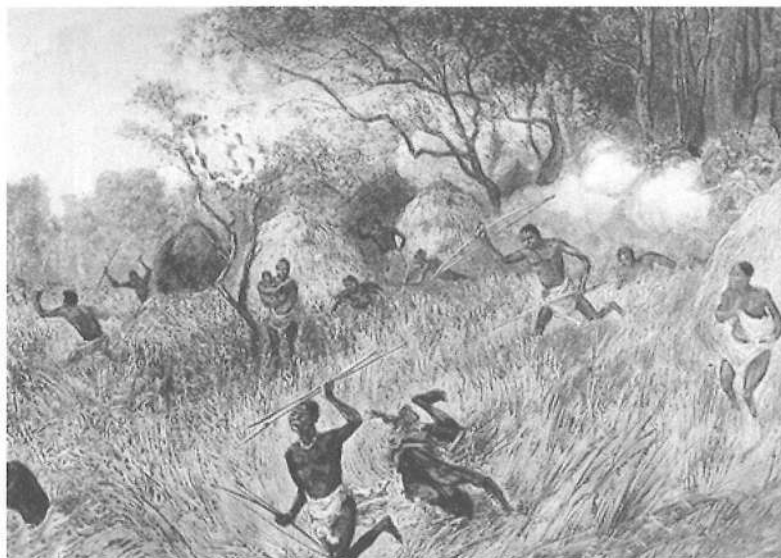
- (a) What was a bootlegger? [1]
- (b) Identify **THREE** reasons why The Bahamas was perfect for bootlegging. [3]
- (c) Explain **THREE** reasons why Prohibition was introduced in the United States of America. [5]
- (d) How similar was the role of The Bahamas during Prohibition and Blockade Running? [5]
- (e) *'The impact of Prohibition was felt only on New Providence.'* Do you agree with this statement? Explain your answer. [6]



THEME 4:

SLAVERY IN THE BAHAMAS

Study the image of a slave uprising in the West Indies, and then answer the questions which follow.



- (a) On which island was Charles Farquharson's cotton plantation located? [1]
- (b) List **THREE** specific tasks done by slaves on a typical Bahamian plantation. [3]
- (c) Explain **THREE** ways in which William Whyllie's slaves on the island of New Providence were well-treated. [5]
- (d) How similar was plantation life in The Bahamas to that of the West Indies? [5]
- (e) '*The dangers of the Middle Passage were the same for both slaves and crew.*' Do you agree with this statement? Explain your answer. [6]

THEME 5: MOVEMENT TOWARDS EMANCIPATION

Study the image of the treadmill used during slavery, and then answer the questions which follow.



- (a) In what year was the Apprenticeship system introduced in The Bahamas? [1]
- (b) List **THREE** aims of Apprenticeship. [3]
- (c) Explain **THREE** reasons why the Special Magistrates found their work challenging. [5]
- (d) How similar was Apprenticeship to slavery on a typical West Indian plantation? [5]
- (e) '*The Apprenticeship period was a failure.*' Do you agree with this statement? Explain your answer. [6]



THEME 6: MOVEMENT TOWARDS EMANCIPATION

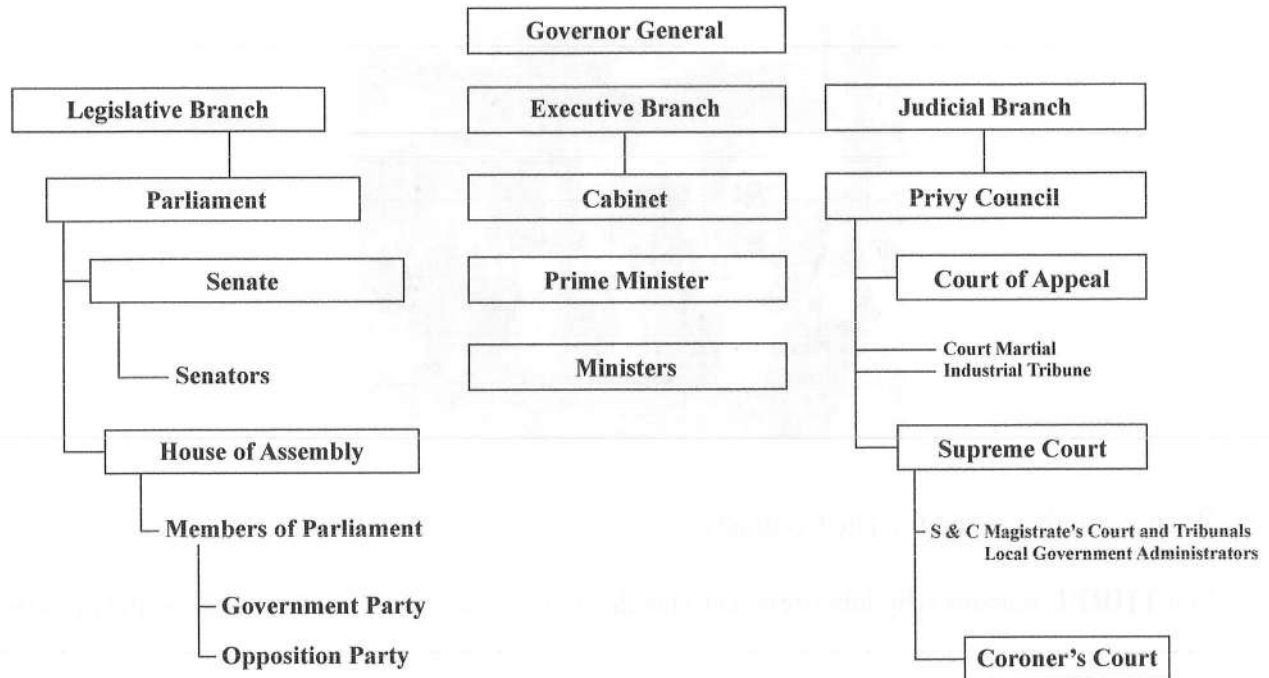
Study the photograph of Bahamian contract workers in Florida, and then answer the questions which follow.



- (a) What is another name for The Contract? [1]
- (b) List **THREE** reasons why labourers were needed in the United States of America in the mid-1900s. [3]
- (c) Explain **THREE** challenges faced by contract workers in the United States of America. [5]
- (d) How similar were the challenges faced by Chinese and Haitian immigrants to The Bahamas after 1945? [5]
- (e) '*Contract labour had a negative impact on Bahamians.*' Do you agree with this statement? Explain your answer. [6]

THEME 7: MOVEMENT TOWARDS DECOLONISATION

Study the diagram of the structure of Bahamian government, then answer the questions which follow.



- (a) Which branch of government is responsible for making laws in The Bahamas? [1]
- (b) State **THREE** changes that were made to the Bahamian constitution in 1969. [3]
- (c) Explain **THREE** benefits of The Bahamas becoming an independent nation. [5]
- (d) How similar is the role of the Commonwealth of Nations to the United Nations (UN). [5]
- (e) *'The General Strike of 1958 was successful.'* Do you agree with this statement? Explain your answer. [6]



BLANK PAGE



BLANK PAGE



BLANK PAGE

BLANK PAGE



HISTORY

PAPER 2 OPTIONAL TOPICS

Sunday **26 MAY 2024** 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 |



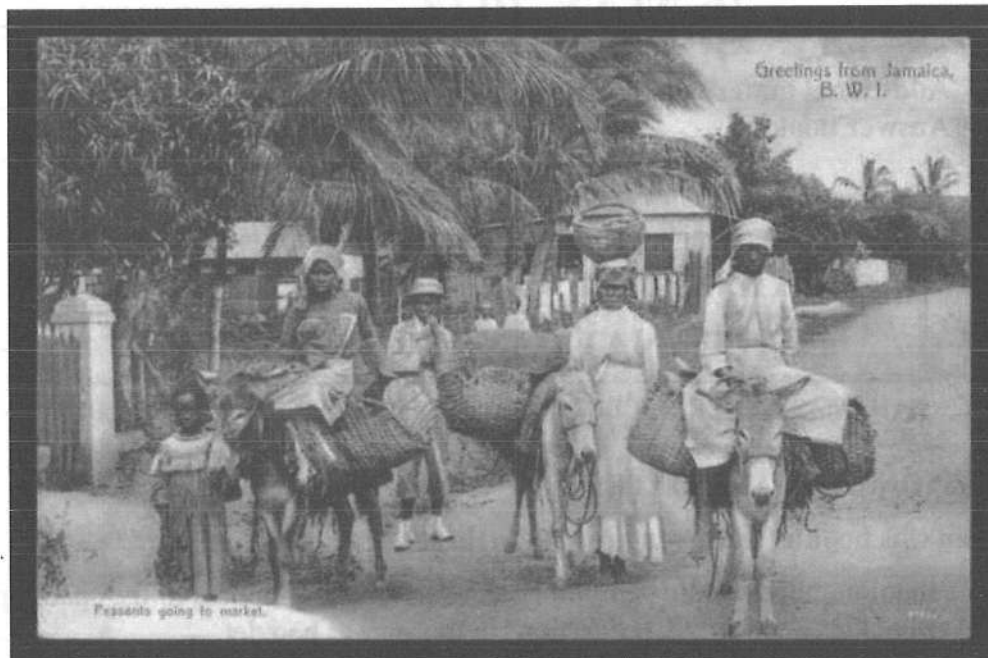
This question paper consists of 20 printed pages and 4 blank pages.

OPTION A – CARIBBEAN HISTORY

Question 1: The Rise of the Peasantry

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

Source A: A photograph of peasants from a free village in Jamaica on their way to market in the late 1800s.



Source B: From a speech by William Knibb, a missionary and Baptist minister in Jamaica, to his congregation, July 1838.

I have had an offer of a loan of £10,000 from a friend in England; and if it be necessary, that sum shall be used towards the purchase of lands on which you may locate yourselves if your present employer forces you to quit the properties on which you now live.

Source C: From a British Government report about British Guiana, 1848.

The system of freeholds appears to be one of the crying evils of the day. It is little better than squatting. Where there are abandoned estates it is easy to purchase land very cheaply. The land is bought and villages are quickly formed. The forests are full of animals and the rivers with fish. The people spend the greater part of their lives in absolute idleness.



Source D: A letter from the Chief Magistrate of St. Elizabeth parish to the Governor of Jamaica written in the mid-1800s.

Some have purchased at a low-rate large tracts of land, and resold the same in small lots to the peasantry at a shamefully high profit. At the same time, the islands, being poor and unproductive, and because of their location, prevent the labourers from being able to obtain sufficient employment to support their families. As a result, they are exposed to lack and poverty instead of comfort, happiness and affluence.

Source E: From the memoirs of William Knibb, a missionary and Baptist minister in Jamaica, 1849.

It was said you have made these man in the free villages poor and are keeping them just above starving point. However, I wish that the labouring men in England were as well off as they are in Jamaica. Three thousand men have purchased land and one thousand and six hundred have built neat little cottages on their land. While we have spent £80,000, the people have spent £60,000 to build free cottages for themselves. By the blessing of God poverty will never come to these villages.

The land I purchased has now one of the neatest villages rising on it. Seventy houses are built and there are already two hundred members of our churches residing in their own homes. Everything, as far as the labourers are concerned is prospering in Jamaica.

- (a) Study **Source A**. What can you learn from the source about life for peasants occupying free villages in the British West Indies? [3]
- (b) Study **Source B**. What was the attitude of the missionaries towards establishing free villages? [4]
- (c) Study **Source C**. How useful is this source as evidence about free villages? Explain your answer. [6]
- (d) Study **Sources D and E**. Which source is more reliable to a historian studying the lives of the newly freed slaves in the West Indies? [7]
- (e) Study **ALL** the sources. 'The free villages were a success.' Do these sources prove this view true? Explain your answer. [10]

Question 2: The Use of Immigrant Labour 1838–1917

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

Source A: From a history book published in 1980.

Even before a full emancipation in 1838, employers anticipated a decrease in their labour force, and there was general agreement that alternative sources had to be found if economic disaster was to be averted. The most important consideration behind the immigration of labourers into the British West Indies after 1838 was the continuous exodus of ex-slaves from the estates thereby creating a scarcity of regular labour. A solution had to be found if cultivation was to continue and production be maintained. Immigration was seen as the answer to the problem of labour shortage.

Source B: A historian's perspective of immigrant labour, 2009

Some public officials worried that cheap, semi-free labour was holding back the social and moral development of the colonies. In 1897, the Mayor of Port of Spain, Henry Alcazar, complained that the use of indentured servants kept the educated propertied classes 'at the moral level of slave owner'. Spokesmen for the black freemen complained that indentures kept wages low for everybody.

Source C: A West Indies planter writing about immigrant labour in September 1846

Indian and Chinese immigrants have enabled us to produce enough sugar for the West Indies and to make a profit. However, it is impossible that we can produce sugar and sell it as low a price in England as Cuban sugar which is produced by slave labour. It is doubtful if Indian makers of sugar can sell sugar in Europe as cheaply as Cuban sugar. If the Indian planter, paying labourers at two pence per day, cannot be competitive, then how can we be competitive when we are paying twenty pence a day?

Source D: From the journal of a visitor to Trinidad in the 20th century

Large parts of Trinidad now look like parts of India. The same vegetation is here, the same villages, the same clothing, and everywhere little Hindu cemeteries with headstones inscribed in Indian writing. We came upon a large temple dedicated to a Hindu god standing under mango and palm trees. Little coloured flags fluttered from poles of bamboo, and the walls were decorated with the figures of Hindu gods. But at Curepe, we saw a much more imposing scene: three towering white domes crowning a temple with an effigy of Hanuman, the Monkey-God, on the front of the building.



Source E: From a high school text book written by a local archivist, 2022

At this time, education would have been available only because there was an adequate labour supply and so, indentureship (mainly Indian) opened up job opportunities. Other immigrant groups were steadily withdrawing from agricultural labour. The Portuguese had become largely urban-based, as shopkeepers or shop assistants. Most Chinese were also small shopkeepers, many in rural areas, with a few engaged in market-gardening or provision growing. The educated West Indians provided a significant proportion of the professional, clerical, and skilled working groups (the teachers, clergymen, public officers, druggists and nurses).

- (a) Study **Source A**. What can you learn from the source about why the British West Indian colonies turned to the immigrant labour scheme after emancipation? [3]
- (b) Study **Source B**. What is the author's opinion about the use of immigrant labour in the Caribbean? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the problems faced by the Immigrant Labour Scheme? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence of the cultural and social impact of indentured immigrants on the British West Indies? [7]
- (e) Study **ALL** the sources. *'Immigrant labour improved the quality of life in the Caribbean.'* 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: The Great Depression

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

Source A: From a book about the USA in the 1930s, published in 1940

First, the breadlines in the poorer districts. Second, those bleak settlements ironically known as 'Hoovervilles' on the outskirts of the cities and on vacant lots. Groups of makeshift shacks constructed out of packing-cases, and scrap iron, in which men and sometimes whole families of evicted people were sleeping on automobile seats carried from auto-grave yards, before fires of rubbish in grease drums. Third, the homeless people sleeping in doorways or on park benches and going the rounds of the restaurants for left-over half eaten biscuits, pie crust, anything. Fourthly, the vastly increased numbers of hitch-hikers on the highways, and particularly of freight car transients on the railroads: a huge army of drifters ever on the move, searching half aimlessly for a place where there might be a job.

Source B: A cartoon entitled 'A Wise Economist Asks a Question', published in 1932



Source C: An account of the Great Depression by Clara Hancox who was a teenager in the 1930s, and who was interviewed for a modern TV documentary

My father walked the streets every day. My mother went to work. I even worked, playing the piano for dancing class on Saturday mornings for fifty cents an hour. My mother would find a few pennies and we would go to the greengrocer and wait until he threw out the stuff that was beginning to rot. We would pick out the best rotted potato and greens and carrots that were already soft. Then we would go to the butcher and beg a marrow bone. And then with the few pennies we would buy a box of barley, and we'd have soup to last us for three or four days. I remember she would say to me sometimes, 'You go out and do it. I'm ashamed.'

Source D: Excerpt from newspaper reports published in the USA.

[i] Indiana Harbour, Indiana, 5 August. 1931

Fifteen hundred jobless men stormed the plant of the Fruit Growers' Express Company demanding that they be given jobs to keep them from starving. The Company's answer was to call the city police, who attacked the jobless with menacing clubs.

[ii] New York, 3 June 1932

Several hundred jobless surrounded a restaurant just off Union Square today demanding they be fed without charge.

[iii] Chicago, February 1933

In the hot weather, when the smell was sickening and the flies were thick, there were a hundred people a day coming to the dumps; a widow who used to do housework and laundry, but now had no work at all, fed herself and her fourteen-year-old son on garbage. Before she picked up the meat, she took off her glasses so that she couldn't see the maggots.

Source E: An American woman describes her experiences during the Great Depression. She later became a civil rights activist.

It was a time of terrible suffering. The contradictions were so obvious that it didn't take a very bright person to realize something was terribly wrong.

Have you ever seen a child with rickets? Shaking as with palsy. No proteins, no milk. And the companies pouring milk into gutters. People with nothing to wear, and companies plowing up cotton. People with nothing to eat, and companies killing the pigs. If that wasn't the craziest system in the world, could you imagine anything more idiotic? This was just insane. And people blamed themselves, not the system. They felt they had been at fault. 'If we hadn't bought that old radio. 'if we hadn't bought that old secondhand car.'

Among the things that horrified me were the preachers – the fundamentalists. They would tell the people they suffered because of their sins. And the people believed it. God was punishing them. Their children were starving because of their sins.

- (a) Study **Source A**. What can you learn from the source about the problems faced by ordinary Americans during the Great Depression? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the impact of the Great Depression on ordinary Americans? [6]
- (d) Study **Sources D and E**. Which of these sources is more reliable as evidence of the hardships faced by many Americans during the Great Depression? [7]
- (e) Study **ALL** the sources. "*Unemployment was the most serious consequence of the Great Depression.*" Do these sources prove this view to be true? Explain your answer [10]



Question 2: Immigration to the USA in the 1920s

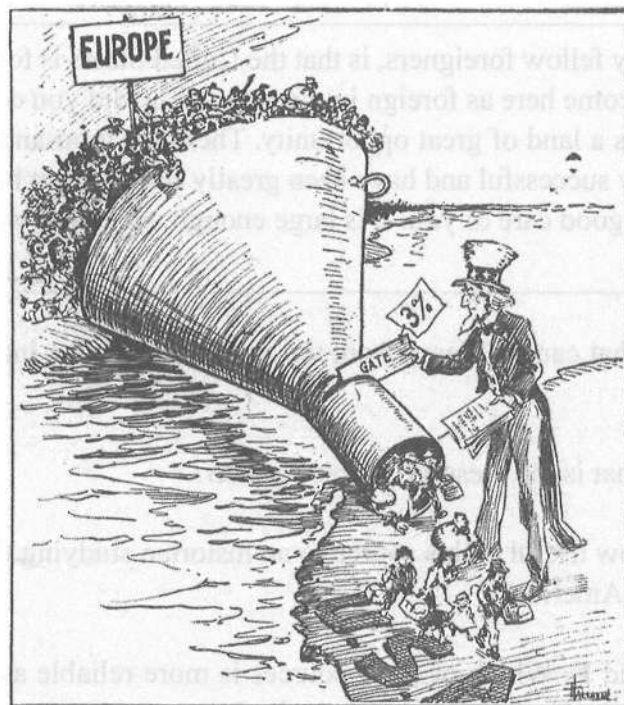
Instructions: Read the sources carefully and then answer questions (a) to (e).

Source A: An extract from a poem carved at the base of the Statue of Liberty (see far right) which stands in New York Harbour. It was one of the first things immigrants saw as they approached the USA by ship.

Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name Mother of Exiles...
Cries she with silent lips. 'Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!'



Source B: A cartoon published in the USA in 1921



Source C: From a Republican political pamphlet from the 1920s

Congress should ban immigration for four years. There are already in this country large numbers of immigrants who have not been accepted. Many of them have come from countries with speech, laws and customs entirely different from our own. Many of them are still unfamiliar with our language and laws. Our government is threatened by those who do not understand our ideals. In low-skilled jobs into which most immigrants enter there is increasing unemployment and our returning soldiers from Europe cannot find jobs. Immigration acts as a check on the birth-rate of Americans, and too many lower-class immigrants break down standards.

Source D: A Republican politician, speaking in 1921

The steamship companies bring them over to America and then our problems begin – Communism, anarchy, kidnappers, challenging the authority of our flag. Thousands come here who will never take the oath to support our constitution. They have loyalty to some other country while they live off America. They fill places that belong to the wage earning citizens of America. They are of no service to our people. They are a menace and a danger to us every day.

Source E: From a speech by a German immigrant in 1917 to around 1920.

What I desire to tell you, my fellow foreigners, is that the United States is for you, as it has been for me, and for millions who have come here as foreign immigrants. Why did you come to America? Was it not because you believed this is a land of great opportunity. There are thousands of poor immigrants from Europe who have been very successful and have been greatly respected in business and public life. It is a good country. It will take good care of you. It is large enough, and has a welcome for all who come to make it their own country.

- (a) Study **Source A**. What can you learn from the source about why immigrants came to the United States of America? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the impact of immigration on the United States of America? [6]
- (d) Study **Sources D and E**. Which of these sources is more reliable as evidence of the attitudes of immigrants towards the United States of America? [7]
- (e) Study **ALL** the sources. *“The United States of America welcomed immigrants during the 1920s.”* Do these sources prove this view to be true? Explain your answer. [10]



OPTION C – THE ARAB-ISRAELI CONFLICT SINCE 1945

Question 1: The Creation of the State of Israel

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

Source A: A British visitor to Israel in 1945 describes what a Jew told him.

I am a Palestinian Jew, you should know. Does that disturb you? You are British, and the British hate us. I will tell you something else. We Jews hate the British. But we hate the Arabs more.

Source B: Instructions issued by the commander of British forces in Palestine after the King David Hotel bombing in 1946.

British soldiers to avoid Jewish establishments, restaurants, shop, and private dwellings. No British soldier is to have social intercourse with any Jew. I appreciate that these measures will inflict some hardship on the troops, yet I am certain that if my reasons are fully explained to them they will understand they are needed and will be punishing the Jews in a way the race dislikes as much as any, by striking at their pockets and showing our contempt of them.

Source C: An article in an American newspaper in 1947 by an American-Jewish writer

The Jews of America are with you. You are their champion. You are the grin they wear. Every time you destroy British weapons, or wreck a British jail or send a British railway sky high, or rob a British bank, or let go with your guns and bombs at the British betrayers and invaders of your homeland, the Jews of America make a little holiday in their hearts.

Source D: From a poster published by the Irgun in 1945.

TO THE JEWISH PEOPLE!

There can no longer be a truce between the Jewish nation and youth and the British administration of Israel. Our nation will fight this regime, fight to the end.

And these are our demands:

Rule over Israel must immediately be handed over to a provisional Jewish government. The Jewish government as the sole legal representative of the Jewish people must immediately begin the implementation of the following principles:

- a. Establish a national Jewish army.
- b. Conduct negotiations about the organization of the mass evacuation of European Jews to Israel

We will follow this path, for there is no other. We will fight! Every Jew in our homeland will fight! Our fighting youth will not be deterred by victims, blood and suffering. They will not surrender and will not rest until they restore our past glory and until they ensure our people of a homeland, freedom, honor, bread, justice and law. And if you help them, then your own eyes will soon behold the return to Jerusalem and the rebirth of Israel.

Source E: An account by Abba Eban about events in 1947. Eban was working for a UN committee on Palestine at the time and is describing the arrival of Jewish refugees in Palestine. He later became a member of the Israeli government.

In Haifa we watched a 'gruesome operation'. The Jewish refugees had refused to be removed from Palestine. If anyone had wanted to know what Churchill meant by a 'squalid war', he would have found out by watching British soldiers using rifle butts, hose pipes and tear gas against the survivors of the death camps. Men, women and children were forcibly taken off to prison ships, locked in cages below decks and sent out of Palestine waters. The other members of the UN committee were pale with shock. I could see that they were worried about one point alone: if this was the only way that the British Mandate could continue, it would be better not to continue it at all.



- (a) Study **Source A**. What can you learn from this source about the situation in Palestine in 1945? [3]
- (b) Study **Source B**. What impression does Source B give of British attitudes towards Jews in 1946? [4]
- (c) Study **Source C**. How useful is this source as evidence of the Jewish struggle against British rule? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence about events in Palestine in the mid-1940s? [7]
- (e) Study **ALL** sources. ‘The troubles in Palestine in the period 1945-1948 were the fault of the British.’ To what extent do these sources prove this view to be true? Explain your answer. [10]

Question 2: The Yom Kippur War

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

Source A: The Israeli Government's statement, 16 October 1973

The war was forced upon us on two fronts. The Arab countries massed immense forces for the attack. Egypt has 650,000 soldiers, 650 planes and 2,500 tanks. The forces of Egypt and Syria set out to reach the borders of 4 June 1967 and thus destroy the State of Israel. Because of the wonderful strength of the Israel Defense Forces (IDF) we will repel the enemy's forces on both fronts. We will repel and crush the enemy. It will not be long before stories are told of the splendid heroism of our soldiers who defeated the wicked plans of those who tried to surprise us by attacking on our great holy day when our people were in synagogues praying and fasting.

Source B: A photograph of Egyptian forces crossing the Suez Canal on 7 October 1973.



Source C: From a newspaper article, 2013

Three days later, on 9 October, the Israeli Air Force (IAF) launched a series of deep raids on Damascus military headquarters in an attempt to put pressure on the Syrian government and leadership. One would expect the IAF to launch similar raids on Egypt's capital. Yet despite the Egyptian initial assault, and despite the tremendous pressure exerted by Egyptian armies on the Israeli forces in the Suez Canal, Israel was careful. It was fearful. Policy makers in Israel, headed by Defense Minister Moshe Dayan, repeatedly rejected IDF's suggestions to conduct deep raids against Egypt. It was the Soviet Scud missiles in Egypt that deterred Israel from conducting such aerial bombardments.

Source D: An historian writing in March, 2012

The defeat of 1967 was unarguably a humiliation for the Arab peoples. They acted to rapidly improve their armed forces and, once the first policy started to take effect, tried to initiate a favourable war to put them back on equal terms with Israel. The 1973 war 'rescued Arab self-esteem' and, in both Israeli and Arab eyes, once again radically altered the balance of power in the Middle East. Thus it can be seen that the two wars of 1967 and 1973 as representing two extremes for the Arab nations, with the despair and defiance of the Six Days War giving way to the pride and feelings of reinstated equality given by the Yom Kippur conflict.

Source E: Statement to the Israeli Parliament by Prime Minister Meir, 23 October 1973.

As to our military situation on the Syrian and Egyptian fronts before the cease-fire, let me say this.

The lines that we are holding today on the Syrian front are better than those that we held on 6 October. Not only do we now occupy all the territory which was under our control before, but our situation has been considerably improved by the holding of positions on the Hermon ridge and also on the front line in the east, changes that have shifted the previous cease-fire line to a better line supported by a strong flank in the north, on the Hermon ridge.

The Egyptians did, indeed, secure a military achievement in crossing the Canal, but, in a daring counter-offensive, the Israeli Defence Forces succeeded in recovering control of part of the eastern Canal line, and in gaining control of a large area west of the Canal, an area which opens up defensive and offensive possibilities to us.

- (a) Study **Source A**. What can you learn from this source about the plans of the Arab countries leading up to the Yom Kippur War? [3]
- (b) Study **Source B**. What impression does this source give of Arab forces in the early stages of the war? [4]
- (c) Study **Source C**. How useful is this source as evidence of the Israeli response to the Arab attacks? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence about the events of the 1973 war? [7]
- (e) Study **ALL** the sources. "The Arabs won the Yom Kippur War." Do these sources prove this view to be true? Explain your answer. [10]



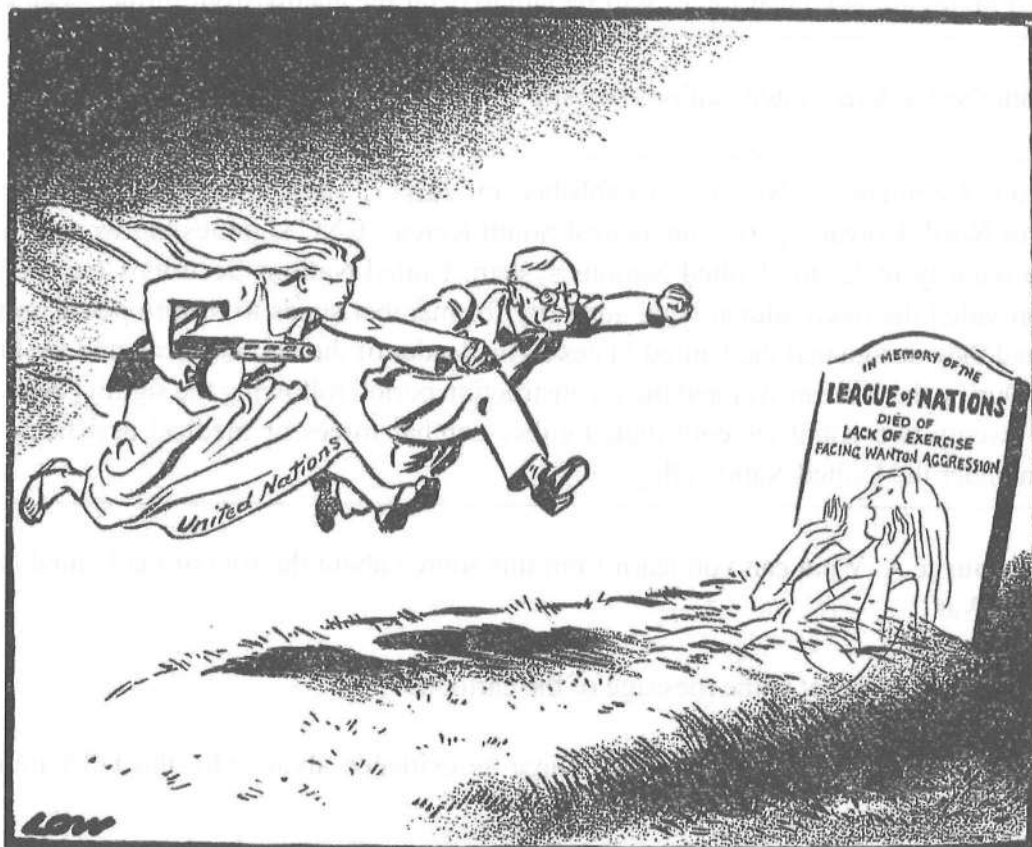
OPTION D – ASPECTS OF WORLD HISTORY – SINCE 1914

Question 1: The Korean War

Source A: A recent account of the Korean War

The United Nations was involved in the Korean War from the start. It was a severe test for the United Nations and its credibility was at stake. On 25 June 1950, the day North Korea invaded the South Korean capital of Seoul, the UN Security Council officially demanded that North Korea back down. When North Korea did not, the Security Council took further action and requested member states to provide military assistance to South Korea. 16 countries came to South Korea's aid with the UN force being dominated by the US troops. At the end of the war the UN received much praise for taking strong action.

Source B: A British cartoon published in June 1950



HISTORY DOESN'T REPEAT ITSELF (Copyright in all countries.)

Source C: A statement by President Truman, 27 June 1950

In Korea the Government forces were attacked by forces from North Korea. The United Nations called on the invading troops to withdraw. This they have not done, but on the contrary have continued the attack. The United Nations called upon all members to give assistance to the United Nations. I have ordered US forces to give the Korean Government troops cover and support.

Source D: A statement by Syngman Rhee, President of South Korea, 6 June 1953

The UN peace proposal and talks between the UN and North Korea are unacceptable to this Government. We suggest withdrawal of both Communist and UN forces from Korea on the condition that a Mutual Defence Pact be concluded between us and the USA. This Pact shall include the following points:

1. The automatic involvement of the USA if we are attacked.
2. The United States air and naval forces will remain to deter the enemy from further aggression.

Source E: From the Modern United Nations website

United Nations Command (UNC) was established on July 7, 1950, following the United Nations' recognition of North Korean aggression against South Korea. UNC signifies the world's first attempt at collective security under the United Nations system. United Nations Security Council Resolutions 83 and 84 provided the international legal authority for member states to restore peace on the Korean Peninsula, and they designated the United States as the leader of the unified command we know as UN Command. During the Korean War and the reconstruction period following the signing of the Armistice Agreement, twenty-two countries contributed either combat forces or medical assistance to support South Korea under the United Nations flag.

- (a) Study **Source A**. What can you learn from this source about the role of the United Nations in the Korean War? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is the source as evidence about why the USA joined the war? [6]
- (d) Study **Sources D and E**. Which of these sources is more reliable as evidence of the importance of the United Nations in the Korean War? [7]
- (e) Study **ALL** the sources. *'It was the Americans, and not the United Nations, who really led the anti-communist forces in the Korean War.'* Do the sources prove this statement to be true? Explain your answer fully. [10]



Question 2: The Bombing of Pearl Harbor

Source A: Itabashi Kosu, {a Japanese middle-school student during the Pearl Harbor attacks} describes the experience in his Oral History entitled, 'My Blood Boiled at the News':

The Americans, British, Chinese, and Dutch; they wouldn't give us a drop of oil! The Japanese had to take a chance. That was the psychological situation in which we found ourselves. If you bully a person, you should give him room to flee. There is a Japanese proverb that says, 'A cornered mouse will bite a cat.' America is evil, Britain is wrong, we thought. We didn't know why they were encircling us.

Source B: An American cartoon published on 7 December 1941. The figure on the right is Hitler and the figure on the left represents Japan. An 'errand boy' is a boy who does jobs for someone more powerful.

THE ERRAND BOY DID WELL ON HIS FIRST ASSIGNMENT



Source C: An announcement by the Japanese government, 7 December 1941

What an uproar! Japan's Imperial Forces got things off to a quick start with one splendid strike on Pearl Harbor, where the US Asia fleet met with sudden defeat. Word has it that Roosevelt and Churchill were shaken up and went pale upon hearing of the defeats. In another strike Hong Kong Island, England's base for its exploitation of East Asia, fell into ruin in only a matter of ten days. What these two headstrong countries are striving for will only lead them on a downhill path to military defeat. The military gains of the glorious Imperial forces are truly great, and the army, navy, and air force should be given our heartfelt gratitude.

Source D: The Declaration of War by Japan, 8 December 1941.

We declare war on the United States and the British Empire to ensure the stability of East Asia and to contribute to world peace. The guiding principle of our foreign policy has always been to achieve friendship among nations and to enjoy prosperity in common with all nations. It has been unavoidable and far from our wishes that our Empire has now been brought to war with America and Britain because of their ambition to dominate Asia. Moreover, these two Powers, encouraging other countries to follow them, increased military preparations on all sides of Our Empire to challenge us.

Source E: President Roosevelt's Day of Infamy Speech, 8 December 1941.

Yesterday, December 7, 1941, the USA was suddenly attacked by naval and air forces of the Empire of Japan. The USA was at peace with Japan and in conversation with its government to maintain peace in the Pacific. One hour after the bombing began the Japanese Ambassador had sent the US Government a message. Although it stated that it was useless to continue diplomatic negotiations, it contained no threat or hint of war or of armed attack. It will be recorded that the attack was planned many days or weeks ago. The Japanese government has sought to deceive us by false expressions of hope for continued peace.

- (a) Study **Source A**. What can you learn from this source about Japanese reasons for bombing Pearl Harbour? [3]
- (b) Study **Source B**. What is the message of this cartoon? [4]
- (c) Study **Source C**. How useful is the source to an historian studying Japanese attitudes to the bombing of Pearl Harbour? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence about relations between Japan and the United States before the bombing of Pearl Harbour? [7]
- (e) Study **ALL** the sources. '*The Japanese attack on Pearl Harbor was not justified.*' Do the sources prove this view to be true? Explain your answer fully. [10]



BLANK PAGE

BLANK PAGE



BLANK PAGE

BLANK PAGE

