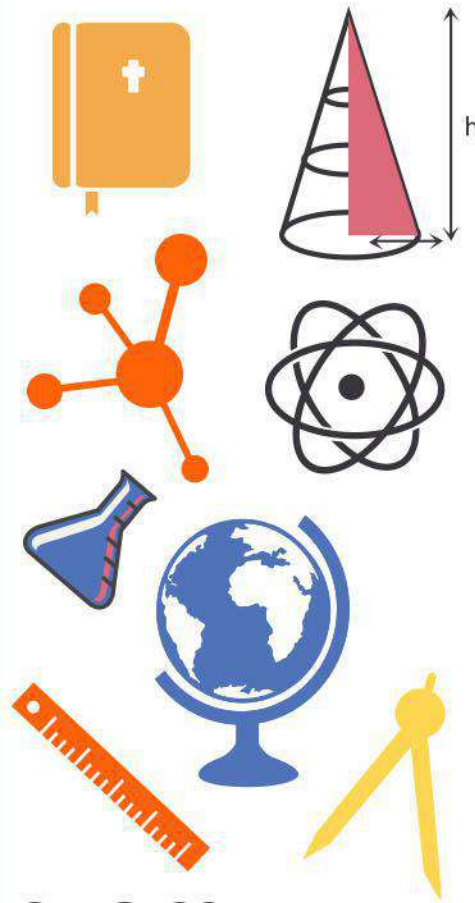


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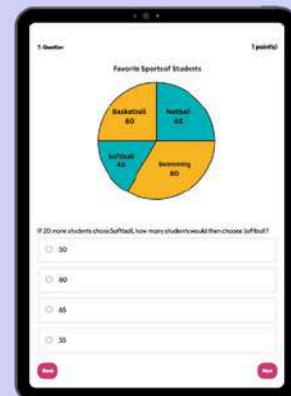
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LEAP⁷

HISTORY

BAHAMIAN/WEST INDIAN HISTORY TO THE PRESENT DAY PAPER 1

Tuesday **27 MAY 2025** 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.

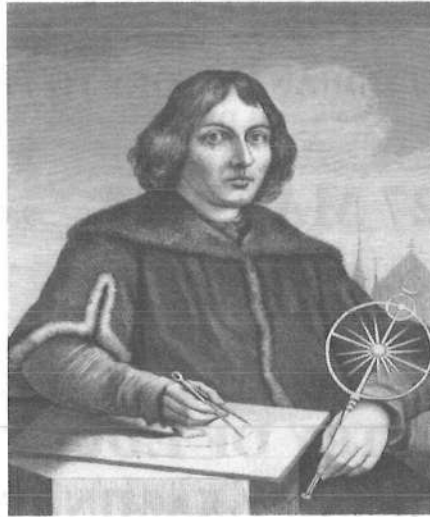


This question paper consists of 8 printed pages and 4 blank pages.

THEME 1:

THE AMERINDIANS

Study the source showing a picture of Nicolas Copernicus and then answer the questions which follow.



- (a) In which country did the Renaissance originate? [1]
- (b) List **THREE** navigational tools created during the Renaissance period. [3]
- (c) Explain **THREE** ways in which the Renaissance affected the Catholic Church between the 14th and 16th centuries. [5]
- (d) How similar were the contributions of Leonardo Da Vinci and Nicolas Copernicus during the Renaissance period? [5]
- (e) 'Humanism was the main cause of the Renaissance.' Do you agree with this statement? Explain your answer fully. [6]



THEME 2: EUROPEAN SETTLEMENT AND RIVALRY

Study the source about European colonisation of the New World and then answer the questions which follow.

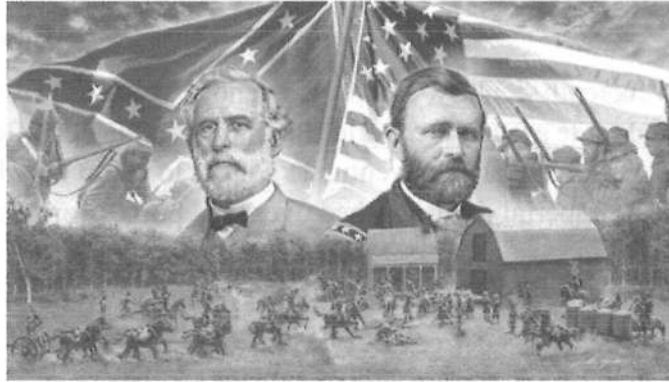
By the early to mid-seventeenth century, Spain, England, France, and the Netherlands were all competing for colonies and trade around the world. Beginning in the late fifteenth century, explorers, conquerors, missionaries, merchants, and adventurers sought to claim new lands to colonize. It was only a matter of time before imperial rivals clashed over land possession and trade routes.

From a recent history book

- (a) Name **ONE** island in the New World colonised by the French. [1]
- (b) State **THREE** motives for European colonisation of the New World. [3]
- (c) Explain **THREE** reasons why the English chose to settle in St. Kitts in 1647. [5]
- (d) How similar were the motives of the French and Dutch for settling in the Caribbean region? [5]
- (e) ‘The Spanish did little to support the Spanish settlers.’ Do you agree with statement? Explain your answer fully. [6]

THEME 3: AMERICAN/BAHAMIAN CONNECTION

Study the image of America at war, then answer the questions which follow.



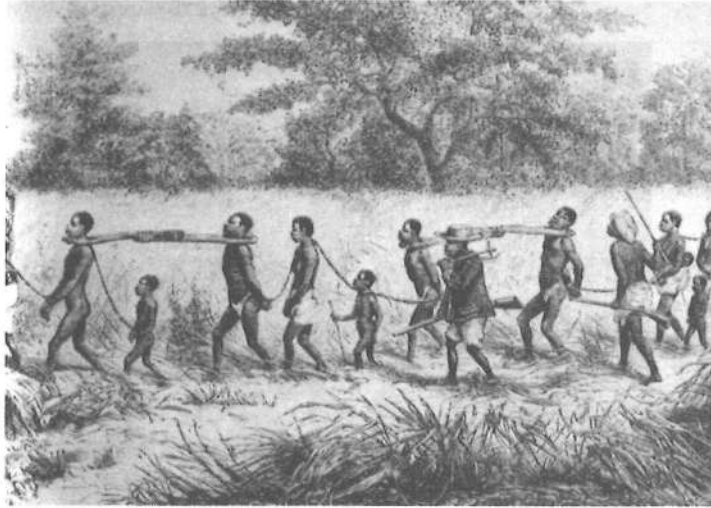
- (a) Name the president of the Confederacy during the American Civil War. [1]
- (b) State **THREE** ways in which some Americans broke the Prohibition laws. [3]
- (c) Explain **THREE** reasons why some Americans supported Prohibition. [5]
- (d) How similar were the effects of blockade running and bootlegging in The Bahamas? [5]
- (e) 'The Confederacy lost the Civil War due to lack of industrialization in the South.'
Do you agree with this statement? Explain your answer fully. [6]



THEME 4:

SLAVERY IN THE BAHAMAS

Study the drawing of a group of slaves journeying to the coast, then answer the questions which follow.

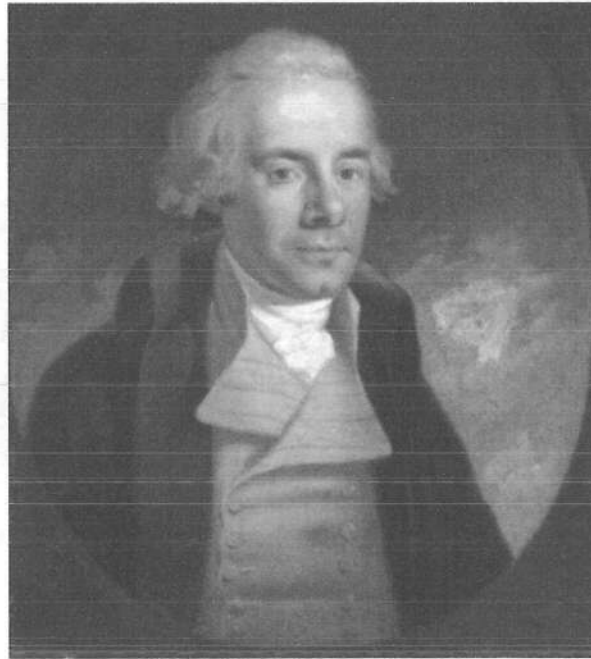


- (a) What name was given to a group of slaves yoked together in a caravan? [1]
- (b) State **THREE** methods used by female slaves to show resistance. [3]
- (c) Explain **THREE** reasons why Britain intervened in the Haitian Revolution. [5]
- (d) How similar was the treatment of slaves at the slave castles in West Africa and during the Middle Passage? [5]
- (e) 'The Haitian Revolution of 1791 to 1804 was successful because of its leader Toussaint Louverture.' Do you agree with the statement? Explain your answer fully. [6]

THEME 5:

MOVEMENT TOWARDS EMANCIPATION

Study the picture of William Wilberforce, who campaigned for the emancipation of slaves, then answer the questions which follow.



- (a) State the year when the Emancipation Act was passed for the British Colonies. [1]
- (b) State **THREE** of the Amelioration proposals made by the British Parliament in the 1820s. [3]
- (c) Explain **THREE** reasons why the British Parliament passed the Emancipation Act. [5]
- (d) How similar were the steps taken to bring about emancipation in the Spanish and British colonies? [5]
- (e) 'The Apprenticeship period benefited mainly the planters.' Do you agree with this statement? Explain your answer fully. [6]



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

Study the source showing islanders carrying sponges and then answer the questions which follow.



- (a) Who was the Royal Governor of The Bahamas during World War II? [1]
- (b) List **THREE** ways in which troops from The Bahamas contributed to World War 1. [3]
- (c) Explain **THREE** positive effects of World War II on The Bahamas. [5]
- (d) How similar were the contributions of the Greeks and Chinese in The Bahamas during the early 1900's? [5]
- (e) 'The Contract Labour System positively impacted Bahamian society.' Do you agree with this statement? Explain your answer fully. [6]

THEME 7: MOVEMENT TOWARDS DECOLONISATION.

Study the source about Women's Suffrage in The Bahamas and then answer the questions which follow.

Women suffragettes showed us that, in order to bring about significant change, we must accept sometimes that the cause is bigger than the individual, than a party, than any of the things which divide and separate us and that much can be accomplished when we unite.

Unfortunately, after the vote was won, in the main, suffragettes were content to stand behind their male leaders. Many of the leading women of The Bahamas felt that politics was a man's job and women should be content to raise their families and, where possible, contribute to the income of the family.

- (a) Who was the first woman registered to vote in The Bahamas? [1]
- (b) State **THREE** changes in the fifth Constitution (1969) of The Bahamas. [3]
- (c) Explain **THREE** factors which led to Black Tuesday, April 27, 1965. [5]
- (d) How similar was the movement for women's suffrage to the movement for independence in The Bahamas? [5]
- (e) 'Women's right to vote had a positive impact on the role of women in politics in the 1962 general election.' Do you agree with this statement? Explain your answer fully. [6]



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HISTORY

PAPER 2 OPTIONAL TOPICS

Friday **30 MAY 2025** 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: The impact of Emigration

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

Source A: A journal article written in 1985.

An equivalent of £1,000,000 was sent back to Barbados from the Canal Zone by 1920. Thereafter, those staying aboard continued to send home money, for many decades, until they died. The number of depositors in the government savings bank increased from 14,212 in 1904 to 20,881 in 1914. Panama money also bought between 5,000 and 10,000 small plots of Barbadian land in both rural and urban areas.

Source B: An official report in British Guiana, 1930.

The policy of the estates has been to maintain, or even to increase slightly, the number of persons employed, while reducing the total amount of paid wages and the number of days worked per week allotted to each worker.

Source C: From a newspaper published in British Guiana, 1924.

The West Indies may be regarded as developed to their full. They have reached the normal extent of their development as is shown by the amount of emigration that has taken place. Over 1,000 persons emigrated annually from Barbados to the United States, while 1,500 emigrated each year from Jamaica. Now that this flow of emigration has been suddenly stopped by the United States, a difficult time must be expected.

Source D: From an American newspaper, May 1905.

Fifty Bahama Islanders Complain of the Treatment They Receive and Refuse to Work on the Panama Canal

Fifty Bahama Island contract labourers, who were brought here on an American steamer last Friday, and were to work at the Colon reservoir, obstinately refuse to work. They claim that they have to work in mud swamps, that their huts are not fit to live in and that their food is unsatisfactory. The islanders marched in a body yesterday to the British Consulate and made complaints before the vice-consul, who is looking into their alleged grievances. In the meantime, the men are idle. The canal authorities are finding it difficult to obtain workers for that locality.



Source E: From a book published in 1936. The author was a British civil servant and Governor of Jamaica 1907 – 1913. During this time, he passed some popular reforms that benefited the Jamaican people.

When the United States Government resumed the construction of the canal in 1904, emigration revived, and when I was in Jamaica there were between forty and fifty thousand Jamaicans in the Canal Zone. These men were earning 4 shillings a day, whereas in Jamaica they would have earned at most 2 shillings a day. The wages on the canal were not limited by consideration of profit. The builders were determined to get the work done and were being financed by the United States Government. They were prepared to pay what was necessary to obtain the workers they needed. In Jamaica a planter could not pay more than he would recover in the sale of his produce.

- (a) Study **Source A**. What can you learn from the source about the impact of emigration on Barbados? [3]
- (b) Study **Source B**. What impression does this source give of working conditions on the estates in British Guiana in 1930? [4]
- (c) Study **Source C**. How useful is the source to a historian studying the importance of emigration from the British Caribbean? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence of what it was like working on the Panama Canal? [7]
- (e) Study **ALL** of the sources. 'Emigration was a solution to the problems facing the British Caribbean.' Do these sources prove the view to be true? Explain your answer. [10]

Question 2: The Treatment of Immigrant Workers in the British Caribbean

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

Source A: A law passed in Trinidad, 1838.

It shall be lawful for the Governor of this colony to issue money to pay for the passage and maintenance on board ship for every labourer coming to this colony with the purpose of settling. The expenses and maintenance of his wife and children shall also be paid.

Source B: From a book by a British doctor who worked in British Guiana, published in 1855.

The coolies recognise the people they call 'sirdars' as their leaders. The sirdar chooses the coolies' place of residence, receives the money that the coolies earn and arranges the rates of wages and expenses. He makes the coolies obey him using force. In many instances the coolies are cheated by the sirdars. The sirdars work the coolies too hard, resulting in the coolies' work and behaviour being unsatisfactory.

Source C: An account by an American journalist who spent a winter in the British Caribbean, published in 1861.

It has been stated that the coolie immigrant is cruelly treated, but I can state that the opposite is the case. Upon arriving they are immediately provided for, with families and people from the same district kept together. They are certain to find work, and their wages are five times more than what they could earn at home. Their physical appearance on returning to India shows the advantages of them living in Trinidad. I have seen them arrive and depart. Instead of being naked and half starved, they are clothed, well fed, able-bodied and speaking English.

Source D: From a book written by a planter, describing British Guiana in 1840 – 48, published in 1850.

The tide of immigration has now set in. God prosper it! For it is our only remaining chance. I have invested deeply in it. I expect fifty Portuguese from Madeira in a month. To accommodate them I have had to build a new range of cottages and the cost has dipped deep into my remaining funds. The law, quite rightly, requires that these dwellings be inspected by magistrates before people use them. This, as well as proper drainage and other facilities, are necessary before the Governor awards the immigrants to the estate. No planter can obtain them unless he employs a qualified doctor and a hospital with proper nurses.



Source E: A letter from a magistrate in British Guiana to the British government, 1869.

There is very wide-spread discontent existing throughout the immigrant population, both Indians and Chinese. These feelings have already caused disturbances and unless there are remedies there will be more serious rioting. At first sight it would seem that the workers have the advantage of a doctor, a hospital and can give their complaints to a magistrate. However, it is common practice for medical men to discharge immigrants from hospital before they are cured. The result of this is great numbers of immigrants sent to jail for not working when they are physically incapable. In the magistrates' courts the most minor offences are punished with loss of wages and large fines.

- (a) Study **Source A**. What can you learn from the source about the attitude towards immigrant workers? [3]
- (b) Study **Source B**. What impression does the source give of sirdars? [4]
- (c) Study **Source C**. How useful is this source to a historian studying coolie immigrants in the British Caribbean? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence about the experiences of immigrant workers? [7]
- (e) Study **ALL** of the sources. 'Immigrant workers were not treated very well in the British Caribbean.' Do these sources prove the view to be true? Explain your answer. [10]

OPTION B – USA DOMESTIC POLICY AND SOCIAL ISSUES FROM 1919

Question 1: Assessment of the New Deal

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

Source A: From a recent book about the New Deal.

The money people earned in the new jobs created for them enabled them to buy again. More customers appeared in shops. Shopkeepers, farmers and manufacturers began to benefit from the money the government was spending on work for the unemployed

Source B: An American cartoon published in 1935. The man sitting down represents the USA.



Source C: A cartoon published in a US newspaper, 1936.



Source D: Senator Huey Long's 'Share Our Wealth' Speech, 1935.

President Roosevelt was elected on November 8, 1932. People look upon an elected President as the President. This is January 1935. We are in our third year of the Roosevelt Depression, with the conditions growing worse. We must become awakened! We must know the truth and speak the truth. There is no use to wait three more years. It is not Roosevelt or ruin; it is Roosevelt's ruin.

Source E: A letter from workers on the Works Progress Administration programme, 1936.

Battle Creek Mich.
April 5, 1936

President Roosevelt:

Please continue this W. P. A. program. It makes us feel like an American citizen to earn our own living. Being on the dole or relief roll makes us lazy and the funds are not enough to live decent on. We are thankful for what we receive though.

So we as W. P. A. workers in Battle Creek Michigan, appeal to you as our Great Leader to continue this great cause for Better citizens in Battle Creek Michigan.

Your Faithful,
W. P. A. workers
of Battle Creek

- (a) Study **Source A**. What can you learn from this source about the way in which the New Deal worked? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is this source to a historian studying the impact of the New Deal? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence of the success of the New Deal? [7]
- (e) Study **ALL** of the sources. ‘Roosevelt’s New Deal did not solve the problems created by the Great Depression’. Do these sources prove this view to be true? Explain your answer. [10]



Question 2: Racial Issues in the USA

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

Source A: Martin Luther King writing from jail in Birmingham, Alabama, 1963.

Non-violent direct action seeks to create such a crisis and establish such a creative tension that a community that has consistently refused to negotiate is forced to confront the issue. It seeks to dramatise the issue so that it can no longer be ignored.

Source B: Famous African American Poet, Langston Hughes.

I, TOO, SING AMERICA

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.

Tomorrow,

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen,"

Then.

Besides,

They'll see how beautiful I am

And be ashamed--

I, too, am America.

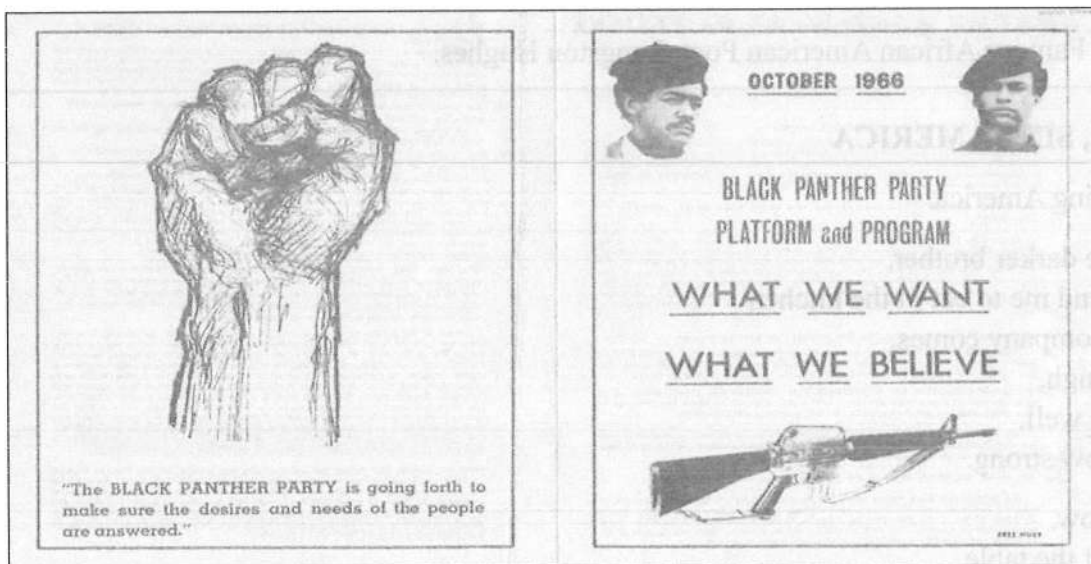
Source C: From a book by Malcolm X.

If they make the Ku Klux Klan non-violent, I'll be non-violent. But as long as you've got somebody else not being non-violent, I don't want anybody coming to me talking any non-violent talk. You get freedom by letting your enemy know that you'll do anything to get your freedom.

Source D: From a Statement to the South and the Nation' by a Black civil rights organisation, 1957.

We call upon African Americans to accept Christian love in full knowledge of its power to defy evil. We call upon them to understand that non-violence is not a symbol of weakness or cowardice, but as Jesus demonstrated, non-violent resistance changes weakness into strength and breeds courage in face of danger. We urge them, no matter how great the aggravation to dedicate themselves to this motto; 'Not one hair of one head of one white person shall be harmed.'

Source E: A Black Panther pamphlet entitled 'Platform and Programs'. 1966.



- (a) Study **Source A**. What can you learn from this source about Martin Luther King's methods? [3]
- (b) Study **Source B**. What impression does this poem give about being Black in America in the 1920s? [4]
- (c) Study **Source C**. How useful is this source to a historian studying Malcolm X? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence to the historian studying the Civil Rights Movement in America? [7]
- (e) Study **ALL** of the sources. 'The Civil Rights Movement in America mainly used violent methods'. Do these sources prove this statement to be true? Explain your answer. [10]



OPTION C – THE ARAB – ISRAELI CONFLICT SINCE 1945

Question 1: The Role of Britain in the 1948 War

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

Source A: From an article on the internet about the beginnings of the 1948 war.

On November 29, 1947, the United Nations voted to partition the British mandate of Palestine into a Jewish state and an Arab state. Clashes broke out almost immediately between Jews and Arabs in Palestine, beginning with the Arab ambush of a bus carrying Jewish passengers. As British troops prepared to withdraw from Palestine, conflict continued to escalate, with both Jewish and Arab forces committing hostile acts. Among the most infamous events was the attack on the Arab village of Deir Yassin.

Source B: 'The Evening Standard, April 16, 1948, by Low, a British cartoonist.



Source C: A declaration by the Arab League, May 1948 to the UN explaining reasons for the entry of an Arab army into Palestine.

Palestine has come to an end, leaving no legal authority to administer law and order in the country. Britain has announced that on the ending of the Mandate it will no longer be responsible for law and order there. The right to set up a government in Palestine belongs to its inhabitants under the UN principle of self-determination. Peace has been completely upset in Palestine, and as a result of Jewish aggression, over a quarter of a million Arabs have been forced to leave their homes.

Source D: Prime Minister D. Ben Gurion 3 June 1948. Tel Aviv.

The invasion of the country began before the end of the Mandate, and was given secret and open support by the British Government. The invading forces – this is no secret – received many of their weapons from the British Government. We have reason to believe that their military strategies and operations were undertaken in collaboration with the British Government. Before the end of the mandate this was camouflaged, and even the neighbouring Arab government did not accept responsibility for the gangs, while the British Government tried to display neutrality.

Source E: An eyewitness account of events in 1948 from a book entitled 'Memoirs of a Freedom Fighter'.

On Saturday, 3 April 1948, a large Jewish force in armored cars occupied Qastel after a short engagement with the villagers. After occupying the village, the Jews expelled all the inhabitants and proceeded to fortify it with barbed wire and bunkers of reinforced concrete. They surrounded it with mine fields. The occupation of Qastel aroused great concern in Jerusalem and the surrounding villages, as well as in Damascus and the other Arab capitals.

- (a) Study **Source A**. What can you learn from the source about the start of the War? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is this source as evidence to a historian studying the causes of the war of 1948 – 1949? [6]
- (d) Study **Sources D and E**. Which source is more reliable to a historian studying the start of the war? [7]
- (e) Study **ALL Sources**. 'The British were mainly to blame for the start of the 1948 war'. Do these sources prove this statement to be true? Explain fully. [10]



Question 2: The Six Day War

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

Source A: From a recent account of the Six Day War.

The war was a stunning victory for the Israelis. Though outnumbered, the Israelis inflicted heavy casualties on its Arab enemies. For the Arabs, the war was demoralizing. Nasser, who had been boasting of his plans to destroy Israel, announced he would resign as the nation's leader until massive demonstrations urged him to stay on. Israel was now the dominant military force in the region. The war also began a new era in Israeli history, as it brought more than one million Palestinians in occupied territories under Israeli rule.

Source B: An American cartoon published in 1967. The caption says: Israel is winning – now we must do something!



Source C: From an American journal, 1968.

During the months that followed the Arab-Israeli War of June 1967, the view gradually gained ground in the West that the Arab defeat represented a considerable Russian victory. Some more imaginative observers argue that the Russians deliberately engineered both the war and that defeat in order to achieve this result; others, without suggesting that Russia had a deliberate purpose, nevertheless agree that, by increasing the hostility of the Arabs to the West and their dependence on the Soviet Union, the war and their aftermath had greatly strengthened the Soviet political and strategic position in the Middle East and correspondently weakened that of the USA.

Source D: The resolutions agreed by Arab heads of state who met in September 1967.

The conference has declared the unity of Arab ranks and the unity of joint action. The Arab heads of state have agreed to unite their political efforts to eliminate the effects of Israeli aggression and to ensure the withdrawal of the aggressive Israeli forces from the Arab lands which have been occupied since the aggression of June 5.

The conference has decided to resume the pumping of oil, since oil is a positive Arab resource that can be used in the service of Arab goals. It can contribute to the efforts of those Arab States, which were exposed to the aggression and thereby lost economic resources, to stand firm and eliminate effects of the aggression.

Source E: A report by the American government about the land that came under Israel's control during the war, June 1967.

From a military point of view Israel would need to keep some of the captured territory in order to have defensible borders against Arab attacks. The occupied Syrian land would give Israel control of land which Syria has used to attack Israel. Continued occupation of the Gaza Strip would be to Israel's military advantage because it could be used for Arab attacks against Israel.

- (a) Study **Source A**. What can you learn from the source about the consequence of the war? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is this source to a historian studying the consequences of the Six-day War? [6]
- (d) Study **Sources D and E**. Which of these sources is more reliable about the results of the Six Day War? [7]
- (e) Study **ALL** sources. 'Israel was the only country that benefited from the Six Day War.' Do these sources prove the statement to be true? Explain fully. [10]



OPTION D – ASPECTS OF WORLD HISTORY

Question 1: Causes of the Second World War

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

Source A: From a recent account of the events leading to the Second World War.

The British and French governments wanted to avoid a war. This was supported by most of the public in these two countries. This allowed Hitler to make a number of moves that broke the terms of the Treaty of Versailles. These included the remilitarization of the Rhineland and the invasion of Czechoslovakia. By doing nothing, Britain and France encouraged Hitler to continue with his aggression and he invaded Poland. This led to the start of the Second World War. If there had been no appeasement, there would not have been a Second World War.

Source B: A British cartoon published in July 1936.



Source C: Hitler in Mein Kampf, 1925.

We turn our eyes towards the lands of the east. When we speak of new territory in Europe today, we must mainly think of Russia and the Border States around it. Destiny itself seems to wish to point out the way for us here. Colonization of the eastern frontiers is of extreme importance. It will be the duty of Germany's foreign policy to provide large spaces for the settlement of the growing population of Germany

Source D: An American journalist who was in Berlin in 1936.

Hitler has got away with it in the Rhineland! France is not marching. Instead it is appealing to the League of Nations! No wonder the faces of Hitler and Goering were all smiles today. Oh, the stupidity of the French. I learnt today that the German troops had strict orders to hastily retreat if the French army opposed them in any way.

Source E: An article published in a German magazine in 1939.

If the enemy had not begun the fight now, they would have within two or three years. Britain and France began the war in 1939 because they feared that within a few years, Germany would be militarily stronger and harder to defeat. The deepest roots of this war are in Britain's old claim to rule Europe and the world. It controls the seas and the richest parts of our planet. The difference between Britain itself and its overseas territories is so large that Britain has always had an inferiority complex with respect to the European continent.

- (a) Study **Source A**. What can you learn from this source about German foreign policy? [3]
- (b) Study **Source B**. What is the message of the cartoon? [4]
- (c) Study **Source C**. How useful is this source to a historian studying Hitler's aims? [6]
- (d) Study **Sources D and E**. Which of these sources is more reliable as evidence about the causes of the Second World War? [7]
- (e) Study **ALL** the sources. 'Germany was to blame for the Second World War'. Do these sources prove this view to be true? Explain your answer. [10]



Question 2: The Causes of the February Revolution of 1917

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

Source A: From a recent account of Russia in 1915-17.

In 1915 the Tsar made a terrible mistake. He decided to take over the running of the war. This had serious consequences because he was now blamed for defeats in the war. As news from the war got worse, support for the Tsar among the middle and upper classes began to decrease.

Source B: A cartoon of Rasputin with the Tsar and Tsarina, 1916.



Source C: From the book 'Petrograd; The City of Trouble, 1914-1918', by the daughter of the British Ambassador to Russia, published in 1919.

Food was growing ever scarcer, the queues outside the bread shops stretched right down the length of the streets. It was said in all directions that the merchants and shopkeepers were building up huge profits at the expense of the people. Scandal whispered that the Empress had dealings with Germany, even the Emperor was no longer held in the same awe and reverence. Rasputin's power at court seemed to increase every day, his name became a byword, though many people, held in a kind of superstitious fear, dared not pronounce it, believing that by so doing they brought down ill luck on their heads.

Source D: The British Ambassador to Russia from 1910 – 1917 gives his views of the Tsar.

Unable to control the administration of his vast Empire, the Tsar had to bear the responsibility for the sins of the organisation that governed Russia in his name. It was his misfortune to have been born a supreme ruler when he was by nature so unsuitable for the role. He never really governed Russia, and by allowing the ruling bureaucracy to disregard his promises of freedom of speech made in the October Manifesto of 1905, he lost to a great extent the confidence of his people. The whole system was broken, and he, poor Emperor, was certainly not born to set it right. It was no wonder that the fall of the old regime was welcomed with a sigh of relief.

Source E: A police report made in Petrograd at the end of 1916.

The industrial workers are on the verge of despair. The smallest outbreak will lead to uncomfortable riots. The cost of living has risen by three times. The impossibility of obtaining food, the time wasted in spending hours waiting in queues outside shops, the increasing death rate due to inadequate diet, have led to such a situation that the mass of workers are ready to let themselves go to the wildest excesses of a hunger riot.

- (a) Study **Source A**. What can you learn from this source about Russia's involvement in the War? [3]
- (b) Study **Source B**. What is the message of the source? [4]
- (c) Study **Source C**. How useful is this source to an historian studying the mood of the people in Petrograd at this time? [6]
- (d) Study **Sources D and E**. Which source is more reliable as evidence of the problems facing Russia at this time? [7]
- (e) Study **ALL** the sources. 'The February Revolution of 1917 was due to food shortages'. Do these sources prove this view to be true? Explain your answer. [10]



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