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Name	Class	Index Number

UNITY SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2017
SECONDARY FOUR EXPRESS



COMBINED HUMANITIES 2204/03

21 AUGUST 2017

HISTORY ELECTIVE

1 HOUR 40 MINUTES

Additional Materials : 4 Writing Papers

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number in the spaces provided on the question paper.

Write in dark blue or black pen on both sides of the paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A

Answer **all parts** of Question 1

Section B

Answer **one** question. Start Section B on a fresh piece of paper.

Submit **all sections** even if not attempted.

Submit Section A and Section B **separately**

Candidates are encouraged to support their answers with relevant examples.

At the end of the exam, tie the writing papers together and hand them in.

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

The total mark for this paper is 50 marks

This paper consists of 6 printed pages, including this cover page.

Section A

Source-based Case Study [30 marks]

Question 1 is **compulsory** for all candidates

Study the background information and the sources carefully, and then answer **all** the questions.

You may use any of the sources to help you answer the questions, in addition to the sources you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 (a) Study Source A.

What is the purpose of the cartoon? Use the source and your knowledge to support your answer. [5]

(b) Study Sources B and C.

How far would Khrushchev in Source B have agreed with Kennedy in Source C? Explain your answer. [5]

(c) Study Source D

How useful is this source in telling us how Khrushchev played a significant role in the Cuban Missile Crisis? Explain your answer. [6]

(d) Study Source E.

Are you surprised by Source E? Explain your answer. [6]

(e) Study **all** the sources.

'America was responsible for the outbreak of the Cuban Missile Crisis.' How far do the sources support this view? Explain your answer. Use the sources and your knowledge to support your answers. [8]

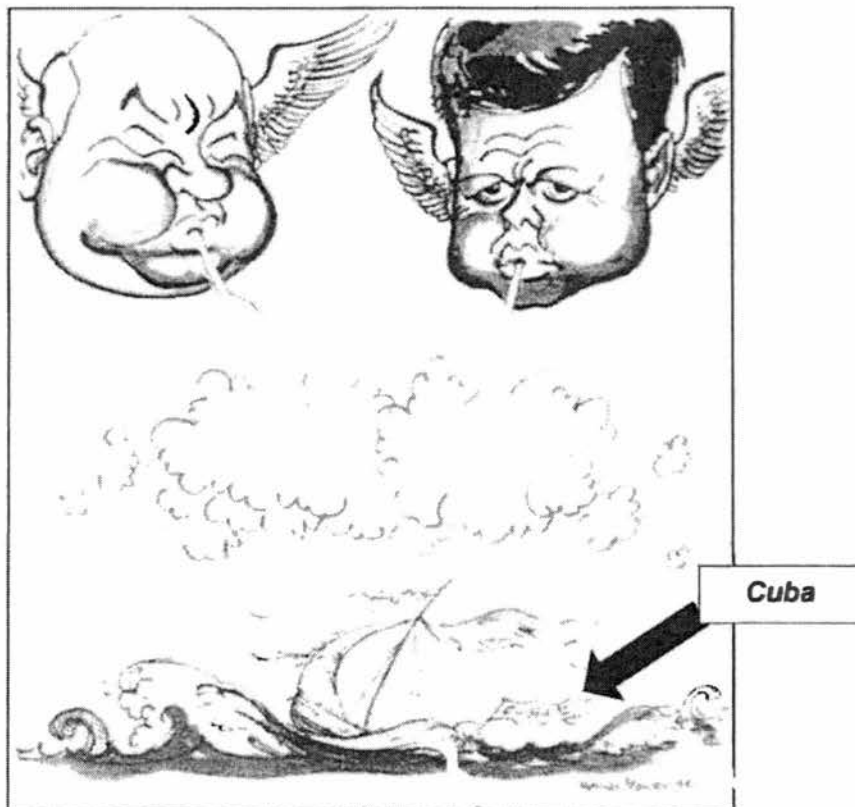
Who was responsible for the outbreak of the Cuban Missile Crisis?

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The Cuban Missile Crisis was a 13-day confrontation in October 1962 between the Soviet Union and Cuba on one side and the United States on the other side. The crisis is generally regarded as the moment in which the Cold War came closest to turning into a nuclear conflict.

→ neutral
Source A: A British cartoon showing Nikita Khrushchev and John F. Kennedy as mythical gods, published in October 1962.



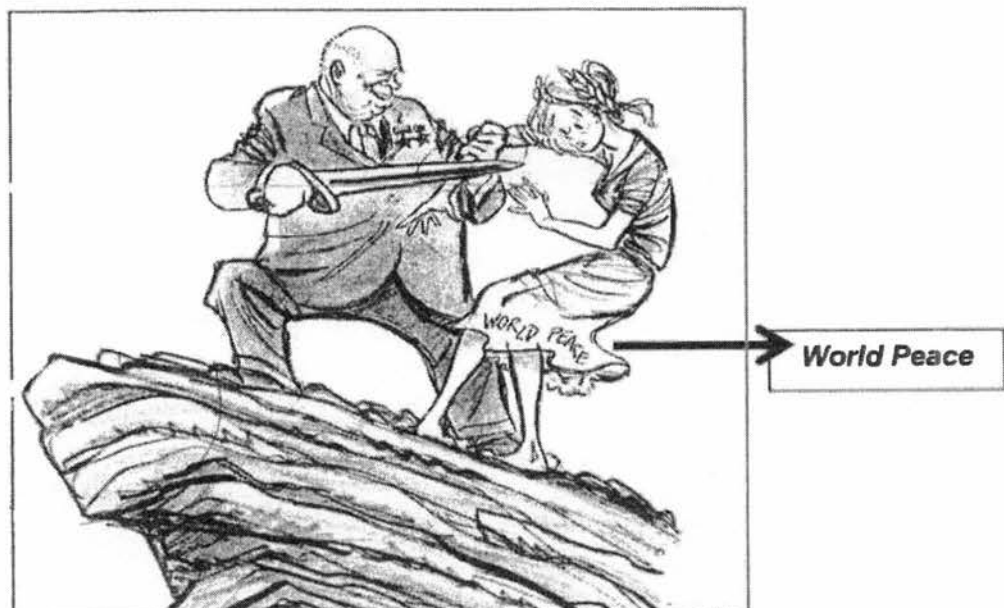
Source B: *Adapted speech by Khrushchev to the Supreme Soviet Council, 6 weeks after the crisis.*

We saw how the American imperialists were sharpening their knives, threatening Cuba. We could not remain observers in the face of this bandit-like policy. Had there been no threat of an invasion, there would have been no need for the stationing of our rockets in Cuba. It is not true that the rockets were meant for an attack on the United States. Why should we station rockets for this purpose when we are able to strike from our own territory as we do possess the inter-continental missiles of the required range and power?

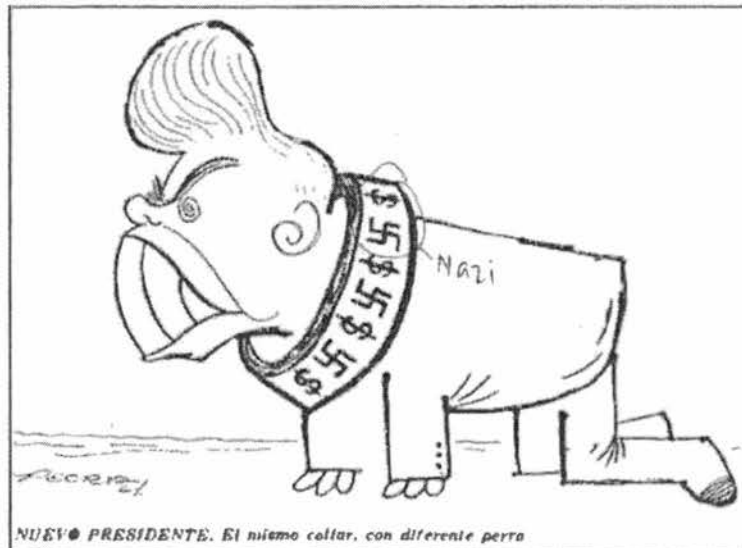
Source C: *Adapted from John F. Kennedy's speech to the American public on television in 1962 after detection of missile sites in Cuba.*

We have made efforts to limit the spread of nuclear weapons and the elimination of all arms and military base. We are prepared to discuss the possibility of an independent Cuba. We have no wish to war with the Soviet Union. But it is difficult to discuss these problems in an atmosphere of intimidation. This latest Soviet threat must and will be met with determination. Any hostile move anywhere in the world against the safety and freedom of peoples' will be met by whatever action is needed.

Source D: *An American cartoon entitled "Once more into the brink" published in October 1962.*



Source E: *A political cartoon of John F. Kennedy published in Cuba's state-run newspaper in 1962.*



The text reads "A different dog but the same collar"

Source F: *Adapted extract from Khrushchev's memoir about the Cuban Missile Crisis in 1964.*

Prior to the missile crisis, the United States had around 3,500 nuclear warheads capable of reaching the Soviet Union, a 10-1 advantage over the Soviet Union, especially in Turkey. By building missile bases in Cuba capable of launching sixty nuclear warheads into the United States, Khrushchev would be able to redress this military imbalance. The Soviet Premier thought it was high time America learned what it felt like to have her own land and her own people threatened.

Section B

Structured Essay Question [20 marks]

Answer ONE question

2 This question is on the impact of World War I.

- (a) Explain why the League of Nations was formed after the end of WW I. [8]
- (b) "The Treaty of Versailles was unfair to Germany." How far do you agree with this statement? Explain your answer. [12]

3 This question is on Nazi rule of Germany.

- (a) Explain the political circumstances that led to Hitler's appointment as Chancellor in 1933. [8]
- (b) "Nazi rule was a disaster for the German people." How far do you agree with this statement? Explain your answer. [12]

END OF PAPER

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ANSWER KEY
UNITY SECONDARY SCHOOL
PRELIMINARY EXAMINATION 2017

COMBINED HUMANITIES HISTORY ELECTIVE 2240/03

SECTION A [30 Marks]

1.

a) Study Source A [5]

E.g. the message of this cartoon is to convince the British that both USA and USSR, both powerful countries should be blamed for the Cuban Missiles Crisis. Like mythical gods, Khrushchev and Kennedy were controlling Cuba's fate, trying to decide on its destiny.

The message of this cartoon is to convince the British that both USA and USSR should be blamed for the Cuban Missile Crisis. Khrushchev and Kennedy, the "mythical gods" puffing at were controlling the Cuba's fate as it caught between them. In doing so, he wanted the readers to stop blaming Cuba for the crisis and hero-worshipping Kennedy as he too had been directly responsible for the crisis.

b) Study Source B and C [5]

Agree:

Khrushchev in Source B would agree with Kennedy in Source C in terms of the plausible outcome of the Cuban Missile Crisis. Both had no intention of going to war. In source B, Khrushchev indicates that 'It is not true the rockets were meant for an attack on the United States'. Similarly in Source C, Kennedy states 'we are prepared to discuss the possibility of an independent Cuba. We have no wish to war with the Soviet Union. Both source clearly suggest that the two powers, USA and USSR, had no intention of starting a war which would jeopardise the safety of many.

Disagree

However, both sources disagree in terms of who started the conflict. Khrushchev in Source B viewed USA as the aggressor. He states that the 'American

imperialists were sharpening their knives, threatening Cuba... Had there been no threat of an invasion; there would have been no need for the stationing of our rockets in Cuba'. The source suggests that USA was the cause of the conflict for bullying Cuba, the Soviet's ally. However, in Source C, President Kennedy accused the USSR as the aggressor. He states that... 'It is difficult to discuss these problems in an atmosphere of intimidation... This latest Soviet threat must and will be met with determination'. Hence, suggesting that the USSR was the aggressor in the crisis for posing a threat to the world.

Disagree based on purpose, supported

The purpose of the sources differs. In his speech, Khrushchev wanted to convince the world that USA was an evil empire who had threatened the survival of smaller states like Cuba. He wanted to justify his stance for the placement of the missiles in Cuba so that the world would empathize Cuba and support his act of chivalry. However in Source C, Kennedy wanted to convince the world readers to view the USA positively, that it had done its utmost to cut down its military production to avoid conflict. He pushed the blame of the crisis on the USSR, accusing it of threatening world peace. Hence, he wanted the readers to continue to have faith and belief in the USA's good intention in maintaining peace.

c) Study Source D [6]

Useful due to cross reference, explained

E.g. the source is useful as it tells me that Khrushchev had played a significant role in the CMC. Khrushchev was the main culprit that escalated the crisis and made USA embark on possible offensive measures. From the source, we can see Khrushchev pointing a dagger to 'world peace' and pushing 'world peace' into the brink. This implies that Soviet and Khrushchev actions in the CMC will cause the world to plunge in disaster and chaos. This can be supported by my contextual knowledge because when Soviet and Khrushchev sent the missiles to Cuba it triggered a negative reaction from USA. Khrushchev should have anticipated that sending missiles to USA's hemisphere would result in direct confrontation with USA. He also strategically sent the missiles to balance the nuclear threat that he was facing in Europe.

Not Useful due to cross reference, explained

E.g. the source is not useful as it does not tell you other the roles of other countries specifically the role of USA who started the conflict. Based on my contextual knowledge it was USA's secret invasion during the Bay of Pigs to

remove Cuba and Fidel Castro that led to the Start of the Cuban missile crisis. Hence it was USA's actions that contributed to the escalation of Cuban Missile crisis as it pushed Castro to seek Soviet's protection.

Not Useful base on the intent of the cartoon- purpose

E.g. the source is not useful as the intent of the cartoon is to mock and criticize Soviet and Khrushchev. Being an American cartoon, the message is to criticize Soviet actions and portray them as the aggressive party in the CMC. The expected reaction would be for Americans/ American senate to support Kennedy's actions and ensure that peace be protected.

d) Study Source E [6]

E.g. Yes, I am surprised by what Source E shows because it makes Kennedy looks bad/ evil. From the source, we can see that Kennedy is portrayed as a dog who is only interested in making money and fascist idea. This is surprising because America and Kennedy are always seen as defenders of democracy and champion of world peace. Based on contextual knowledge, that is the main reason why America and Kennedy decided to stop Soviet alliance and supply of nuclear war heads to Cuba.

E.g. I am not surprised by what Source E shows because based on my contextual knowledge; I know that USA relationship worsen after the Cuban revolution. USA was fearful that her economic interest in Cuba would be affected especially after Castro nationalised certain industries crucial to USA's economic growth. USA even imposed certain embargoes on sugar to 'punish' Cuba. Hence it is not surprising that Kennedy's portrayal is negative in this source.

No- evaluates Source E

E.g. Source E is not surprising as it is produced by Cuba's state-run newspaper. Obviously the cartoon was critical of Kennedy. The expected reaction of the newspaper was to cast Kennedy in a bad light and to condemn him. Therefore it is not surprising to see Kennedy being shown this way.

e) Study all the sources [8]

Yes

Source B states that the USA had posed a threat on Cuba. Khrushchev states that the 'American imperialists were sharpening their knives, threatening Cuba. We could not remain observers in the face of this bandit-like policy'. This suggested that USA's aggressive policy had necessitated the USSR to provide protection to its weaker ally, Cuba. **Hence, the USA was the aggressor in the crisis**

The cartoonist in Source E disapproved of Kennedy's style of ruling. He viewed Kennedy negatively. Kennedy was seen as the lackey to the Nazi and the capitalist by the symbols of dollar notes as depicted on the dog's collar. The writer was making a prediction that the USA would resort to aggressive in its pursuit for economic gains and power. **Hence, the USA was the aggressor in the crisis.**

In Source F Khrushchev claimed that United States was responsible for the crisis. According to him, the USA had stationed around 3,500 nuclear warheads capable of reaching the Soviet Union, especially in Turkey. By building missile bases in Cuba, he would be able to redress this 'military Imbalance'. **Hence, if the USA had not been viewed as a threat to the USSR, Khrushchev might find it not necessary to place missiles in Cuba.**

No

Source A states that the USA and USSR were equally responsible for the Cuban Missile Crisis. The source depicts Kennedy and Khrushchev blowing at the ship which represents Cuba, tossing it about in the strong waves. **The artist believed that USA and USSR should take equal responsibility for the crisis that took place in Cuba by manipulating a smaller and weaker country.**

In Source C, President Kennedy claimed that the USSR was responsible for the outbreak of the crisis. He states that 'We have made efforts to limit the spread of nuclear weapons and the elimination of all arms and military base... This latest Soviet threat must and will be met with determination'... **The source implies that the USSR was deemed as hostile and threatening the free world and that USA was ready to make compromises to avoid conflict. Hence, we can conclude that USSR was responsible to the conflict.**

Source D indicates Soviet leader, Khrushchev was responsible for activating the crisis. In Source D, we can see the Soviet leader threatening world peace and the intention of throwing world peace into the brink of disaster. **Hence, we can conclude that USSR was responsible to the conflict.**

Section B:

2.

a) Explain why the League of Nations was formed after the end of WW1 [8]

E.g. LON was formed to establish procedure to deal with aggression and maintain peace through collective security. If a country was invaded or attacked instead of retaliating by fighting back, the League will act collectively as a group to stop the aggressor. Members of the League acted together as a group to protect each other. The League could also take economic action and not trade with aggressor through economic sanctions as a way of forcing it to stop aggression. If this failed, military action will be taken. The LON emphasized collective security to increase military man-power so as to be more powerful and as such easier to deal with attacks from another army. This was to protect one another, ensure security and stability of member countries and to protect independence and sovereignty of countries. As such, especially after the devastation of WW1, this was a reason for the formation of the LON.

E.g. The other reason for the formation of the LON was to have countries to cooperate with one another to help to solve problems like social, economic or health issues. LON will have countries working together to help each other solve economic and social problems. This can be seen with the setting up of International Labour Organisation to improve working conditions by persuading governments to take steps such as providing unemployment benefits and adequate holidays. The Health Organisation was also set up to eliminate causes of epidemics or other diseases. Not all the countries have the capabilities to look after themselves especially the smaller ones that emerged after WW1. Thus this was a reason for the formation of LON.

- b) The treaty of Versailles was unfair to Germany. [12]

TOV was unfair:

E.g. The Germans called the treaty of Diktat because it had been imposed on Germany. The German government had been forced to sign the treaty, but had not agreed to it. Thus Germans were under no moral obligation to obey its terms. They felt they could ignore its terms since they had no say in drawing up the treaty. This was seen later when Hitler took over and he did just that. It might not be entirely Germany's fault in the first place since Germany had other allies, like Austria and Turkey and thus not justifiable to put entire blame on Germany. The terms of the treaty were too unrealistic too. To impose reparation that cause 6600 million pounds on Germany was too much. No country could ever survive paying up that amount of money in the 1900s. With all their colonies taken away and many territorial areas confiscated, how can Germany survive or even feel fair about this treatment?

TOV was fair:

E.g. The TOV was a fair treaty that Germany deserves. The Allied countries faced huge debts as governments spent huge sums of money during the war. Some had borrowed money from USA to finance the war. The war too dragged on for 4 years. In France, as a result of the war, large areas of agricultural and forest land as well as public buildings and industrial plants destroyed. French economy declined tremendously. This was similarly seen in Belgium. Germany deserved to be punished because many countries had suffered huge losses and economies and industries in these countries were in a bad state as a result of the war. It was right that Germany had to compensate to make up for these losses as they must face the consequences of its own cruel actions and pay the price for it. During the war, Germans committed many atrocities. They used poison gas and other chemicals which caused blindness and other effects. They destroyed large amount of land, cities, factories and mines and millions of people, civilians and soldiers, were killed and badly affected during the war. As such, it is just fair that Germany's armed forces be limited to only 100000 men as so not to repeat the war again. These thus can be seen as a fair action to be taken on Germany.

3.

a) Hitler's appointment as chancellor in 1933. [8]

E.g. Weak Weimar government

The Weimar government had accepted TOV which brought shame and humiliation to country. The government was internally divided due to coalition which led to constant politicking between political representatives for power and position, instead of discussing how to govern Germany better, governments did not long. From 1919-1933, there were 16 chancellors and the longest government lasted only 2 years and 2 months.

Ineffective governance shown in failure to formulate effective policies to solve post-war economic problems faced by Germany e.g. hyperinflation. The result was rising unemployment, great hardship for the people as they lost their savings. Furthermore, rebellions and assassinations from 1919-1923 against the WG revealed the lack of popularity of the WG and the weakness of the WG in dealing with the opposition to the government. Although the leadership of Stresemann led to recovery between 1924 and 1928, the onset of Great Depression in 1929 pushed people towards hardship as they lost jobs. The government unable to improve lives which reminded them people of weak leadership in the past Public opinion of WG over the years was negative. People were disillusioned with WG after Great Depression, felt that there was little they could do to revive/ stabilise the economy and help the people and that they needed to have an alternative government to replace the WG. Hitler grabbed opportunity to criticise WG for failures and causing misery to the people. At the same time, promised jobs, stronger economy and prosperity. He offered hope and the creation of a stronger Germany that the people could be proud of. Many felt that the Nazis would make a better government → people, esp. poorer Germans (working class) attracted to Hitler and the Nazi party and supported them 1930: 107 seats in parliament; 1933: 288 seats

E.g. Fear of communism

The people's fear of communism led them to support Hitler and the Nazi Party in the early 1930s. Many people supported the communists during the Great Depression as the communists seemed to be able to offer solutions to the economic problems that Germany was facing then. However, majority of the population did not want the Communists to govern the country as the Nazi party painted a bleak picture that a Communist dictatorship like the one in Russia would be set up. The people were afraid that they might suffer the same fate as those in Russia e.g. poor peasants would be forced to work in collectives, rich farmers would be sent to concentration camps and property confiscated, and businessmen were not allowed to own businesses and be forced to accept harsh

living conditions. Hitler and the Nazi Party made use of this fear of communism and projected an anti-communist image to save the country from the evils of communism. Thus, they were popular with the rich businessmen who gave the Nazis financial support by donating funds to hold rallies, recruit members to the SA, and for the intensive propaganda campaigns, to ensure that the communists do not gain popularity in Germany. Also, the middle and lower classes started to support Nazis for fear of the establishment of a Communist Germany under harsh rule and Russia's influence. Hitler was thus popular among the rich and poor in society and rose to power and became Chancellor.

E.g. Hitler as Chancellor

In the July 1932 elections the Nazi Party won 230 seats in Reichstag. Though the Nazis was the single party that won't the most votes, the Party did not win the majority of the seats in the Parliament. Thus, they could not form the government, unless they form a coalition with other political parties. Franz von Papen was appointed Chancellor. He was a friend of Hindenburg and a Conservative. He could not get enough support in the Reichstag, and he too could not form the government with members from his own political party. He was unpopular as Chancellor Elections was called again in November 1932, and though the Nazis again failed to get a majority of seats in the Reichstag, they were still a dominant force in the Reichstag. Hindenburg again refused to appoint Hitler the Chancellor as he considered him to be dangerous, not trustworthy, and backed by thugs. However, the Chancellor appointed, von Schleicher, was ineffective. This was a political crisis for Germany. In Jan 1933, Hindenburg and von Papen offered Hitler the post of vice-Chancellor if he promised to support them to form a coalition govt. Hitler refused and he demanded to be made Chancellor. Von Papen advised Hindenburg to appoint Hitler Chancellor.

Hitler could help government control the communists, (2) politicians who support Hitler would support government and policies could be carried out effectively, (3) ministers in the coalition government from other parties would be able to ensure that Hitler did not introduce too drastic policies and control his power→

Hence the lack of support for chancellors and the need to prevent a political crisis urgently gave recognition that Hitler could be a stabilizing force in the Reichstag despite their reservation of him and the Nazi Party led Hindenburg to appoint Hitler as Chancellor on 30 Jan 1933, and von Papen would be vice-Chancellor. Hitler was presented with the position which led to his appointment as Chancellor.

b) [12marks]

Disaster for certain groups of people:

It was a disaster for opponents of regime such as trade unions, political opponents of Nazis and Hitler. Trade unions were banned while other politicians persecuted, i.e. sent to concentration camps / imprisoned. The secret police / Gestapo would arrest anyone suspected to be an opponent to the regime and sent to concentration camps to be tortured and abused. Even children tell on parents or relatives if they speak ill of the regime. This led to people living in fear as their lives were tightly controlled. They had no freedom to voice out their problems nor unhappiness as they were unsure if they could be arrested or sent to concentration camps. Nazi dictatorship resulted in oppression and deaths of many innocent people who oppose the regime.

It was a disaster for women. The Nazis believed that women should only be concerned about 'children, church, kitchen'. Hitler thought that the role of German women was to produce racially pure and healthy German babies and to look after their families. Many professional women were forced to give up their jobs e.g. doctors, civil servants / pursue education and stay at home. Women who bore many children received special awards and cash to encourage them to have more children. Abortion and divorce were discouraged. Unmarried mothers were settled in special homes and encouraged to have more babies with racially pure German men. This led to a lack of freedom in Germany society as people were forced to accept defined roles and be submissive, obedient and confident to the home environment. Women did not have lack political representation in government and the welfare was neglected.

Not a disaster for certain groups of people:

E.g. **Nazi Party members benefitted:** The Nazi officials received the best houses, preferential treatment, good jobs, and power after positions were vacated by women / Jews etc. → They were well-fed and clothed and drew high salaries for being loyal to the Nazi Party and Hitler. They led a good life and benefited from the dictatorship.

E.g. **Youths benefitted:** Received education, took part in training camps, activities organised by the Nazi government. The Youths led interesting and vibrant lives, underwent training and picked up various life skills. Hence they benefited from the dictatorship

Conclusion

Nazi rule turned the fate around for Germany in the 1930s, but at a high human cost. For many Germans, the standard of living and quality of life was much better compared to life during the rule of the WG, as there were job opportunities and an overall sense of progress and stability in the country. Those who suffered under Nazi rule endured severe hardship and stigmatisation, e.g. the Jews and non-Aryans, and even Germans who opposed Nazi rule, and many lost their lives because of this. While these people formed a smaller proportion of the overall population, the impact of Nazi rule on them cannot be trivialised.