

EXAMINATIONS COUNCIL OF SWAZILAND
Swaziland General Certificate of Secondary Education

HISTORY

6891/01

Paper 1 International Relations and Depth Studies

October/November 2013

2 hours and 30 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on **all** the work you hand in.

Write in dark blue or black pen.

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

This paper has **two** sections.

Answer **two** questions from Section A (International Relations 1919–1989). Answer **all** parts of the questions you choose.

Answer **one** question from Section B (Depth Studies). Answer **all** parts of the question you choose.

At the end of the examination, fasten **all** your work securely together.

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

This document consists of **11** printed pages and **1** blank page.

Section A: International Relations, 1919–1989

Answer **two** questions.

- 1** (a) Describe the aims of Lloyd George at Versailles. [5]
- (b) Explain why Clemenceau wanted Germany to be punished harshly. [7]
- (c) How far were the following terms equally important in making Germany dislike the Treaty of Versailles?
- (i) the 'war guilt' clause
 - (ii) reparations
 - (iii) disarmament
- Explain your answer **only** referring to the factors above. [8]
- 2** (a) What was the Cold War? [5]
- (b) Explain why the United States got involved in the Korean War. [7]
- (c) How far was the United States successful in the Korean War? Explain your answer. [8]
- 3** (a) What was Solidarity? [5]
- (b) Explain why Solidarity was able to win the elections in 1989 in Poland. [7]
- (c) 'Solidarity was the most important factor in bringing Soviet influence to an end in Eastern Europe.' How far do you agree with this statement? Explain your answer. [8]
- 4** (a) What are the aims of the United Nations Organisation? [5]
- (b) Explain why the United Nations got involved in Iraq in 1990–91. [7]
- (c) 'The United Nations was very successful in the Gulf War, 1990–91.' How far do you agree with this statement? Explain your answer. [8]

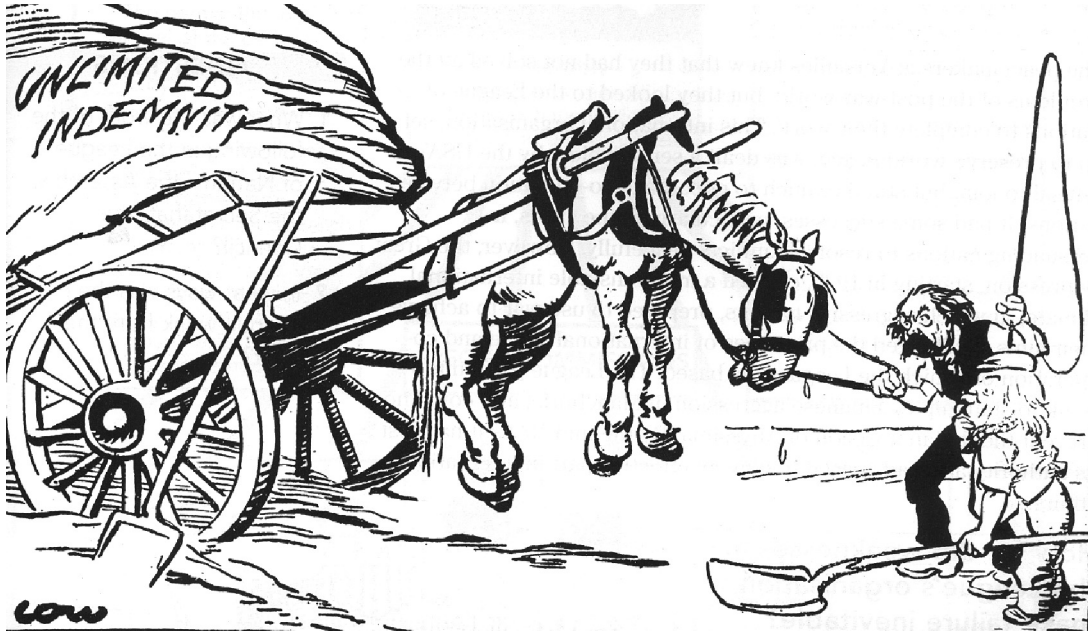
Section B: Depth Studies

Answer **one** question.

GERMANY, 1918–1945

1 Study the sources carefully, and then answer questions (a) to (d).

Source A



Lloyd George is saying to Briand*, “Perhaps it would be better if we let it touch earth.”

* Briand was Prime Minister of France.

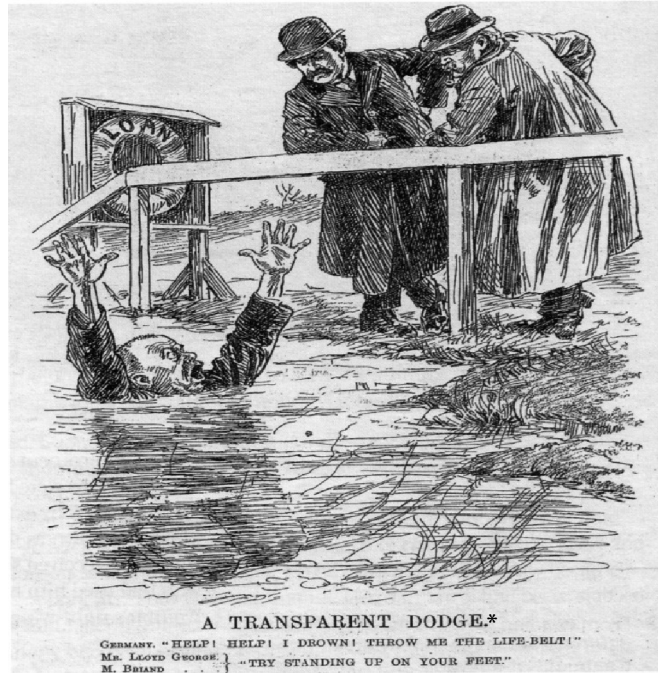
A cartoon from a British newspaper, 1921.

Source B

In 1923, Germany’s delay in paying reparations to France and Belgium sparked off a new crisis. French and Belgian soldiers crossed the frontier and occupied the Ruhr coalfield, demanding payment in coal and steel. Workers were told to resist peacefully and to show the French and the Belgian troops they were unwelcome. German heavy industry almost came to a standstill. The raw material needed by other industries dried up.

From a secondary school history textbook, published in Britain in 1996.

Source C



* A 'transparent dodge' is an obvious trick.

A cartoon about the effects of the Treaty of Versailles published in the 1920s.

Source D



German: "Strange, I call it. Why, it's fully a quarter of what we should have made them pay, if we'd won."

A cartoon from a British magazine published in 1919.

Source E

In particular, many people felt that the Germans were themselves operating a double standard. Their call for fairer treatment did not square with the harsh way they had treated Russia in the Treaty of Brest-Litovsk in 1918. Versailles was much less harsh a treaty than Brest-Litovsk.

From a history book published in 2001.

Now answer questions **(a)** to **(d)**. Make sure you use the sources and your knowledge when answering these questions.

(a) Study Source A.

What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

How far do these sources agree about the consequences of the Treaty of Versailles? Explain your answer using details of the sources. [9]

(c) Study Source D.

Why was this source published in 1919? Use the source and your knowledge to explain your answer. [8]

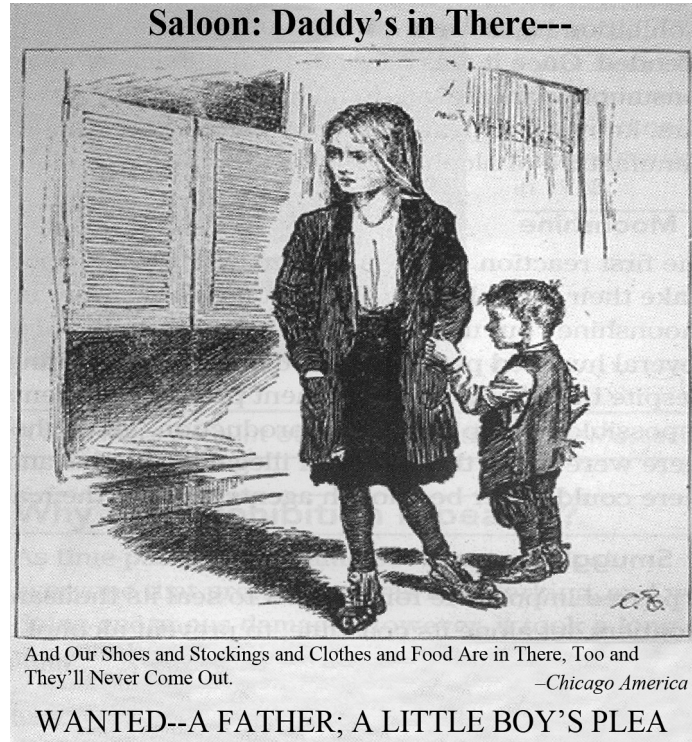
(d) Study **all** the sources.

How far do these sources agree that the payment of reparations had severe effects on Germany? Use the sources to explain your answer. [12]

The USA, 1919–1941

2 Study the sources carefully, and then answer questions (a) to (d).

Source A



A cartoon published in America in the 1920s.

Source B

There was never a time in American history when youth had such a special sense of importance as in the years after the First World War. There was a big gap between the generations like a geological fault. Young men felt that they knew a reality their elders could not even imagine. Young girls no longer consciously modelled themselves on their mothers, whose experiences seemed unusable in the 1920s.

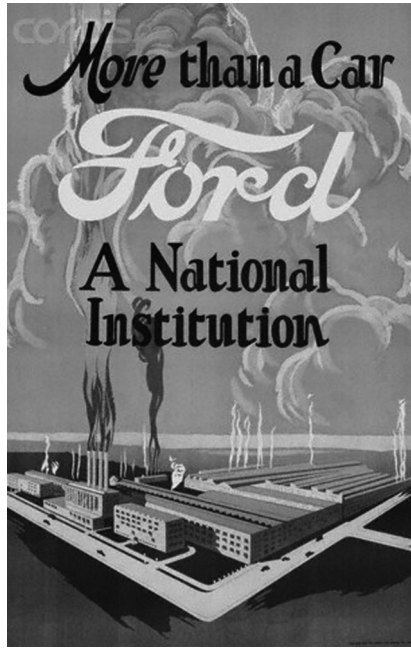
From a history book published in Britain in 2001.

Source C

Though a few young upper-middle-class women in the cities talked about throwing off the older conventions – they were the flappers – most women stuck to more traditional attitudes concerning their 'place'; most middle-class women concentrated on managing the home. Their daughters, far from taking to the streets against sexual discrimination, were more likely to prepare for careers as mothers and housewives. Millions of immigrant women and their daughters also clung to traditions that placed men firmly in control of the family. Most American women concentrated on making ends meet or setting aside money to purchase the new gadgets that offered some release from household drudgery.

From a history book published in Britain in 2001.

Source D



A poster showing the Ford industry in 1923.

Source E



A photograph of a black family and their home in Virginia in the 1920s.

Now answer questions **(a)** to **(d)**. Make sure you use the sources and your knowledge when answering these questions.

(a) Study Source A.

What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

Does Source C make you surprised by the account in Source B? Explain your answer using details of the sources. [9]

(c) Study Source D.

Why was this source published in 1923? Use the source and your knowledge to explain your answer. [8]

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

How far do these sources show that the standard of living in America had improved in the 1920s? Use the sources to explain your answer. [12]

The USSR, 1905–1941

3 Study the sources carefully, and then answer questions (a) to (d).

Source A



A French cartoon from the 1930s calling on people to visit the pyramids of the Soviet Union.

Source B

Stalin, ignoring the great cost in human life and misery, claimed that collectivisation was a success; for, after the great famines caused at the time, no more famines came to haunt the Russian people. The collective farms, despite their inefficiencies, did grow more food than the tiny, privately owned holdings had done. For example, 30 to 40 million tons of grain were produced every year. Collectivisation also meant the introduction of machines into the countryside. Now 2 million previously backward peasants learned how to drive a tractor. New methods of farming were taught by agricultural experts. The countryside was transformed.

From a history book published in 1986.

Source C

'How are things with you?' I asked one old man. He looked around anxiously to see that no soldiers were about. 'We have nothing. They have taken everything away.' It was true. The famine is an organised one. Some of the food that has been taken away from them is being exported to foreign countries. It is literally true that whole villages have been exiled. I saw myself a group of some twenty peasants being marched off under escort. This is so common a sight that it no longer arouses even curiosity.

An account given by a British journalist about Russia in 1933.

Source D



A Soviet poster showing changes in agriculture published in the 1930s.

Source E

We must smash the kulaks, eliminate them as a class. We must strike at the kulaks so hard that they will never rise to their feet again.

From a speech by Stalin in 1928.

Now answer questions **(a)** to **(d)**. Make sure you use the sources and your knowledge when answering these questions.

(a) Study Source A.

What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

How far do these sources agree? Explain your answer using details of the sources. [9]

(c) Study Source D.

Why was this source published in Russia in the 1930s? Use the source and your knowledge to explain your answer. [8]

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

How far do these sources support the view that collectivisation was a success? Use the sources to explain your answer. [12]

