

Register Number:	Name:	Class:
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南洋女子中学校
NANYANG GIRLS' HIGH SCHOOL
Mid-Year Examination 2016
SECONDARY THREE

Advanced History
The Making of the
Contemporary
World Order
Tuesday

1 hour 40 minutes

10 May 2016

1030-1210

READ THESE INSTRUCTIONS FIRST

Do not turn over the page until you are told to do so.

Write your name; register number and class in the spaces provided on the answer paper.

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

Section A : (20 marks)

You must answer **ALL PARTS** of **Question 1**.

Section B : (20 marks)

Answer one question.

Begin each section on a fresh page.

Leave a line between each part. For example, leave one line between part (a) and part (b).

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.

Setters: BT/LC

This document consists of **4** printed pages
NANYANG GIRLS' HIGH SCHOOL

[Turn over

Section A
Answer all parts of Question 1.

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

You may use the background information and any of the sources to help you answer the questions, in addition to those 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.

Issue: Was the treatment of Germany after World War I fair

Source A: Count Brockdorff-Rantzau, Germany's Foreign Secretary and leader of the delegation, speaking to the Allies in May 1919.

The deeper we penetrated into the spirit of this Treaty, the more we became convinced of its impracticability. The demands raised go beyond the power of the German Nation.... We know the impact of the hate we are encountering here, and we have heard the passionate demand of the victors, who require us, the defeated, to pay the bill and plan to punish us as the guilty party. We are asked to confess ourselves the sole culprits; in my view, such a confession would be a lieWe emphatically deny that the people of Germany, who were convinced that they were waging a war of defence, should be burdened with the sole guilt of that war.

Source B: British historian AJP Taylor's assessment on the Treaty of Versailles in 1963. He is a revisionist who specialised in 19th- and 20th-century European diplomacy.

It made no sense, and no treaty confirming such an incomprehensible verdict could expect German acceptance. Nothing shook the German's belief that their armies returned undefeated from the field of battle. Everything following the armistice was so out of tune with these assumptions that it produced not just disaffection, but collective paranoia and disorientation.

Source C: Extract of a speech by Georges Clemenceau at the Paris Peace Conference in June 1919

Germany has despoiled her neighbours of everything she could make use of or carry away. Germany has destroyed the shipping of all nations on the high sea, where there was no chance of rescue for their passengers and crews. It is only justice that restitution should be made and that these wronged peoples should be safeguarded for a time from the competition of a nation whose industries are intact and have even been fortified by machinery stolen from occupied territories.

Source D: A British view on the Treaty of Versailles made in 1923.

The fundamental falsehood on which the Versailles Treaty is built is the theory that Germany was solely and entirely responsible for the war. No fair-minded student of the war and its causes can accept this contention; but the propaganda story of Germany's sole guilt has been preached so persistently from pulpit, Press and Parliament that the bulk of our people have come to regard it as an *axiomatic truth which justifies the provisions of the most brutal and unjust Treaty in the world's history.

***axiomatic means self-evident or unquestionable**

Source E: A British Historian's view on the Treaty of Versailles published in 1963.

Though the Germans accepted the treaty in the formal sense of agreeing to sign it, none took the signature seriously. The treaty seemed to them to be wicked, unfair, dictation, a slave treaty. All Germans intended to repudiate it at some time in the future, if it did not fall to pieces of its own absurdity.

Answer all parts of this source-based question

1(a) Study Source A

What is the purpose of the speech? Explain your answer. [6]

(b) Study Source C

How far do you trust the justification for the treatment of Germany in the source? Explain your answer. [7]

(c) Study Source D

How useful is the source as evidence that the Treaty of Versailles was unfair? Explain your answer. [7]

Section B
Compulsory Essay Question
Answer **the** question below

2. This question is about the impact of French colonial rule of Vietnam in the 1800s - 1900s.

“French rule brought mostly benefits to Vietnam.” How far do you agree with the statement? Explain your answer. [20]

END OF PAPER

NYGH gratefully acknowledges the use of the following sources in Question 1:

Source A: <http://www.history.co.uk/study-topics/history-of-ww2/treaty-of-versailles>
Source B: http://www.johndclare.net/ToV5_sources.htm
Source C: <http://www.history.co.uk/study-topics/history-of-ww2/treaty-of-versailles>
Source D: <http://spartacus-educational.com/FWWversailles.htm>
Source E: <http://spartacus-educational.com/FWWversailles.htm>