

Register Number:	Name:	Class:
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南洋女子中學校
NANYANG GIRLS' HIGH SCHOOL

END OF YEAR EXAMINATION 2014
SECONDARY 3

2 hour 30 minutes

ADVANCED HISTORY

Modern World History, 1900-2000

Thursday 2 October 2014 0800-1030

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 writing paper.

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

Section A : You must answer **ALL PARTS** of **Question 1**.

Section B : Answer **both parts** of **TWO** questions.

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.

SECTION A (25 marks)

Answer **all parts** of Question 1

In answering the questions you should use your knowledge and understanding of the period to help you interpret and evaluate the sources. You must use the sources to which you are specifically directed, but you may use any of the other sources where they are helpful.

Issue: Did Stalin's collectivization plan bring benefits to the USSR?

Source A: A state sponsored poster of workers on a collective farm in the late 1920s.



Source B: Table showing the results of the Five Year Plan in agricultural production.

Item	1928	1933	1935
Grain <i>Millions in tonnes</i>	73	69	75
Cattle <i>Millions</i>	70	38	50
Pigs <i>Millions</i>	26	12	22
Sheep and goats <i>Millions</i>	147	50	61

Source C: Extracted from *Stalin and Stalinism* by Alan Wood published in New York in 2004.

From 1929 the collectivization drive proceeded - quite literally - in deadly earnest. The Russian countryside was once again turned into a battlefield as millions of peasant households, traditional communes, landholdings, livestock and equipment were commandeered at gun-point and dragooned into the huge new party-controlled collective enterprises. Kulaks were exempted. Instead, their property was confiscated and they were rounded up, herded into cattle-wagons, and forcibly transported in their millions to the ice-bound wastelands of Siberia and the far north where they were either left to rot or else turned into convict labourers in the work camps and industrialization projects of the five-year plan. Many resisted collectivization by burning their crops, refusing to sow, or slaughtering their herds and flocks rather than surrendering them to the collective farm (*kolkhoz*). The results, not unnaturally, were disastrous; so much so that in the spring of 1930 Stalin called a temporary halt to the campaign.

Source D: Adapted from a Soviet version of the problems in the countryside by Y. Kukushkim's *A history of the USSR* published in 1981.

The Kulaks were resisting the collective farm movement in a bid to retain their positions, cost what it might... The kulaks and their hireling began to wage a campaign of terror against those who supported and worked for collectivization. In late 1927 and 1928, the kulaks everywhere began to refuse to sell their produce at state-fixed prices. They hid grain and sabotaged the grain trade in a bid to destabilize the socialist economy, thereby threatening the very existence of Soviet power. The kulaks launched a campaign of anti—collective farm propaganda, sabotage and wrecking the collectivization effort. The increasingly acute class struggle in the countryside made liquidation of the kulaks as a class a top priority task.

Source E: Extracted from Historian E Roberts' book, *Stalin, Man of Steel* published in 1986.

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

[Turn over

Source F: Extracted from the accounts of a Bolshevik, Lev Kopelev in a 1978 book entitled *Terror in the Countryside*. He was a party activist who later in his life went into exile in Germany.

With the rest of my generation, I firmly believed that the ends justified the means. Our great goal was the universal triumph of Communism of 1932-33.

I saw what "total collectivization" meant- how they merciless stripped the peasants in the winter I took part in this myself, scouring the countryside... testing the earth with an iron rod for loose spots that might lead to buried grain. With the others, I emptied out the old folk's storage chests, stopping my ears to the children's crying and the women's wails. For I was convinced that I was accomplishing the great and necessary transformation of the countryside; that in the days to come the people who lived there would be better off...

In the terrible spring of 1933 I saw people dying of hunger. I saw women and children with distended bellies, turning blue, still breathing but with vacant lifeless eyes. And corpses-corpses in ragged sheepskin coats and cheap felt boots; corpses in the peasant huts...

a) Study Source A

Why was this poster published? Explain your answer using source details and your contextual knowledge. [6]

b) Study Source B

How useful is the source in explaining the results of collectivization? Explain your answer. [6]

c) Study Sources C and D

To what extent are the two sources different in the depiction of the policy of collectivization? Explain your answer. [6]

d) Study Source F

How trustworthy is the account on collectivization? Explain your answer. [7]

SECTION B (50 marks)

Choose any **TWO** questions
 Answer **BOTH** parts of the **TWO** questions

2 This question is about the causes of the economic boom in the 1920s and the impact of the New Deal on America.

- a) Why did America experience an economic boom during the 1920s? [12]
- b) "The New Deal was an effective solution for 1930s America." How far do you agree with the statement? Explain your answer. [13]

3 This question is about the reasons for the Great Leap Forward and the impact of the Great Proletarian Cultural Revolution.

- a) Why did Mao Tse Tung implement the Great Leap Forward? [12]
- b) "The Great Proletarian Cultural Revolution was a disaster for China." How far do you agree with the statement? Explain your answer. [13]

4 This question is about the impact of World War I on the world with focus on the weaknesses of the League of Nations and the Treaty of Versailles.

- a) Why was the League of Nations weak? [12]
- b) "The Treaty of Versailles was a predatory peace agreement." How far do you agree with the statement? Explain your answer. [13]

END OF PAPER

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

Source A: <http://sg.images.search.yahoo.com/images/view>

Source B: Walsh, Ben, *GCSE Modern World History*, Hodder Murray, UK, 2001.

Source C: Wood, Alan *Stalin and Stalinism*, Routledge, New York, 2004.

Source D: Laver, John, *Russia 1914-1941*, Hodder and Stoughton, UK, 1991.

Source E: *Steven Waugh, Essential Modern World History*, Nelson Thornes Ltd, UK, 2001.

Source F: Fiehn, Terry, *Russia and the USSR 1905-1941*, John Murray, UK, 1996.

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