

Register Number:	Name:	Class:
 南洋女子中学校 NANYANG GIRLS' HIGH SCHOOL END-OF-YEAR EXAMINATION 2015 SECONDARY THREE ADVANCED HISTORY Modern World History MONDAY		
		2 hr 30 min
	5 October 2015	1145-1415

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

Section A : (30 marks)

Answer questions 1 and 2.

Section B : (20 marks)

Answer question 3.

Begin each section on a fresh page.

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

This document consists of **8** printed pages.

Setter: ONGLH

[Turn over

Section A

Source-Based Questions

Answer **all parts** of Question 1 and 2

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.

1. This question is about the Cultural Revolution, 1966-1976

Source A: A Chinese poster published in 1967 with the caption “Smash the capitalist and reactionary line of Liu and Deng!”



Source B: An excerpt from the memoir written by Gao Yuan. He was a Red Guard during the Cultural Revolution.

During the movement to criticize teachers, Yuling had grown more and more withdrawn, until I almost forgot she was around. One day she came up to me on the verge of tears. She told me that some of her father's medical students had come from Shimen to search her family house that morning. The intruders looked through her father's diaries and it was the only thing they had taken away. "Those diaries recorded my father's whole life, including the period he spent abroad. Those students said my father is a spy working for America. I know he is not a spy. He works very hard and cares little about comfort."...I told her not to panic. "They can't just claim he's a spy; they have to have solid evidence." I said trying to convince myself as well as her. "The current situation is very confused. All the teachers everywhere are getting criticized. They can't possibly all be bad. After sometime, things will calm down."

Source C: An excerpt from a book on China's socio-political history published in 2011.

The effort to restructure formal schooling began in 1969. The objective was to eliminate all the unpleasant distinctions that had come to pervade the educational system under the pernicious influence of 'revisionists' such as Liu Shao Qi-distinctions between *gongban* (公办) and *minban* (民办) schools, between full time schooling and work-study, between vocational and regular education, and between key versus ordinary schools.

Source D: An excerpt from an article written by Frida Knigh of her visit to China during the Cultural Revolution.

In order to show some of China's innovations during the Cultural Revolution, visitors would be taken to a hospital to see Caesarean deliveries being carried out by acupuncture, we toured the Evergreen Commune which was keeping Peking in vegetables through the winter, with fantastic crops of celery, cabbages, tomatoes; we saw the Young Pioneers producing ballet in the Children's Palace...the Cultural Revolution was certainly not all suppression -more stimulation and success in many ways, it seemed to me!

The high point of my three months in China was Women's Day, 8 March 1973, when all the 'foreign friends' working in Beijing were invited to a banquet in the Great Hall of the People. Many of them had recently suffered tough treatment...Zhou EnLai welcomed them back, apologised for the injustice and wrongs done to such good friends, and promised redress. He toured the hall, shaking hands with every one of the 400 guests (he even said 'How do you do' to me in English!) and assuring us of better times. We felt then that what remained of the Cultural Revolution was safe in Zhou's hands; I thought the great achievements were safe too: the communes, socialist education and medicine, women's rights - some of which I had seen developing so splendidly.

a) Study Source A.

Why was the poster produced?
Explain your answer.

[6]

b) Study Source B.

What can you learn from the source about the nature of the Cultural Revolution?
Explain your answer.

[4]

c) Study Source D.

How useful is this source in showing that the Cultural Revolution had benefitted China?
Explain your answer.

[7]

2. This question is about the effects of the New Deal (1933-1938).

Source A: A letter from Harold Ickes (Secretary of Interior) to the Director of the Civilian Conservation Corps on its policy towards black supervisors, written in 1935.

My Dear Mr. Fechner:

I have your letter of September 24 in which you express doubt as to the advisability of appointing Negro supervisory personnel in Negro CCC camps. For my part, I am quite certain that Negroes can function in supervisory capacities just as efficiently as can white men and I do not think that they should be discriminated against merely on account of their color. I can see no menace to the program that you are so efficiently carrying out in giving just and proper recognition to members of the Negro race.

Source B: An excerpt from the book *The Limits of Liberty: American History, 1607-1992*, written by a historian.

The New Deal can claim achievements which have stood the test of time and have become part of the national consensus. It laid the foundations of the welfare state and created a new legal framework for industrial relations. It introduced much needed controls on banks and stock exchanges and established the principle that government had the primary responsibility for regulating the economy.

Source C: Official Unemployment rates in the USA from the late 1920s to 1940.

Year	No. of unemployed
1929	2.6 million
1933	15 million
1935	11 million
1937	8.3 million
1938	10.5 million
1939	9.2 million
1940	8 million

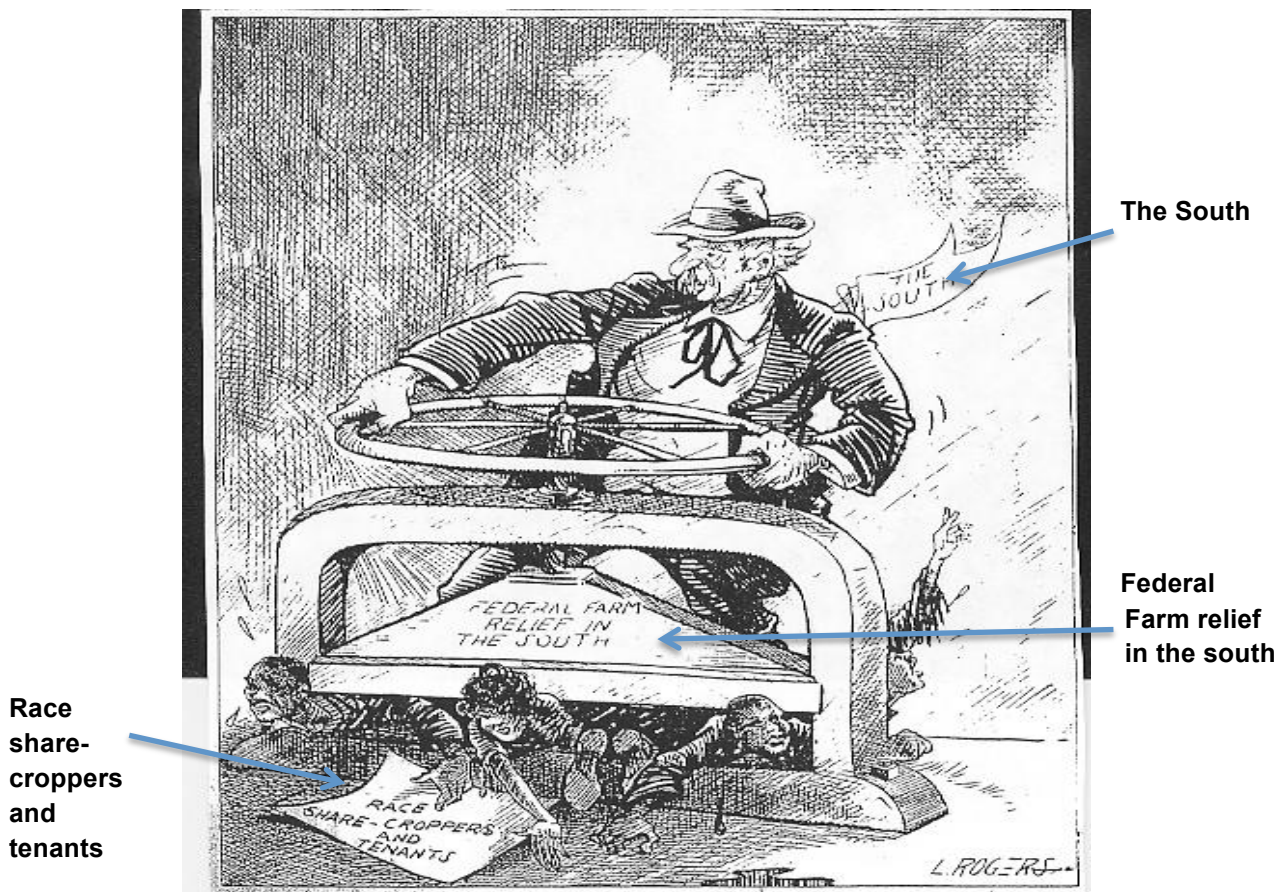
Source D: A table from the official US Bureau Census, showing the expenditure and finances of the American Government.

American Government Finances, 1929-1941

(in billions of dollars)

FISCAL YEAR	EXPENDITURES	SURPLUS OR DEFICIT (-)	TOTAL PUBLIC DEBT
1929	\$3.125	\$0.734	\$16.9
1930	3.320	0.738	16.2
1931	3.577	-0.462	16.8
1932	4.659	-2.735	19.5
1933	4.598	-2.602	22.5
1934	6.645	-3.630	27.1
1935	6.497	-2.791	28.7
1936	8.422	-4.425	33.8
1937	7.733	-2.777	36.4
1938	6.765	-1.177	37.2
1939	8.841	-3.862	40.4
1940	9.589	-2.710	43.0
1941	13.980	-4.778	44.0

Source E: A cartoon published in 1934 in the *Chicago Defender* on the New Deal's agricultural policies in the South. The *Chicago Defender* was a leading black newspaper in the United States of America.



a) Study all sources.

How far do the sources support the view that the New Deal was a success?

Explain your answer.

[13]

Section B

Essay Questions

Answer question 3.

3. This question is about the Great Depression in the USA.

The Great Depression was caused mainly by the speculative fever in the stock market in the 1920s. How far do you agree with this statement?

Explain your answer.

[20]

END OF PAPER

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

Question 1:

Source A: Landsberger, S & Van Der Heijden, M.(2009). *Chinese Posters: The Iish-landsberger Collection*. New York. Prestel.

Source B :Gao Yuan.(1987).*Born Re: A Chronicle of the Cultural Revolution*. California. Stanford University Press.

Source C: Petersen, Glen.(2000).*The Power of Words: Literacy and Revolution in South China, 1949-95*. Vancouver. UBC Press.

Source D: Eye witness of the cultural revolution. Retrieved on 20 August 2015 at <http://www.sacu.org/crview.html>

Question2:

Source A: *African Americans in the CCC*. Retrieved on 24 August 2015 at <http://newdeal.feri.org/aaccc/index.htm>

Source B: Jones, Maldwyn. (1998). *The Limits of Liberty: American History, 1607-1992*. New York. Oxford University Press.

Source C: The History Learning Site. Retrieved on 20 August 2015 at <http://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/america-1918-1939/was-the-new-deal-a-success/>

Source D: U.S. Bureau of the Census.(1975). *Historical Statistics of the United States, Colonial Times to 1970, Bicentennial Edition, Part 2*. US Dpeartment of Commerce. US Printing Office.

Source E: History News Netowrk. Retrieved on 20 August 2015 at <http://historynewsnetwork.org/blog/7749>