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南洋女子中学校

NANYANG GIRLS' HIGH SCHOOL

END-OF-YEAR EXAMINATION 2016

SECONDARY THREE

ADVANCED HISTORY
The Making of the Contemporary World Order

0845– 1115hours
2 hour 30 minutes

04 October 2016

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 : Source Based Questions [30 marks]

You must answer **ALL PARTS** of **Question 1** and **Question 2**.

Section B : Essay [20 marks]

The essay question is compulsory.

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.

Setter: BT/LC

This document consists of **7** printed pages.

NANYANG GIRLS' HIGH SCHOOL

[Turn over

Section A [30 marks]
Answer **all parts** of **Questions 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.

Q1 Issue: To what extent did Stalin's economic policies benefit the Soviet Union?

Source A: A Soviet poster published in 1934.



The caption reads: 'Peasants can live like a Human Being'.

Source B: A view made by a British journalist in the 1960s.

Certainly not for the individual worker, whose trade union had been absorbed by the state-employer, who was terrorized by medieval decrees, who had lost even the illusion of a share in regulating his own life. Certainly not for the revolutionary movement of the world, which was splintered, harassed by the growing strength of fascism, weaker and less hopeful than at the launching of the Plan. Certainly not for the human spirit, mired and outraged by sadistic cruelties on a scale new in modern history, shamed by meekness and flattery and systematized hypocrisy.

**Source C: An extract from a Soviet textbook published in 1970
commenting on the Five Year Plans.**

The Soviet people achieved so much in such a short time...They enjoyed the increased yields in food production...The Stakhanovite movement spread all over the country. Thousands of workers produced more than their quota. Miracles were created by the enthusiastic work of the Soviet people.

**Source D: An account taken from declassified Soviet Papers on Stalin's
economic policies.**

There was nothing in the figures for the fiscal year of 1929 that committed the ruling Party to a Five Year Plan of the scope eventually announced. But a feeling of tense expectancy now stretched the country's nerves taut. A sharp turn of the wheel to one side or the other was inevitable, and the population squared for the shock. Economic difficulties were piling up dangerously and the Kremlin could not steer a middle course much longer. Food lines were growing longer and more restive. The producers of food had tested their strength and tasted a measure of victory; they rebelled more boldly against feeding the urban population and the armies for rubles which could buy nothing. Millions of grumbling mouths had to be either filled with food or shut by force.

**Source E: An extract of a speech to the Politburo by Joseph Stalin on the
Five Year Plans in 1933.**

As a result of these principal achievements in improving the material conditions of the workers and peasants, we have brought about during the period of the First Five-Year Plan...An increase in the national income...hence, an increase in the incomes of the workers and peasants—to 45,100 million rubles in a matter of three years...we have unquestionably attained a position where the material conditions of the workers and peasants are improving from year to year...

**Source F: A Soviet historian's account of Stalin's economic policies
made during the period of "Destalinization".**

Every factory had large display boards erected that showed the output of workers. Those that failed to reach the required targets were publicly criticized and humiliated. Some workers could not cope with this pressure and absenteeism increased. This led to even more repressive measures being introduced. Records were kept of workers' lateness, absenteeism and bad workmanship. If the worker's record was poor, he was accused of trying to sabotage the Five Year Plan and if found guilty could be shot or sent to work as forced labour on the Baltic Sea Canal or the Siberian Railway.

Answer all parts of Question 1 below.

1(a) Study Source A.

Why was Source A published? Explain your answer. [5]

(b) Study Source C.

How useful is Source C in telling you about the role played by the Soviet people in Stalin's Five Year Plans? Explain your answer. [6]

(c) Study Source D.

How reliable is the source in telling us about the Five Year Plans? Explain your answer. [7]

Q2 Issue: Was Tsar Nicholas II responsible for the collapse of his government?

Source A: A Russian cartoon showing Rasputin and the Tsar Nicholas II in 1916



Source B: Extracted from the letter by Grand Duke Alexander Mikhailovich to Tsar Nicholas II in January, 1917.

The unrest grows; even the monarchist principle is beginning to totter; and those who defend the idea that Russia cannot exist without a Tsar lose the ground under their feet, since the facts of disorganization and lawlessness are manifest. A situation like this cannot last long. I repeat once more - it is impossible to rule the country without paying attention to the voice of the people, without meeting their needs, without a willingness to admit that the people themselves understand their own needs.

Source C: Extracted from PJ Larkin's book, European History for Certificate Classes published in 1965.

Russian losses in the First World War were very heavy and much of the country was overrun by the enemy, including large food growing areas. The long strain of war and defeat caused the breakdown of transport and supplies including arms and ammunition. Food was short both at home and at the front. The government was discredited and its authority weakened.

Source D: Extracted from a Russian History website that publishes research articles by Historians.

An emerging school of thought on late Imperial Russia argues that, despite the persistence of authoritarian political structures, there seem to have been many promising developments in Russian social and political life, which might have allowed Imperial Russia to evolve peacefully into a modern democratic country if the pressures of World War I had not led to the revolutions of 1917. The creation of a national representative body (the Duma), which first met in 1906, the increasing activism of local governmental bodies, the growth of an independent civil society, and a vast expansion of educational institutions were a few of many developments that suggest Russia was moving toward social and economic modernization and political liberalization. In this view, if the disasters of World War I had been avoided, Russia might have followed a peaceful course to a prosperous future.

Source E: Extracted from a report by the Okhrana in October 1916.

The systematically growing disorganization of transport; the unrestrained orgy of pillaging and swindling of every kind by shady operators in the most diverse branches of the country's commercial, industrial, and sociopolitical life; the unsystematic and mutually contradictory orders of representatives of state and local administrations; the unconscientiousness of minor and lower agents of the government in the provinces; and, as a result of all the foregoing, the inequitable distribution of food products and essential goods, the incredible rise in prices, and the lack of sources and means of procuring food... shows categorically and definitely that a dire crisis is already upon us which must inevitably be resolved in one direction or another. The impossibility of even buying many food products and necessities, the time wasted standing idle in queues to receive goods, the increasing incidence of disease due to malnutrition and unsanitary living conditions (cold and dampness because of lack of coal and wood), and so forth, have made the workers, as a whole, prepared for the wildest excesses of a "hunger riot".

2. Study Sources A to E.

"Tsar Nicholas II was mainly responsible for the collapse of his government." How far do the sources support the statement? Explain your answer. [12]

Section B
Compulsory Essay Question [20 marks]

3. "The Weimar Government was a total failure." How far do you agree with the statement? Explain your answer. [20]

END OF PAPER

NYGH gratefully acknowledges the use of the following sources:

Question 1

- Source A: https://www.mtholyoke.edu/~heale20k/Propaganda/Soviet_Propaganda_Posters.html
- Source B: <http://spartacus-educational.com/RUSstalin.htm>
- Source C: http://www.johndclare.net/Russ_work2.htm
- Source D: <https://www.loc.gov/exhibits/archives/coll.html>
- Source E: <https://www.marxists.org/reference/archive/stalin/works/1933/01/07.htm>
- Source F: <http://spartacus-educational.com/RUSstalin.htm>

Question 2

- Source A: <https://www.google.com.sg/search?q=cartoons+ruSSia+under+the+Tsar&espv=2&biw=1211&bih=739&tbn=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjUk9XHwYHOAhVBKWMKHYYJaA-kQsAQIGQ#imgrc=amyoNXEO7dxfiM%3A>
- Source B: <http://spartacus-educational.com/RUSmarchR.htm>
- Source C: PJ Larkin, European History for Certificate Classes (1965).
- Source D: http://www.portalus.ru/modules/english_russia/rus_readme.php?subaction=showfull&id=1188906049&archive=&start_from=&ucat=&
- Source E: <http://alphahistory.com/russianrevolution/police-conditions-in-petrograd-1916/>