

## IGCSE REVISION GUIDE (For Summer 2012)





## IGCSE Revision Guide

Contents:

Assessment  
Revision Priorities  
Exemplar Papers

## Assessment

### Paper 1

2 hours

#### Section A

Answer two questions on the Core Content

#### Section B

Answer one question on the Depth Study (Germany)

### Paper 2

2 hours

Answer all the source-based questions on some aspect of 'To what extent was the League of Nations a success?'

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#### Core Content

Were the Peace Treaties of 1919-23 Fair?

Why had international peace collapsed by 1939?

The Cold War, 1945-9

How effectively did the USA contain the spread of Communism?

How secure was the USSR's control over Eastern Europe, 1948-c.1989?

#### Depth Study - Germany

Was the Weimar Republic doomed from the start?

Why was Hitler able to dominate Germany by 1934?

The Nazi Regime

Topic for Paper 2 – 'To what extent was the League of Nations a success?'

How successful was the league in the 1920s?

How far did weaknesses in the League's organisation make failure inevitable?

How far did the Depression make the work of the League more difficult?

How successful was the League in the 1930s?

**Revision Priorities – Paper 1 (Section A)**

**Key Questions to Revise:**

**Were the Peace Treaties of 1919-23 Fair?**

**Why had international peace collapsed by 1939?**

**The Cold War, 1945-9**

**How effectively did the USA contain the spread of Communism?**

**How secure was the USSR's control over Eastern Europe, 1948-c.1989?**

## Were the Peace Treaties of 1919-23 Fair?

### Focus Points:

What were the motives and aims of the Big Three at Versailles?  
Why did all the victors not get everything that they wanted?  
What was the immediate impact of the Versailles on Germany up to 1923?  
Could the treaties be justified at the time?

### Priorities:

- What problems did the peacemakers face in 1919?
- What were the motives and aims of the Big Three?
- The terms of the Treaty of Versailles.

Territorial  
War Guilt  
Reparations  
Disarmament  
League of Nations

- Assessment of how satisfied Clemenceau/Wilson/Lloyd-George were with the Treaty.
- The German reaction to the Treaty. Why did they hate it? NB How are the reasons linked? What problems did the Treaty create in Germany?
- How justified was the Treaty of Versailles?
- The other Peace Treaties – St Germain, Trianon, Neuilly, Sevres and Lausanne)

### Possible Questions:

- (a) Describe what Clemenceau and Lloyd George each wanted to achieve in the peace settlement of 1919–20. [5]  
(b) Why did the Treaty of Versailles cause problems for Germany in the years up to 1923? [7]  
(c) Was the Treaty of Versailles fair? Explain your answer. [8]
- (a) Describe what Clemenceau and Lloyd George each wanted to achieve in the peace settlement of 1919–20. [5]

(b) Why did the Treaty of Versailles cause problems for Germany in the years up to 1923? [7]

(c) Was the Treaty of Versailles fair? Explain your answer. [8]

(a) What did Clemenceau want to achieve from the peace settlement of 1919–20? [5]

(b) Why did the terms of the Treaty of Versailles cause so much bitterness in Germany? [7]

(c) 'The peacemakers of 1919–23 coped successfully with the problems they faced.' How far do you agree with this statement on the treaties made with the defeated powers? Explain your answer. [8]

(a) In what ways did the Treaty of Versailles weaken Germany's armed forces? [5]

(b) Why did Clemenceau demand that a harsh peace be imposed on Germany? [7]

(c) 'The Treaty of Versailles was unfair on Germany.' How far do you agree with this statement? Explain your answer. [8]

## Why had international peace collapsed by 1939?

### Focus Points:

- What were the long-term consequences of peace treaties of 1919-23?
- What were the consequences of the failures of the League in the 1930s?
- How far was Hitler's foreign policy to blame for the outbreak of war in 1939?
- Was the policy of appeasement justified?
- How important was the Nazi-Soviet Pact?
- Why did Britain and France declare war on Germany in September 1939?

### Priorities:

- Hitler's foreign policy

#### Aims

Actions – Withdrawal from League, rearmament, reoccupation of Rhineland, Rome-Berlin Axis, Anti-Comintern Pact, Anschluss, recovery of Sudetenland, invasion of Czechoslovakia, Nazi-Soviet Pact, invasion of Poland

- Aggression of Japan + Italy. Impact on European diplomacy
- Britain + French foreign policy. NB What was appeasement? Examples of appeasement in action – Munich Agreement. What motives underpinned the policy?
- Causes of WWII. How did the following contribute to outbreak? How are they linked? Relative importance?

#### Hitler's aggression

Treaty of Versailles

The Depression

The failure of the League

The policy of appeasement

The Nazi- Soviet Pact

Did Hitler make a misjudgement when he invaded Poland? Was he anticipating 'total war'?

- How justified was the policy of appeasement?
- What contributed to Hitler's 'successful' foreign policy?

Possible Questions

- (a) How did the 1935 plebiscite change the situation in the Saar? [5]
- (b) Explain why Hitler wanted the Nazi-Soviet Pact of 1939. [7]
- (c) 'The policy of appeasement was justified.' How far do you agree with this statement? Explain your answer. [8]

- (a) What were the aims of Hitler's foreign policy? [5]
- (b) Why was Hitler's foreign policy successful up to 1938? [7]
- (c) How far was the Nazi-Soviet Pact (1939) responsible for causing war in Europe? Explain your answer. [8]

- (a) Describe the events in the Saar in 1935. [5]
- (b) Why did Britain and France allow Germany to re-militarise the Rhineland in 1936? [7]
- (c) 'Hitler's desire for lebensraum was the most important reason for the outbreak of war in 1939.' How far do you agree with this statement? Explain your answer. [8]

- (a) When Hitler came to power, what did he hope to achieve with his foreign policy? [5]
- (b) Explain how Hitler destroyed the Treaty of Versailles. [7]
- (c) How far was appeasement justified? Explain your answer. [8]

- (a) In what ways did Hitler build up his armed forces before 1936? [5]
- (b) Why was remilitarisation of the Rhineland a risk for Hitler? [7]
- (c) 'The policy of appeasement was a failure.' How far do you agree with this statement? Explain your answer. [8]

## The Cold War, 1945-9

### Focus Points:

Why did the USA-USSR alliance start to break down in 1945?  
How had the USSR gained control of Eastern Europe by 1948?  
How did the USA react to Soviet expansionism?  
What were the consequences of the Berlin Blockade?  
Who was more to blame for starting the Cold War: the USA or the USSR?

### Priorities:

- Long-term origins of the Cold War (developments 1917-1945)
- Why did the wartime alliance fall apart in 1945?  
  
Tensions at Yalta and Potsdam
- What motivated the Soviet take-over of Eastern Europe?  
  
Aggressive or defensive?  
  
Stage 1: Poland  
Stage 2: Romania and Bulgaria  
Stage 3: Hungary and Czechoslovakia
- How did the US react to the Soviet take-over of Eastern Europe?  
  
What explains US hostility to the Soviet Union?  
What motive underpinned their foreign policy?  
Truman Doctrine and Marshall Plan  
  
Soviet Response: Cominform (1947) Comecon (1949)
- The division of Germany, the Berlin Blockade and NATO  
  
Why did a 'West Germany' emerge?  
Why did Stalin blockade Berlin?  
How did Britain and the USA respond?  
How close did the USA/USSR come to war?  
What were the consequences of the Blockade?  
Who was to blame for the division of Germany?
- Who was to blame for the outbreak of the 'cold war'?

State a case for:

Soviet Union

USA

Both/mutual misunderstanding

Possible Questions:

(a) What was agreed at the Yalta Conference, 1945? [5]

(b) Explain why the Soviet Union blockaded Berlin. [7]

(c) 'The Soviet Union was to blame for the Cold War.' How far do you agree with this statement?

Explain your answer. [8]

(a) What was the 'iron curtain'? [5]

(b) Why was Marshall Aid offered to countries in Europe? [7]

(c) 'The Berlin Blockade brought Europe close to war.' How far do you agree with this statement?

Explain your answer. [8]

(a) What was agreed at the Potsdam Conference? [5]

(b) Why was there continuing tension over Berlin in the years 1945-1949? [7]

(c) 'It was Truman not Stalin who brought about the Cold War.' How far do you agree with this statement? Explain your answer. [8]

(a) What was the 'Cold War'? [5]

(b) Why did tension between the Soviet Union and the West increase after the Potsdam Conference? [7]

(c) 'The main reason for the escalation of the Cold War in the years 1947-49 was the Berlin Blockade.' How far do you agree with this statement? Explain your answer. [8]

## How effectively did the USA contain the spread of Communism?

### Focus Points:

This key question will be examined through the case studies of the following:

America and events in Cuba, 1959-62  
American involvement in Vietnam

### Priorities:

Cuba:

- Relationship between Cuba and US - 1959-1961

How did the US respond to the presence of missiles on Cuba?  
Why was the Bay of Pigs invasion a disaster?

- Why did Khrushchev place missiles on Cuba?
- Why was the US so concerned by the presence of Soviet missiles on Cuba?
- How was the crisis resolved?

Assessment of the roles of Kennedy and Khrushchev

- How serious was the threat of nuclear conflict?
- What were the major consequences of the crisis?

USA

USSR

Relationship between USA/USSR

Castro's Cuba

- Who can be considered to be the 'victor'?

Vietnam:

- Why did the US become involved in Vietnam?
- Why did the US fail to enjoy military success in Vietnam?

Wide range of reasons, but sensible categories might be:

Weaknesses of US Army (recruits/tactics/morale)

Strengths of Vietcong

Tet Offensive

Failure to win 'hearts and minds'

The 'will to fight'

- Why did public opinion turn against the war in the US?

My Lai massacre

Media

Civil Rights campaigners

Military defeats

Cost of the war

- How/why did the US extricate themselves from Vietnam? Military failure/popular opposition?

Possible Questions:

(a) Describe relations between Cuba and the USA in the period 1959–1961. [5]

(b) Why was the USA concerned about Soviet missiles in Cuba? [7]

(c) Khrushchev claimed that the Cuban Missile Crisis was a victory for the Soviet Union. Do you agree with this view? Explain your answer. [8]

(a) Describe the USA's response up to 1961 to Castro's takeover of Cuba. [5]

(b) Why was the USA concerned about Soviet missiles in Cuba? [7]

(c) 'There was never any real risk of war over Cuba.' How far do you agree with this statement?

Explain your answer. [8]

(a) Who were the Vietcong? [5]

(b) Why did the USA get involved in the war in Vietnam? [7]

(c) How far can the American withdrawal from Vietnam be blamed on military failure? Explain

your answer. [8]

(a) Describe the response of the USA to Castro's takeover of Cuba. [5]

(b) Why was the Bay of Pigs invasion a failure for the USA? [7]

(c) 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. [8]

(a) What was the 'Domino Theory'? [5]

(b) Why did the Vietnam War become increasingly unpopular with the people of America? [7]

(c) 'The USA was unsuccessful in Vietnam because of the opposition's use of guerrilla tactics.'

How far do you agree with this statement? Explain your answer. [8]

## How secure was the USSR's control over Eastern Europe, 1948-c.1989?

### Focus Points

Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?

How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?

Why was the Berlin Wall built in 1961?

What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?

How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?

Why did Soviet control over Eastern Europe collapse?

### Priorities

- Opposition to Soviet Control – Hungary and Czechoslovakia
- How did the Soviet Union respond?
- Similarities/Differences
  
- Reasons for construction of Berlin Wall and impact of the people of Berlin
  
- Solidarity

What was 'Solidarity'?

How did the Soviet Union respond?

What part did it play in the collapse of the Soviet Union?

- What part did Gorbachev play in the collapse of Communism?

You need to be able to explore the role of Gorbachev alongside other contributory factors:

Economic

Arms Race (and impact on living standards)

Corruption

Soviet Union's war in Afghanistan

Solidarity and other active opposition

Possible Questions

- (a) Describe how the Berlin Wall affected the people living in Berlin. [5]
- (b) Why was the Berlin Wall built? [7]
- (c) How far can the decline of Soviet power in Eastern Europe be blamed on the Solidarity movement? Explain your answer. [8]

- (a) Describe the events in Hungary in 1956. [5]
- (b) Why did the USSR invade Czechoslovakia in 1968? [7]
- (c) 'Gorbachev was responsible for the collapse of Soviet control over Eastern Europe.' How far do you agree with this statement? Explain your answer. [8]

- (a) Describe how the Soviet Union reacted to events in Hungary in 1956. [5]
- (b) Why was the Soviet Union worried by developments in Czechoslovakia in Spring 1968? [7]
- (c) How important was 'Solidarity' in the decline of Soviet influence in Eastern Europe? Explain your answer. [8]

- (a) What was the Berlin Wall? [5]
- (b) Why was there a rising in Hungary in 1956? [7]
- (c) Which was the more serious threat to Soviet control of Eastern Europe: events in Czechoslovakia in 1968; the emergence of Solidarity in Poland? Explain your answer. [8]

## Revision Priorities – Paper 1 (Section B)

### Key Questions to Revise:

Was the Weimar Republic doomed from the start?  
Why was Hitler able to dominate Germany by 1934?  
The Nazi Regime

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### Was the Weimar Republic doomed from the start?

#### Focus Points:

How did Germany emerge from defeat in the First World War?  
What was the impact of the Treaty of Versailles on the Republic?  
To what extent did the Republic recover after 1923?  
What were the achievements of the Weimar Republic?

#### Priorities:

- Factors that made the chances of survival low:

Circumstances of creation

Association with Versailles

Impact of Spartacist Rising and Kapp Putsch

Weaknesses in the Weimar Constitution

Opposition from elites: Attitudes of army, civil service and judges (incomplete revolution)

- 1923 – A year of crisis: Occupation of the Ruhr/Inflation/The Munich Putsch.
  - Causes
  - Solutions
  - Consequences
- Extent of recovery in the 1920s – Yes/No (includes achievements of Weimar)
- Collapse of the Weimar Republic.

Consider contributory factors and linkages between them:

Association with Versailles

Weaknesses in the Constitution

Opposition from elites.

The economic depression from 1929

### Possible Questions

- (a) Who were the Spartacists? [5]  
(b) Why did many Germans hate the Treaty of Versailles? [7]  
(c) To what extent did the Weimar Republic recover after 1923? Explain your answer. [8]
- (a) What political problems existed in Germany in the period 1918-1920? [5]  
(b) Why was 1923 a year of crisis for the Weimar Republic? [7]  
(c) How successful was the Weimar Republic in dealing with Germany's problems by 1928? Explain your answer. [8]
- (a) What were the main features of the Weimar Constitution. [5]  
(b) Why was 1923 a year of crisis for the Weimar Republic? [7]  
(c) To what extent did the Weimar Republic recover after 1923? Explain your answer. [8]

### **Why was Hitler able to dominate Germany by 1934?**

#### Focus Points:

What did the Nazi Party stand for in the 1920s  
Why did the Nazis have little success before 1930?  
Why was Hitler able to become Chancellor by 1933?  
How did Hitler consolidate his power in 1933-4?

#### Priorities:

- Nazi Beliefs
- Munich Putsch – reasons for failure and significance
- Why did the Nazis have little success in the 1920s?  
How were the Nazis using these 'years of frustration'?
- Why was Hitler appointed as Chancellor in 1933?

Consider contributory factors and linkages between them:

The economic depression  
Nazi beliefs and propaganda  
Nazi electoral success  
Weaknesses of opponents  
Weaknesses of Weimar Republic  
Intrigue between von Schliecher and von Papen

- Consolidation of Power

The Reichstag Fire

The Enabling Law

Night of the Long Knives

Possible Questions

- (a) Describe the Munich Putsch. [5]
- (b) Why did the support for the Nazis increase after the Wall Street Crash of 1929? [7]
- (c) How important was the 'Night of the Long Knives' in establishing Hitler in power in 1933–34?

Explain your answer.

- (a) In what ways did Hitler change his tactics following the Munich Putsch? [5]
- (b) Why did the events of 1930–32 result in Hitler becoming Chancellor? [7]
- (c) 'The most important reason why Hitler was able to strengthen his control over Germany during the period 1933–34 was the "Night of the Long Knives".' How far do you agree with this statement? Explain your answer. [8]

- (a) Describe the ideas and policies of the Nazi Party in the 1920s. [5]
- (b) Explain why the Nazi Party had little success before 1930. [7]
- (c) 'The effects of the Wall Street Crash provided the main reason why Hitler was able to become Chancellor of Germany by 1933.' Do you agree with this statement? Explain your answer. [8]

**The Nazi Regime**

- (a) How effectively did the Nazis control Germany, 1933-45?**
- (b) What was it like to live in Nazi Germany?**

Focus Points:

How much opposition was there to the Nazi regime?  
 How effectively did the Nazis deal with their political opposition?  
 How did the Nazis use culture and the mass media to control the people?  
 Why did the Nazis persecute many groups in German society?  
 Was Nazi Germany a totalitarian state?

How did young people react to the Nazi regime?  
 How successful were Nazi policies towards women and the family?  
 Did most people in Germany benefit from Nazi rule?  
 How did the coming of war change life in Nazi Germany?

Priorities:

- How did the Nazis seek to control Germany?

Propaganda (including culture and mass media)

The use of terror

Delivering success

- Who opposed the Nazis and how were they dealt with?

Social Democrats/Communists

Intellectuals

Youth

Churches

Army

- Why did opposition groups fail to threaten the Nazi regime?

Use of terror

Specific measures used to deal with particular opposition groups

Opposition groups never achieve widespread support

Opposition groups lacked unity.

- Persecution of Minorities

Why did the Nazis persecute minority groups?

Which groups suffered?

Jews

Insane

Tramps/Beggars/Alcoholics

Homosexuals

Focus particularly on the fate of the Jews in Nazi Germany – How and why did policies become cumulatively radical? What was the impact of WWII on racial policy?

- How did young people react to the Nazi regime?

Policies – Education and Youth Movements

Did young people react positively? Benefit or not?

- How successful were Nazi policies towards women and the family?

## Policies

How did women react? Benefit or not?

- Did most people benefit from Nazi Rule?

Questions based on this focus point could require an analysis of a broad range of groups (including minorities, young people, women, working people, farmers) For example, To what extent did people benefit from Nazi rule?

However you could be asked one that requires an analysis of the impact of the Nazi's economic policies (including replacement of Trade Unions by the DAF and introduction of 'Beauty of Labour' and 'Strength Through Joy'). Here you should concentrate on the impact on working people (particularly important) and small businesses, big business and farmers. You need a good knowledge of the economic policies pursued.

- How did the coming of war change life in Germany

You are unlikely to get a question specifically on this BUT you should be aware of the impact of the war on the themes explored.

For example:

How did the war radicalise anti-Semitic policy?

Why did the war increase opposition faced by the regime?

Why did the war inflict enormous suffering on the people of Nazi Germany?

### Possible Questions

(a) Describe the use of propaganda by Hitler to control the German people. [5]

(b) Why was it important to win the hearts and minds of young people? [7]

(c) How popular was the Nazi regime with the German people? Explain your answer. [8]

(a) Describe the actions taken by Hitler to reduce unemployment. [5]

(b) Why did the Nazis discourage women from going out to work? [7]

(c) How total was the control the Nazis had over the German people before 1939? Explain your answer. [8]

(a) What were Nazi views towards women and the family? [5]

(b) Why did the Nazis encourage young people to join the Hitler Youth? [7]

(c) 'Most people in Germany benefited from Nazi rule.' How far do you agree with this statement?

Explain your answer.

- (a) Describe how the Nazis tried to win the hearts and minds of young people. [5]
- (b) Why did the Nazis try to change the role of women? [7]
- (c) How successful was the Nazi regime in dealing with opposition? Explain your answer. [8]

- (a) Describe the work of Goebbels. [5]
- (b) Why did the Nazis persecute many different groups in German society? [7]
- (c) Was Nazi Germany a totalitarian state? Explain your answer. [8]

- (a) Describe the activities of the Hitler Youth. [5]
- (b) Explain how Nazi policies reduced unemployment. [7]
- (c) How successful were Nazi policies towards women and the family? Explain your answer. [8]

## Revision Priorities – Paper 2: ‘To what extent was the League of Nations a success?’

For success on this paper you need KNOWLEDGE and SKILLS.

### Knowledge

- What were the aims of the League?
- How was the League structured? How did it intend on dealing with aggressive nations?
- What weaknesses did the League have from the onset?

Absence of the USA (+Germany/USSR)

Unanimous decision-making

No army

Over-reliance on Britain and France.

- Success/Failure in the 1920s. Why did the League enjoy more success in the 1920s relative to the 1930s? Were there any signs of likely failure in the future?
- Impact of the Depression on the League – How did it contribute to failure?

Increased likelihood of aggression

Increased the self-interest of the members of the League.

- Failures in the 1930s

Disarmament

Japanese invasion of Manchuria – Why did they invade? What was the response of the League? In what respects did it represent a failure? NB How does this illustrate the weaknesses of the League/reasons for failure?

Italian invasion of Abyssinia - Why did they invade? What was the response of the League? In what respects did it represent a failure? NB How does this illustrate the weaknesses of the League/reasons for failure?

*Possible '12' mark themes*

How far do these sources provide convincing evidence that....

- the League of Nations was doomed to failure from the outset
- the League of Nations enjoyed significant success in the 1920s
- the League of Nations was a complete failure
- the failure of the League in the 1930s can be blamed on the depression
- it was the Manchurian crisis that destroyed the League of Nations as an effective peacekeeping body
- the main reason for the failure of the League of Nations was the self-interest of its members
- it was the Abyssinian crisis that destroyed the League of Nations as an effective peacekeeping body

You could also get questions which focus on a particular crisis

How far do these sources provide convincing evidence that....

- the League failed to deal with Japanese aggression in Manchuria because of the self-interest of its members
- the League failed to deal with Italian aggression in Abyssinia because of fear of a resurgent Germany

## Skills

Certain principles are common to all questions:

The question must be addressed directly.

Details from the sources should be used to support analysis. With written sources judicious quoting is advised.

Contextual knowledge (CK) and whenever possible cross-references (CR) should be used.

Appropriate deployment of contextual knowledge is the key to hitting the top-levels.

For each of the following question types, advice is given about how it should be tackled.

### 1. Messages of sources

Answers should always begin with the **message**, not a description of the source – what specific points are being made by the person responsible for producing the source?

**Specific references to the source** - details of the source should be used to explain how the point is being communicated.

**Use of contextual knowledge (CK)** – the source should always be placed in a context.

### 2. Comparison of sources

*Considering **how** sources differ:*

**Comparisons must be direct** – i.e. Source X suggests ... On this issue Source Y disagrees ... Always make **specific references** to the sources, quoting judiciously when using written accounts.

*Considering **extent** of difference:*

**Both similarities and differences should be considered** – do the sources agree on some issues but not on others? **Specific references** are required. A final judgement should be made to address 'How far'

*Considering **why** sources differ:*

**Comments on perspective** - the position, nationality, political leanings, attitudes, experiences etc of the person responsible for the source will influence their views on a particular event/issue. Students should be aware that this is also true for professional historians, whose views may well betray their own political persuasion.

**Comments on the position of the person responsible for the source** – this will inevitably determine their views/take on an event/issue. For example the US Secretary of State is likely

to defend the actions of his country. Those responsible for a policy decision are likely to defend it in public. Clearly, **motive, audience and context (CK)** is important here – Is the source being produced to achieve something? If so, how has that influenced its content? This may well be why it offers a different view to another source.

**Comments on the date a source was produced** – this can make a significant difference. An account written some time after an event might lack the ‘passion’ of one written immediately after it. Have new facts, information come to light that might have changed opinions? Clearly there is scope here for considering why interpretations of the past change – historians accounts of the past change because new evidence comes to light and the attitudes of society evolve.

### **3. Motive for Production/Purpose**

**Comments on who was responsible for the source** - this is usually the key: what might that person want to achieve? Are they trying to convert people to their cause, strengthen existing prejudices, court sympathy, influence opinions/behaviour or provide a justification for their actions?

**Comments on the intended audience** - is the source directed at a particular group?

**Use of contextual knowledge (CK)** – the context in which it was produced is often a giveaway. Was it produced at the time of an election, at a time a certain group wanted public sympathy/support, at a time the government wanted citizens to behave in a certain way/support a course of action or as a reaction to a particular event?

An effective answer would always explain, using **specific references** to the source, how the source is seeking to achieve its objectives. What methods are being employed or what emotions are being deliberately evoked?

### **4. Reliability**

*Adopt a very similar approach to questions such as ‘Does Source x prove that...’ or ‘To what extent can you trust Source x as evidence of...’*

**Balance** – Most sources chosen by examiners are reliable in some ways but not in others. They rarely choose sources which are wholly reliable/unreliable.

**Comments on provenance** – Who produced it? In what circumstances? For what purpose? Did they have a motive to mislead? How might these affect the reliability?

**Comments on balance** – Does the source give a balanced or one-sided view? Have certain things been deliberately ignored, omitted to provide a false picture?

**Comments on tone** – Is the source designed to shock or provoke a reaction? Is the language emotive or dispassionate/anodyne?

**Use of contextual knowledge (CK)** – Does the source support or contradict what is accepted to be largely true about the period? Comments of this kind must be supported by relevant information. This is perhaps the best way of analysing the reliability of a source.

**Use of other sources (CR)** – Do other sources support or contradict the point being made in the source? Are these other sources themselves reliable?

### 5. Utility.

**Balance** – Most sources chosen by examiners are useful in some ways, but not in others. Certain factors might compromise the utility of sources.

**What is the source not useful/useful for** – Examiners often chose sources which are inaccurate BUT are useful as evidence of, for example, how a government sought to justify their actions.

**Comments on utility:**

*A source may be useful if it:*

Provides **accurate information**.

Gives a **particular insight** into a period, sheds light on an issue or conveys a sense of atmosphere.

Is a **reliable account**, by someone qualified to comment (primary or secondary).

Reflects the attitudes of the government or society (- i.e. is **typical**)

Is an **example** of something - i.e. reflects the methods used by the League to secure peace

Comments can be made on the **type of source** – for example, articles in mainstream newspapers often reflect popular opinion at the time.

*The utility of a source may be compromised by:*

Providing **inaccurate/misleading** information.

Deliberate **omission** of information – provides an incomplete picture

Does not accurately reflect the views of the government or society – i.e. is **not typical**.

Constituting **only one example** of something - i.e. other means were used by the League to secure peace

Unreliability – (see above) NB – easy to focus too exclusively on this at the expense of comments on utility.

## 6. The extent to which sources support a statement.

Adopt a three stage approach:

Explain that certain sources **support** that statement. (specific references to the sources must be made). Weave in your own knowledge throughout.

In this section comments should be made on the reliability of sources. A source may well support the statement, but be unreliable. In which case, it does not prove that statement to be true. Alternatively a source might offer a particularly accurate, balanced trustworthy view.

Which sources **contradict** the statement or offer **alternative** explanations. (specific references to the sources must be made). Weave in your own knowledge throughout.

In this section comments should be made on the reliability of sources. A source may well support the statement, but be unreliable. In which case, it does not prove that statement to be true. Alternatively a source might offer a particularly accurate, balanced trustworthy view.

A **final judgement** should be made – this can be based on **contextual knowledge**.

## Some useful expressions for source-evaluation

### ***Message***

The point the cartoonist is trying to make is that...  
The author is clearly trying to suggest that...

This is depicted in the source by...  
The way the source communicates this is by....

At this time...

### ***Reason for Difference***

The principal reason these sources differ is the perspective of those responsible for producing them. ...  
The point at which these sources were written is the key to understanding why they differ...  
These sources differ because they are designed to achieve different outcomes...

### ***Purpose***

This poster was produced to try and convince X that...  
This speech was made to try and cultivate support for...  
The motivation of the artist is to ...  
The intended audience of this source is...  
The source was produced just before X, and is designed to try and...

### ***Reliability***

#### *Unreliable*

On a number of levels this source is unreliable...  
This source is potentially unreliable because...  
The rather passionate and exaggerated language, for example..., suggests that this source is unreliable...  
The author is deliberately giving a skewed version of events because...  
This source provides a one-sided/imbanced view...and fails to take into account....  
This account gives a misleading representation of events...  
This source does not reflect the reality of the situation because in fact...(CK)  
The fact that...(CK) renders this source unreliable.  
Other reliable sources, for example X, provide a very different and more accurate explanation

#### *Transition*

On the other hand...

However, despite this, the source is reliable in some ways...  
Although X might have a motive to provide an inaccurate account, it is in some ways reliable...

### *Reliable*

X has no obvious reason to misrepresent ...  
The source is an accurate assessment of ...  
X's account reflects the reality of the situation...  
The source's reliability is enhanced by the existence of other sources, for example X, which corroborates the view that...

### *Utility*

#### *Useful*

The account is useful to the historian because it contains accurate and relevant information, for example...  
The viewpoint of the author is very typical of those held at the time by the people of...  
This source is useful because it accurately reflects the attitude of the government at that time...  
Although unreliable, this source is evidence of impression the X government wanted to give at this particular juncture...  
Although the explanation hides the real motives behind X, it does provide useful evidence of how the government sought to justify their action during the...  
Given there is no obvious reason for X to provide a false impression of what occurred, this eye-witnesses account is extremely useful evidence of...  
X is in a very good position to comment on the motivation behind the Y's foreign policy because he was his closest confidant at the time...  
The utility of the account is confirmed by the existence of other reliable sources, for example X, which also suggests that...

#### *Transition*

Despite the source having some uses, it does also have its limitations.  
The source might appear to be useful, but a number of issues should be pointed out...

#### *Not Useful*

The utility of the source is compromised by...  
The utility of the source is undermined by...  
The utility of the source is compromised by the inclusion of inaccurate information  
The source is of limited utility because it is not relevant to the issue of...  
The source is not typical of how many people felt at the time... /does not reflect public opinion...  
The source should be treated with caution because the author's motive is not to accurately record events but to...

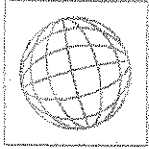
It is not useful as evidence of X, because it is entirely out of kilter with what I know to be true about the period; for example.../bears no relation to what actually happened...  
Other sources, for example X and Y, provided an entirely different version of events. Given they are more reliable, the utility of the source is compromised.

**When a judgment is required**

On balance...

In conclusion...

In the final analysis...



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**HISTORY**

Paper 1

**0470/01**

**May/June 2009**

**2 hours**

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.

You may use a soft pencil for any diagrams, graphs or rough working.

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

Answer **three** questions.

**Section A (Core Content)**

Answer any **two** questions.

**Section B (Depth Studies)**

Answer any **one** question.

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 **19** printed pages and **1** blank page.



**SECTION A: CORE CONTENT**

Answer any **two** questions from this Section.

- 1 Study the extract, and then answer the questions which follow.

In 1849 Garibaldi organised a gallant and courageous defence of Rome against the army of Louis Napoleon of France. King Ferdinand landed troops in Sicily and attacked the inhabitants. Thousands were massacred.

*From a British school textbook published in 1985.*

- (a) What successes did the revolutionaries in Italy have during 1848? [5]
- (b) Why was Italy not unified in 1848-49? [7]
- (c) 'Napoleon III of France and Cavour played equally important roles in the unification of Italy.' How far do you agree with this statement? Explain your answer. [8]

- 2 Study the extract, and then answer the questions which follow.

Frederick William (of Prussia) had little choice but to accept the terms of the Treaty of Olmutz in 1850. The revolution of 1848 was over, the princes were back on their thrones and Prussia humiliated. Austrian forces had greater strength than the Prussian army.

*From a British school textbook published in 1985.*

- (a) What was decided by the Treaty of Olmutz (1850)? [5]
- (b) Why did war break out between Austria and Prussia in 1866? [7]
- (c) Which was the more important in the unification of Germany:  
the Austro-Prussian War;  
the Franco-Prussian War?  
Explain your answer. [8]

- 3 Study the extract, and then answer the questions which follow.

The election of a man to the high office of President of the United States whose opinions are hostile to slavery, and who has declared that 'Government cannot exist permanently with a half-slave, half-free situation', and who has indicated that his intention, and that of his party, is the 'ultimate extinction' of slavery, justifies this action to leave the Union.

*Resolution from a special South Carolina State Convention, 1860.*

- (a) What was the Compromise of 1850? [5]
- (b) Why was the Dred Scott decision important? [7]
- (c) 'The American Civil War was not about slavery.' How far do you agree with this statement? Explain your answer. [8]

- 4 Study the extract, and then answer the questions which follow.

For Germany, the most dangerous enemy at the present time is England. It is also the enemy against which we most urgently require a navy.

*Admiral Tirpitz speaking in 1897. Tirpitz was responsible for building up the German Navy.*

- (a) Describe the part played by Germany in the arms race in the early years of the twentieth century. [5]
- (b) Why did the Alliance System create tension between the Great Powers at that time? [7]
- (c) 'The Balkan Wars, 1912-13, were more responsible for the First World War than the assassination of Franz Ferdinand.' How far do you agree with this statement? Explain your answer. [8]

- 5 Study the extract, and then answer the questions which follow.

The members of the League recognise that the maintenance of peace requires the reduction of national armaments to the lowest possible level consistent with national safety and the enforcement by common action of international obligations.

*Article 8 of the Covenant of the League of Nations.*

- (a) What were the main weaknesses in the structure and organisation of the League of Nations? [5]
- (b) Why did the Depression make the work of the League more difficult? [7]
- (c) To what extent was the League of Nations a success in its peacekeeping role? Explain your answer. [8]

- 6 Study the photograph, and then answer the questions which follow.



*German soldiers marching into the Rhineland in 1936.*

- (a) What actions did Hitler take between 1933 and 1937 to destroy the Treaty of Versailles? [5]
- (b) Why was Hitler able to unite Germany with Austria in 1938? [7]
- (c) 'The Nazi-Soviet Pact played a greater part in causing war in 1939 than did the policy of appeasement.' How far do you agree with this statement? Explain your answer. [8]

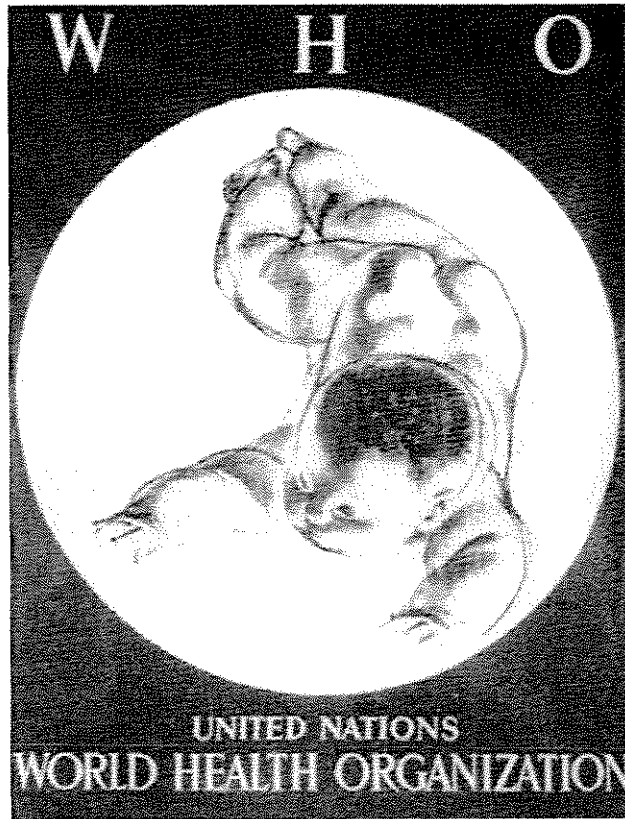
- 7 Study the extract, and then answer the questions which follow.

At Potsdam we were faced with an accomplished fact and were forced to agree to Russian occupation of Eastern Poland. It was a high-handed outrage. Unless Russia is faced with an iron fist and strong language another war is in the making.

*From a letter sent by the US President Truman to his Secretary of State, January 1946.*

- (a) What did Stalin gain from the Yalta conference? [5]
- (b) Why did tensions between the USSR and the Western Allies increase at the Potsdam conference? [7]
- (c) Who was more to blame for starting the Cold War, the USA or the USSR? Explain your answer. [8]

- 8 Study the poster, and then answer the questions which follow.



*A WHO publicity poster.*

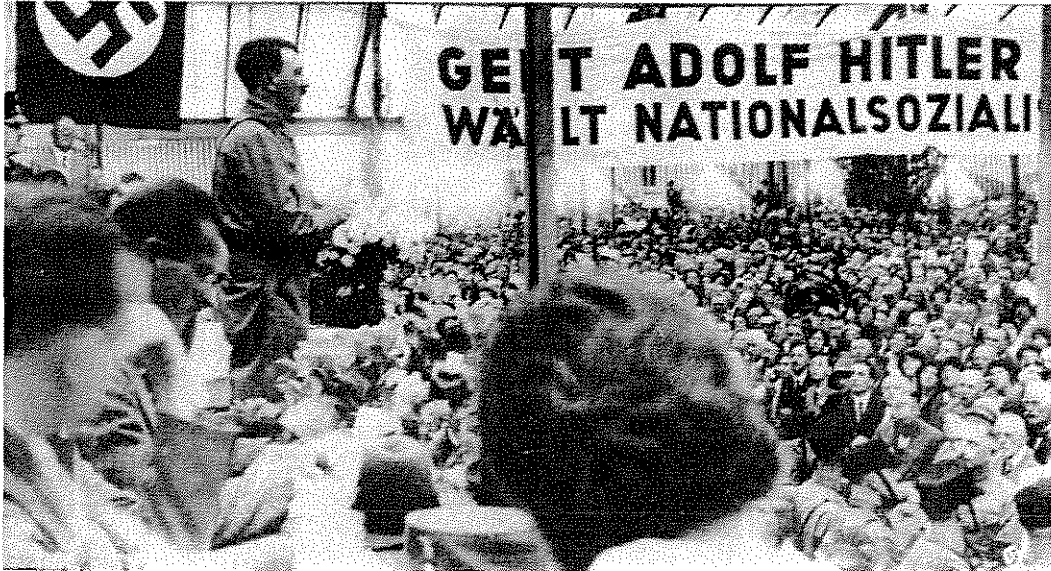
- (a) What did the founders of the United Nations hope it would achieve? [5]
- (b) Why did the United Nations become involved in the Congo in 1960-61? [7]
- (c) How successful has the United Nations been in its social and economic work? Explain your answer. [8]

## SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

## DEPTH STUDY A: GERMANY, 1918-45

- 9 Study the photograph, and then answer the questions which follow.



*Hitler at a Nazi Party election rally, 1932.*

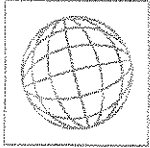
- (a) Describe the events of the Munich Putsch, 1923. [5]
- (b) Why did the Nazi Party have little success before 1930? [7]
- (c) How significant was the role of Hitler in increasing the popularity of the Nazi Party between 1929 and 1932? Explain your answer. [8]

- 10 Study the extract, and then answer the questions which follow.

It is my great educative work I am beginning with the young. We older people are bearing the burden of the past. But my magnificent youngsters! Are there finer ones in the world? Look at these young men and boys. What material! With them I can make a new world.

*Hitler speaking in 1939.*

- (a) Describe the events of Kristallnacht. [5]
- (b) Why were the changes made to education important to the Nazis? [7]
- (c) To what extent did German people benefit from Nazi rule in the 1930s? Explain your answer. [8]



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**HISTORY**

**0470/02**

Paper 2

**October/November 2008**

**2 hours**

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.

You may use a soft pencil for any diagrams, graphs or rough working.

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

This paper has two options.

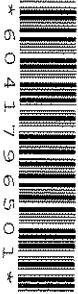
Choose **one** option, and answer **all** of the questions on that topic.

**Option A: 19th Century topic** [p2–p6]

**Option B: 20th Century topic** [p7–p12]

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 **12** printed pages.



**Option A: 19th Century topic****HOW MUCH SUPPORT WAS THERE FOR A UNITED ITALY IN 1848–9?**

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

**Background Information**

The first of the many European revolutions of 1848 took place in Italy in January when the people of Palermo, in Sicily, rose up against rule by Naples. Over the next 20 months there were many other risings in different parts of Italy. The aims of those who rose up were varied, including constitutional liberties, social and economic improvements and getting rid of Austrian rule. Another aim, connected to many of these, was the desire for a united Italy. This was not achieved in 1848. Was this because there was little support for it?

**SOURCE A**

Young Italy is a brotherhood of Italians who are convinced that Italy is destined to become one nation – convinced also that she possesses sufficient strength within herself to become one. The great aim is to remake Italy as one independent sovereign nation of free men and equals.

Young Italy is Republican because it is the only form of government that ensures a free and equal community of brothers and the aristocracy is the source of inequality and corruption to the whole nation.

Young Italy is Unitarian because without unity there is no true nation or strength. Italy, surrounded by powerful nations, has need for strength. Federalism would place her under the influence of one of the neighbouring nations.

The means by which Young Italy proposes to reach its aims are education and insurrection. Education must always be directed to teach by example, word and pen, the necessity of insurrection. Insurrection – by means of guerrilla bands – is the true method of warfare for all nations wanting to free themselves from foreign control.

*From Mazzini's 'General Instructions for Members of Young Italy', published in 1831.*

**SOURCE B**

The Papacy is a concrete, living thing, real – not just an idea. It has existed for eighteen centuries. The Papacy is naturally the head of Italy. This is in the nature of things, confirmed by many centuries of history. It has only been questioned by those who were too friendly with foreign powers and were enemies of Italy. The benefits Italy would gain from a political confederation under the influence of the Pope are endless. For such a co-operative association would increase the strength of the various princes without damaging their independence and would put the strength of each at the disposal of all. It would make foreign invasion impossible and place Italy again in the first rank of the Powers.

*Written by Gioberti, a Catholic priest, in 1843.*

**SOURCE C**

*A drawing from the time of Austrian troops being driven out of Milan by revolutionaries in March 1848.*

## SOURCE D



*A cartoon from 1848 entitled 'Italy Awakes'. It shows a long slumbering Italy being forced awake.*

## SOURCE E

A happier future is beginning for those of us who bravely stand up for their rights against the oppressor. We, out of our love for Italy, and supported by public opinion, join in with the admiration which Italy has for you.

People of Lombardy and Venetia, our armies, which were concentrating on your frontier when you acted first by liberating your glorious Milan, are now coming to offer you in the latter phases of your fight the help which a brother expects from a brother. We will support you in your desires, confident in the help of the God who has given Pius IX to Italy. In order to show more openly our feelings of Italian brotherhood, we have ordered our troops as they move into Lombardy and Venice to carry the cross of Savoy imposed on the tricolour of Italy.

*The proclamation by Charles Albert, King of Piedmont, to the people of Lombardy and Venetia, March 1848.*

**SOURCE F**

My position was difficult and dangerous. I had to try and prevent Tuscany falling into anarchy. This would have been fatal for Tuscany itself, a dreadful example to the other states in Italy, and would have made the situation more difficult for everybody. Either I had to take part in the war, or go into exile and bring the government down. Tuscan neutrality was impossible. I had received no request to join my forces with those of the Austrian army. The Austrians did not offer their troops to Tuscany to suppress the revolution, and I could not believe that Austria was in a position to send any troops.

I thought of my family, and the dangers that my dynasty might incur if the situation changed; I thought of the anarchy that was imminent in Tuscany. That evening, 29 March, I issued a decree which proclaimed war. I had already granted a free press, a Civic guard and a Constitution; now I granted war. I intended to raise 2,000 conscripts and nobody complained, not even about the extra cost, such was the popular enthusiasm.

*From the Memoirs of Leopold II, the Grand Duke of Tuscany, explaining why he joined Piedmont's war against the Austrians. Leopold was related to the Austrian royal family. He wrote his memoirs in the 1860s after he abdicated.*

**SOURCE G**

If my hands, used to fighting, would be acceptable to His Holiness the Pope, I most thankfully dedicate them to the service of him who has served the Church and the fatherland so well. Joyful indeed shall I and my companions in whose name I speak be, if we may be allowed to shed our blood in defence of His Holiness's work of liberty.

*A letter from Garibaldi to Pope Pius IX, October 1847.*

**SOURCE H**

Seeing that some people want us, along with the other princes of Italy and their subjects, to engage in war against the Austrians, we have thought it convenient to proclaim clearly and openly that we are not happy with such a plan.

We reject the treacherous advice of those who would want me to be head of some sort of republic of the whole Italian people. Rather, on this occasion, moved by the love we bear them, we do urgently warn the Italian people to stay loyal to their sovereigns whose rule has so often benefited them.

*A public announcement by Pope Pius IX, April 1848.*

**SOURCE I**

The word 'Italy' is a geographical expression. Though it is a term that slides easily off the tongue, it has none of the political implications which the revolutionaries are trying to attach to it – implications which would threaten the very existence of the individual states which make up the Italian peninsula.

*Metternich, the Austrian Chancellor, writing to an Austrian official in Italy, April 1847.*

**SOURCE J**

There are not five Italies, or four Italies or three Italies. There is only one Italy. God, who in creating her, smiles upon her land, has awarded her the two most perfect frontiers in Europe, symbols of eternal strength – the Alps and the sea. Rome shall be the temple of your nation.

*Mazzini speaking to the Constituent Assembly in Rome, March 1849.*

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your own knowledge of the topic to help you interpret and evaluate the sources.

**1** Study Sources A and B.

How far would the author of Source B have supported the ideas in Source A? Explain your answer using the sources and your knowledge. [8]

**2** Study Sources C and D.

How similar are these two sources? Explain your answer using the sources and your knowledge. [7]

**3** Study Sources E and F.

How far do these two sources prove that Charles Albert and Leopold were supporters of Italian nationalism? Explain your answer using the sources and your knowledge. [7]

**4** Study Sources G and H.

Does Source G make you surprised by what the Pope says in Source H? Explain your answer using the sources and your knowledge. [8]

**5** Study Sources I and J.

Why do you think these two sources disagree? Explain your answer using the sources and your knowledge. [8]

**6** Study **all** the sources.

How far do these sources support the view that by 1848 there was little enthusiasm for a united Italy? Use the sources to explain your answer. [12]

**Option B: 20th Century topic****WHY DID THE UNITED STATES LOSE THE WAR IN VIETNAM?**

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

**Background Information**

American Presidents Eisenhower and Kennedy supported the government of South Vietnam by sending advisers. They knew that the government was corrupt and undemocratic but wanted to prevent the country from falling to the Communists. The Viet Cong, supplied by Communist North Vietnam, were conducting a guerrilla war against the government.

In 1964 President Johnson decided to escalate the war. He ordered the bombing of North Vietnam and in 1965 sent 180 000 American troops. The war did not go well for the United States. More troops were sent and tens of thousands were killed. At the same time hundreds of thousands of South Vietnamese civilians were killed. By 1967 Robert McNamara, Secretary of Defence in both Kennedy's and Johnson's governments, had decided that the war was not winnable. He resigned in the following year. In 1973 President Nixon withdrew all remaining combat troops from South Vietnam, and in 1975 North Vietnam invaded and defeated the government of South Vietnam.

Why did the United States lose the war in Vietnam? Was it because of what happened in Vietnam or was it more because of factors in the United States itself?

**SOURCE A**

The American soldier in Vietnam could rely on the latest equipment. He was transported to the battle scene by helicopter, and if wounded flown out by helicopter. Tanks and armoured cars supported any attack and he had the most up-to-date arms – mortars, machine guns, grenade and rocket launchers, and the M16, a fully automatic rifle. The Americans had air-to-surface missiles and bombs of every shape and size from napalm bombs that roasted their victims alive to cluster bombs whose hundreds of pellets burst out to rip deep into the body of anyone within range. They also had electronic instruments which detected guerrillas, and chemical weapons which could destroy jungles and crops.

*From a book about the Vietnam War by an American historian, published in 1983.*

**SOURCE B**

The American story was that this was an example of the success of their bombing and shelling campaign. They told me that it showed that the Viet Cong were so demoralised that they were having to take refuge underground. Well I must confess that I believed that version of the story. It was only later when it was discovered how enormous the tunnel complex was and how skilfully the Viet Cong used it and how the tunnels actually extended under the American base camps, that I started to think for myself and I realised that this was not a sign of how demoralised the Viet Cong had become but how determined they were.

*A British journalist speaking on a television programme, 27 June 1993.*

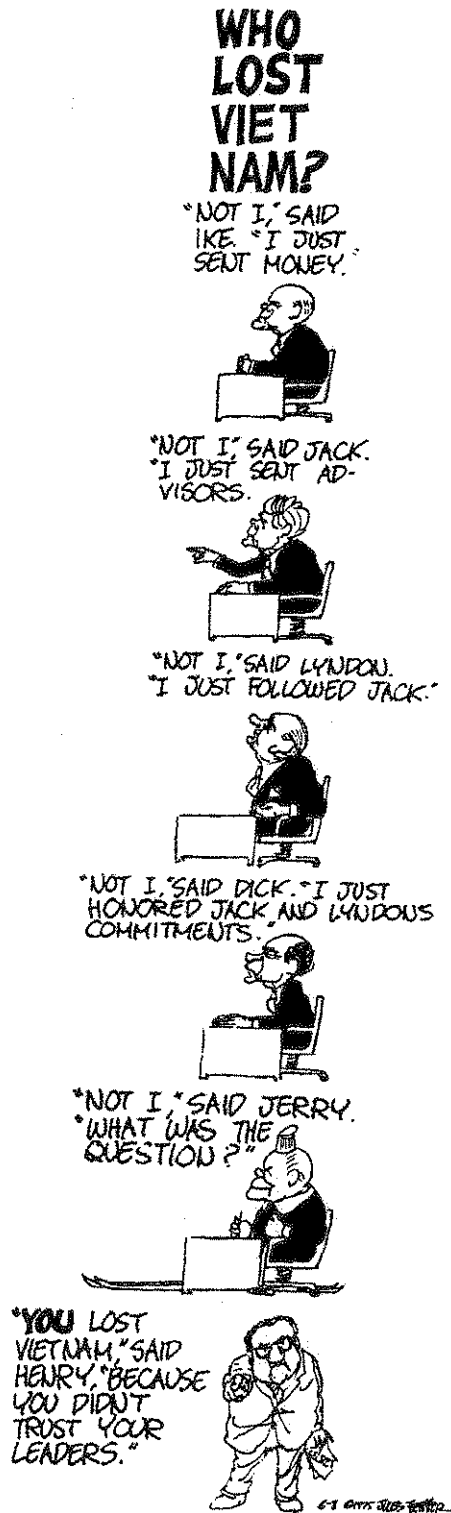
## SOURCE C



*(The US is spending more than \$40,000,000 per day on the war in Vietnam; compensation payments for South Vietnamese civilians killed 'by mistake' are \$34 per head.)*

*A British cartoon published in October 1966.*

SOURCE D



An American cartoon published in 1975. The title of the cartoon is 'Who lost Vietnam?' It shows successive American Presidents; Eisenhower, Kennedy, Johnson, Nixon and Ford. The figure at the bottom is Henry Kissinger who was a member of the governments of both Nixon and Ford.

**SOURCE E**

In general, American public opinion backed forceful action in the war. Johnson's popularity rating rose whenever he piled on the pressure; it leaped 14% when he started the bombing. He was criticized for doing too little; what the opinion polls show was that Americans hated the indecisiveness in Washington. Despite the draft, support for intensifying the war was always greater among the under-thirty-fives than among older people, and young white males were the group most consistently in favour of escalation. Among the people as a whole, support for withdrawal never rose above 20% until after November 1968 when the decision to get out had already been taken by the government. The American people were resolute, even if their leaders were not.

*From a history of America, published in 1997.*

**SOURCE F**

Dear American friends:

Large sections of the American people, encouraged and supported by many peace- and justice-loving persons, are about to launch an offensive throughout the United States to persuade President Nixon to put an end to the Vietnam War.

Your urgent demand is to save American honour and prevent sons and brothers from dying uselessly in Vietnam. It is a timely answer to the government which is intensifying and prolonging the war in Vietnam in defiance of American and world protests.

The Vietnamese and world people fully approve of your just struggle. We are firmly confident that with the solidarity and bravery of our two countries, and with the approval and support of peace-loving people in the world, the struggle of the Vietnamese people and the American people will certainly be crowned with total victory.

Affectionately yours  
Pham Van Dong  
Premier of North Vietnam

*A letter to American anti-war protesters, dated 14 October 1969.  
It was read out in the US Congress by the Chairman of the Republican Party.*

**SOURCE G**

Two young women who tempted some United States soldiers to lay down their weapons, and then killed them.

An old woman who assisted guerillas in setting up an ambush against American soldiers.

A young boy who befriended some United States soldiers and then led them into a Viet Cong ambush.

A government soldier who deserted to the Viet Cong, bringing several weapons and stolen documents with him.

A schoolboy who secretly spread the teachings of Ho Chi Minh among his classmates.

*A list of Viet Cong 'heroes' drawn up by an American journalist. In 1974 he researched the life of one small South Vietnamese village during the war. The villagers told him that they remembered the Viet Cong in the area calling meetings of villagers in which they were told about these 'heroes'.*

**SOURCE H**

First is the simple fact that South Vietnam, a member of the free world family, is striving to preserve its independence from Communist attack. Second, South-East Asia has great significance in the forward defence of the United States. The Communists' victory would only be a first step towards eventual Chinese dominance over South-East Asia.

*Robert McNamara, explaining publicly in 1964 why America had to be involved in Vietnam. The media started calling the conflict 'McNamara's War'.*

**SOURCE I**

The Vietnam War is unpopular in this country. It is becoming increasingly unpopular as it escalates – causing more American casualties. Most Americans do not know how we got where we are, and most are convinced that somehow we should not have got this deeply in. All want the war ended and expect their President to end it. Successfully. Or else.

There may be a limit beyond which many Americans will not permit the United States to go. The picture of the world's greatest superpower killing or seriously injuring 1000 innocent civilians a week, while trying to pound a tiny backward nation into submission, is not a pretty one.

*From a memorandum Robert McNamara wrote for President Johnson on 19 May 1967, opposing a request from General Westmoreland for more troops to be sent to Vietnam.*

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which 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.

**1** Study Sources A and B.

Does Source A make you surprised by the account in Source B? Explain your answer using the sources. [6]

**2** Study Source C.

What was the message of this cartoon? Explain your answer using the source and your knowledge. [8]

**3** Study Sources D and E.

How far would the author of Source E have agreed with the cartoonist (Source D)? Explain your answer using the sources and your knowledge. [7]

**4** Study Sources F and G.

Is one of these sources more useful than the other to a historian studying the Vietnam War? Explain your answer using the sources and your knowledge. [9]

**5** Study Sources H and I.

Was McNamara lying in one of these two sources? Explain your answer using the sources and your knowledge. [8]

**6** Study **all** the sources.

How far do these sources support the view that the United States lost the Vietnam War because of what was happening in America? Use the sources to explain your answer. [12]

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