

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

HISTORY

0470/02

Paper 2

October/November 2006

Additional Materials: Answer Booklet/Paper

2 hours

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.

The paper has two options.

Option A: 19th Century topic [p2–p6]

Option B: 20th Century topic [p7– p11]

Choose **one** of these options, and then answer **all** the questions on that topic.

The number of marks is given in brackets [] at the end of each question or part question.

At the end of the examination, fasten all your work securely together.

This document consists of **11** printed pages and **1** blank page.



Option A: 19th Century topic**HOW FAR WAS THE NAVAL RACE BETWEEN BRITAIN AND GERMANY RESPONSIBLE FOR THE FIRST WORLD WAR?**

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

Background Information

Historians have long debated the causes of the First World War. The spark that started the war was provided by the assassination of Archduke Franz Ferdinand in Sarajevo in 1914. But there were also longer-term causes such as the situation in the Balkans, imperial rivalry, the alliance system and the naval race. Both Britain and Germany were particularly keen to have the strongest navy. How far was their naval rivalry responsible for causing the First World War?

SOURCE A

At first the British ignored the German naval build-up, but the Second Naval Law of 1900, which called for a doubling of the German battleship fleet by 1916, opened their eyes. An important reason for the German naval initiative was to challenge Britain by becoming a major threat. Britain responded to this in 1906 by launching the battleship HMS Dreadnought which could out-gun and out-race any battleship afloat. Not surprisingly, the Germans were horrified. These fears were made worse by the Anglo-Russian Entente of 1907. The Germans felt they were being surrounded by a coalition of hostile powers. This 'encirclement' theory was an important motive for Germany's aggressive tendencies in the early 1900s.

The naval race was part of the general arms race. Germany set the pace. In 1874, she had an army of 400 000; by 1914, it had risen to 800 000. A massive increase in armaments followed. More destructive weapons were developed. Germany and Austria-Hungary secretly specialised in the production of enormous howitzers and mortars. Military expenditure intensified after 1910 with Germany and Austria-Hungary doubling their spending on arms.

From a recent history book.

SOURCE B

A British cartoon published at the time of the signing of the Entente Cordiale in 1904. The caption to the cartoon read 'Let Germany be careful now'.

SOURCE C

The division of the Great Powers into two well-balanced groups with close relations between the members of each, is a check on dangerous ambitions or sudden outbreak of race hatred. All governments know that a war of one group against another would be a terrible disaster. They know too, that to secure the support of the other members of their own group for such a conflict, they must first satisfy them that the quarrel is necessary and just.

From an English newspaper, April 1914.

SOURCE D

Germany is a young and growing empire. She has a world-wide commerce which is rapidly expanding. Germany must have a powerful fleet to protect that commerce and her many interests in even the most distant seas. She expects those interests to go on growing, and she must be able to support them in any part of the world. Who knows what may take place in the Pacific in the days to come. Look at the rise of Japan; think of the possible reawakening of China. Only those powers that have great navies will be listened to with respect when the future of the Pacific comes to be solved; and if for that reason only, Germany must have a powerful fleet. It may even be that England herself will be glad that Germany has a fleet when they speak together on the same side in the great debates of the future.

Kaiser Wilhelm II being interviewed by a British newspaper in 1908.

SOURCE E

The German Emperor is worrying me; he is like a battleship running at full power, but with no rudder, and he will run into something some day and cause a catastrophe. He has the strongest army in the world and the Germans don't like being laughed at and are looking for somebody on whom to use their strength. After a big war a nation doesn't want another for a generation or more. Now it is 38 years since Germany had her last war, and she is very strong and very restless, like a person whose boots are too small for him. I don't think there will be war at present, but it will be difficult to keep the peace of Europe for another five years.

Sir Edward Grey replying to the Kaiser's comments in Source D. Grey was the member of the British government in charge of foreign policy.

SOURCE F

A German cartoon entitled 'The Iron Fist of Agadir', published in 1911.

SOURCE G

A British cartoon entitled 'The Boiling Point', published in 1912. The figures represent the five Great Powers.

SOURCE H

Building a battle-fleet was necessary if we wanted to become a sea-power. Sea power was needed to protect trade, as other states had realised long before we did. Our surrounded and threatened position convinced me that no time was to be lost in turning ourselves into a sea-power. It would be a mistake, however, to think that the English would have treated us any better, and have allowed our economic growth to have proceeded unchecked if we had no fleet.

Admiral von Tirpitz writing in his memoirs which were published in 1919. Von Tirpitz was the member of the German government in charge of the navy until 1916 when he resigned.

SOURCE I

What did Germany want this great navy for? Against whom, except us, could she use it? There was a deep and growing feeling that the Germans meant mischief. Moreover, we realised that reluctance on our part to build ships would be seen by Germany as a sign of weakness.

Winston Churchill writing in 1933. Churchill was the member of the British government in charge of the navy from 1911 to 1915.

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 Source A.

Who does the author of this source think was responsible for the increasing tension between Britain and Germany? Explain your answer using the source. [6]

2 Study Sources B and C.

Does Source C make you surprised by the message of the cartoon (Source B)? Explain your answer using the sources and your knowledge. [8]

3 Study Sources D and E.

These two sources are biased. Does this mean they cannot be believed? Explain your answer using the sources and your knowledge. [8]

4 Study Sources F and G.

How similar are these two cartoons? Explain your answer using the sources and your knowledge. [8]

5 Study Sources H and I.

Is one of these sources more reliable than the other? Explain your answer using the sources and your knowledge. [8]

6 Study all the sources.

How far do these sources support the idea that the naval race was the major cause of the First World War? Use the sources to explain your answer. [12]

Option B: 20th Century topic**WHAT WERE THE AIMS OF THE PEACEMAKERS AT VERSAILLES?**

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

Background Information

The Paris Peace Conference in 1919 was dominated by the 'Big Four': Clemenceau of France, Lloyd George of Britain, Orlando of Italy and Wilson of the USA. Were they meeting simply to punish Germany or did they have other aims?

SOURCE A

Severe as the Treaty of Versailles seemed to many Germans, it should be remembered that Germany might easily have fared much worse. If, instead of being restrained by Britain and the USA, Clemenceau had had his way, the Rhineland would have become an independent state, the Saarland would have been given to France and Danzig would have become an integral part of Poland. However, the Germans as a nation were not inclined to count their blessings in 1919. Most of all they resented being forced to accept war-guilt. Finally, the fact that the treaty was not negotiated but dictated to Germany and signed in humiliating circumstances made it certain that the German people would accept no responsibility for carrying out its terms.

From a history book published in 1985.

SOURCE B

The fundamental significance of Versailles was emotional. Allied statesmen, urged on by pressure of public opinion, had made peace in a spirit of revenge. The cries of 'Hang the Kaiser' and 'squeezing the German lemon until the pips squeak' were typical of the desire not merely for a guarantee of future security, but for the national humiliation of Germany. The Germans saw every difficulty in later years as a further punishment that they alone must suffer as a result of the hated Treaty of Versailles.

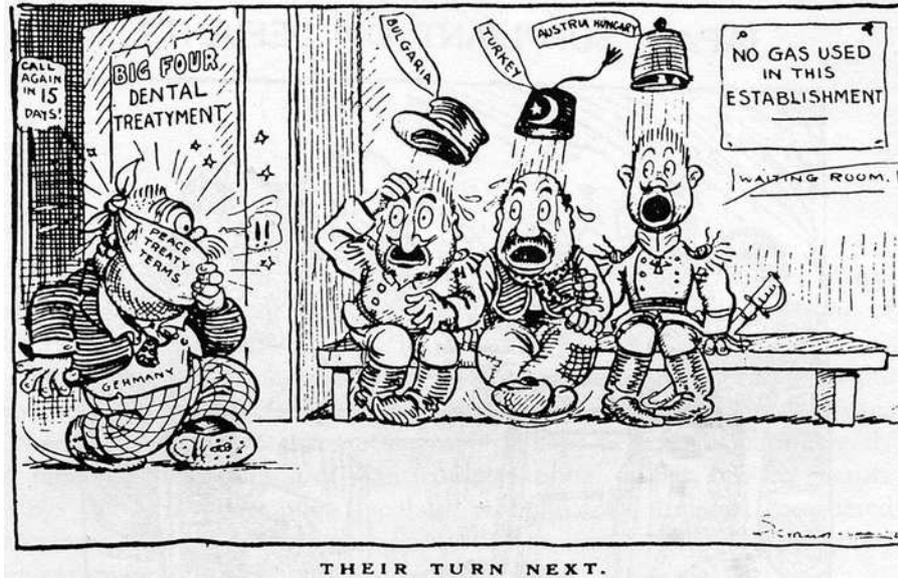
From a history book published in 1986.

SOURCE C

It must be a peace without victory. Victory would mean peace forced upon the loser, a victor's terms imposed upon the defeated. It would be accepted in humiliation, and would leave resentment and a bitter memory upon which terms of peace would rest, not permanently, but only as if built on sand. Peace without victory was the only sort of peace that the peoples of America could join in guaranteeing.

President Wilson speaking to the American Senate in January 1917.

SOURCE D



A cartoon from a British newspaper, May 1919. It shows the waiting room of a dentist.

SOURCE E

There will be strong attempts to persuade the government to depart from the strict principles of justice, in order to satisfy some shameful principles of either revenge or greed. We must resist that.

Lloyd George speaking at a meeting during the 1918 election campaign in Britain.

SOURCE F

We propose to demand the whole cost of the war from Germany.

Lloyd George speaking in January 1919.

SOURCE G

He was especially interested in the question of reparations, and said that if I would help him out in this direction, he would be extremely grateful. By 'helping him out' he meant to give a plausible reason to his people for having misled them about the question of war costs, reparations etc. He admitted that he knew Germany could not pay anything like the amount of reparations which the British and French demanded.

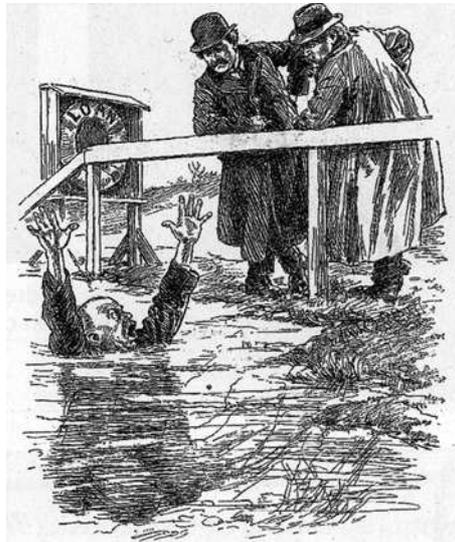
An American delegate's note of a conversation with Lloyd George during the peace negotiations in 1919.

SOURCE H

Mr President. You have sent to France your young soldiers. Eager though they were to meet the enemy they were unaware when they arrived of the monstrous crimes of the Germans. To obtain a proper view of the German conduct of the war, they had to witness the burnt-down cities, the flooded mines and the crumbling factories. You will have the opportunity, Mr President, to inspect with your own eyes the extent of that disaster.

The French government will also show you documents in which the German General Staff described its plan of plunder and industrial destruction.

President Poincaré of France in a speech of welcome to President Wilson in December 1918.

SOURCE I**A TRANSPARENT DODGE**

GERMANY: 'HELP! HELP! I DROWN! THROW ME THE LIFE-BELT!'

BRITAIN AND FRANCE: 'TRY STANDING UP ON YOUR FEET.'

A cartoon, about the effects of the Treaty of Versailles, published in Britain in 1920.

SOURCE J



A cartoon published in Britain in 1919.

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.

How far do these two sources agree? Explain your answer using the sources. [7]

2 Study Sources C and D.

Does Source C make you surprised by what is shown in the cartoon (Source D)? Explain your answer using the sources and your knowledge. [8]

3 Study Sources E, F and G.

Do you agree that these three sources prove that Lloyd George could not be trusted? Explain your answer using the sources and your knowledge. [8]

4 Study Source H.

Do you think President Wilson would have been happy with this welcome? Explain your answer using the sources and your knowledge. [7]

5 Study Sources I and J.

How similar are these two cartoons? Explain your answer using the sources and your knowledge. [8]

6 Study all the sources.

How far do these sources show that the peacemakers at Versailles wanted to treat Germany harshly? Use the sources to explain your answer. [12]

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Copyright Acknowledgements:

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Option A Source G Leonard Ravenhill; *Boiling Point* © Punch.

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