Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/13**

Paper 1 Document Question **May/June 2022**

1 hour 15 minutes

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You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question from **one** section only.
  - Section A: European option
  - Section B: American option
  - Section C: International option
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **8** pages. Any blank pages are indicated.

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Answer **one** question from **one** section only.

Section A: European option

The Russian Revolution, 1894–1921

1 Read the sources and then answer **both** parts of the question.

Source A

The representatives of all political parties and of all nationalities in Russia are now united with the government, and this war with Germany and Austria has already become a national war for Russia. Even we, members of the parties of the Extreme Left, and passionate anti-militarists and pacifists, now believe in the necessity of this war. It is a war to protect justice and civilisation. There can be no doubt that victory will be on the side of the Allied nations: England, France, Belgium, Serbia, and Russia. The German peril, the curse which has hung over the whole world for so many decades, will be crushed, and crushed so that it never again becomes a danger to the peace of the world. To Russia this war will bring regeneration. To ensure the complete success of Russia in this war against Germany and Austria, the strongest and most firm national unity is necessary.

From a letter written by an opponent of the Tsar, published in a British newspaper, September 1914.

Source B

The Tsar has told me, more than once, that he will never forgive himself for not leading the army at the front during the Japanese war. According to his own words, the duty of the Tsar dictates that the monarch be with his troops in moments of danger, sharing both their joy and sorrow. Now, when there is virtually a catastrophe at the front, His Majesty considers it his sacred duty to be among the troops, to fight against the enemy or perish. Considering such purely mystical feelings, you will not be able to dissuade the Tsar by any reasons from the step he has taken. Intrigues or personal influence played no role in his decision. It was prompted by the Tsar's consciousness of his duty to the motherland and to the exhausted army. I exerted all efforts, as did the Minister of War, to restrain His Majesty from making his decision final, begged him to postpone it until circumstances are more favourable. I find that the assumption of command by the Tsar is a very risky step which can have grave consequences. It remains only for us to bow before the will of our Tsar and help him.

From a speech made to the Council of Ministers by Prime Minister Goremykin, September 1915.

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Source C



THE CALL OF THE TSAR.
"WHO FOLLOWS ME FOR HOLY RUSSIA'S SAKE?"

A British cartoon published in September 1915.

Source D

After hardly three months of war the greater part of our regular, professional officers and trained men had vanished, leaving only skeleton forces which had to be hastily filled with men inadequately instructed who were sent from the reserves of conscripts. From this period onwards the professional character of our forces disappeared and the army became more and more like a sort of badly trained militia. The men sent to replace casualties generally knew nothing except how to march. Many could not even load their rifles and as for their shooting, the less said about it the better. Such people could not really be considered soldiers at all.

From an account by General Brusilov, a Tsarist commander during the First World War, published in 1930.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **B** and **C**.

How far do these sources agree about Nicholas II's decision to take command of the Russian forces? [15]

(b) Read **all** of the sources.

'It was likely that Russia would be defeated in the First World War.' How far do these sources support this view? [25]

Section B: American option

Civil War and Reconstruction, 1861–77

2 Read the sources and then answer **both** parts of the question.

Source A

The vast territory occupied by the South, the rugged terrain of much of the country over which much of the war was fought and the badness of American roads gave enormous advantages to the Confederate leader. President Lincoln could not hear about operations at Pensacola or New Orleans for a week or more and so could not easily give orders to repair a disaster or improve a victory. He did much to overcome these great challenges. The Confederates also had a superiority from the start as their leaders and officers were absolutely determined to fight. Their commander had been educated at the West Point military academy, fought through the Mexican War and had run the War Department for four years. He was followed there by another Southerner who left the Department in 1860 in precisely the condition that most suited their secessionist plan.

Horace Greeley, 'The American Conflict', April 1861.
Greeley was a Northern journalist and historian.

Source B

The visit of President Davis to his army was unexpected and his reception by all soldiers was not enthusiastic. The army showed no disrespect, but neither did it voice the admiration that had accompanied his visit to the army after the battle of Chickamauga. That change of attitude was so noticeable during his grand review of the troops that the President demanded to know the reason for it when he returned to headquarters. At first no one would tell him, so he called a meeting of all the generals. There the President learned of the army's wish for a change in the President's choice of commander and showed its strong preference for the able Johnston. There was also criticism about lack of honesty on the President's part about the army's poor performance and the large number of deserters.

From the Augusta (Georgia) 'Daily Chronicle and Sentinel', 7 October 1864.

Source C

Many attacked and criticised President Davis following the victory of the Confederate Army at Bull Run. There should, the newspapers felt, have been a damaging pursuit of the Union Army. They did not know that after the battle the President had advocated such a course, and also the capture of Washington, to his generals. However, General Beauregard and I, whilst agreeing that it was a good idea, also pointed out that our army lacked sufficient food, equipment and transportation. This should be remedied by the President first. We also warned the President of a possible counterattack by fresh Union forces nearby. The President gave in to our objections. A very heavy rainfall the following day would have made an advance impossible. However, there was much criticism of the President's caution, even though he had advocated attack.

General J E Johnston's 'Memoirs', published in 1874.

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Source D

In the early stages of the war we had great trouble with the endless variety of different types of weapons. Only 10 per cent of our rifles were the same as the excellent new rifle that was given to all the Union infantry. It was only by 1864 that we managed to get these new rifles to both our infantry and cavalry. If we had been armed with them from the beginning, the war would have been won by us within a year. Even when we captured some of the most modern Union rifles we could never use them for lack of proper cartridges. Our artillery equipment at the beginning was even more inadequate than our rifles. We always lacked the necessary copper and brass as well as the mechanical skills necessary to turn out the right ammunition. Even when we captured Federal guns, we could not supply them with good ammunition.

From 'The Memoirs of a Confederate' by E P Alexander, 1907.
He was responsible for managing the supply of guns and ammunition to the Confederate Army.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **B** and **C**.

To what extent do these two sources agree about the leadership of President Davis? [15]

(b) Read **all** of the sources.

'The Confederate Army had little chance of victory.' How far do the sources support this view? [25]

Section C: International option

China and Japan, 1912–45

3 Read the sources and then answer **both** parts of the question.

Source A

Japan's demand for the possession of Shandong is now going to be granted by the Paris Peace Conference. Her diplomacy has secured a great victory – and ours has led to a great failure. The loss of Shandong means the destruction of the integrity of China's territory. We students today will demonstrate, asking the Allies to support justice. We hope that all agricultural, industrial and commercial groups will rise and hold citizens' meetings to strive to secure our sovereignty in foreign affairs and to get rid of the traitors at home.

This is the last chance for China in her life and death struggle. Today we swear two solemn oaths with all our fellow countrymen. First, China's territory may be conquered, but it cannot be given away. Second, the Chinese people may be massacred but they will not surrender.

Our country is about to be annihilated. Up, brothers!

From the 'Manifesto of all the students of Beijing', May 1919.

Source B

We have had the students' demonstration over the Shandong question, which eventually reached the proportions of a riot and needed the use of armed force to suppress the disturbances. It is only fair to say that if the students had been able to control the situation, in all probability no serious rioting would have taken place. Once the demonstration was started, it gave the opportunity to all the riff-raff and troublemakers to join in and create trouble.

The very fact, however, of the students' demonstrations shows the trend of events in China; and the inconvenience caused by closing the shops and the striking employees who work for foreigners showed the Chinese the power of 'passive resistance' tactics. One may be sure in the future they will use the same means of attaining their ends.

From a letter by a British merchant in Shanghai, May 1919.

Source C

The May the Fourth Movement was directed against a government of national betrayal, a government which conspired with imperialism and sold out the interests of the nation, a government which oppressed the people. Long before the Movement, Dr Sun opposed and overthrew the Ching government. In my opinion he was quite right. The Movement was a revolutionary movement precisely because it opposed a government of national betrayal.

The May the Fourth Movement actually took place at the summons of the world revolution, of the Russian Revolution, and at the call of Lenin. It was part of the world proletarian revolution of the time. Although the Communist Party had not yet come into existence, there were already large numbers of intellectuals who approved of the Russian Revolution and understood the basics of Communist ideology.

From an essay by Mao Zedong, 1940.
He was an assistant librarian at Beijing University during the May the Fourth protests.

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Source D

Beijing University was a cultural oasis, where unrest developed among the students. The government, despite the efforts of Dr Sun's party, was dominated by military men and ruled China with only a pretence of democracy.

When students in Beijing demonstrated against the signing of the Versailles Treaty, the whole city of Shanghai was excited by the news. Public organisations sent telegrams to the government. Hundreds of schoolboys and girls went along the main street, begging the shopkeepers to go on strike. Some in sympathy and others out of fear closed their doors. In about an hour's time all the shops were closed.

The shop strike spread like fire. By noon all Shanghai was shut. Thousands of people wandered about the streets and traffic was almost blocked. The police became powerless. The government finally gave in. The students, having won their victory, continued to demonstrate against corruption in the government and old traditions.

From the autobiography of Jiang Menglin, 1947.
He was a newspaper editor in Shanghai during the May the Fourth protests, and later became a member of the Kuomintang government.

Answer **both** parts of the question with reference to the sources.

(a) Read Sources **B** and **D**.

Compare and contrast these two sources as evidence of the impact of the May the Fourth demonstrations. [15]

(b) Read **all** of the sources.

How far do the sources support the view that Chinese nationalism was the main cause of the May the Fourth demonstrations? [25]

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