GradeMax

Cambridge Assessment International Education

Cambridge International AS & A Level

HISTORY **9489/31**

Paper 3 Interpretations Question **May/June 2022**

1 hour 15 minutes

1190717235

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question from **one** section only.
  - Section A: The origins of the First World War
  - Section B: The Holocaust
  - Section C: The origins and development of the Cold War
- 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.

DC (CE) 302836/1
© UCLES 2022

[Turn over

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

Section A: Topic 1

The origins of the First World War

1 Read the extract and then answer the question.

The statesmen of 1914 often felt that they were the victims of objective forces which they could not control or that they were part of some unavoidable historical process.

Content removed due to copyright restrictions.

Men are not motivated by a clear view of their own interests; their minds are filled with the remains of discarded beliefs; their motives are not always clear even to themselves.

What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the origins of the First World War to explain your answer. [40]

© UCLES 2022

GradeMax

Section B: Topic 2

The Holocaust

2 Read the extract and then answer the question.

The campaign to exterminate the Jews, as regards its conception as well as many other essential aspects, remains shrouded in darkness. Inferences, psychological considerations, and third-hand or fourth-hand accounts enable us to reconstruct its development with some accuracy. However, the people chiefly involved in drawing up the plan are all dead and no documents have survived; perhaps none ever existed. Such is the secrecy with which the masters of the Third Reich, however boastful and cynical they were in other matters, surrounded their biggest crime. Undoubtedly it was Hitler himself who authorised genocide. Certain people might have influenced him, extremists like Goebbels or the Party chancellor, Martin Bormann; these were just the men to press him to the decision. All we can know with certainty is that the decision to exterminate the Jews was taken by Hitler some time between the end of the western campaign in June 1940 and the attack on Russia a year later.

At this point we must enter the realm of speculation if we are to answer the question: what were the factors that influenced the decision? Why was the policy adopted, whose consequences, in the words of Hans Frank, 'could not be erased in a thousand years'? We have seen earlier that extermination of the Jews did not figure among the original Nazi aims. Why, then, was this irrational decision made, and why was it made at this particular time?

The extermination of the Jews was ordered at a moment when it had become evident that the war would last a long time, whatever its final outcome. Chances of a compromise peace with Britain had vanished, and so the Nazis resolved to gamble everything on one big blow. The German people's efforts had to be united to the greatest possible degree. To do this, was it not desirable to involve them in an undertaking from which there was no possibility of turning back? This, at least, is what a passage from Goebbels' diary (dated 2 March 1943) seems to say: 'We are so entangled in the Jewish question that henceforth it is impossible to retreat. All the better. A movement and a people that have burned their bridges behind them fight with a great more energy than those who are still able to retreat.' To launch his people on an undertaking that would banish them as a group from the ranks of humanity, to make all Germans his accomplices in the perpetration of an unimaginable collective crime – such a calculation and course of reasoning are quite in keeping of what we know of Hitler. The Holocaust in which such an alliance would be formed would establish for centuries to come the homicidal myth of the thousand-year Reich and its brutal cult of blood and soil.

These calculations were made against a background of endless and unceasing hatred. The Jews had long served to excite Nazi fanaticism amongst the faithful; now for the last time they would unite Hitler and the German people in a campaign of murderous destruction. The poisoned atmosphere of the Third Reich and the Nazi mentality made it easy for the decision to be taken. I have shown earlier how even in their subconscious minds the Germans had been trained to consider the Jews as the 'dregs of humanity'. Their 'elimination from the German national body' was clearly a necessity for the Nazis. Under the circumstances, what did the method matter?

What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the Holocaust to explain your answer. [40]

© UCLES 2022

[Turn over

GradeMax

Section C: Topic 3

The origins and development of the Cold War

3 Read the extract and then answer the question.

The American offensive – the Truman Doctrine, the Marshall Plan, and the rebuilding of western Germany – was a reaction to the chaos in the international system, upon which the United States believed the Kremlin might capitalise. Fear drove policy.

Content removed due to copyright restrictions.

The present situation of a hostile yet peaceful world may still last for a long time, but there will come a time when conflict, I repeat, will be inevitable.'

What can you learn from this extract about the interpretation and approach of the historian who wrote it? Use the extract and your knowledge of the Cold War to explain your answer. [40]

© UCLES 2022

GradeMax

BLANK PAGE

© UCLES 2022

GradeMax

BLANK PAGE

© UCLES 2022

GradeMax

BLANK PAGE

© UCLES 2022

GradeMax

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.

© UCLES 2022