

# **MARKSCHEME**

**November 2000**

**HISTORY**

**Higher and Standard Level**

**Paper 1**

**SECTION A**

**PRESCRIBED SUBJECT 1      The Russian Revolutions and the new Soviet State 1917–1929**

- 1. (a) According to Document D why did the Bolshevik leadership not support Trotsky? [2 marks]**

Award *[1 mark]* for Menshevik [non-Bolshevik] past and *[1 mark]* for arrogance or something similar [aloof personality].

- (b) What can be inferred from Document C about the nature of the struggle for leadership in 1923? [2 marks]**

Award *[1 mark]* for a comment about Lenin's illness, hence the possibility that he was not in control and *[1 mark]* for the urgency of securing support in case he died quickly.

**NB** *Do not enter half marks or + and - but compensate between (a) and (b) if necessary for a final mark out of [4 marks].*

- 2. Compare and contrast the views expressed about Stalin in Documents A and B. [5 marks]**

Both documents criticise Stalin's personal character and find fault with him. Document A cites him as 'too rude' and by implication infers that he lacks caution, patience and politeness. According to Document B Stalin is ruthless, crafty and devious as 'the dispenser of favour and fortune'. Some candidates may compare the statement in Document A that Lenin wants to remove Stalin from the position of General Secretary with Trotsky's view that Stalin did not have the qualities to lead the party: others could legitimately use this in contrast. A clear point of contrast is that Lenin in Document A did not refer to Stalin's lack of intellect, oratory etc. , but Trotsky in Document B stressed this in arguing against him.

Award *[1 mark]* for each point clearly expressed and referenced but only give full marks if both similarities and differences have been addressed.

3. **With reference to their origin and purpose, assess the value and limitations of Documents D and E for historians studying the rivalry between Stalin and Trotsky.**

*[5 marks]*

Document D is a secondary work by a US academic historian, its purpose is to present the Russian Revolution in a scholarly way after years of research. It was written with the benefit of hindsight and the reference to the minutes of the 1923 Central Committee Plenum suggests that Pipes' research is thorough and up-to-date. For limitations candidates will probably note that it is a secondary source and that as a US citizen, Pipes could be biased, but they should gain little credit for bare statements to that effect. Further analysis of the difficulties of researching Russian history during the Cold War, language problems, Soviet secrecy etc. would earn credit.

Document E is Stalin's speech on the eve of Lenin's funeral. Its purpose - as well as praising Lenin was probably to convey Stalin as [in his eyes] the natural successor to Lenin, and to point out the policies that he would like to continue, or at least like the public to believe he would continue. Its value is the fact that Stalin gave the oration; and what he emphasised about Lenin. Its limitation is that it is a funeral oration, stylised, and of course limited as to what could be said on such an occasion as the death of the revered founder of Soviet Russia.

**NB** The question refers to the rivalry between Stalin and Trotsky, not to the qualities of Lenin. The expected division of marks would be 3/2 either way; if one section is **excellent** and the other omitted or very sparse, there could be a split of 4/0 or 4/1, but this would be exceptional.

4. **Using these documents and your own knowledge, explain why Stalin succeeded Lenin.**

*[6 marks]*

Documentary material could include:

From Document A, that Stalin was General Secretary and had amassed much power by using this position to his advantage.

From Document B, Stalin's character traits especially ruthlessness and craftiness, as well as his party manoeuvring and buying of support as the 'dispenser of favour'.

From Document C, Lenin's incapacity which Stalin exploited.

From Document D, Trotsky's weaknesses and Jewishness.

From Document E, that Stalin was in a strong enough position to deliver Lenin's funeral oration.

For 'own knowledge' the points above could be expanded. Most candidates should know that Trotsky did not attend Lenin's funeral. They should also be aware of the continuing feud between Stalin and Trotsky; perhaps of their different views about the party. Trotsky was expelled from the party and exiled in 1927. By 1928 Stalin was able to implement his policies of Socialism in one Country and was the recognised leader of the party and the USSR.

Do not demand that this mini-essay contains all of the above, but if only 'own knowledge' or documentary material is given, the maximum mark that can be awarded is **[4 marks]**.

**SECTION B**

**PRESCRIBED SUBJECT 2      The Origins of the Second World War in Asia 1931-1941**

5. (a) **What message is intended by Document C?** *[2 marks]*

The 'frozen credits' refer to the freezing of financial assets by western powers. This, and the expansion of the Japanese empire through the establishment of the Greater East Asia Co-prosperity Sphere, has extended the Japanese economy to the point of collapse as it is struggling under the burden of imperialism. There are two clear marks here.

- (b) **What reasons are given in Document B to explain why Japan found itself in a difficult position after the establishment of the economic embargo by western powers?** *[2 marks]*

Candidates should include the following:

- (i) The talks had broken down with the Americans;
- (ii) Japan wanted the United States to abandon the Chinese government in Chungking and recognise their control in East Asia.

If only one is included award *[1 mark]*.

**NB:** *Do not enter half marks or + and - but compensate where necessary between (a) and (b) for a final mark out of [4 marks].*

6. **To what extent do Documents A, D and E agree about the effects on the Japanese economy of the economic sanctions imposed by the United States, Britain and Holland?** *[5 marks]*

The documents are very consistent. Document A refers to Japan's financial assets, all exports by Britain, the USA, and Holland being stopped and a 90% reduction in oil imports. Document D mentions the financial assets, a total embargo on trade, and 80% of the oil being lost, Document E indicates that the extensions of the Japanese empire will result in a 'heavy task for Japan's strength'. All of the documents refer to the economic effects, but vary in detail and precision of these effects. Document E goes into far more detail about the effects that these sanctions will have on Japanese military strategy and indicates where, and with what forces, Japan might attack. If only two documents are included award no more than *[3 marks]*.

- 7. With reference to their origin and purpose assess the value and limitations, for historians studying United States policy towards Japan in 1940 and 1941, of Documents B and E. [5 marks]**

Document B is a secondary source, a general history of Japan published forty years after the events and is not a specific analysis of the period leading to World War Two. Document E is a primary source from the US government also published in 1941. Candidates should question the reliability of the documents by taking their provenance into account. Document B is by a British historian attempting to analyse the events of late 1941. It has the benefit of hindsight and does not appear to be judgmental. Document E is intended to justify US military action and is analysing the strategy of Japan as a 'worst case scenario'. Better candidates will question the reliability of this opinion. Weaker candidates will assume that Document E is more reliable because of its primary nature. Both documents must be included with clear evaluation of their origin, purpose, value and limitations to receive full marks. If any one of these are missing award no more than **[4 marks]**.

- 8. Using these documents and your own knowledge explain the relationship between the economic sanctions imposed by the Allies in July 1941 and the Japanese attack on Pearl Harbour (December 7, 1941). [6 marks]**

The results are clearly identified. Document A refers to the effects of the embargo on oil imports requiring a direct response (also mentioned in Document E). Document B mentions agreement with the United States; Document C implies that some action will be necessary; Document D argues that Japan had two choices, to accept US terms or declare war; Document E clearly lists possible Japanese actions. The effects of the embargo provoked a crisis in Japan which could only be resolved by acceding to the United States' demands or adopting a more aggressive military response. Konoye resigned as Prime Minister and was replaced by General Tojo Hideki. The Japanese decided on war as the least palatable alternative and pressed ahead with their plans for the conquest of the Dutch East Indies, which ultimately led to the necessity for the attack on Hawaii in December 1941. If only the documents or outside knowledge are used award no more than **[4 marks]**.

**SECTION C**

**PRESCRIBED SUBJECT 3      The Cold War 1945–1964**

- 9. (a) According to Document A “what were the roots of the crisis ...”?** *[2 marks]*

Document A traces the roots of the crisis to Khrushchev’s ICBM-oriented foreign policies and his concern with removing NATO powers from West Berlin. Candidates, without copying the document, should be able to discuss the Soviet’s need to neutralize Western Germany after American officials had doubted the Soviet’s missile credibility.

- (b) What message is portrayed in Document D?** *[2 marks]*

Kennedy and Khrushchev are sitting on missiles while they arm wrestle, both with their fingers on the button which would set off a nuclear war. What the cartoonist is implying is that the Cuban crisis was a struggle for power between the United States and the Soviet Union (arm wrestle), which was a real danger of nuclear war (fingers on buttons) which would have destroyed both countries. A straight forward description plus a sound implication would easily gain *[2 marks]* for the candidates.

**NB** *Do not enter half marks or + and - but compensate between (a) and (b) if necessary for a final mark out of [4 marks].*

- 10. How far do the views expressed in Document A agree or disagree with the views expressed in Documents B and C?** *[5 marks]*

Document A perceives the root of the conflict as Khrushchev’s concerns over West Berlin and the United States’ public statement of their nuclear superiority over the Soviet Union. This document certainly disagrees with Document C (Khrushchev’s memoirs, published in 1970) that states that the reasons for placing the missiles were to defend the Cuban Revolution and to show the United States ‘just what it feels like to have enemy missiles pointing at you’. This perception is supported by Document B (Zubok and Pleshakov analysis of the Kremlin’s archives, 1996) which see the crisis as the result of Khrushchev’s ‘revolutionary commitment and sense of rivalry with the United States.’ The differences might be the result of two different world views and perceptions: that of the United States and the Soviet Union. However, to obtain the full marks a reference to the date of publications and significance must be discussed (new evidence and research which provides support for discharged theories).

- 11. With reference to their origin and purpose, assess the value and limitations for historians studying the Cold War of Documents C, and E. [5 marks]**

Both sources are extracts of primary sources. Document C is Khrushchev's memoirs and Document E is President Kennedy's speech to the nation. Khrushchev's purpose was to explain his actions (after he had been ousted from power) and Kennedy's to explain to the American people the actions which he was going to take and the reasons for them (actions which might precipitate a nuclear war). Candidates should recognise that, within the context of origins, these sources have value in the study of the Cold War because they present both Khrushchev's and Kennedy's interpretations of what was one of the most sensitive crises of the Cold War. However, with regard to the purposes, the documents have limitations. Historians must be cautious in accepting a memoir to explain a dangerous (and somehow reckless) action, and of a public statement to justify military action so close to US territory. Thus, the reliability of evidence is the focus of the answer. For full marks, origins and purposes, value and limitations should be included. Omission of any of them could lower the marks as much as *[1 mark]* each.

- 12. Using these documents and your own knowledge explain what Khrushchev wanted to achieve by placing nuclear missiles in Cuba. [6 marks]**

From the documents the candidates can extract the following:

Document A: restore missile credibility;

Document B: preserve the impression of communism on the march;

Document C: defend the Cuban revolution and force the United States to experience the threat of nuclear missiles;

Document D: re-establish a balance of power;

Document E: defiance to the United States by penetrating their own 'sphere of influence'.

Some of the arguments which can be used from the candidates' own knowledge are the following:

Keeping Castro in power provided a possibility of a socialist model for other Latin American countries. Moreover it will help to deny the criticisms of China, which was challenging the Soviet Union as the leader of the Communist movements. By placing the missiles Khrushchev might restore the strategic balance and he would have been able to invest more resources in the domestic arena and thus achieve better standards of living for the Russian people. Furthermore, placing the missiles in Cuba could have been also related to the conflict in Berlin. He was eager to remove the Western powers from the city but up to that date he had failed. Perhaps, he expected that with the missiles in Cuba, Kennedy will be more conciliatory.

Or, according to some historians, another possibility was that in the strained atmosphere of the Cold War the missiles were designed to see how strong the US really was – whether they would back off or face up. The Soviet Union wanted to test Kennedy. The historiography about this crisis is very expansive and theories abound. Candidates will not be expected to explore all of them, but to realise that one single explanation is a very simplistic approach to an extremely complex historical debate. Both documents' views and own knowledge must be used to obtain **[6 marks]**.

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