

MARKSCHEME

November 2002

HISTORY

Higher Level and Standard Level

Paper 1

SECTION A

Prescribed Subject 1 The Russian Revolutions and the New Soviet State 1917–1929

1. (a) What can be inferred from Document A about the following?

(i) Why Lenin thinks that specialists are needed. [1 mark]

Lenin implies that the USSR is backward and needs experts in science and technology in order for socialism to progress.

(ii) How he intends to secure the service of specialists then and later. [2 marks]

Lenin says that he will have to pay for specialists in the short term, but when the Socialist regime is established, he can command them to work for the regime.

(b) What message is intended by Document E? [1 mark]

The message of the poster that is Document E is get educated so that you do not fall into disaster.

2. Compare and contrast Lenin’s attitude to kulaks in Documents C and D. [5 marks]

For comparison, both documents show Lenin’s hatred of and enmity to the kulaks. He regarded them as enemies of the Revolution. In Document C he says that the last and decisive battle against them is under way. In Document D he calls them parasites and exploiters who must be “combated”.

The contrast of the two documents lies in both the tone and the methods of opposition to them. Document C is said to be from a letter to the Bolsheviks of Penza by Lenin and kept secret. It is much more vehement and aggressive. The kulak “insurrection” must be put down without mercy. He lists how this is to be done, by taking hostages and hanging many in full view of other peasants, publishing their names and seizing all their grain. They would then starve.

Document D is more subtle. It is an extract from a speech by Lenin to a delegation of peasants. Lenin states that the way to defeat the kulaks is to show the peasants that the way forward lies in socialized farming, that is in collectives or communes, because this will make it possible for agricultural improvements, and this will harm the kulaks. For **[5 marks]** answers must include well argued running comparisons and contrasts; perhaps a suitable division would be **[2 marks]** for comparison and **[3 marks]** for contrast.

3. **With reference to their origin and purpose, assess the value and limitations of Documents A and B for historians studying the USSR under Lenin, 1918 to 1920.** **[5 marks]**

Document A is an extract from a speech by Lenin at a conference of Bolshevik leaders, in April 1918. At this stage Lenin is the acknowledged Bolshevik leader, so it can be assumed that the purpose of his speech is to inform his party of policies, and at the same time secure their support for the strengthening of the new regime. Its value is that as it is by Lenin, the leader, it can be assumed that it is genuine Bolshevik policy. At the same time the tone is quite careful. The USSR under Lenin is facing problems and opposition in the form of civil war, and its limitation could be that it does not reflect some of Lenin's more controversial policies.

Document B is a decree by an important Bolshevik official. Its purpose is to organize support for the government to fight the opposition which has turned into a civil war. Its importance is that it sets out government policy to build up the army in order to fight the "white opposition" which it says is trying to regain power in Russia. Its limitation could be that it exaggerates the strength of the opposition in order to make its enlistment policy acceptable. Also it could exaggerate the resistance of the "bourgeois" in order to give credence to the new social system which is being organized on Communist lines.

Award **[3 marks]** for one document and **[2 marks]** for the other (which ever is more suitable), but do not award full marks unless origin and purpose have been discussed.

4. **Using the documents and your own knowledge, explain the origin and nature of problems facing Lenin between 1918 and 1920.** **[6 marks]**

Documentary knowledge could include:

- lack of specialists in science and technology needed to build up and modernize the new Soviet state. The origin of this problem is blamed on the Russians being bad workers, because of the Tsarist system which Lenin equates to one of slavery;
- USSR is surrounded by enemies, both foreign imperialists who are trying to overthrow the state, and bourgeois, who will not part with their privileges, *etc.* The origin of the opposition (the civil war) is ascribed to conspiracies, risings and traitors;
- opposition and rebellion of kulaks, origin is implied as their greed *etc.*;
- opposition of kulaks, parasites *etc.* who will not cooperate in communes, collectives *etc.* It is implied that agriculture is backward and food short. Origin is the peasants desire for land and old fashioned habits;
- backwardness and illiteracy; origin again implicit from Tsarist times.

Own knowledge could include details of the civil war, necessity of building up Red Army, work of Trotsky, War Communism. For origins some background of the revolutions and Russian withdrawal from the allies in the First World War could be given.

Candidates will probably find nature easier than origins, but save at least **[1 mark]** for origins. There is much possible material so do not demand all the above. If only documentary material or only own knowledge is used, **[4 marks]** is the maximum.

SECTION B

Prescribed Subject 2 Origins of the Second World War in Asia 1931–1941

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

The men in the formal suits are intended to represent the Japanese Government. They are slowly letting out a paper dragon which threatens aggression (by its size and expression) but they have it safely tethered to a winch so that it can be rewound at any moment if it is perceived to be too aggressive by any state/Government. Award *[1 mark]* for mention of the Japanese Government and *[1 mark]* for the message that the dragon is supposed to frighten rather than to really threaten the peace.

- (b) **According to Document E what reaction did the Japanese have to the United States' Memorandum of 26 November 1941?** *[2 marks]*

According to Document E the Memorandum provoked amazement from the Japanese at the tone and nature of its demands. The note also confirmed the Japanese Government's impression that the US considered itself superior to the Japanese and that the Japanese should obey the US President. The note also indicates the US perception of Japanese military weakness. The result was for the Japanese Government to tell its representatives in Washington to continue negotiations while, at the same time, Japan prepared for war. Award *[1 mark]* for Japanese reactions and perceptions and *[1 mark]* for explicit mention of the instructions issued by Japan to its representatives and military.

6. Compare and contrast the attitude of the United States towards Japan in Documents A and C. [5 marks]

The two Documents contain the following information:

- Document A**
- the US Government declares that it desires friendly relations with Japan
 - the US threatens Japan by warning them that any aggressive action will be met by US military action
 - the tone of the Document is harsh-reprimanding Japan.

- Document C**
- the US demands that Japan accept the Draft Declaration
 - the Declaration maintains that both the US and Japan desire peace
 - implies that if Japan does not accept the Declaration the US will take military action
 - is a dictated proposal. There is no room for Japan to discuss or amend it
 - the tone is imperious.

Candidates should use any of the above information to make claims and counter claims about the similarities and differences in the Documents.

In comparison Documents A and C are very similar in the US' attitude to Japan. They both suggest policies and actions that Japan should take and the demands are very similar in terms of what Japan should do. However, Document C is more threatening in its tone referring to Japan's wider policies and potential economic domination.

Maximum of *[3 marks]* for answers that only compare or contrast. For maximum *[5 marks]* answers must include well-argued running comparisons and contrasts.

7. With reference to their origin and purpose, assess the value and limitations of Documents D and E for historians studying relations between the United States and Japan in 1941. [5 marks]

Document D is a statement made by Tojo to the War Crimes Trial in 1946. Its purpose is to explain and justify Japanese actions and reactions. Its value is that it shows the Japanese viewpoint on the events of 1941 and why Japan felt it necessary to go to war making a pre-emptive attack on Pearl Harbor. It is also direct testimony from Tojo himself. Its limitations lie in the fact that Tojo was a General in the Army and War Minister in 1941. It could be argued that he is attempting to justify Japanese actions and also to mitigate his own part in the proceedings as the Council made the decision, not Tojo by himself.

Document E is a book by John Keegan published in London in 1990. Its purpose is to examine/explain the events of World War II and to analyse the reasons for the actions/policies of the belligerents. Its value is that it has hindsight and that more evidence is now available. It tries to be objective showing both sides. Its limitations are that it is a general history book and includes little in-depth analysis. Keegan is a western writer and it is not known if he can read Japanese or if he has had access to Japanese Documents.

Award a maximum of *[3 marks]* if only one document is addressed. For a maximum *[5 marks]* candidates must refer to origin, purpose, value and limitations of both documents in their assessment.

8. **Using the Documents and your own knowledge, assess the effect of the Memorandum of 26 November 1941 [Document C] on relations between the USA and Japan.**

[6 marks]

Document A already indicates in August 1941 that the US is taking a firmer stand against Japan. It states that “the US will be compelled to take all steps [...]”. To that extent Document C is a logical extension of this policy if the Japanese had taken “further steps” (Document A). Document B indicates that Japan might make aggressive steps, but that these should be only seen as threats rather than active policies. Document C in November indicates that Japan has continued aggressive action and would therefore like Japan to agree to actions which would ensure peace in Asia. The US sees the Memorandum as justified and a fair step to resolve negotiations which have been continuing for months. Document D shows that, despite what the US is saying, the Draft Declaration is seen by the Japanese as an imposed policy with no room for negotiation and a direct threat to their security. Document E agrees that the Memorandum is a logical extension of US policy but also implies that it was so strongly worded that the Japanese had little choice but to see it as an ultimatum.

In the context of what had happened in 1941 the Memorandum, to the USA, is compatible with their policies towards Japan who has become more and more aggressive. The US could point to the signing of the Tripartite Pact, Japan’s actions in China, aggressive moves into Indochina, and the clear aim to establish the Great East Asia Co-Prosperity Sphere in South East Asia. The Japanese, on the other hand, could point to the Atlantic Charter, the oil blockade, the American, British, Chinese and Dutch Entente and the lack of progress of the negotiations in Washington. Even by 20 November 1941 war was not inevitable.

Despite the 6 September 1941 Japanese “Guidelines for implementing national policies” and the 5 November 1941 meeting in Tokyo to discuss the worsening situation, there were still clear signs that the Japanese Government was not committed to war. After 26 November it was clear that negotiations had failed and that war was inevitable.

There is no shortage of material for this question, but do not expect or demand all the above. If only documentary material is used or only own knowledge is used, the maximum mark that can be obtained for this question is *[4 marks]*.

SECTION C

Prescribed Subject 3 The Cold War 1945–1964

9. (a) **Why according to Document A was Khrushchev so hostile to Kennedy when they met in Vienna in 1961?** [2 marks]

The following explanations are offered in the extract:

- it was because of the Bay of Pigs fiasco.
- Khrushchev thought he could take advantage of a president who was so young and inexperienced that he got into such a mess.
- if Kennedy didn't have any guts then that would be revealed if Khrushchev placed pressure on him.

Award [1 mark] for each valid suggestion based on use of the document up to a maximum of [2 marks].

- (b) **What can be learnt from Document B regarding the comparative military strengths of the USA and USSR?** [2 marks]

Points might include some of the following:

- the USA is shown as having an advantage in ICBMs throughout the period, with the gap widening in 1962 and 1963.
- the USA is shown as having increased ICBM numbers almost seven fold between 1961 and 1963, whereas the USSR had only doubled its number in the same period.
- the USA had an advantage in SLBMs in 1963, and presumably also in 1961 and 1962 though USSR figures were not available.
- the figures suggest that the USSR had a considerable advantage over the USA in their total number of IRBMs and MRBMs.
- the USSR is shown as extending its superiority over the USA in IRBM and MRBM missiles, greatly increasing its total of these missiles between 1961 and 1962.

Do not expect all the above and award [1 mark] for each valid point or for two points simply suggested, up to a maximum of [2 marks].

N.B. Do not enter half marks, but compensate when necessary between (a) and (b) for a final mark out of [4 marks].

10. **Compare and contrast the views of Soviet missile policy given in Documents B, C and E.** *[5 marks]*

Similarities

In all three documents there is evidence of the importance of Soviet missile policy. The growth in missile numbers shown in Document B, and the relative standstill in long-range bomber production, are evidence of the importance of ballistic missiles in the eyes of the Soviet leaders. Khrushchev's explanation of the "Caribbean crisis" in Document C and Kennedy's reference in Document E to the implications for peace and security of the establishment of missile bases in Cuba by the Sino-Soviet powers also provide evidence of the significance of Soviet missile policy.

Differences

Only Document B provides a full picture of missile types and numbers, with details of the line up of different kinds of missiles. In Document C, Khrushchev stresses the Soviet view that missiles were installed on Cuba to deter American influence in the Caribbean. In Document E, Kennedy indicates a very different view, that Soviet missile policy endangers the peace of the world and the security of the USA and all American states.

Maximum of *[3 marks]* for answers that only compare or contrast. For maximum of *[5 marks]* answers must include well-argued running contrasts and comparisons, and use all three documents.

11. **With reference to their origin and purpose, assess the value and limitations of Documents D and E for historians studying the Cuban Missile Crisis.** *[5 marks]*

Document D is an extract from Sorenson's book, published less than two years after Kennedy's assassination (22 November 1963). Sorenson was Special Counsel to Kennedy and a member of ExComm during the missile crisis. The book's purpose was mainly to inform the public about Kennedy's actions, though Sorenson may also have had further personal goals. The value of his account is heightened by the fact that he witnessed the work of the committee. A possible limitation is that his personal involvement may have encouraged him to write a summary that was not entirely faithful to what occurred. Well-informed candidates may make use of their knowledge that Kennedy had the ExComm proceedings taped.

Document E is an extract from the actual proclamation by Kennedy. The purpose of the proclamation was to make public the actions to be taken by the US and the reasons for the blockade. The value of the extract includes information about how the blockade would be enforced, insight into US government policy and the justification for the action that Kennedy and his advisors thought appropriate to announce to the world. Its limitations include that the extract provides only part of the instructions and justification, and that the full proclamation can contain only a limited statement of the thinking behind what is stated in the proclamation.

Reward relevant comment, but up to a maximum of *[3 marks]* if only one document is addressed. For maximum *[5 marks]* candidates must refer to origin, purpose, value and limitations in their assessment.

12. **Using the documents and your own knowledge, assess the extent to which Khrushchev successfully exploited President Kennedy’s inexperience in the first two years of his presidency (1961–2).** *[6 marks]*

Documentary material used in support of the view that Khrushchev did successfully exploit Kennedy’s inexperience might include some of the following:

Document A shows that Kennedy felt under pressure after their meeting: “I’ve got two problems...” and “ [need] to figure out what we can do about it.”

Document C refers to the Bay of Pigs (“Castro’s crushing victory over the counter-revolutionaries”) and the installation of missiles with nuclear warheads in Cuba “without letting the US find out they were there until it was too late to do anything about them.”

Document D could be interpreted as showing that Kennedy was uncertain about how to react when he learned about the installation of the missile bases on Cuba.

Documentary material to the contrary could include:

Document B shows purposeful action, with a significant increase in American ICBMs, from 63 in 1961 to 294 in 1962 and 424 in 1963.

Document D could be interpreted as showing that Kennedy avoided being pressured into making a hasty, personal response.

Document E shows Kennedy taking a firm stance and acting in a way that put the onus on the Soviet Union and allowing time for negotiating a peaceful solution.

Own knowledge used in making an assessment could include some of the following:

Further reference to what happened at the Vienna summit meeting (June 1961); the Berlin crisis of 1961, with Khrushchev demanding an end to the Western Zone of occupation in Berlin and Kennedy’s varying responses to the building of the Berlin Wall; Kennedy’s decision on learning of the missile sites on Cuba that he must order their elimination, reversed when his military advisers warned him that this could precipitate a nuclear war; and the exchange of messages with Khrushchev that led to the agreement (28 October) that the US would remove its air bases in Turkey and the Soviet leader would accept US stipulations regarding the removal of Soviet air bases in Cuba.

Do not expect all of the above, but do expect candidates to assess. Maximum of *[4 marks]* for narrative answers where assessment is implicit rather than explicit, and for answers that use only the documents or own knowledge, not both.
