

MARKSCHEME

May 2003

HISTORY

Higher and Standard Level

Paper 1

SECTION A

Prescribed Subject 1 The USSR under Stalin 1924–1941

1. (a) Explain why according to Source D “four to five million people perished”. [3 marks]

The reasons given in Source D are “de-kulakization”, and grain seizures. Both of these resulted in starvation. Award [1 mark] for simple comprehension, and the other [2 marks] for explanations of each. The Kulaks were the richer (and more advanced in agricultural methods) peasants, persecuted by Stalin because they opposed collectivisation. This persecution caused both the death of Kulaks and a decline in food production, thus a further loss of life. Grain was seized from Kulaks and poorer peasants to feed urban dwellers, again causing death from starvation. Hoarding and killing animals by all types of peasants rather than giving up their produce might also be mentioned.

- (b) What message is conveyed by Source E? [2 marks]

Award [1 mark] for a simple explanation referring to one of the following:

- collectivisation was being implemented;
- the man calling the register suggests regimentation;
- reliance of the collective farms on female labourers (or a similar comment).

Award [2 marks] for two of the above or for a more sophisticated comment, perhaps noting the absence of tractors, promised by Stalin, or the contrast between the name “New Life Collective”, and the antiquated farm implements.

N.B. Do not enter half marks or + and – but compensate between (a) and (b) if necessary for a final mark out of [5 marks].

2. Compare and contrast the views on collectivisation expressed by Stalin in Sources A and C. [6 marks]

For comparison:

- Stalin admits problems in achieving collectivisation, officials not organising collectivisation properly, and making bogus returns of number of farms collectivised, in Source A, and the opposition to it, followed by exile or death, especially of kulaks, in Source C.
- The backward nature of Russian agriculture is indicated by the difficulties and diversities of the terrain in Source A, and the problems with tractors in Source C.
- Force and compulsion are present in both, by threats in Source A, and death in Source C.

For contrast:

- Source A, written in 1930 states that the official policy was voluntary, and those who did not apply this were, according to Stalin, disobeying his wishes.
- In Source C spoken in 1943, Stalin seems to imply that he had to resort to harsh methods.
- Source A is more impersonal; districts and not “peasants or kulaks” are discussed. In Source C Stalin admits the fate of the kulaks, perhaps reluctantly.
- There is no mention of “success” in Source A, whereas Source C speaks of “increased food supply”, and better quality grain.

If only one document is tackled, award a maximum of [2 marks]. End-on descriptions of both documents would probably be worth [3 marks] if the comparative element is only implicit, and [4 marks] with explicit linkage. If the linkage is excellent or there is detailed material in a comparative framework [5 or 6 marks] could be scored. Do not demand all the points above.

- 3. With reference to their origin and purpose, assess the value and limitations for historians studying Stalin’s agricultural policy, of Sources B and D. [6 marks]**

The origin of Source B is that it is a newspaper report by a journalist in a reputable international newspaper, writing about a subject at the time and in the place that it – the famine – was occurring. The purpose of the report is to inform readers of the desperate situation taking place. The value of the source is that Reuters is a reputable organisation and the journalist is an on-the-spot eye witness. The limitations are that the journalist’s political opinion’s are not known, and the style of the report is somewhat journalistic.

The origin of Source D is that it is an extract from a book written by an historian, and published in London in 1997. Its purpose is to inform its readers about the history of Russia in the twentieth century. Its value is that it is written after the opening of the Russian archives, and provided the author has researched and referenced his work thoroughly, it could present a balanced overall account. Its limitations are that it was written long after the events described, the political stance of the writer is not stated, but it is published in the west and some of the language suggests that it might be subjective in approach.

Do not expect all of the above. Ideally there will be a balance between the two and each source can be marked out of *[3 marks]*, but allow a *[4/2 mark]* split, and if only one is assessed, mark out of *[4]*. For a maximum of *[6 marks]* candidates must refer to both origin and purpose, value and limitations in their assessment.

- 4. Using these sources and your own knowledge, explain to what extent you agree with the verdict on collectivisation expressed in Source D, “The price was awful”. [8 marks]**

Source A records the incompetence, deceit and threatening behaviour of officials sent to carry out collectivisation (and implies perhaps that the onus was on them to enforce it).

Source B describes graphically famine and misery caused by the policy, and the denial of it by a communist.

Source C records the difficulties and opposition that Stalin, who was directing the policy, faced. Even he admitted that it was fearful.

Source D reports the deaths and suffering caused by the policy as well as its failure and the incompetence of party loyalists.

Source E shows regimentation, and the old fashioned farming methods that persisted.

Own knowledge could include more statistics, more details about Stalin’s aims and motives and his battle against the kulaks. It could be discussed in relation to the Five Year Plans, and the prominence given to heavy industry, and as part of Stalin’s purges and terror campaigns.

If only source material or only own knowledge is used the maximum mark that can be obtained is *[5 marks]*. To obtain top marks, there must be assessment and the source material should be referenced, but do not expect all the above. For maximum *[8 marks]* expect arguments, synthesis of documentary material and own knowledge, and the source material should be referenced.

SECTION B

Prescribed Subject 2 The Emergence and Development of the People’s Republic of China (PRC) 1946–1964

5. (a) **Why according to Source A did Mao want to start a technological revolution?** [3 marks]

The reasons suggested by Source A are:

- it would be a natural progression from the earlier “revolutions” such as land reform;
- China was behind other countries and must catch up;
- increased agricultural and industrial production would enable China to play a greater role in world affairs;
- it would keep the people from losing their revolutionary fervour and/or becoming discontented.

Award [1 mark] for each satisfactory reason given, up to [3 marks].

- (b) **What message is conveyed by Source E?** [2 marks]

Four ideas could be suggested:

- the workers are women, therefore women were essential for work in the commune;
- they are hoeing, suggesting traditional agricultural methods;
- women had guns, another role for women – and the position of women changed with Mao;
- the dual/combined role in a commune of the military and agriculture, as demanded in Source B.

Award [1 mark] for each sensible suggestion, to a maximum of [2 marks].

N.B. Do not enter half marks or + and – but compensate between (a) and (b) if necessary for a final mark out of [5 marks].

6. **In what ways and to what extent do Sources B and C show that the hopes expressed in Source A were being fulfilled?** [6 marks]

The hopes expressed in Source A were that the revolutionary spirit would continue, that a technological revolution would be started, and that the masses would be occupied with revolutionary fervour and have no time for conceit.

Source B supports the hopes by showing how the revolution should be carried forward in a commune, which would unite all the people in production and in education and culture – obviously in the Communist ideology. It could be implied that this would help to bring about a technological revolution. It also suggests that if all work together, there would be no conceit, that is, self-satisfaction, and the unwillingness to embark upon more revolutionary activity and changes. Candidates could say that although Boda implicitly supports Mao’s views in Source A, he is not directly addressing some of them, e.g. a technological revolution.

Source C is a straightforward account of making steel, which was essential for a technological revolution. The heading gives the information that ninety million people were mobilised to construct and operate furnaces, thus Mao’s hopes were being fulfilled in the number of people and their efforts, described in some detail, in Source C. However it could be argued that the methods used in Source C were not consistent with a technological revolution.

Candidates could be awarded [2 marks] each for the three documents, however allow up to [3 marks] for one if it is done very well, with a [6 mark] maximum.

7. **With reference to their origin and purpose, assess the value and limitations for historians studying the Great Leap Forward, of Sources B and D.**

[6 marks]

Source B was written by Chen Boda, a Communist and colleague of Mao. It was written in 1958, and published in the Communist Party official journal. Its purpose was to inform party members of the policy of combining all aspects of life in each area into a commune, that is a communal settlement, which would embrace work, security, day to day living, education, *etc.* Its value is that as the writer was a senior Communist, and a colleague of Chairman Mao, writing for an official communist paper, at the beginning of the Great Leap Forward, it is likely that it was a reliable account of Communist policy. Its limitation could be that it was written as propaganda, to persuade the people of the benefits of the commune. It does not consider disadvantages.

Source D is written by an historian/journalist. The date, and mention of a revised edition could prompt comments that it is not contemporary, or that new material has been added. Its purpose is clearly to record and assess the history of the period. Its value could be that of an historical work based on careful research, with the benefit of objectivity and hindsight. Its limitations could be subjectivity, its place of publication could suggest a lack of sympathy to the regime, *etc.* Some, especially if they recognise the work, might comment on its style.

Do not expect all of the above. Ideally there will be a balance between the two and each source can be marked out of **[3 marks]**, but allow a **[4/2 mark]** split, and if only one is assessed, mark out of **[4]**. For a maximum of **[6 marks]** candidates must refer to both origin and purpose, value and limitations in their assessment.

8. **Using these sources and your own knowledge, explain to what extent you agree with the verdict expressed on Source D that the Great Leap Forward was at first a political success but, as economic policy the Leap was a disaster.**

[8 marks]

For source material:

Source A: Mao's aims for continuing "revolutionary battles" and keeping the masses occupied were achieved.

Source B: could be used to give the form of a commune, which was a feature of the Great Leap, and at first a political success, in that communes were formed, but later abandoned as economically not viable.

Source C: the attempts to build and operate back yard steel furnaces, as in Source C could be said to be a political success, as they were what Mao wanted, and the description of Source C reflects "enthusiasm", but also an utter lack of technology, thus economic failure.

Source D: reports the renewal and strength of Chinese nationalism and Communism, but also the failure of the commune after the initial enthusiasm, and the economic disaster and famine.

Source E: women combining agricultural and military duties, but the guns look more advanced than the hoes.

For own knowledge:

Candidates should be able to supply more details on the programme of the Great Leap – the second 5 year plan, with impossible targets, life in a commune, and especially the great famine (30 million dead?) that overwhelmed China. Some may add details of the natural disasters, or know that Russian technological advisers were withdrawn, or the problems associated with the Lysenko agricultural programme, and those of dealing with such a large country.

Most will probably agree with the verdict – at least to some extent, but for a top mark there must be assessment not just a catalogue of what happened.

If only source material or only own knowledge is used, the maximum mark that can be obtained is **[5 marks]**.

For maximum **[8 marks]** expect argument synthesising documentary material and own knowledge, and the source material should be referenced, but do not expect all the above.

SECTION C

Prescribed Subject 3 The Cold War 1960–1979

9. (a) **Why according to Source A does Khrushchev think peaceful coexistence is important?** **[3 marks]**

According to this source:

- Khrushchev sees peaceful coexistence as the way to save the world from the disaster of a military conflict;
- his speech indicates his view of a world divided into two hostile camps, each with a different ideology, social system and policies;
- he sees a struggle between these hostile systems as inevitable;
- he believes war must be rejected in favour of peaceful coexistence, and the inevitable struggle confined to a struggle of ideologies and peaceful competition.

Award **[1 mark]** for each valid assertion using Source A up to a maximum of **[3 marks]**.

- (b) **What message is suggested by Source B?** **[2 marks]**

The cartoon shows Mao commenting on US-Soviet relations, in particular Khrushchev's handling of the 1962 Cuban Missile Crisis. Kennedy and Khrushchev are shown exchanging views, but with Khrushchev looking angrily towards Mao. Mao looks dismissive and from a distance calls out "Chicken". One can assume that "Chicken" is aimed primarily at Khrushchev whom Mao sees as going to the brink of war but then losing his nerve and settling for negotiation.

[1 mark] for indicating that the cartoon focuses on Mao's view of US-Soviet relations or Khrushchev's handling of the Cuban Missile Crisis; **[2 marks]** for adding a valid explanation of Mao's comment in relation to the missile crisis or US-Soviet relations.

N.B. Do not enter half marks or + and – but compensate between (a) and (b) if necessary for a final mark out of [5 marks].

10. Compare and contrast the state of Sino-Soviet relations as portrayed in Sources B, D and E. [6 marks]

For comparison: All three sources suggest tension in relations between the leaders of China and the Soviet Union. Mao's comment, "Chicken!", suggests criticism of Khrushchev's handling of the Cuban Missile Crisis/relationship with the USA. Khrushchev appears to be snarling and unhappy at Mao's comment. Tensions are also evident in Sources D and E; Marshal Lin speaks of Soviet collusion with US imperialism and its suppression of the revolutionary struggles of the people of various countries [Source D], and Kissinger refers to the split between China and the Soviet Union [Source E].

For contrast: It can be argued that there is evidence in Sources D and E of a much more intense hostility than is portrayed in Source B. Lin's criticism is detailed, includes claims of a threat of invasion and armed provocation against China, and also includes criticism of the Soviet Government for seeking to justify its aggression by the theory of "limited sovereignty". Source E provides evidence in support of a schism when it asserts that serious cracks had opened up in what had been viewed throughout the Cold War as the communist monolith.

This question can be answered in various ways. If answers only compare or contrast or only two sources are used, then award no more than **[4 marks]**. If the linkage is excellent or there is detailed material in a comparative framework **[5 or 6 marks]** could be scored. Do not expect all the above.

11. With reference to their origin and purpose, assess the value and limitations for historians studying the Cold War in the 1960s, of Sources A and C. [6 marks]

Source A is an extract from a speech to the Supreme Soviet by the First Secretary of the Communist Party of the Soviet Union. It is addressed directly to members of the Supreme Soviet, but was probably also intended for a wider audience including Western leaders. The purpose is to convince party members and others of his thinking on peaceful coexistence. As Khrushchev is the acknowledged leader of the USSR it can be assumed that the speech provides insight into official policy at that time. Limitations include the fact that a change of policy or emphasis might occur at any time.

Source C is two sections from a resolution passed by the US Congress. Thus it expresses the views of the Senate and House of Representatives, and its purpose was to record these views. It is an official document. Its limitations could be that it does not indicate exact voting numbers or what individual representatives may have said and thought. Its value is as an expression of the approval and wide discretionary powers given to the President by Congress at this particular point in time. Well-informed candidates will know that the resolution was passed after the US destroyer Maddox had reportedly been attacked by North Vietnamese gunboats in international waters on 2 and 4 August 1964, but do not expect this for full marks.

Do not expect all of the above. Ideally there will be a balance between the two and each source can be marked out of **[3 marks]**, but allow a **[4/2 mark]** split, and if only one is assessed, mark out of **[4]**. For a maximum of **[6 marks]** candidates must refer to both origin and purpose, value and limitations in their assessment.

12. Using these sources and your own knowledge, explain why there was scope for new diplomatic flexibility in the Cold War in 1969. [8 marks]

For source material:

Sources A, B, D and E may be used to argue that scope for diplomatic flexibility had been created by changes in Sino-Soviet relations.

Source A: in 1960 Khrushchev speaks of a world dominated by two camps.

Source B: suggests differences of opinion in the communist camp.

Source D: shows that by 1969 there were serious ideological and policy differences between Mao's China and the Soviet government, plus border skirmishes.

Source E: states that there was no longer a united communist movement. This meant new concerns about stability in the world and increased the possibility of the US government seeking more harmonious relations with one or both of the major communist powers.

Source E also indicates other possible lines of argument when Kissinger comments that the USA's nearly total dominance of the world stage was drawing to a close, with her nuclear supremacy eroding and her economic supremacy being challenged.

For own knowledge:

Own knowledge, used to support these and other lines of argument could include some of the following: in 1967 China announced that she had exploded a hydrogen bomb; effects of the Vietnam War on the USA included a huge budget deficit; the USSR had achieved nuclear parity with the USA, but economic growth was slowing down there too; the Tet offensive (launched January 1968) had convinced many Americans that the USA could not win in Vietnam; the Warsaw Pact invasion of Czechoslovakia (August 1968) had wounded the communist movement; President Nixon had promised to end US participation in the war; in China, where the Cultural Revolution was causing mayhem, Zhou Enlai had begun to lobby for *rapprochement* with the USA. There was also evidence of growing doubts in the USA about the wisdom of the Gulf of Tonkin Resolution [Source C] giving such discretion to the President.

If only source material or own knowledge is used the maximum mark that can be obtained is [5 marks]. For maximum [8 marks] expect argument synthesis of documentary material and own knowledge, and the source material used should be referenced.
