

MARKSCHEME

November 2003

HISTORY

Higher Level and Standard Level

Paper 1

SECTION A

Prescribed Subject 1 The USSR under Stalin 1924 to 1941

These questions relate to Stalin's use of terror and purges 1934 and 1939. The accompanying sources are on pages 2 to 4 in the Source Booklet.

1. (a) **Who, according to Source B, were the enemies of the Soviet State and what would be their punishment?** **[2 marks]**

Source B identifies the enemies of the Soviet State as being kulaks, criminals and anti-Soviet elements and divides them into two classes. It clearly states the sentence which is to be carried out on each of these classes. Finally it identifies the approximate number of each of these classes according to the separate areas within the Soviet Union as identified by the NKVD. There are three points here and any two should receive both marks. Award **[1 mark]** where appropriate if less than two points are given.

- (b) **According to Source E, what did the show trials achieve?** **[3 marks]**

Award **[1 mark]** for each of the following points:

- the show trials would enhance Stalin's power
- the trials would install a system of mutual social control
- the trials gave the illusion that the enemies and spies were being tried by the people themselves allowing Stalin to remain in the shadows.

*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. **To what extent do Sources B and E support the views expressed in Source A?** **[6 marks]**

Sources A speaks of intensification of the terror, physical extermination of opponents and the part played by Stalin, “his plan of reforms”.

Sources B agrees with intensification and physical extermination, and that terror was part of a plan. It identifies opponents more fully (for instance, referring to “kulaks, criminal and other anti-Soviet elements”).

Source E supports the view that there was a plan to enhance Stalin's power and notes that the plan, whilst directed by Stalin, cleverly hid this.

Candidates could be awarded **[2 marks]** for each of the three sources, however allow up to **[3 marks]** for one if it is done very well. If only two sources are used **[5 marks]** would be the maximum. For **[5 to 6 marks]** explicit assessment is required.

3. **With reference to their origin and purpose, assess the value and limitations of Sources C and D for historians studying Stalin's Terror in the 1930s.**

[6 marks]

Source C is an extract from Khrushchev's Secret Speech in 1956. Its purpose was to criticize Stalin and to cement Khrushchev's position within the Communist Party and the Soviet Union. It has value in that it recognizes Stalin's role in the terror and shows that the Soviet Union is about to embark on the process of de-Stalinization. Its limitations lie in the reasons behind the speech. Khrushchev is deliberately identifying Stalinist actions which were repressive in order to show the Soviet Union and the world that the Soviet Union under Khrushchev will not be using these methods. The extract ignores any beneficial aspects of Stalin's regime as its intention is to be only negative towards Stalin. Khrushchev is using the speech as propaganda against Stalin.

Source D is an extract from a conversation held between Molotov and Chuev in 1982. Its purpose is for Molotov to recall events in the 1930s and his part in them. Its value lies in the fact that these are the reminiscences of someone intimately involved in the terror and shows that, for Molotov, the terror was necessary. Its limitations relate to the age of Molotov, and the fact that this is an extract of a conversation recorded by Chuev not the exact text of the conversation – it may be that parts were omitted. The conversation also indicates that Molotov felt that the impetus behind the terror once it had gathered steam made it impossible to stop – this may not have been the case. Molotov may have gone along with Stalin to eliminate opposition to his own position.

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 ***[4/2 marks]*** split, and if only one is assessed, mark out of ***[4 marks]***. For a maximum of ***[6 marks]***, candidates must refer to both origin and purpose, value and limitations in their assessment.

4. Using the sources and your own knowledge, explain to what extent you agree with the statement in Source D that “the terror of the late 1930s was necessary” for both Stalin and the Soviet State. **[8 marks]**

Source material suggesting that the terror was necessary could include:

Source A: argues that the terror was only a means for Stalin to eliminate opposition and was therefore not really necessary. Its tone indicates criticism of Stalin’s methods.

Source B: states that the kulaks, criminals and anti-Soviet elements are “hostile”, “evil and socially dangerous”. It also states that the operation must be completed in four months indicating that this is urgent and necessary.

Source C: strongly condemns Stalin arguing that the Soviet state was already strong, the party was united and that Stalin abused his power and was brutal. According to this source many individuals had committed no crimes.

Source D: maintains that the terror was necessary to ensure stability in the war and that Bukharin, Rykov, Zinoviev, and Kamenev were all linked to each other making their removal necessary.

Source E: implies that, for Stalin to increase his power, these trials and purges were needed.

Own knowledge could elaborate on the reasons behind the terror, *e.g.* Stalin’s attempt to consolidate his position after the Kirov affair. Candidates could link this back to the purges of the kulaks and make reference to the 1936 Constitution. Appropriate material might include the methods behind Stalin’s rise to power and his later purges of the army. The role of the secret police is also relevant as are comments about the totalitarian nature of Stalin’s regime. Candidates must focus on whether the terror was necessary or not and not be led astray into a catalogue of events from Stalin’s life.

The question asks the candidate to assess. For high marks, there must be assessment, not just a catalogue of what happened. 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 references to the source material used.

SECTION B

Prescribed Subject 2 The emergence and development of the People’s Republic of China (PRC) 1946 to 1964

These questions relate to the collectivization programmes introduced in China after 1952 by Mao Zedong (Mao Tse-tung). The accompanying sources are on pages 5 to 8 in the Source Booklet.

5. (a) **Why, according to Source A, were the peasants “no longer satisfied with the alliance” formed with the Communist Party in the past?** **[3 marks]**

Reasons mentioned in Source A are:

- they are beginning to forget about the benefits they reaped from the alliance
- they have not yet attained collective prosperity
- the old alliance to oppose the landlords, overthrow local despots and distribute land has become unstable
- polarization has taken place among the peasants and they will no longer trust the Communist Party unless it helps them increase their productivity and income.

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

- (b) **What do the statistics in Source D suggest about grain and meat production in the period 1952–1962?** **[2 marks]**

Source D suggests that the production generally rose between 1952 and 1958 in terms of both grain and meat. After 1958, the figures suggest a severe decline in both areas, and some improvements in 1962.

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. **How consistent are Sources B, C and E in their depiction of progress made by China between 1957 and 1961?** **[6 marks]**

Source B argues clearly that the socialist revolution has been a success and that China has left the West far behind. It is very optimistic in its tone. Source C mirrors that optimism in its depiction of collective life in China. The communes are successful and thriving, leading peasants towards a “happier collective life”. There is however a hint of regimentation in the description. Source E, on the other hand, sees the collectives as being unsuccessful in terms of output and agrees with the tone of C in that there is little distinction between age, sex and occupation. Source E therefore disagrees with the optimism of B and C in that, as the GLF ended in “catastrophe and famine”, the East wind has not prevailed over the West wind and China is still well behind the western industrial powers. However, Source E does report Mao’s optimism for the Great Leap Forward.

For maximum **[6 marks]** candidates must offer well-argued examples of consistency and inconsistency. Maximum of **[4 marks]** for answers that simply argue that the accounts are consistent or inconsistent. If only two sources are used award a maximum of **[5 marks]**.

7. **With reference to their origin and purpose, assess the value and limitations of Sources C and D for historians studying agricultural developments in China under Mao Zedong (Mao Tse-tung).** *[6 marks]*

The extract in Source C was released by the Central Committee of the Chinese Communist Party. Its purpose was to publicize to the Chinese people and the world how well the new collectives were working and how conditions in them were excellent. Its value lies in the clarity with which it describes the optimism rampant among party officials at the time following the relative success of the first Five Year Plan. Its limitations are that as it is a propaganda statement it cannot be taken at face value. The tone and use of language makes this clear – “happy homes for the aged”, “a happier collective life”.

The statistics in Source D were published in a general history textbook in which the author includes a caveat. The figures themselves are intended to give a picture of the success or otherwise of the agricultural programmes in China under Mao Zedong (Mao Tse-tung). The value is that they do indicate this very clearly. The limitations are that these figures may not be entirely reliable. It was common in socialist countries to “massage” production figures to indicate a higher degree of success than was actually the case.

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 *[4/2 marks]* split, and if only one is assessed, mark out of *[4 marks]*. For a maximum of *[6 marks]*, candidates must refer to both origin and purpose, value and limitations in their assessment.

8. **Using the sources and your own knowledge, explain to what extent Mao's collectivization programmes were successful.** **[8 marks]**

Source A: Shows Mao's belief in 1955 that a new more aggressive programme of collectivization is needed to raise productivity and collective prosperity. Mao says that the success of the agrarian reform programme was temporary and that, after having achieved initial success, needs to move ahead with a new alliance between the peasants and the working class.

Source B: Mao claims great success in undertaking the socialist revolution.

Source C: optimism is evident regarding the reorganization of the collectives into communes.

Source D: contains some statistical support for the success of the programmes of cooperation and communes (production of grain and meat generally increased between 1952 and 1958), but after 1958 the figures suggest a severe decline in both areas.

Source E: criticizes the Great Leap Forward for being a catastrophe which led to famine, but also indicates Mao's beliefs about its benefits.

Candidates might suggest that these sources may not be entirely objective.

Own knowledge could include more details about the Great Leap Forward's success or failure, some candidates perhaps mitigating its failure because of natural disasters. Better candidates might be aware of the CCP's own criticism of Mao over the Great Leap Forward. There is a clear division that candidates should note. The first Five Year Plan was relatively successful and it was partially only the creation of large-scale communes (Source E) as well as over optimistic goals and targets which caused the collectivization programmes to fail.

The question asks the candidate to assess. For high marks, there must be assessment, not just a catalogue of what happened. 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 references to the source material used.

SECTION C

Prescribed Subject 3 The Cold War 1960 to 1979

These questions relate to United States' involvement in the Vietnam War in the 1960s. The accompanying sources are on pages 8 to 10 in the Source Booklet.

9. (a) What reasons are given in Source B for supporting President Johnson's actions as Commander in Chief? [3 marks]

Reasons mentioned in Source B include:

- US naval vessels have repeatedly been attacked
- the attacks are part of a deliberate campaign of aggression by North Vietnam
- to assist the peoples of South East Asia to protect their freedom
- to prevent further aggression against the forces of the United States.

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

- (b) What message is portrayed by Source D? [2 marks]

The cartoon message is to depict Johnson's less than candid public assertions about the escalation of the war by 1965. While it is very clear to the "common man" (portrayed as the person with the President) that the war is escalating, Johnson is arguing that "our position hasn't changed at all". The contrasting sizes between the two figures may imply the growing powers of the President at the time.

Award [1 mark] for each sensible suggestion, up 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].

10. In what ways are the views expressed in Source A supported by Sources C and E? [6 marks]

The view in **Source A** is that in the 1960s the Vietnam War was a "classical" American Cold War to contain Communism by supporting anti-Communist regimes. **Source C** supports that view by asserting "The nature of this conflict cannot mask the fact that it is the new face of an old enemy", and "Over this war – and all Asia – is the deepening shadow of Communist China". It indicates support of non-communist regimes, and the rationale of Containment is conveyed in the words: "We are also there because there are great stakes in the balance".

Source A also argues that Vietnam forced the Americans to "examine the assumptions behind the war and the far reaching consequences it carried". This view is supported in **Source E**, in which McNamara argues that the US misjudged the intentions of their adversaries and "exaggerated the dangers to the United States of their actions".

Candidates could be awarded [2 marks] for each of the three sources, however allow up to [3 marks] for one if it is done very well. If only two sources are used, [5 marks] would be the maximum. For [5 to 6 marks] explicit explanation is required.

- 11. With reference to their origin and purpose, assess the value and limitations of Sources C and D for historians studying US involvement in the Vietnam War.**

[6 marks]

Source C, a primary source, is a major speech at Johns Hopkins University by the President of the United States at a time of increasing US involvement in the Vietnam war. Its purpose is to explain and justify the conflict by appealing to American patriotism, lofty ideals and protecting the US: “Americans and Asians are dying for a world where each people may choose its own path to change”. The value of this source is that it gives historians an insight into the reasons and rationale of the US involvement in the war. The success of US containment policy in Europe in the late 1940s led it to think that the same policies would work in Southeast Asia in the 1950s and 1960s. The limitations are that this is a public and “official” address to justify the war.

Source D, is also a primary source, an editorial cartoon in a well known and respected newspaper, *The Washington Post*. The purpose is to illustrate the doubts that the American people are beginning to have about the war, and the lack of credibility about the President’s assertions. The value of the source is that it shows the view of a sector of the general public, the limitation is that it might portray only one side of the issues involved.

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 **[4/2 marks]** split, and if only one is assessed, mark out of **[4 marks]**. For a maximum of **[6 marks]**, candidates must refer to both origin and purpose, value and limitations in their assessment.

- 12. Using the sources and your own knowledge, explain to what extent you agree that “Vietnam was Johnson’s war”.** **[8 marks]**

President Johnson’s main concern was social reform – he wanted a “Great Society”. Yet he sent nearly a million American soldiers to Vietnam and became the president most associated with and hated for what has been called “Johnson’s war”.

Source A: shows that Johnson was following the path of containment already established by his predecessors.

Source B: the Tonkin Resolution gave congressional approval to conduct war as Johnson thought appropriate.

Source C: further supports that he was following the long established path of containment.

Source D: suggests a lack of frankness to the American public.

Source E: admits a lack of frankness to Congress as well as the American public, though it is also implicit here that Johnson was following his predecessors policy of Containment.

Own knowledge could include use of some of the following: Johnson inherited a complex and rapidly deteriorating situation in Vietnam in the wake of Diem’s assassination. Later investigations revealed that the alleged second attack that led Johnson to submit his Tonkin Resolution to the Congress probably never occurred. In March 1965, Johnson made the decision to launch Operation Rolling Thunder, a massive bombing of North Vietnam. By the end of 1965, there were 183,000 American troops in Vietnam. Johnson decided to conceal this escalation of the war in Vietnam from the nation at first.

Was it Johnson’s war? To some extent it seemed as if it was. As president he made the decision to continue Kennedy’s commitment and then to escalate. He ordered each escalatory step, first Rolling Thunder, then the sending of increasing numbers of American troops. On the other hand, many shared the responsibility for this. He inherited from his predecessors the commitment to support South Vietnam and the ideas and concepts of containment with which he agreed. It was very difficult for him, even if he wanted, to disengage the US from Vietnam, and when he escalated US involvement, it could be argued that his military and political advisers shared some of the responsibility.

The question asks the candidate to assess. For high marks, there must be assessment, not just a catalogue of what happened. 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 references to the source material used.
