



MARKSCHEME

November 1999

HISTORY

Higher and Standard Level

Paper 1

3. Evaluate Documents A, B and D as sources of historical evidence. [5 marks]

A probable break down of marks will be A [2 marks], B [1 mark] and D [2 marks], but reserve at least [1 mark] for each document and only enter one final mark for the question.

Some probable points will be:

Document A is a contemporary letter written by an eyewitness but as the writer is the chief participant and the recipient an important SR the letter could be subjective and exaggerated. Also the language is emotive, 'crushing the fallen;' 'an inhuman penetrating scream.'

Document B is a contemporary photograph, valuable as corroborative evidence if genuine, propaganda if staged or falsified.

Document D is an official order or decree issued by the newly enlarged Soviet, thus it is primary and contemporary and states either what the Soviet intended or was pressurised into writing. The clauses indicate the strength of the rank and file soldier and the loss of power of the officers, such as the abolition of saluting.

Accept alternative evaluative comments; something like the above could score [5 marks].

4. Using these documents and your own knowledge explain in what ways and why the role of the military was important in the 1917 February Revolution. [6 marks]

Many candidates will address 'in what ways and why' together in this mini essay but the most able should be able to differentiate between them.

'In what ways' could include; own knowledge, the early unrest with bread shortages, strikes and riots, which the military were called to suppress. Documentary material could include Document A: the Cossacks' attempts to control the unrest being opposed by other army detachments who mutinied and joined the rioters. Document B: The actions of mutinous and revolutionary soldiers. Document C: The effects of the mutiny and together with Documents D and E, how the soldiers worked with or were used by the Soviet, to weaken the officers and thus Tsardom and ensure the overthrow of the Tsar.

Why could include own knowledge, the failure of the 1905 Revolution largely because the army remained loyal to the Tsar, the possibility of a similar situation in 1917 had not the soldiers many of whom were peasants, joined the February Revolution, and as a conclusion, analysis of further military action leading to the October Revolution. Documentary material could include: Document A: for a motive for mutiny and opposition; Document B: for importance of military methods which induced fear and confusion if nothing else; Document C, D and E as evidence of both immediate and longer term importance of weakening the officer class and discipline.

Reward structure, analysis and exact source references. If only own knowledge or documentary material is used [4 marks] is the maximum mark that can be scored.

SECTION B

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

5. Explain briefly the following references:

- (a) **'...the Lease and Lend Act' [Document C]** *[1 mark]*

This was passed by Congress on 11 March 1941 and had as its purpose, the promotion of the defence of the United States by providing all-out material aid to any country whose defence the President regarded as proper. Award *[1 mark]* for an accurate statement.

- (b) **'...until the Chongqing (Chunking) government in China has conquered the Nanjing (Nanking) government.'** [Document B] *[1 mark]*

The Chongqing (Chunking) government was that of Jiang Jieshi (Chiang kai-shek), that in Nanjing (Nanking) was controlled by the Japanese.

- (c) **'If Great Britain goes down, the Axis powers will control the continents of Europe, Asia, Africa, Australia and the high seas.'** [Document A] *[2 marks]*

This refers to the possible defeat of Britain by Germany and the effect that this would have on the Axis powers' (Germany, Italy and Japan) ability to continue to be aggressive. The implication is that all continents and seas/oceans would come under their control and that America itself would be directly threatened.

N.B. Do not record half marks on scripts but compensate between (a), (b) and (c) if necessary.

- 6. According to the documents how consistent was Franklin D Roosevelt in his attitude towards the Axis Powers in 1940 and 1941.** *[5 marks]*

Document A clearly indicates Roosevelt's strong resolve to take firm actions against what he perceived to be aggressor nations, and this is re-emphasised by his phrase 'arsenal of democracy.' The passing of the Lease and Lend Act (Document C) supports this, as does the hand-written comment on Document D (Speed Up). Document E, on the other hand, clearly shows that Roosevelt was hesitant to cut off all supplies to Japan and this is indirectly supported by the critical tone of Document C. Candidates should refer directly to the documents to support their arguments. If only two documents are used award no more than *[3 marks]*.

7. **How reliable are documents A and E as historical evidence?** *[5 marks]*

Document A is clearly a rallying call to the American people to be vigilant and concerned about events in other parts of the world. It is used to support a stronger stance by the USA on world affairs. It is therefore reliable to show the new direction of US policy but its tone is highly contentious and it can therefore be used as a propaganda statement. Document E is by an historian commenting on Roosevelt's actions almost forty years after the event. It provides a contrast to the views expressed in Document A and its reliability as a balanced assessment should be evaluated. Candidates should recognise the differences between the two documents and make clear judgements about their reliability to receive more than *[3 marks]*. If only one document is used award no more than *[3 marks]*.

8. **Using evidence from the documents and your own knowledge explain why United States' foreign policy towards Japan changed between 1939 and 1941.** *[6 marks]*

The documents clearly show the development of aggression from 1940 onwards with the establishment of the Tripartite Pact (Document A), and Japanese expansion (Document C). Document D indicates China's need in face of Japanese aggression and Document E mentions the Japanese occupation of Indochina. Outside knowledge from 1939 should emphasise events in **Asia** although there may be passing mention of the European theatre. There should be recognition of the change in US policy from the Neutrality Acts, the 'four freedoms', the Atlantic Charter, through Lend Lease, oil and raw materials' embargoes and the shift from an isolationist to an interventionist or appeasement approach depending on how candidates view the motives behind the shifts in US policy.

There is an abundance of material here. If candidates use only the documents or their own knowledge award no more than *[4 marks]*.

SECTION C

PRESCRIBED SUBJECT 3 The Cold War 1945 to 1964

9. Explain briefly the following references:

(a) '...a civil war.' [Document A] [2 marks]

After the surrender of Japan in 1945, Korea was temporarily divided in two along the 38th Parallel. The Soviet Union occupied North Korea and the United States occupied southern Korea. By 1950 two separate states had emerged. North Korea was communist and was led by Kim IL-Sung. South Korea was pro-Western with Syngman Rhee as President. Both Kim and Rhee were determined to unify the country on their respective terms. Both sides had been conducting raids across the parallel for some time prior to the outbreak of the hostilities. Although not all of these details have to be included in the answer, in order to obtain the [2 marks] students must recognise that encounters had taken place before the opening of the war.

(b) 'NSC-68.' [Document E] [2 marks]

One of the most famous documents of the Cold War. Completed in April 1950, it was created as a blueprint for US strategy following the Chinese Communist victory over the Nationalists in 1949 and, more specially following the first Soviet Nuclear test in 1949. In essence, NSC-68, drafted primarily by Paul Nitze gave global scope to the Containment policy and also militarised it. To prevent Soviet-initiated war, the document said, the US must undertake a massive rearmament program. The outbreak of the Korean war ensured the adoption of NSC-68 by the Truman administration. Again, not all of this is necessary, but the nature and recommendations of the document must be included for a full [2 marks].

N.B. Do not record half marks on scripts but compensate between (a) and (b) if necessary.

10. In what ways do Truman's views of communist aims as expressed in Document B, differ from those stated by the authors of Documents C and D? [5 marks]

In Document B, by 'Communism has passed beyond the point of subversion,' Truman implies 'Soviet Communism' and 'Soviet aggression.' His statement reflects the view of Communism held by the administration at the time, and it is clear that he perceives the Soviet Union as the promoter of the war. Examples might be provided from other acts of Soviet subversion, although it is not necessary. Candidates should contrast and compare these views with Document C, which takes a different view and sees the initiation of the war as Kim's action, although supported by Stalin. In Document D the motivations of Stalin are discussed, but he is described as 'cautious' and perceived as a clever manipulator. Document D supports Document C in its view that it was the North Korean leader which initiated the conflict. The author arrives at a very different conclusion from the one stated in the NSC-68.

11. Analyse the reliability of Documents B and C. [5 marks]

Candidates should be able to understand and apply the concept of reliability, identify the types of sources (primary); discuss reliable for what. Document B is a statement to the press and nation (this must be discussed in terms of purposes) and represents the view, position and actions of the administration at the time. Document C is Khrushchev's views and based on his own recollections of the time. Students might argue that both of them are biased and that could be accepted if they discuss the issues of why. However, for the [5 marks], they should make clear that both of them represent an authentic point of view at the time, therefore to understand those points of view they are reliable.

12. Using these documents and your own knowledge, discuss the effects of the Korean War on the Cold War. [6 marks]

From the Documents the following information can be included:

- (a) Document A: 'it was one of the most bitterly contested ...'
 - (b) Document B: change in policy of the United States; change of policy toward Formosa; perception of a threat to the 'security' of the Pacific area, US and Japan; increasing militarization in the area; militarization and involvement in Indochina.
 - (c) Documents C and D: Sino-Soviet relations.
Each of them might be expanded by the student's own knowledge about the conflict. Other effects of the war which can be included: the opportunity to develop new American policies around the world (NSC-68 blueprint and revitalisation of American military alliances around the world, change of the United Nations; rearming of Germany and its inclusion in NATO; US confrontation with China which will shape the global arena for the next quarter of a century; peace treaty with Japan and US help); 'failure' of containment and the emergence of brinkmanship *etc.* Reward specific evidence. If candidates use only the documents or their own knowledge award no more than [4 marks].
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