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M99/310-315/HS(1)M

# **MARKSCHEME**

**May 1999**

**HISTORY**

**Higher Level & Standard Level**

**Paper 1**

**SECTION A**

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

**[Comprehension/Application]**

**1. Explain briefly the following references: [1 mark]**

**(a) ‘...overthrow the Provisional Government’ [Document A].**

*[1 mark]* could be obtained by stating that the provisional government was set up as a result of the February/March 1917 Revolution but was by this time unpopular, partly because of failure to withdraw from the First World War. Alternatively, some candidates might refer to Bolshevik ambitions to destroy this government formed after the first 1917 Revolution.

**(b) ‘...this third Russian Revolution’ [Document B]. [1 mark]**

This mark can be obtained by noting the three revolutions, 1905; February/March 1917; October/November 1917. Some details may be added but award the mark as long as the three are clearly indicated. Credit July Days 1917 if mentioned and 1905 revolution omitted.

**(c) ‘...Even Stalin had to admit the crucial role of Trotsky’ [Document D] [2 marks]**

The enmity/rivalry of Stalin and Trotsky must be stated for the first mark and elaborated for the second, *e.g.* different philosophies *i.e.* on revolution; rivals to succeed Lenin; Stalin’s treatment of Trotsky. Alternatively the second mark could be obtained by explaining the importance of Trotsky’s role in organising the revolution.

**N.B.** Do not award half marks. Half marks may not be entered on the script but you may compensate between marks awarded for (a) (b) and (c) to achieve the final mark for this question out of 4.

**[Comprehension/Evaluation/Analysis]**

**2. Assess the reliability and value of Document C and Document E. [5 marks]**

Document C is oral history, recorded, written down and published. Candidates should be able to weigh up the advantages of an eye witness account against loss of memory, bias, hindsight, childish interpretation. Document E is an artist’s impression painted forty years after the event and influenced by the political climate of 1957. Document C would have social value as well as reflecting the revolution in Moscow - the child looked out onto the Kremlin. Document E no doubt depicted what the painter sought to portray had taken place. Clothing *etc.* was probably researched. Credit any valid comment about its value when painted. If only reliability or value is addressed the maximum is *[3 marks]*. Do not expect as much comment on Document E as Document C, but reserve at least *[1 mark]* for Document E.

[Evaluation/Analysis]

3. **Compare and contrast the style, aim and message of Documents A and B.** [5 marks]

Suggested similarities and differences are:

**Style:** Both use emotive and persuasive language *e.g.* Document A ‘enemy stands at the gates,’ ‘dark elements,’ ‘blood bath,’ and Document B ‘oppressed masses,’ ‘new era,’ ‘victory of socialism,’ but Document A is a written exhortation and Document B is a speech. Document A is more highly coloured than Document B.

**Aim:** Both seek to advise their members what action to take, but Document B is positive and Document A is negative, thus Document B is aggressive and Document A is defensive.

**Message:** Document A urges the Mensheviks not to listen to the Bolsheviks and thus not demonstrate in order to overthrow the government. This implies that the Mensheviks oppose the Bolsheviks, *etc.* Document B not so much urges action as informs that the change, the third revolution, the new era, is beginning. But it does seek support, especially from the peasants, by promising peace and land. There is much that can be used in this question. Reward those who clearly state the similarities and differences, perhaps 2:2:1 in any order. Maximum [4 marks] for contrast only.

[Synthesis/Analysis]

4. **Using these documents and your own knowledge explain why the Bolshevik Revolution was judged by many to be a ‘brilliant success.’** [6 marks]

The starting point could be the views expressed by the writer of Document D, that the success of the second (or Bolshevik) Revolution of 1917 was to a large extent due to the work of Trotsky. Tony Cliff quotes Sukanov and Stalin to support his views. The ‘by many’ in the question could indicate that candidates should not limit their answer to Trotsky and the part he played, however with ‘own knowledge’ of Trotsky, and the documents they could reach a satisfactory mark. Document A could suggest fear of Bolshevik strength, Document B the confidence, support and promises of Lenin which helped to bring about a successful Bolshevik Revolution; peasants wanted peace and land. Document E also depicts support for Lenin. Document C which is Moscow based indicates fighting, but also surrender by Tsarist forces. Own knowledge could include the failures of the Provisional Government and specific details of Bolshevik organisation, support and tactics, hence a successful revolution. If only own knowledge or documentary evidence is used, [4 marks] is the maximum mark that can be awarded.

**SECTION B**

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

**[Comprehension/Application]**

**5. Explain briefly the following references:**

**(a) ‘...the nine-power treaty’ [Document E].**

***[1 mark]***

This refers to the Washington Conference of 1921-1922, which was attended by nine powers that had interests in the Far East and the Pacific. A treaty was signed in February 1922 which became known as the Nine Power Treaty and in which signatories agreed to respect China's territorial integrity and political independence.

**(b) ‘...the Open Door’ [Document B].**

***[1 mark]***

The Open Door refers to a long term understanding that there was to be an ‘open door’ for trade. This was a declaration of principle rather than a formal policy. The US later extended the principle to include the preservation of China's territorial and administrative entity.

**(c) ‘Tokyo could not be held responsible for the violation of the Paris Pact since the Kwantung army had acted without its authorisation’ [Document D].**

***[2 marks]***

The Paris Pact of 1928, otherwise known as the Kellogg-Briand Pact, outlawed war as an instrument of policy. The attack on Manchuria was therefore a violation of this agreement. However, the Japanese army in Kwantung acted without orders from Tokyo and the Japanese government could disclaim any knowledge of the army's actions thereby not breaking the Paris Pact.

**N.B.** Do not award half marks. Half marks may not be entered on the script but you may compensate between marks awarded for (a) (b) and (c) to achieve the final mark for this question out of 4.

**[Comprehension/Analysis]**

6. **How consistent are Documents A, C and E in identifying international reactions to the Manchurian incident?** *[5 marks]*

In Document A there is the recognition that Japan can only be stopped by force and that war was a likely option. Document C notes that Britain is the most likely participant and that France, Germany and Italy are peripheral. It also maintains that intervention was unlikely due to logistical problems and that war is unlikely to occur. Document E agrees with Document C that Britain and other countries were not ready to confront Japan, but that the matter had escalated after the Shanghai incident in 1932. Document E also points out that Japan had worked with the USA, Britain and France to ensure that their nationals were safe. The documents are consistent in identifying Britain's role as crucial and other European countries as peripheral but inconsistent to the extent of what that role should be. Only Document E mentions the USA as being the key power.

**[Evaluation/Analysis]**

7. **How reliable are Documents A, B and E as sources of history?** *[5 marks]*

The three documents are very different, two (Documents A and B) are primary sources, while Document E is a secondary source. Document A is a private memorandum, Document B is a cartoon and Document E a general book on the outbreak of the war. Candidates should be aware of the differences that these sources entail in their importance to the historian. They might comment on the symbolism in Document B, and the provenance of the three sources. The more important question is 'reliable for what purpose' and this should be the focus of the answer.

**[Evaluation/Analysis/Synthesis]**

8. **Using the documents and your own knowledge, explain why, after the Japanese occupied Manchuria in 1931, 'China was left to face the enemy alone' [Document D].** *[6 marks]*

All the documents with the exception of Document B make some comment on the international reaction to the Japanese attack on Manchuria. Document A mentions diplomatic steps, Document C discusses the economic and logistical problems, Document D mentions the domestic concerns of the British and the reaction of the USA and Russia, and Document E implies the desire of other powers to resolve the issue speedily. Candidates will almost certainly bring in the League of Nations and the Lytton Commission and the way in which Japan and China were involved in discussions through this body. The effect of the Great Depression globally, the USA's policy of isolationism, and affairs in Europe might usefully be included. There is a wealth of detail that might be brought in here and reward clear argument and relevant factual detail. If only outside knowledge or only the documents are used award no more than *[4 marks]*.

**SECTION C**

**Prescribed Subject 3      The Cold War 1945 - 1964**

**[Comprehension/Application]**

**9. Explain briefly the following references:**

**(a) ‘...CIA’ [Document B].**

**[1 mark]**

*[1 mark]* for correct title in full (Central Intelligence Agency) or - if title not correctly given - a statement showing understanding of the kind of activity undertaken by the Agency, or referring to changes over time in the purpose or leadership of the CIA.

The Central Intelligence Agency was established (1947) to co-ordinate and analyse foreign intelligence reports for the President, and was to be responsible solely to the President. Under the directorship of Allen Dulles (1953-1961) its original purpose was altered to the planning of covert operations designed to topple unfriendly foreign governments. Under John McCone (1961-1965) these operations were curbed and intelligence gathering emphasised instead (through covert operations).

**(b) ‘...a far more iron tyranny’ [Document B].**

**[2 marks]**

Implies rule that is harsh, backed by force and allows no opposition. In the particular context here Kennedy is implying that communist regimes may lead to harsher rule than that of regimes being replaced. Award marks, up to the maximum *[2 marks]*, for appreciation of the nature of an ‘iron tyranny’, for awareness that ‘iron tyranny’ here refers to communist control replacing a form of colonial control; and for relevant examples of ‘iron tyranny’ (*e.g.* in East Berlin 1953 and 1961, Hungary 1956). Also credit use of Cuba as an example; some candidates may see that the final sentence of Document A can be used relevantly here.

**(c) ‘...make the world safe for diversity’ [Document E].**

**[1 mark]**

Refers to creating a world in which there is recognition and acceptance of the right of all peoples to the social and political systems they have established, respect for the will of the peoples, and non-interference in their internal affairs. *[1 mark]* for a response that explains this, or identifies the reference with the policy of peaceful coexistence.

**N.B.** Do not award half marks. Half marks may not be entered on the script but you may compensate between marks awarded for (a) (b) and (c) to achieve the final mark for this question out of 4.

**[Comprehension/Analysis/Evaluation]**

10. **Compare and contrast the accounts given in Documents B and D, including reference to the content, style and other characteristics.** [5 marks]

*Similarities:* Both documents state that an invasion force of 1,400 men landed at the Bay of Pigs and was met by superior forces (Document B: obsolete bombers met the trainer aircraft; Document D: 1,400 exiles met 20,000 Cuban troops armed with tanks and modern weapons). In both documents it is asserted that the invasion was a considerable disaster (Document B: 'humiliating disaster'; Document D: 'the invasion failed disastrously').

*Differences:* It can be argued that there are differences in terms of detail, theme, tone, style and time scale. Document B provides a more detailed account of the Bay of Pigs (Battle of Girón). In terms of themes, the role of the CIA and the claim that in various respects this was not Kennedy's operation run through Document B ('CIA training camps', 'inheritance from Eisenhower', 'planned ... by the CIA') whereas Document D emphasises the build-up of Soviet-supplied weapons in Cuba following the incident. In terms of tone, it can be argued that Document B is more critical of the planning ('obsolete', 'masquerading'). It could also be argued that Document D is more personalised ('President Kennedy supplied arms, equipment and transport'), and that there is a difference in both time scale and scope with Document B referring back in time to earlier colonial control as well as forwards with the mention of 'ominous implications for Kennedy's policy', whereas Document D deals with military developments in Cuba in April 1961 to October 1962. Candidates could also argue relevantly that Document D is essentially a factual narrative whereas Document B endeavours to weave interpretation into the narrative.

Do not demand all the above for [5 marks]. Maximum of [3 marks] for candidates who concentrate only on similarities or differences, and also for responses in which coverage of similarities and differences is limited to content.

**[Evaluation/Analysis/Application]**

11. **Evaluate Documents A, C, and E as sources of historical evidence.** [5 marks]

Document A is an extract from a pamphlet issued by the US State Department in advance of the Bay of Pigs invasion. It is a primary source, providing evidence of ideas about the Castro regime and about potential dangers to the Americas arising from the new situation in Cuba, that the government wanted disseminated with the aim of stiffening resistance to some of these developments. The content, the date of publication, and the information that the pamphlet was to be translated into Spanish and Portuguese and circulated widely in Latin America, point to the US Government's concern to encourage the belief that the Castro regime endangered various developments in Latin America as well as the survival of free institutions (press, judicial system, universities) in Cuba itself.

Document C consists of three extracts from messages exchanged between Khrushchev and Kennedy. These messages are personal but also official communications between heads of state at a time of high tension. Thus they can be said to provide evidence of points that the leaders, in their positions of supreme power in the USSR and the USA respectively, thought should be emphasised, argued and demanded at this time.

Document E, an extract from a speech by President Kennedy, is a primary source. It can be argued that in some respects it should be regarded as a reliable statement of government policy because it

has the authority of the head of state behind it. On the other hand the speech was delivered at a university so Kennedy may be seizing the opportunity to float some ideas and to watch public and government reaction in the USA and beyond. The call to 'help make the world safe for diversity' may suggest a concern for peaceful coexistence, for a better relationship with the Soviet Union. With the benefit of hindsight we know that this speech was followed by further developments in this respect (particularly the signing of the Test Ban Treaty in August 1963).

There are several possible approaches. Reward comments that show awareness of appropriate criteria for evaluation, particularly here comments on the nature of the sources (primary government pamphlet/messages between heads of state/speech by the US President) and the purpose/interests of the 'author'.

**[Analysis/Evaluation/Synthesis]**

12. **'The Cold War was marked by the alternation of bouts of confrontation (defiant hostility) and détente (relaxation of tension).'** Using the documents and your own knowledge, assess the accuracy of this claim for the period 1961-1964.

*[6 marks]*

*Confrontation:* Evidence of both verbal and physical confrontation is provided in the documents. Document A contains confrontational claims about the nature of communist rule. Documents B and D describe armed invasion of Cuba in 1961, and there are threats of military action in Document C (particularly in Khrushchev's 18 April message). The extensive build-up of Soviet military supplies to Cuba is reported in Document D.

Own knowledge could include reference to events leading to the construction of the Berlin Wall (August 1961), 1962 'Cuba missile crisis' and relevant reference to Vietnam, 1961 to 1964.

*Détente:* Evidence of efforts to relax tension can be found in Document C (particularly Khrushchev's 22 April message) and Document E. The extracts from the 18-22 April 1961 exchange of messages show Khrushchev mixing tension-raising assertions with some conciliatory words. Document E provides evidence of Kennedy putting forward the prospect of a more positive relationship with the Soviet Union ('Let us focus on a more practical, more attainable peace' and 'help make the world safe for diversity').

Own knowledge could include the 1961 disarmament talks, the agreement eventually reached over missiles in Cuba (October 1962), the agreement to withdraw USSR troops from Cuba (February 1963), the establishment of the 'hot-line' (June 1963), and the August 1963 Test Ban Treaty (banning all nuclear testing apart from controlled explosions underground).

There are many ways of answering this question; do not be prescriptive. Reward relevant points. Some candidates may use their own knowledge and the documents (especially Document C) to argue that as well as bouts of confrontation and détente there were also times when both approaches were used together.

The question asks about 1961-1964 and asks candidates to assess. Award a maximum of *[3 marks]* for material on the 1962 Cuba crisis. Maximum of *[4 marks]* for candidates who deal with 1961-1964 but use only the documents or own knowledge, and also for narrative answers that lack any assessment.

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