

Name: _____ Class: Sec _____



Christ Church Secondary School
2014 Mid-Year Examination

Combined Humanities
History Elective 2204/03
Secondary Four Express

Date : 12 May 2014
Duration : 1 hour 40 minutes
Marks : 50

Additional materials: Writing paper

INSTRUCTIONS TO CANDIDATES

1. This paper consists of two sections: Sections A and B.

Section A:	Source-based Case Study	[30 marks]
Section B:	Structured-essay Question	[20 marks]

2. You must answer all parts of Question 1 in Section A and one question in Section B.
3. Write your answers on the separate writing paper provided.
4. Begin each question on a fresh piece of paper and indicate the question number clearly.
5. Write in dark blue or black on both sides of the writing paper. Do not use staples, paper clip, highlighter, glue or correction fluid.
6. Write your name, index number and class on all the work you submit.

INFORMATION FOR CANDIDATES

This History Elective component is worth 50% of the Combined Humanities subject.

The number of marks is given in brackets [] at the end of each question or part question.

This Question Paper consists of 3 printed pages.

[Turn over]

Christ Church Secondary School
2014 Mid-Year Examination

Secondary 4 Express
Combined Humanities (History)

Section A
Answer all parts of Question 1

You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge and understanding of the period to help you interpret and evaluate the sources.

- 1(a) Study Source A.
What does the source tell you about the rule of Stalin? Use the source and your knowledge to support your answer. [5]
- (b) Study Sources A and B.
To what extent are Sources A and B different? Explain your answer. [6]
- (c) Study Source C.
Why do you think the photograph was published? Explain your answer, using details of the source. [6]
- (d) Study Source D.
How useful is this source in understanding the rule of Stalin in the Soviet Union? Explain your answer. [7]
- (e) Study Source E.
Why do you think Khrushchev made the speech? Explain your answer, using details of the source. [6]

What was the impact of Stalin's rule on the Soviet Union?

Source A: *A view expressed by a Western historian in the 1980s.*

Stalin, ignoring the great cost in human life and misery, claimed that collectivization was necessary for the country; for, after the great famines caused at the time, no more famines came to haunt the Russian people. The collective farms, despite their inefficiencies, did grow more food than the tiny, privately owned holdings had done. For example, 30 to 40 million tons of grain were produced every year. Collectivization also meant the introduction of machines into the countryside. Now 2 million previously backward peasants learned how to drive a tractor. New methods of farming were taught by agricultural experts. The countryside was transformed.

Source B: *A view expressed by a Russian peasant in the 1930s.*

We have nothing, absolutely nothing. They have taken everything away. It was true. The famine is an organized one. Some of the food that has been taken away from us is being exported to foreign countries. We are always hungry but have to continue to work to fulfill the quota. It is true that the whole village have been exiled. There was a group of twenty peasants being marched off under escort. This is a common sight that is happening every day.

Source C: *A photograph of Stalin after a speech in the 1930s*



Source D: *An extract from the official biography of Stalin.*

Everyone is familiar with the convincing and invincible force of Stalin's logic, the crystal clarity of his mind, his iron will, his devotion to the Party, his ardent faith in the people, his love for the people. Everybody is familiar with his modesty, his simplicity of manner, his consideration for the people and his merciless severity towards enemies of the people. Stalin is the worthy continuer of the cause of Lenin, or as it is said, in the Party. Stalin is the Lenin of today.

Source E: *A speech delivered by Nikita Khrushchev during the 20th Party Congress in February 1956.*

Stalin acted not through persuasion, explanation and patient co-operation with people, but by imposing his concepts and demanding absolute submission to his opinion. Whoever opposed him or tried to prove his viewpoint, was doomed to removal from the party and to subsequent destruction. This was especially true during the period following the 17th Party Congress, when many prominent Party leaders and rank-and-file Party workers, honest and dedicated to the cause of communism, gradually disappeared from the Politburo.

Section B

Answer any **one** question.

2 This question is on the Cold War

- (a) Explain why the relationship between the USA and the Soviet Union became worse after World War II. [8]
- (b) 'The Truman Doctrine by the USA was a success'. How far do you agree with this statement? Explain your answer. [12]

3 This question is on the Korean War

- (a) Explain why the Korean War broke out in 1950. [8]
- (b) 'The USA involvement in the Korean War was justified'. Do you agree? Explain your answer. [12]

END OF PAPER

ANSWER SCHEME
CHR Sec 4E HI MID YEAR 2014

(a)	Study Source A. What does the source tell you about the rule of Stalin? Use the source and your knowledge to support your answer.	[5]
L1	Answers based on surface information/provenance Example: The source is about collectivization. The source is extracted from a historian publication.	1
L2	Answers based on inferences, unsupported <i>Award 2 marks for one inference and 3 marks for two or more.</i> Example: Source A tells me that Stalin's rule had brought about improvement in the country. AND/OR Source A also tells me that the success of Stalin's collectivization was achieved at the expense of the well-being of the workers.	2-3
L3	Answers based on inferences, supported <i>Award 4 marks for one supported inference and 5 marks for two or more.</i> [S] Source A tells me that Stalin's rule had brought about improvement in the country. [E] This can be seen from the source, 'no more famines came to haunt the Russian people' because the collective farms 'did grow more food than the tiny, privately owned holdings had done'. [E] This shows that collectivization under Stalin had brought advantage to the country. AND/OR [S] Source A also tells me that the success of Stalin's collectivization was achieved at the expense of the well-being of the workers. [E] This can be seen from the source, 'Stalin, ignoring the great cost in human life and misery, claimed that collectivization was necessary for the country'. [E] This shows that the workers had suffered greatly under Stalin's collectivization.	4-5

(b)	Study Sources A and B. To what extent are Sources A and B different? Explain your answer.	[6]
L1	Answers based on source type/ provenance OR No clear comparison statement Example: Source A is view express by a Western historian but Source B is a view expressed by a Russian.	1
L2	Identifies similarity and/or difference based on content, unsupported <i>Award 2 marks for similarity or difference, unsupported; Award 3 marks for similarity and difference, unsupported.</i> Example: Both sources are similar in their views on the destruction caused by Stalin in his bid to make Soviet Union strong. Both sources are similar in their views on the suffering endured by the people in Soviet Union. AND/OR The sources are different in the impact of Stalin's rule in the Soviet Union.	2-3
L3	Identifies similarity and/or difference based on source content, supported by source <i>Award 4 marks for similarity or difference, supported; Award 5 marks for similarities and differences, supported.</i> Example: Both sources are similar in their views on the destruction caused by Stalin in his bid to make Soviet Union strong. This can be seen in Source A suggesting the suffering of the masses, 'the great cost in human life and misery', and in Source B 'We have nothing, absolutely nothing. They have taken everything away. The sources show that the masses had suffered at the expense of Stalin's drive to improve the country. AND/OR The sources are different in the impact of Stalin's rule in the Soviet Union. Source A shows that Stalin's rule had benefitted the country and the people, but Source B shows that the rule had not benefitted the people at all. This can be seen from Source A, 'no more famines came to haunt the Russian people' because the collective farms 'did grow more food than the tiny, privately owned holdings had done', but in	4-5

Source B, 'some of the food that has been taken away from us is being exported to foreign countries. We are always hungry but have to continue to work to fulfill the quota'.	
L4 Similarity/Difference in tone	6
<p>Example:</p> <p>The tone in both sources is different. The tone in Source A is objective, balanced in highlighting the positive impact of Stalin's rule in the Soviet Union which had benefitted the country, 'The collective farms, despite their inefficiencies, did grow more food than the tiny, privately owned holding had done', and on the other hand, highlighted the negative aspect of the impact, 'the great cost in human life and misery'.</p> <p>The tone in Source B is one-sided on the impact of Stalin's rule in the Soviet Union. It states that the people did not benefit from Stalin's rule, 'The famine is an organized one. Some of the food that has been taken away from us is being exported to foreign countries'. This shows the misery of the farmers who did not benefit from Stalin's rule.</p>	

(c) Study Source C.	
Why do you think the photograph was published? Explain your answer, using details of the source.	[6]
L1 Answers based on surface information/provenance	1
The source is a photograph of Stalin after a speech in the 1930s.	
L2 Valid inference(s) from the source, unsupported by the source	2-3
Award 2 marks for one inference and 3 marks for two or more	
<p>Example:</p> <p>The photograph was published to show that Stalin was a great leader in the Soviet Union.</p> <p>AND/OR</p> <p>The photograph was published to show the people were very supportive of Stalin.</p>	
L3 Valid inference(s) from the source, supported by the source	4-5
Award 4 marks for one supported inference and 5 marks for two or more.	

<p>Example:</p> <p>[S] The photograph was published to show that Stalin was a great leader in the Soviet Union. [E] This can be seen from the source showing the women smiling, clapping their hands, to show support of Stalin's speech as a leader. [E] This shows that Stalin had a positive impact on the people in the Soviet Union.</p> <p>AND/OR</p> <p>[S] The photograph was published to show the people were very supportive of Stalin. [E] The photograph shows the people were very warm towards Stalin, eager to shake hands with him. They seem to be in awe of him. [E] This shows that he was very popular with the people.</p>	
L4 L3 + Purpose	6
<p>Example:</p> <p>The photograph could be used as propaganda in the newspaper or posters to [Verb] influence [Audience] the people in the Soviet Union that [Message] Stalin was a great leader so that [Intention] they would continue to believe in him and support him or to silent his critics who were against him.</p>	

(d) Study Source D.	
How useful is this source in understanding the rule of Stalin in the Soviet Union? Explain your answer.	[7]
L1 Answers based on provenance	1
<p>Example:</p> <p>Source D is useful as it is an official biography of Stalin.</p>	
L2 Uncritical acceptance/rejection of source, based on content	2-3
Award 2m for unsupported acceptance and 3m for supported acceptance	
<p>Example:</p> <p>[S] Source D is useful as it shows Stalin's commitment to the people and the country. [E] This can be seen from the source, 'everyone is familiar with his modesty, his simplicity of manner, his consideration for the people and his merciless severity towards enemies of the people'. [E] This shows that Stalin was a great and responsible leader when he used harsh measures against those who opposed his plans to develop the Soviet Union.</p>	

	OR	
	[S] Source D is not useful as the source seems to exaggerate the contribution of Stalin. [E] This can be seen from the source, 'everyone is familiar with the convincing and invincible force of Stalin's logic, the crystal clarity of his mind, his iron will, his devotion to the Party'. [E] This shows that the description of Stalin seems to be too good to be true.	
L3	Usefulness due to reliability	4
	Example: [S] The source is not useful as it could be used as propaganda to showcase Stalin's greatness as a leader. [E] This can be seen from the source that Stalin was portrayed as 'the worthy continuer of the cause of Lenin'. [E] Since it is an extract from the official biography of Stalin, it could be bias and therefore not reliable.	
L4	L2 + Cross reference to other sources to support AND/OR contradict usefulness of source	5-6
	<i>Award 5m for one supported cross reference and 6m for any other supported cross reference.</i>	
	Example: The source is useful and this can be confirmed by Source A showing Stalin's contribution as a great leader, 'claimed that collectivization was necessary for the country, for , after the great famines caused at the time, no more famines came to haunt the Russian people'. This shows that the source is useful to show the rule of Stalin has been effective in the Soviet Union.	
	AND/OR	
	However, the source is not useful as it contradicts by Source B showing the misery suffered by the people during the rule of Stalin, 'there was a group of twenty peasants being marched off under escort. This is a common sight that is happening every day'. This shows that Stalin had was a ruthless leader who had no consideration for the well-being of the people.	
L5	L4 + Evaluate source by detecting bias	7
	<i>Award 7m for detecting of bias and impact on usefulness</i>	
	Example: However, one should be mindful that Source D is an extract from the official biography of Stalin. Being an official biography, it is very likely that it would showcase the positive impact of Stalin's rule in the Soviet	

	Union. The purpose of the biography is to [Verb] convince [Audience] the people of the Soviet Union that [Message] Stalin had been impactful as the leader of the Soviet Union [Intention] in order to garner more support for Stalin. Therefore, the source is likely to be biased for Stalin making it not useful.	
(e)	Study Source E	
	Why do you think Khrushchev made the speech? Explain your answer, using details of the source.	[6]
L1	Answers based on surface information/provenance	1
	Example: Khrushchev made the speech because it was during the 20 th Party Congress.	
L2	Valid inference(s) from the source, unsupported by the source	2-3
	<i>Award 2 marks for one inference and 3 marks for two or more.</i>	
	Example: Khrushchev made the speech to expose Stalin's harsh rule in the Soviet Union.	
	AND/OR	
	Khrushchev made the speech to claim justice for those party leaders who were purged during Stalin's rule.	
L3	Valid inference(s) from the source, supported by the source	4-5
	<i>Award 4 marks for one supported inference and 5 marks for two or more.</i>	
	Example: [S] Khrushchev made the speech to expose Stalin's harsh rule in the Soviet Union, [E] 'Stalin acted not through persuasion, explanation and patient co-operation with people, but by imposing his concepts and demanding absolute submission to his opinion'. [E] This shows that Stalin had been a great terror during his rule.	
	AND/OR	
	[S] Khrushchev made the speech to claim justice for those party leaders who were purged during Stalin's rule, [E] 'This was especially true during the period following the 17 th Party Congress, when many	

	prominent Party leaders and rank-and-file Party workers, honest and dedicated to the cause of communism, fell victim to Stalin's tyranny'. [E] This shows that many communist leaders had become political victims during Stalin's rule.	
L4	L3 + Purpose Example: Khrushchev may want to use his speech to [Verb] convince the [Audience] party leaders that [Message] Stalin was not a good leader and as the new leader of the Soviet Union, he would not be as ruthless as Stalin in order to [Intention] garner more support from the party members.	6

2 This question is on the Cold War

(a)	Explain why the relationship between the USA and the Soviet Union became worse after World War II.	[8]
L1	Describes the topic but does not address the question <i>Award 1 mark for each detail to a maximum of 2 marks.</i>	1-2m
L2	Identifies or describes factors <i>Award 3m for identification of factor without description. Award 4 marks for a detailed description of one factor. Award 5 marks for a detailed description of two factors.</i>	3-5m
L3	Explains factors <i>Award 6 marks for one explained factor. Award 7 marks for one explained factor and one described factor. Award 8 marks for two explained factors.</i> Example: [P] The relationship between the USA and the Soviet Union became worse after World War II because of the competition for influence between them [E] After the war, the USA and the Soviet Union each sought to strengthen its own political and economic influence in Europe. American economic and security needs, as well as a desire to support the post-war economic reconstruction and political self-determination of Europe clashed with the security needs and ideological beliefs of the Soviet Union. The USA feared that the Soviet Union would stir up communist movements and establish communist governments in Europe. This would result in the USA losing its sphere of influence and trading markets, and the possibility of having to conduct relations with a continent that opposed its own political and economic ideals. The Soviet Union, on the other hand, refused to allow a capitalist Europe to encircle it and threaten its own security and survival. [E] As a result of the competition for influence in Europe, the actions taken by each country and the resulting responses led to misinterpretations of each other's intentions in Europe. This in turn heightened tensions and distrust between them. [L] Therefore, while seeking to strengthen their respective political and economic influence in Europe, the relationship between the USA and the Soviet Union became worse after World War II. AND/OR	6-8m

This Question Paper consists of 6 printed pages

[P] The relationship between the USA and the Soviet Union became worse after World War II because the Soviet Union established satellite states in Eastern Europe.

[E] After the war, Stalin began establishing a ring of satellite states around the Soviet Union. He saw this as a defensive measure to strengthen the security of the Soviet Union and its sphere of influence. However, the USA interpreted this differently. They perceived that the Soviet Union was pursuing an aggressive plan to expand global communist influence. They therefore saw Stalin's establishment of satellite states in Eastern Europe as another step to this plan, rather than as a defensive measure.

[E] As a defensive measure by Stalin, the establishment of the satellite states had deepened the suspicion between the USA and the Soviet Union.

[L] Therefore, the establishment of the satellite states worsened the relationship between the USA and the Soviet Union after World War II.

(b)	'The Truman Doctrine by the USA was a success'. How far do you agree with this statement? Explain your answer.	[12]
L1	Describes the topic but does not address the question. <i>Award 1 mark for each detail with a maximum of 2 marks.</i>	1-2m
L2	Agrees and describes OR disagrees and describes. <i>Award 3 marks for description and additional marks for further details to a maximum of 4 marks.</i>	3-4m
L3	Agrees and explains OR disagrees and explains. <i>Award 5 marks for explanation and additional marks for further details to a maximum of 6 marks.</i>	5-6m
L4	Agrees and describes/explains AND disagrees and describes/explains. <i>Award 7 marks for description of both sides. Award 8 marks for explanation of one side and description of the other. Award 9 marks for explanation of both sides and additional marks for further details to a maximum of 10 marks.</i> Example: [P] I agree that the Truman Doctrine by the USA was a success as it was effective in containing the spread of communism. [E] The Truman Doctrine marked the start of American containment	7-10m

policy. It provided economic and military aid to Greece and Turkey. After World War II, both countries needed support to rebuild their countries. There was a civil war in Greece and the government in Turkey was weak. By 1946, communists were gaining prominence in Greece and Turkey. Truman believed that weak states such as these were more likely to be influenced by communism. The Marshall Plan, as an economic extension of the Truman Doctrine, committed the USA to giving economic aid to reconstruct Europe and its economies. The USA reasoned that the economic situation in Europe would provide opportunities for the communists to promote communism as an attractive alternative and a solution to the problems. The Marshall Plan helped to kick-start the economic recovery of Western Europe. By doing so, it succeeded in helping the USA contain the spread of Soviet influence in Europe.

[E] As a result of the Truman Doctrine and the Marshall Plan which

[E] As a result of the Truman Doctrine and the Marshall Plan which provided economic assistance from the USA, communism was made less appealing and the danger of European countries embracing communism was minimized.

[L] Therefore, the Truman Doctrine by the USA was a success as it helped the USA contain the spread of Soviet influence in Europe.

AND/OR

[P] I disagree that the Truman Doctrine by the USA was a success as the Soviet Union was able to extend its influence over Eastern Europe

[E] To counter the Truman Doctrine and the Marshall Plan, the Soviet Union set up Cominform (Communist Information Bureau) to unite the communist states in Europe. All the satellite states of the Soviet Union were members. Stalin's aim was to tighten his control on the satellite states. They were expected to implement Soviet-style communism and trade mainly with Cominform members. Economic aid was also offered to the satellite states. Contact with non-communist countries was discouraged. In response to the Marshall Plan, the Comecon (Council of Mutual Economic Assistance) was set up to coordinate Cominform's economic policies. It united the economies of Eastern Europe with that of the Soviet Union.

[E] As a result of the Truman Doctrine, the Soviet Union had responded with the Cominform and subsequently the Comecon. This had led to the emergence of two competing blocs in Europe, the American and the Soviet sphere of influence respectively. It resulted in Europe becoming increasingly divided along political and economic lines.

[L] Therefore, the Truman doctrine was not a success as it had resulted in competition between the two superpowers after World War II. It also heightened the tension between the democratic West and the

L5	<p>communist East in Europe.</p> <p>L3 + balanced conclusion based on an explicit consideration of "How far?"</p> <p><i>Award the higher mark in the level for more developed answers.</i></p> <p>To a large extent, the Truman Doctrine was a success as it was able to provide assistance to countries in the post-war construction especially through the Marshall Plan. These included countries such as Greece and Turkey. It showed the West's determination to contain communism in Europe. However, though Communism was contained within Eastern Europe, Europe was divided into two political and economic spheres, one under the USA sphere of influence and the other under the influence of Soviet Union.</p>	11-12m
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3 This question is on the Korean War

(a)	Explain why the Korean War broke out in 1950.	[8]
L1	Describes the topic but does not address the question	1-2m
	<i>Award 1 mark for each detail to a maximum of 2 marks.</i>	
L2	Identifies or describes factors	3-5m
	<i>Award 3m for identification of factor without description.</i>	
	<i>Award 4 marks for a detailed description of one factor.</i>	
	<i>Award 5 marks for a detailed description of two factors.</i>	
L3	Explains factors	6-8m
	<i>Award 6 marks for one explained factor.</i>	
	<i>Award 7 marks for one explained factor and one described factor.</i>	
	<i>Award 8 marks for two explained factors.</i>	
	Example:	
	[P] The Korean War broke out in 1950 because both the leaders of North and South Korea had always wanted to unify Korea under their rule.	
	[E] The leader of South Korea, Syngman Rhee and the leader of North Korea, Kim Il Sung, had sought to unify Korea under their own rule. Both leaders appealed to their supporters for greater military aid and assistance. Rhee appealed to the USA and the UN, while Kim approached the Soviet Union. Rhee was willing to use force to unify Korea if necessary. Similarly, Kim remained intent on reunifying Korea, and cultivated ties with the Soviet Union and Communist China.	

	[E] As a result of the hostility between the leaders of the two Koreas, with opposing political ideologies, the possibility of armed conflict was high as both leaders were intent to establish a unified Korea.	
	[L] Therefore, the strong intent of the two leaders to establish a unified nation with a single government was one of the causes of the Korean War.	
	AND/OR	
	[P] Another reason why the Korean War broke out because the Soviet Union and China had supported Kim's ambitions to invade South Korea.	
	[E] The Soviet Union and the communist bloc sought to expand its global influence in the Asia-Pacific. The incorporation of North Korea into the communist bloc provided the communists with a platform to spread their ideology to these countries in the Asia-Pacific. Communist control in North Korea would also serve to counterbalance American influence in Japan. The communist victory in China and the establishment of the Sino-Soviet alliance meant that China could now commit its attention to the assistance of North Korea if the invasion in the south did not go smoothly. For the Soviet Union, direct intervention and involvement could be avoided.	
	[E] As a result of the adequate support in the form of military and economic resources provided by the Soviet Union and China, it was a matter of time that North Korea would launch an attack on South Korea in their attempt to unify Korea under communist rule.	
	[L] Therefore, when North Korea was given approval by its communist supporters the Soviet Union and China, it launched the attack on South Korea by June 1950.	

(b)	The USA involvement in the Korean War was justified'. Do you agree? Explain your answer.	[12]
L1	Describes the topic but does not address the question	1-2m
	<i>Award 1 mark for each detail with a maximum of 2 marks.</i>	
L2	Agrees and describes OR disagrees and describes	3-4m
	<i>Award 3 marks for description and additional marks for further details to a maximum of 4 marks.</i>	
L3	Agrees and explains OR disagrees and explains	5-6m
	<i>Award 5 marks for explanation and additional marks for further details to a maximum of 6 marks.</i>	

1.4	Agrees and describes/explains AND disagrees and describes/explains	7-10m
<p><i>Award 7 marks for description of both sides. Award 8 marks for explanation of one side and description of the other. Award 9 marks for explanation of both sides and additional marks for further details to a maximum of 10 marks.</i></p> <p>Example:</p> <p>[P] The USA involvement in the Korean War was justified as Korea was important to the USA during the Cold War.</p> <p>[E] The involvement of the USA in Korea was driven by its determination to apply containment beyond Europe on a global basis. By early 1950, there was considerable pressure on the American government to do more to prevent the spread of communism especially in light of the Soviet explosion of the atomic bomb and the communist victory in China. When China became a communist country in 1949, it signaled a tip in the balance of power in the Cold War in favour of the communists in the Asia-Pacific. When North Korea attacked South Korea, the USA was convinced that the Soviet Union had influenced the attack.</p> <p>[E] As a result of the uncertain political climate which seemed to indicate rising communist influence in the Asia-Pacific, the USA government was determined to support South Korea. The Truman government believed that the invasion was a step in Stalin's master plan to spread communism throughout Asia and ultimately the world</p> <p>[L] Therefore the USA involvement in the Korean War was justified to contain the spread of communism in the Asia-Pacific.</p> <p>AND/OR</p> <p>[P] However, the USA involvement in the Korean War was not justified as the invasion of South Korea in 1950 was perceived as part of a communist bid for global domination.</p> <p>[E] Both leaders of the two Koreas had always wanted to reunify Korea and border clashes between North and South Korea took place frequently before the outbreak of the Korean War. The internal division between the two sides of Korea qualified it as a civil war. But, with the superpowers taking sides in the Korean War, it has escalated to an international crisis and was considered to be one of the most destructive wars of the 20th century.</p> <p>[E] As a result of the USA involvement in the Korean War, the nature of the war had evolved to that of a proxy war between the USA and the Soviet Union. The USA was worried that if South Korea fell to the communists, Japan and other Asian countries would be next in line. This would threaten the USA presence in the Asia-Pacific which meant</p>		

	that the involvement of the USA in the Korean War was to safeguard their political interest.	
	[L] Therefore the USA involvement in the Korean war was not justified as it had intervened in a war which started as a civil war between two Koreas fighting to unify Korea.	
L5	L3 + balanced conclusion based on an explicit consideration of "How far?"	11-12m
<p><i>Award the higher mark in the level for more developed answers.</i></p> <p>Example:</p> <p>The involvement of the USA in the Korean War was justified to a large extent. Although the Korean War had started as a civil war when both Koreas had wanted to reunify into one Korea, the escalation of the war had made the involvement of the USA necessary to contain the spread of communism. It was more important when China had become a communist country in 1949. The USA was under the impression that the Soviet Union was planning to take control of the Asia Pacific, just as it had established satellite states in Eastern Europe. Therefore, the USA involvement in the Korean War was justified to a large extent.</p>		



聖嬰中學
HOLY INNOCENTS' HIGH SCHOOL

MID-YEAR EXAMINATION 2012
SECONDARY 4EXPRESS

Combined Humanities - Elective History

Name : _____

Date : May 2011

Register No : _____

Duration: 1 hr 40mins

Class : _____

Marks : /50

Additional Materials needed:
4 Writing Papers

Instructions to Candidates

1. All answers to be written on the writing papers provided. Begin Section B on a new and separate sheet of paper.
2. Answer all questions from Section A.
3. Answer one complete question from Section B.
4. Hand in Section A and Section B separately.
5. Please write down the number and part of the section that you have answered.
Eg. 2(a), 2(b).

Information for Candidates

The number of marks for each part question is given in brackets [] at the end of the question.

Setter: Maran NRJ

This paper consists of 4 printed pages, inclusive of this cover page.

Section A
Source-Based Case Study [30m]

Question 1 is compulsory for all candidates.

1. Study the sources carefully and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions, you should use your knowledge and understanding of the period to help interpret and evaluate the sources.

(a) Study Source A.

What is the cartoonist trying to say? Explain your answer, using details from the source.

[5]

(b) Study Source B.

Why do you think this poster was published? Explain your answer.

[5]

(c) Study Sources C and D.

How similar are these two sources as evidence about life in Stalin's Russia? Explain your answer.

[6]

(d) Study Source E.

How reliable is Source E about how people were treated in Russia during Stalin's reign?

[6]

(e) Study all the sources.

"Life under Stalin was a period of suffering, hardship and death". Do you agree with this statement? Explain your answer, using details from the relevant sources.

[8]

Issue: Life for the people of Russia under Stalin.

Source A: A cartoon showing Stalin writing down names on lists.



Source B: A poster showing Stalin interacting with Russian children.



"Stalin, we love and respect you - bring us happiness and success".

Source C: A comment made by a man who had been exiled in Stalin's Russia.

"I had no idea that I had done something against the regime. The police one day came to the house and told me that I was involved in anti-Stalin activities because I wrote an article on the food shortage in Stalingrad. I was brought to a room with no windows, tied up, starved and slept till I 'confessed'. That was the only way to stop the pain."

Source D: An interview of a former member of the Stalinist secret police.

"We were instructed to be merciless. We were told to watch out for any sign of unhappiness or dissatisfaction and clamp down on these activities either by arresting the protesters or just shooting them in public, as this would be an example to those watching. Those arrested were treated even worse."

Source E: A Russian government worker interviewed in a Russian newspaper.

"I can't describe to you how much I love Stalin. He has brought about success to Russia. He has multiplied the industries and given us the homes that we need and the food we can eat. He is the leader with no equal. He loves his people and has now become a loving father to all of us. We will die for him!"

Source F: A signboard outside a factory in Kiev, Soviet Union in 1938.

"Stalin is our God. Stalin is our father. He is our blood, our saviour and our champion. Without him, there is no us!"

Section B: Structured-Essay Questions [20m]

Answer one question.

2 This question is on the outbreak of World War II in Europe.

(a) Explain why Germany and the Soviet Union signed the Nazi-Soviet non-aggression pact in 1939? [8]

(b) "The policy of appeasement benefitted Europe." How far do you agree with this statement? Explain your answer. [12]

3 This question is on the Cold War.

(a) Explain why the USA introduced the Truman Doctrine and the Marshall Plan in 1947. [8]

(b) "The Cold War started even before World War II ended." How far do you agree with this statement? Explain your answer. [12]

End Of Paper

Answer Key

(a) Study Source A.

What is the cartoonist trying to say? Explain your answer, using details from the source [5]

L1 DESCRIBES SOURCE WITHOUT INFERENCE. [1]

Eg. The cartoon shows Stalin holding a pen and writing his reports.

L2 MAKES INFERENCE, UNSUPPORTED. [2-3]
Award 2 marks for one inference unsupported and award another mark for another inference unsupported.

Eg. The cartoon shows that life in Russia is very difficult.

L3 MAKES INFERENCE, SUPPORTED. [4-5]
Award 4 marks for one inference supported and award another mark for another inference supported.

Eg. The cartoon shows that life under Stalin was very difficult, as you can see that the people are being tied up and hanged in the background. Stalin seems to be writing the list of people he wants to get rid off, and as the lists seem to be really long, it shows how the people of Russia suffered under Stalin. The sign that says: 'Stain The Terrible' further shows what kind of person the people think he is. The purpose of the cartoonist is probably to show the people of the world the suffering caused by Stalin to his own people, so that they would empathise with the Russian people.

(b) Study Source B.

Why was this poster published? Explain your answer. [5]

L1 DESCRIBES SOURCE WITHOUT INFERENCE. [1]

Eg. The cartoon has Stalin hugging the children.

L2 MAKES INFERENCE, UNSUPPORTED. [2]
Award 2 marks for one inference unsupported.

Eg. The poster was published to show that Stalin has a very loving connection with the children of Russia.

L3 MAKES INFERENCE, SUPPORTED. [3-4]
Award 3 marks for one inference supported and award another mark for another inference supported.

Eg. The photo was published to show people that Stalin is a person who is loved by everyone in Russia including the children. The fact that the children are physically

touching him show that they are not afraid of him nor are intimidated. Stalin is shown to be a man of the people who they depend upon to bring them success and future – as mentioned in the caption. Stalin is also shown to be smiling which shows his delight. The use of musical instruments is to highlight Stalin's aesthetic aspect and softens his image as dictator. Children also bear flowers for him as gifts- showing his people rewarding him for his efforts in leading the country to success.

L4 L3 + Comments on the Tone, Purpose and Audience of the Source. [6]

Eg. The poster was published as propaganda – a device to constantly bombard the people about the good nature of their leader, to convince them about his magnanimous nature, so that they (the Russian public) would support him and his policies. The Russian public who is the audience is shown imagery of flowers and music which set the tone of the cartoon to be one of happiness and optimism. This is probably one of many posters published for the sake of deceiving the people of Russia about Stalin's character.

(c) Study Sources C and D.

How different are these two sources as evidence about life in Stalin's Russia? Explain your answer. [6]

L1 SIMILARITY OR DIFFERENCE STATED WITHOUT EVIDENCE [1]

Eg. The sources are not very similar about Russia under Stalin.

L2 SIMILARITY OR DIFFERENCE OF PROVENANCE [2]

Eg. The sources are very different because one is from a person who had lived in Russia and the other is from a person who is influenced by the policies of Stalin. However they are both similar because of their description of life in Russia under Stalin.

L3 SIMILARITY OR DIFFERENCE OF CONTENT [3-4]

Eg. The similarity of the sources is describing the restrictive nature of life in Russia for the people. There seems to be a severe lack of human rights in the lives of the people. In source C the reporter was arrested in his house without a proper reason and exiled, while in source D it also shows the police killing people without a proper legal reason and leading them to arrest and possible torture and execution. Both sources show the amount of influence and power Stalin has over his people. He is able to affect their lives in extreme ways, either positively or negatively. In source C it is mentioned that they are forced to go to confess which shows the power that he has. In Source D it shows the amount of control over protests and dissidents that Stalin has – basically he can kill them without repercussions.

OR

The sources are different in the sense that source C shows the writer as someone who was arrested for doing his job - to report the situation in Russia. He was tortured and made to confess that he did do something wrong. However in Source D, the police only ever persecuted "any sign of dissatisfaction, unhappiness" that the people in Russia show, and not for doing their job.

L4 BOTH ASPECTS OF L3 [5]

L5 L4 + DIFFERENCE OR/AND SIMILARITY OF TONE, PURPOSE & AUDIENCE [6]

Eg. The Sources are both similar in their purpose as Source C is about the cruelty and suffering that the people went through in Russia and shows the lament of an ordinary Russian who is talking about the personal impact of Stalin in his life. The intention of Source D is to similarly show how people who object Stalin's policies will be ill-treated. Both Source C and D thus try to convince Russians about the sufferings under Stalin so that they would empathise with their fellow country men (impact). The tone of Source C is solemn and depressing, as it describes the hard life of people in Russia under Stalin similar to that of Source D which is an almost oppressive state with no freedom or basic humanity.

The differences in the source is basically to show that people were arrested for arbitrary reasons in Source C, while in Source D, they were only ill-treated if they showed unhappiness with the government.

(d) Study Source E.

How reliable is Source E about how people were treated in Russia during Stalin's reign? [6]

L1 Reliable/Unreliable based on provenance. 1

The source is reliable as it is from a Russian newspaper

L2 Reliable based on what it says about life in Russia or unreliable based on what it DOES NOT say about life in Russia. 2-3

Source E is reliable as it shows the success that we know Stalin brought to Russia. He did make the SU one of the most powerful industrial nations in the world and this would have provided the people of Russia with jobs, homes and food, their basic necessities. Therein lies the reason why this man would sacrifice his life for Stalin.

AND/OR

Source E is unreliable based on the fact that it does not really say about how everyone was treated in Russia but just the one individual port worker who is being interviewed in the newspaper. The giving of food and the homes doesn't necessarily answer the question of how he treated his people.

L3 Both aspects of L2 4

L4 Reliable/Unreliable based on cross reference 5-6

Source E is not reliable in showing how people were treated in Russia as Source D paints an opposing picture of people being oppressed and ill-treated in Russia. Dissent is clamped down and protestors are shot or arrested. Those arrested are treated badly by the secret police.

Using contextual knowledge, we know that people did suffer under Stalin.

L5 L4 + Reliability based on Purpose, motivation explained. 7

The purpose of telling the people of the stellar leadership of Stalin and its impact on the individual whose interview is featured in this newspaper is for propaganda and to instill the cult of Stalin in the eyes of the people. This is to gain the support and agreement of the people towards the government policies that have been implemented and cast doubts over any perceived suffering of the people.

(e) Study all the sources.

"Life under Stalin was a period of suffering, hardship and death". Do you agree with this statement? Explain your answer, using details from the source. [8]

L1 Identifies sources which show or do not show (without evidence) 1-2
(Award 1 mark for one source identified and 2 marks for 2 or more sources.)

Agree: Sources A, C and D
Disagree: Sources B and F.

L2 Explains sources which show or do not show, using source details
(Award 3 marks for 1 explained source and 4 marks for 2 or more explained sources.)

E.g. Source A: life was hard, Stalin was a terrible leader who put his own people on death lists as she sits and writes on the source.

Source C: It was a period of suffering as people who spoke against his regime were immediately whisked away and tortured.

Source D: Life was miserable and people lived in fear because police were given instructions to make examples out of people.

Source B: Life was enjoyable as Stalin connected with youth and encouraged the learning of aesthetics as in the source he is surrounded by people who have interest in learning and playing musical instruments

Source F: Stalin is almost god-like. He is considered to be the father of the nation and the saviour and champion of the nation. Agrees with Source B and E that without him people will not be happy.

- L3 Both elements of L2, i.e. explaining agreement and disagreement using source details.

Award 5 marks for 2 explained sources and 6 marks for 3 or more explained sources.

- L4 L3 + contextual knowledge or extent of agreement/disagreement
E.g. Stalin in Source A, C, D is known to be a leader who runs a strict regime in which people are not allowed to make mistakes. People are put on death lists, given punishments like public hangings and life in general in Russia is dark and gloomy. In fact Stalin himself is known as 'terrible'. In Source C, a person who did his job, writing about a national catastrophe is branded a traitor and arrested and tortured in order to admit a 'crime' just to stop the pain. In Source D, this is further affirmed as we get an insight into what instructions are given to the secret police – who follow it blindly against their own people. Shooting and killing is commonplace in public as a statement of example. I concur this with my contextual knowledge about purges in Russia during Stalin's regime. These sources support a period of suffering, hardship and death. However, even though Sources B and E does support the view that there were instances of Stalin's benevolence towards the people of Russia, encouraging the arts and education, people's connection with Stalin as well trust in him to to promote success for the future, the presence of these posters and photos as instruments of propaganda make them unreliable and not authentic as evidence of life under Stalin.
In conclusion, we can safely say that the people in Russia were controlled by propaganda, that made them proclaim aloud about the greatness of Stalin. However, the sad reality is in the Sources A, C and D where situations for the people were terrible and they faced hardship and suffering everyday.

Section B: Structured-Essay Questions

2 This question is on the outbreak of World War II in Europe.

a)	Explain why Germany and the Soviet Union signed the Nazi-Soviet non-aggression pact in 1939?	[8]
L1	Describes the event (Nazi-Soviet Non-Aggression Pact) Award one mark for each detail, up to a maximum of two e.g. The Nazi-Soviet non-aggression pact was signed in 1939 which contributed to the outbreak of World War II. (1 mark)	[1-2]
L2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description	[3-4]
L3	Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors. <u>Germany:</u> Germany signed the Nazi-Soviet non-aggression pact because he hoped to avoid a two-front war in Europe. [P] Hitler pursued an aggressive foreign policy and by the late 1930s, he wanted to take over Poland. The Polish Corridor created by the Treaty of Versailles had split Germany into two parts and angered the Germans. Hitler was determined to destroy the Treaty of Versailles and reclaim what was originally German territory. However, he was worried that a German invasion of Poland might lead the Soviet Union to fight a war against Germany. [E] By signing a non-aggression pact with Stalin, Hitler wanted to gain the assurance that the Soviet Union would not be involved in Germany's invasion of Poland and it could also avoid a two-front war which could weaken Germany's war efforts. [E] Hence, Germany signed the Nazi-Soviet non-aggression pact in 1939. [L] <u>Soviet Union:</u> Soviet Union signed the Nazi-Soviet non-aggression pact to guarantee its own security against an aggressive Nazi Germany. [P] Stalin viewed the aggressive Nazi expansion with concern. He did not trust the Allies, who did not consult the Soviet Union at the Munich Agreement. He was convinced that the Allies were encouraging Hitler to move eastwards into Eastern Europe and the Soviet Union. [E] By signing a non-aggression pact with Hitler, Stalin hoped to buy time to prepare itself militarily for a possible war with Germany. The Soviet Union would also stand to gain territory in Eastern Europe and half of Poland. This could act as a buffer in the event of an invasion by Germany. [E] Hence, the Soviet Union signed the Nazi-Soviet non-aggression pact in 1939. [L]	[5-8]

b)	"The policy of appeasement benefited Europe." How far do you agree with this statement? Explain your answer.	[12]
L1	Describes the policy of appeasement, but without focus on the question Award one mark for each detail, up to a maximum of two. e.g. The policy of appeasement was adopted by the British and French to give in to Hitler's demands, as long as it was not too excessive.	[1-2]
L2	Explains Yes OR No Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons up to a maximum of 6 marks. (i.e. one-sided answer—only YES or only No answers will get a maximum of 6m)	[3-6]
L3	Explains Yes AND No Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks. (As level 2, but explains benefited and not benefited) <u>Benefited</u> e.g. The policy of appeasement benefited Europe because it helped to avert war in Europe in the 1930s and enabled Britain to buy time to prepare itself for war. [P] Britain had adopted appeasement as it was economically and militarily weakened by World War I and Great Depression. It was not strong enough militarily to stand up to Hitler's aggressive policies even if it wanted to. [E] By adopting a policy of appeasement, Europe stood to benefit as it prevented war from breaking out sooner. At the same time, it also helped Britain to buy time to rearm itself sufficiently and strengthen its economy to be in a stronger position to fight Germany. When Britain finally declared war on Germany, it was strong enough to resist German attacks for more than a year before the USA and USSR entered the war. [E] Hence, the policy of appeasement benefited Europe. [L] <u>Not Benefited</u> e.g. The policy of appeasement did not benefit Europe because it only served to make Hitler bolder in its aggressive foreign policy. [P] Hitler adopted an aggressive foreign policy which included destroying the Treaty of Versailles and to create Lebensraum or living space for Aryan Germans. Although the Treaty of Versailles stated that the German navy could only have six warships and no submarines, Britain signed the Anglo-German Naval Agreement in June 1935. This allowed Germany to have a navy that was one-third the tonnage of Britain's surface fleet and equal tonnage of submarines. In addition, the Western powers also did not take any proper measures to keep Hitler in check while he pursued his goal of expansion such as remilitarisation of Rhineland and union with Austria. [E] The lack of action taken by the West only served to make Hitler more ambitious and daring. This ultimately did not benefit Europe as Hitler was confident that Britain and France would not stop his aggressive moves. [E] Hence, the policy of appeasement did not benefit Europe. [L]	[7-10]

	e.g. The policy of appeasement did not benefit Europe because it led Stalin to sign the Nazi-Soviet non-aggression pact with Hitler. [P] Stalin was suspicious of the policy of appeasement. He was convinced that the policy of appeasement was a ploy by the Allies to push Hitler to expand eastwards towards the Soviet Union. In order to protect the Soviet Union from a possible attack by Germany, Stalin decided to sign the Nazi-Soviet non-aggression pact to buy time to prepare itself militarily for a possible war with Germany. The pact gave Hitler the assurance that he would not have to fight a two-front war if he went on to invade Poland. [E] As a result of signing the non-aggression pact, Hitler went on to invade Poland which led to the formal declaration of war by Britain and France. This meant that the Appeasement policy did not benefit Europe as it played a role in the actual outbreak of the war in Europe. [E] Hence, the policy of appeasement did not benefit Europe. [L]	
L4	Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'how far' Award the higher mark in the level for more developed answers. As Level 3, but indicates that there are different ways of assessing benefits—e.g. Long-term or short-term. The policy of appeasement did not benefit Europe in the short-term, as it was actually a factor that led to the outbreak of World War II in Europe. The policy of appeasement made Hitler bolder in continuing his aggressive foreign policy and also was the factor behind Stalin's signing the Nazi-Soviet pact with Hitler. However, in the long term, Europe benefited from the policy of appeasement because it allowed Britain time to strengthen itself militarily and restore its economy before declaring war on Hitler. Had not for the policy of appeasement, Britain may not necessarily be able to stop German military forces earlier and the outcome of the war may have been very different.	[11-12]
3 This question is on the Cold War.		
a)	Explain why the USA introduced the Truman Doctrine and the Marshall Plan in 1947.	[8]
L1	Describes the event (Truman Doctrine/Marshall Plan) Award one mark for each detail, up to a maximum of two. e.g. The Truman Doctrine and Marshall Plan were introduced by the USA as part of the Containment policy. (2 marks)	[1-2]
L2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description	[3-4]
L3	Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors.	[5-8]

Truman Doctrine:

The Truman Doctrine was introduced by the USA as part of its containment policy. [P] Immediately after World War II, Stalin began establishing a ring of satellite states around the Soviet Union. While the USSR saw this as a defensive measure to strengthen the security of the Soviet Union, the Western powers, especially the USA saw the actions of the USSR as aggressive, and planning to expand global communist influence. [E] As a result, the USA was convinced that there was a need to 'contain' the spread of communism, and the Truman Doctrine marked the start of American containment policy. It aimed to provide economic and military aid to Greece and Turkey, to protect freedom and democracy, and prevent countries in Europe from becoming communist states. [E] Therefore, the USA introduced the Truman Doctrine to contain the spread of communist influence in Europe. [L]

Marshall Plan:

The Marshall Plan was also introduced by the USA as part of its containment policy. [P] Many Western leaders realised that the countries of Europe, were living conditions were not improving two years after the war, desperately needed aid. Marshall Plan was announced in 1947 which committed the USA to give economic aid to reconstruct Europe and its economies. [E] The USA reasoned that the poor economic situation in Europe would provide opportunities for the communists to promote communism as an attractive alternative and solution to economic problems. To make communism less appealing and minimise the danger of European countries embracing communism, the Marshall Plan would offer economic assistance from the USA that would provide immediate relief and revitalise European economies. [E] Therefore, the USA introduced the Marshall Plan to help Europe's economy to recover and minimise the attractiveness of embracing communism in these countries. [L]

b)	"The Cold War started even before World War II ended." How far do you agree with this statement? Explain your answer.	[12]
L1	Describes the Cold War, but without focus on the question Award one mark for each detail, up to a maximum of two e.g. The Cold War was primarily state of tensions between the two superpowers, the USA and USSR after the end of World War II (1 mark)	[1-2]
L2	Explains Yes OR No Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons up to a maximum of 6 marks. (i.e. one-sided answer—only YES or only No answers will get a maximum of 6m)	[3-6]
L3	Explains Yes AND No Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks YES, The Cold War started before WWII ended e.g. Yes, the seeds of Cold War could be seen as early as 1917, when Russia became a communist country. [P] Communist Russia believed that political power should be centralised in the hands of the Communist Party and all resources should be centralised by the government who would allocate all aspects of the economy. In contrast, Democratic and capitalist USA believed that the government should be formed through elections and the economy should be left to free market forces. The fear of the spread of communism to the rest of the world prompted the USA to aid Russian anti-communist forces (the 'Whites') against the Communist Red Army during the Russian Civil War. [E] These actions were perceived by the USSR as an attempt by the Western democratic countries to undermine the survival of Russia and communism. This deepened the distrust and suspicion between the USA and the Soviet Union. [E] Therefore, the Cold War tensions could already be seen before World War II ended. [L] e.g. Yes, the tensions between the Western allies and the Soviet Union already surfaced at the Yalta and Potsdam Conference, before Germany was defeated [P] At the Yalta and Potsdam Conferences, it became evident that the Western powers and the Soviet Union had different ideas on how a post-war Germany should be treated. The Western powers wanted a revival of Germany's recovery as they believed it was important for Europe's recovery. In contrast, the Soviet Union insisted on a weak Germany, so that it could no longer pose a threat to the Soviet Union. It also wanted to extract maximum reparations from Germany. [E] The demands of the Soviet Union were seen by the Western Allies as evidence of the aggressive plan to assert its political influence in Europe. [E] Therefore, differences seen at the Yalta and Potsdam Conferences showed that there were already Cold War tensions before World War II ended. [L] NO, The Cold War started after WWII ended e.g. No, the Cold War tensions could be seen after the end of World War II with	[7-10]

	<p>the establishment of Soviet satellite states in Eastern Europe. [P] After the war, the Soviet Union established a ring of satellite states around the Soviet Union. While the USSR saw this as a defensive measure to strengthen the security of the Soviet Union, the Western powers, especially the USA saw the actions of the USSR as aggressive, and planning to expand global communist influence. [E] The expansion of communist political influence fuelled the tension, distrust and suspicion between the USSR and the USA. [E] Therefore, the establishment of Soviet satellite states after World War II led to Cold War tensions. [L]</p>	
L4	<p>Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'how far'</p> <p>Award the higher mark in the level for more developed answers.</p> <p>As Level 3, but an explicit consideration of "how far?" using criteria additional to those used in L3.</p> <p><i>e.g. The Cold War really started before World War II ended as the suspicion and distrust could be traced back to the conflicting ideologies between the USA and the Soviet Union. Although the two superpowers were Allies and worked together to defeat Germany in World War II, these tensions remained and can surfaced again when the defeat of Germany was imminent. The tensions further <u>intensified</u> after World War II ended. Hence, Cold War tensions could be traced back to even before World War II started.</i></p>	[11-12]



BEATTY SECONDARY SCHOOL
MID-YEAR EXAMINATION 2014

SUBJECT : ELECTIVE HISTORY LEVEL : SEC 4E
PAPER : 2204/3 DURATION : 1 HR 40 MIN
SETTER : Ms Sarah Paul DATE : 12 MAY 2014

CLASS: NAME: REG NO:

INSTRUCTIONS TO CANDIDATES:

Do not open this booklet until you are told to do so.

2. Write your name, class and index number in the spaces provided above.

3. Section A is compulsory.

4. Answer one question from Section B.

5. Hand in your answers to both Section A and Section B **separately**.

Section A (Source-Based Case Study)
30 marks

Question 1 is **compulsory** for all candidates

Study the sources carefully and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you were told to use. In answering the questions you should use your knowledge and understanding of the period to help you interpret and evaluate the sources.

- 1 (a) Study Source A.
What can you infer about the life of prisoners in the concentration camps from this source? Explain your answer. [5]
- (b) Study Source B
Why do you think the cartoon was published? [5]
- (c) Study Sources C and D
Does Source D make you surprised by the views expressed in Source C? Explain your answer. [6]
- (d) Study Source E
Can you believe what you see in Source E? Explain your answer [6]
- (e) Study all the sources
"Life was difficult for the Nazi prisoners." How far do these sources support this view? Use the sources and your knowledge to support your answer. [8]

This paper consists of 5 printed pages (including this cover page)

Issue: What was life like inside the Nazi concentration camps?

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The Nazis sent millions of people to the concentration camps during its rule (1933-1945). With the end of World War II, much information has been uncovered about the living conditions at the concentration camps. Some of the information discussed about whether life was difficult for the concentration camp prisoners.

Study the following sources and decide whether life was difficult for the concentration camp prisoners.

Source A

This letter from a prisoner in Camp Auschwitz to his wife, was opened by a "camp censor" and subsequently "postmarked" from Auschwitz on August 3, 1942.

"My dear wife and children! I am really glad to have received a letter from you but am curious why you haven't written for such a long time. I have received the money, these last twenty marks, for which I thank you very much, and I ask you to continue to think about me and my son. The weather here is very nice and I wonder how it is at your place. Please write to me often, and please answer every one of my letters. I am curious what you have done with the pig. Have you, my dear wife, permission to slaughter? Now I'm curious how it is with grandmother. How is her health? Please remember our vacation! I kiss you, I kiss everybody, but several to you and the children. Your husband Peter."

Camp censor: Someone who checks and censors the letters and parcels
Postmarked: Date the letters or parcels arrived at the post office

Source B: A poster by David Low, a famous British cartoonist about the extermination of the Jews in 1942.



Heinrich was chief of the German police

Source C: An extract from a letter from a prisoner working in a Nazi concentration camp, to his wife.

I eat in the camp; today at mid-day there was delicious soup with tasty bacon in the canteen, and then a delightful dessert...today after the filling meal we went for a walk. In my bed I am sleeping extremely well...Hopefully things are good for you as they are for me; I feel splendid!

Source D: An extract from an article written by a former concentration camp prisoner which was given to the judges of the "Nuremberg trials" in 1945.

Inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts... I saw a woman inmate cut some flesh from a corpse lying in the compound, put it in her small cooking pot and eat it. I also saw others hack slices from corpses and eat them raw. I thought of trying to stop these cases of cannibalism; but then decided that it did not matter. The cannibalized corpses were, after all, the bodies of those inmates who died, so that others might live.

*A trial after WW2 by the Allies to bring Nazi war criminals to justice

Source E: A photograph published in a German newspaper in 1936 showing prisoners spending time in a Nazi concentration camp



Section B (Structured-Essay Questions) Answer one question

This question is on Stalin's Five Year Plans and their consequences.

- (a) Why did the removal of his enemies and position as Secretary-General enable Stalin to rise to power? Explain your answer. [8]
- (b) "Stalin's economic policies benefitted the Soviets." How far do you agree with this statement? Explain your answer. [12]

This question is about the outbreak of World War II in Europe.

- (a) Why did the Kellogg-Briand Pact and the Abyssinian Crisis make the League of Nations weak? Explain your answer. [8]
- (b) "The Appeasement policy was justified." How far do you agree with this statement? Explain your answer. [12]

SEC 4E HISTORY ELECTIVE MID-YEAR EXAM MARKING SCHEME (2014)

SECTION A - SOURCE-BASED QUESTION

(a) Study Source A.

What can you infer about the life of prisoners in the concentration camps from this source? Explain your answer.

Level	LEVEL DESCRIPTOR	Mark
L1	Describes the source, but no valid inference made (Lifting) e.g. The prisoner wrote a letter to his wife	1
L2	Simplistic Inference/ Face value inference e.g. Prisoners were allowed to communicate with their family members	2
L3	Valid inference(s) from the source, unsupported e.g. Life of prisoners was tightly controlled/ there was no freedom.	3
L4	Valid Inference(s), supported <i>Award 4 marks for 1 evidence and 5 marks for 2 evidences</i> e.g. Life of prisoners was tightly controlled/there was no freedom. <i>Evidences from the source</i> <ul style="list-style-type: none"> The letter was opened by a camp censor indicating that the contents of the letter were checked and censored. The prisoner was apparently anguished at receiving no mail at home when he said "I am curious why you haven't written for such a long time" but in all likelihood mail was sent to him but not delivered; Nazis were likely blocking communication from his family. 	4-5

(b) Study Source B

Why do you think the cartoon was published?

Level	LEVEL DESCRIPTOR	Mark
L1	Answer using background information – because of what happened e.g. Because many Jew prisoners were exterminated in 1942	1
L2	Valid inference(s) from the source <i>Award 2 marks for unsupported inference and 3 marks for supported inference</i> e.g. To show that Hitler lacks conscience/ to ridicule Hitler's methods of violence and intimidation to exterminate the Jews. <i>Evidences</i> Hitler is able to chat with the chief of the German Police, Heinrich even though he just hanged some prisoners. Dead bodies are piling on the ground. He does not think that he has done anything wrong in killing the prisoners. He is not apologetic about having killed so many people.	2-3

L3	L2+Impact The cartoonist wants the British to stand up against Hitler and take action to save the Jews from extermination in order to prevent any further deaths.	4
L4	L3+Context This was because many Jews in Germany and in Europe were exterminated in 1942.	5

(c) Study Sources C and D

Does Source D make you surprised by the views expressed in Source C? Explain your answer

Level	LEVEL DESCRIPTOR	Mark
1	Surprised/not surprised – no valid comparison	1
2	Surprised based on provenance Both are prisoners from the Nazi concentration camp so I am surprised that they have differing views.	2
3	Surprised/ not surprised based on two different experiences/time. Source C is from a prisoner who is still in the prison and so he is stating what was happening at that time / had good food only on that day but Source D is from a prisoner who has left the prison and so his information may not be current.	3
4	Surprised based on difference in content (must include content from both sources) Source C states that life for the prisoners is good as the prisoners are provided with palatable food but Source D states that life for the prisoners is horrendous as they are not given sufficient food. Evidences Source C: "there was delicious soup with tasty bacon in the canteen." Source D: "Inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts."	4
Need a home tutor? Visit smiletutor.sg	L4+ Not surprised – based on cross-reference or explaining provenance. (must critique both sources) Provenance Source C is from a prisoner who is still in the prison and so he will not have the freedom to tell the truth about the harsh life in prison but Source D is from a prisoner who has left the prison and so he is bolder in telling the world what was really like in Nazi concentration camps.	5
	OR Cross-Reference to contextual knowledge Based on my contextual knowledge, Jews, gypsies, homosexuals, handicapped disabled people and anyone who opposed Hitler were sent to concentration camps where they were either made to work to death, used as medical experiments, worked to death, gassed to death and even forced on death marches.	
	L4+ Not surprised – based on cross-reference AND explaining provenance.	6

(d) Study Source E

Can you believe what you see in Source E? Explain your answer.

Level	LEVEL DESCRIPTOR	Mark
L1	Answer based on provenance / source type only e.g. I can believe what I see because this source is a photograph	1
L2	Typicality e.g. I don't believe because it is only one photograph on the Nazi concentration camps. It does not necessarily represent the truth.	2
L3	Reliability based on source content e.g. Yes, I believe this source because it shows Nazi prisoners leading a comfortable life in the prison camps. They are comfortably seated on reclining chairs and enjoying time with their children.	3
L4	L3 + Reliability based on cross-reference to other sources/ contextual knowledge or Provenance – Either Yes or NO <i>Award the higher mark in the level for more developed answers.</i> Yes Reliable X-ref to Source C (L4/4) Not reliable X-ref to Source D/A I don't believe this source because this view that the Nazi prisoners leading a comfortable life in the prison camps cannot be supported by Source D which states that the prisoners faced a harsh prison life. Source D states that "Inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts." OR (Provenance) I don't believe this source because this photograph was taken by the Nazis and published in the German newspaper in 1936. This is to convince and brainwash the German people in 1936 that Hitler's Nazi government were not employing brutal methods to deal with the opponents and the Jews and in fact portray Hitler and the Nazi government to be kind and reasonable in every way and even when dealing with the 'criminals'. In this way, the German people would continue to support and glorify Hitler as the cult of personality and support his Nazi policies.	4-5
L5	L3 + reliability based on cross-reference to other sources/contextual knowledge and provenance	6

(e) Study all the sources.

"Life was difficult for the Nazi prisoners." How far do these sources support this view? Use the sources and your knowledge to support the answer.

Level	LEVEL DESCRIPTOR	Mark
1	Writes about hypothesis, no valid source use	1
2	<p>Yes OR No, supported by valid source use Award 2 marks for Yes OR No supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 4 marks</p> <p>YES e.g. Yes, Source A suggests that life was difficult for the Nazi prisoners as they were tightly controlled and had no freedom. This can be seen in that the letter was opened by a camp censor indicating that the contents of the letter were checked and censored. Also, the prisoner was apparently anguished at receiving no mail at home, when he said, "I am curious why you haven't written for such a long time" but in all likelihood mail was sent to him but not delivered. Nazis were likely blocking communication from his family</p> <p>e.g. Yes, Source B shows life was difficult as the prisoners faced death. Hitler used violent methods to exterminate the Jews. This can be seen from the dead bodies that are piling on the ground and some being hanged.</p> <p>e.g. Yes, Source D states that life for the prisoners is difficult as they were not given sufficient food. In fact, it was horrendous as "inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts."</p> <p>NO e.g. No, Source C states that life for the prisoners is good as the prisoners are provided with palatable food as the source states that "there was delicious soup with tasty bacon in the canteen." However, as this is a viewpoint from only one interviewee and as the source was written while the prisoner was still in the prison and he may not have the courage and freedom to tell the truth so it may not be reliable.</p> <p>e.g. No, Source E shows that Nazi prisoners leading a comfortable life in the prison camps. They are comfortably seated on reclining chairs and enjoying time with their children. However, this photograph was taken by the Nazis and published in the German newspaper in 1936. This is to convince and brainwash the German people in 1936 that Hitler's Nazi government were not employing brutal methods to deal with the opponents and the Jews and in fact portray Hitler and the Nazi government to be kind and reasonable in every way and even when dealing with the 'criminals'. In this way, the German people would continue to support and glorify Hitler as the cult of personality and support his Nazi policies. Hence, it may not be reliable.</p> <p>Yes AND No, supported by valid source use Award 5 marks for one Yes and No supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7 marks.</p> <p>For L2 and L3, award a bonus of up to 2 marks (+1/+1) for use of contextual</p>	2-4
3		5-8

knowledge to question a source in relation to its reliability, sufficiency etc. The total mark for the question must not exceed 8 marks.

Notes:

- To score in L2/L3 there must be source use, i.e. direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote.
- Simply writing about issues in the sources is not enough
- Higher marks in L2/L3 to be awarded on numbers of sources used.

Section B: Structured-Essay Question

2	(a)	Why did the removal of his enemies and position as Secretary-General enable Stalin to rise to power? Explain your answer.	[8]
	L1	<p>Describes the event/topic Award 1m for each detail, up to a maximum of 2m.</p> <p>Eg. Stalin rose to power as he was better than his enemies.</p>	[1-2]
	L2	<p>Identifies or describes the factors Award 3m for identification without description Award 4m for a detailed description</p> <p>Eg: The removal of his enemies enabled Stalin to rise to power. Trotsky had many weaknesses. Stalin made use of Trotsky's weaknesses to turn other members of the Bolshevik Party against him. He persuaded his fellow rivals Zinoviev and Kamenev to form an alliance with him against Trotsky. When Trotsky was removed from the party, Stalin turned against his former allies and removed them as well. In addition, he told Trotsky the wrong date of Lenin's funeral, making it seem as if Trotsky was disrespectful to the previous leader of Russia.</p>	[3-4]
	L3	<p>Explains factors Award 5-6 m for one explained factor. Award 7-8 marks for two explained factors.</p> <p>The removal of his enemies enabled Stalin to rise to power. Trotsky had many weaknesses. Stalin made use of Trotsky's weaknesses to turn other members of the Bolshevik Party against him. He persuaded his fellow rivals Zinoviev and Kamenev to form an alliance with him against Trotsky. When Trotsky was removed from the party, Stalin turned against his former allies and removed them as well. In addition, he told Trotsky the wrong date of Lenin's funeral, making it seem as if Trotsky was disrespectful to the previous leader of Russia. This led to his rise as Trotsky was initially seen as a threat to him. But now that he was disliked, the Russians would support Stalin instead. In addition, during his attempt to displace Trotsky, Stalin made alliances and rid of them after they were of no use. By removing his enemies one by one, Stalin was able to gain full support from the Soviets as he was the only one left in running for the position</p>	[5-8]

AND/OR

His position of Secretary General also allowed Stalin to rise. He used his authority to appoint his supporters to important positions. This is so that these people would owe their high positions to Stalin. And in turn, many of them would be obliged and stayed loyal to him. Therefore, it led to his rise as leader of Russia as he was able to build a committee of officials who stayed loyal and would not oppose him, supporting him to become the leader of Soviet Union eventually.

2	(b)	"Stalin's economic policies benefitted the Soviets." How far do you agree with this statement? Explain your answer.	[12]
L1		Describes the topic Award 1m for each detail, up to a maximum of 2m. Eg. Stalin's economic policies made the Soviet Union most powerful in Europe by 1942.	[1-2]
L2		Explains Yes or No Award 3m for an explanation and further marks for additional factors or supporting details for factors, up to a maximum of 6 marks. Stalin's economic policies was beneficial to the Soviets. Stalin achieved his aims when collectivisation led to a cheap and regular supply of crops. He freed up more workers to work in factories by using machines in the countryside. The production of consumer goods increased. In 1936, industrial workers received cheap meals and free uniforms. Free education, subsidised health care and leisure facilities such as cinemas, public parks, sports fields and gymnasiums made lives more enjoyable for the Russians. Stalin also enabled Communist Russia to become an industrialised country as a result of his economic policy of industrialisation. New towns were built and targets were set for achievements in each industry. Workers were put on a system of rewards and training, so they could get rewarded with medals and the opportunity to go on a holiday at a discount if they worked hard. As a result, Stalin's economic policy was a success as production and harvest increased significantly under his rule. In addition, workers and peasants all managed to gain a better standard of living due to the economic gains of his 5-year plans. More importantly, as a result of his economic policies, Russia had turned from a backward state into an industrialized country to be proud of. OR However, his economic policies were also not beneficial to the Soviets. Stalin's regime led to worsening working conditions which cost many lives. Many people died working on Stalin's enormous industrial projects. Collectivisation led to riots and resistance from farmers who did not want their farms to be collectivised. Large numbers of people who refused to cooperate were sent to labour camps. Severe food shortages occurred when farmers burnt their crops and killed their livestock, because they did not want government officials to take them away. This was worsened by natural disasters such as floods and droughts. When Ukraine suffered a famine in	[3-6]

		1931, Stalin deliberately prevented this news from being made known to the world. He rejected help from the international community and even took whatever crops left in Ukraine to sell in order to purchase new machines. As a result, Stalin's economic policies were not beneficial as in his attempt to gain economic success, more than ten million peasants and their families died.	
	L3	Explains Yes and No Award 7m for an explanation of Yes and an explanation of No, and further additional factors or supporting details for factors to a maximum of 10m Both of L2	[7-10]
	L4	L3 + reaches a balanced conclusion based on explicit consideration of question Award the higher mark in the level for more developed answers Stalin's economic policies were successful. Russia successfully became an industrial country within a short period of several decades under Stalin's regime. This is in contrast to other European countries like Britain and France that took about a century to industrialise. Though Stalin's regime also led to suffering for millions of Russians, overall, life did improve to a large extent for the Russians. It was through Stalin's programmes that Russia was able to keep up with the pace of modernity and a higher standard of living similar to that in countries such as Britain and the USA.	[11-12]
3	(a)	Why did the Kellogg-Briand Pact and the Abyssinian Crisis make the League of Nations weak? Explain your answer.	8m
	L1	Describes the event/topic Award 1m for each detail, up to a maximum of 2m. Eg: The League of Nations could not stop World War II	[1-2]
	L2	Identifies or describes the factors Award 3m for identification without description Award 4m for a detailed description E.g. The Kellogg-Briand pact made the League of Nations weak because it failed to protect the peace and security of the world. Initiated by the US Secretary of State and French Foreign Minister, it was meant to prevent countries from using war as a means to resolve political differences. The Pact was joined by more than 60 countries eventually, but because of the ambiguity of the Pact, it failed to achieve its objective of preserving peace and security.	[3 - 4]
	L3	Explains factors Award 5-6 m for one explained factor Award 7-8 marks for two explained factors. e.g. The Kellogg-Briand pact made the League of Nations weak because it failed to protect the peace and security of the world. Initiated by the US Secretary of State and French Foreign Minister, it was meant to prevent	[5 - 8]

countries from using war as a means to resolve political differences. The Pact was joined by more than 60 countries eventually, but because of the ambiguity of the Pact, it failed to achieve its objective of preserving peace and security. For instance, there was no clear way to enforce the pact, especially when it came to carrying out consequences on countries which violated the pact. As a result, the countries which joined the pact were not motivated to observe the terms whenever and wherever it did not serve their interests or needs. In other words, countries could still start wars and get away without any consequences.

The Abyssinian Crisis made the League of Nations weak because it failed to deter aggressors from causing tension to build up. Britain and France did not stop Italy from invading Abyssinia, but instead reached a secret agreement with Italy that two-thirds of Abyssinia would be given to Italy if they withdrew their troops immediately. This was because both Britain and France were only concerned about their own self-interests of wanting an ally against the German threat. Thus, they were hoping that Italy would join them in their fight against Germany, if they gave in to Italy. As a result, members of the League of Nations did not fulfill their responsibilities as guardians of peace.

L3	Explains Yes and No Award 7m for an explanation of Yes and an explanation of No, and further additional factors or supporting details for factors to a maximum of 10m Both of L2	[7-10]
L4	L3 + reaches a balanced conclusion based on explicit consideration of question Award the higher mark in the level for more developed answers e.g. In conclusion, I disagree with the statement that the Appeasement policy was justified because it still did not bring about the long-term peace that it promised to do. Chamberlain misjudged Hitler's character despite telling evidences to suggest that Hitler would not be easily appeased, and eventually causing war to break out in Europe. The Munich Agreement sent a strong signal to Hitler that it would be very easy to achieve his expansionist plans in Europe because there was no one powerful enough to stop him. It eventually led him to take over Poland (the trigger for WWII) because he was confident that the British would not stop him from doing that. Although the Agreement bought Britain time to rearm, it still did not prevent the extent of devastation and tragedy WWII brought to the whole of Europe as a result of misjudging Hitler	[11-12]

3	(b) "The Appeasement policy was justified." How far do you agree with this statement? Explain your answer.	12m
L1	Describes the topic Award 1m for each detail, up to a maximum of 2m.	[1-2]
L2	Explains Yes or No Award 3m for explanation and further marks for additional factors or supporting details for factors, up to a maximum of 6 marks. e.g. Yes I agree to the statement that the Appeasement policy was justified because Britain and France needed time to rebuild their military after the devastation of World War I and the Great Depression. Britain needed the Munich Agreement to buy time to rearm to a level that was sufficient and ready for war. As Britain was devastated after WWI and the Great Depression, they did not have enough resources and the confidence to fight Germany immediately. Time was needed for Britain to rebuild her economy and purchase enough armaments to be ready for war. The Munich Agreement succeeded in buying precious time for Britain and was partly the reason that Britain could hold out and secure a victory against the Germans in WWII. However, I also disagree that the Appeasement policy was justified because it did not achieve the larger objective of preventing conflict in Europe through appeasement. In the Munich Agreement, Chamberlain appeased Hitler by allowing him to take over Sudetenland in return for peace in Europe. However, instead of ensuring peace, the Munich Agreement had the negative effect of emboldening Hitler because he became more convinced that Britain and France were too weak to stop any of his expansionist plans. As a result, Hitler was not appeased to stop his taking over of more territories instead. He went on to take over the whole of Czechoslovakia and eventually Poland, ignoring Britain's warning that they would declare war on Germany if he did that. Chamberlain was therefore wrong to sign the Munich Agreement because he misjudged Hitler and mistakenly thought that the Agreement would be effective and sufficient to prevent war in Europe.	[3-6]

Class Index Number

Candidate's Name: _____

ORCHID PARK SECONDARY SCHOOL

Mid-of-Year Examination 2014



Exam Date : 5 May 2014

Total Marks : 50
Duration : 1hr 40min

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Subject	COMBINED HUMANITIES (HISTORY ELECTIVE)
	Syllabus 2204/03
Level	Sec 4 Express

READ THESE INSTRUCTIONS FIRST

Write all your answers to the questions on the writing paper provided.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

Section AAnswer **all** parts of Question 1.**Section B**Answer **one** question.

At the end of the examination, fasten all your work together.

The number of marks is given in brackets [] at the end of each question or part question.

[Turn Over

(This paper consist of 2 printed pages, including this cover page)

Section A: Source Based Case StudyQuestion 1 is **compulsory** for all candidates

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 (a) Study Sources A and B.

Do you think the writer of Source A would be surprised by what the writer of Source B mentioned? Explain your answer. [6]

(b) Study Source C.

What can you learn about life of the prisoners in the concentration camps from this source? Use the source and your knowledge to support your answer. [5]

(c) Study Source D.

Can one believe what the photographer shows about the life of the prisoners in concentration camps? Explain your answer. [6]

(d) Study Source E.

Why was this article published in 1945? Use the source and your knowledge to support your answer. [6]

(e) Study Source F.

Source F is from a German newspaper published in 1936. Does it make it a useless source? Use the source and your knowledge to support your answer. [7]

What was life like inside the Nazi concentration camps?

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The Nazis sent millions of people to the concentration camps during its rule (1933-1945). With the end of World War II, much information has been uncovered about the living conditions at the concentration camps. Some of the information discussed about whether life was difficult for the concentration camp prisoners.

Concentration camps in Nazi Germany served a number of purposes. First, these camps were used to jail those who opposed Hitler's government or were thought to threaten it. Second, knowledge of what life was like in a concentration camp was allowed to leak out – or came out when someone was released.

The fear of ending up in such a camp was sufficient for a great many Germans to openly declare their loyalty to Hitler even if this was not the case. Therefore for the Nazi leaders, concentration camps served the dual purpose of controlling the majority of the population because of the fear they engendered and also locking away those who crossed the line – a line imposed by the Nazi government.

Study the following sources and decide whether life was difficult for the concentration camp prisoners.

Source A: *An account from a former prisoner on life in a concentration camp.*

Food consisted of watery soup made with rotten vegetables and meat, a few ounces of bread, a bit of margarine, tea, or a bitter drink resembling coffee. Diarrhea was common. People weakened by dehydration and hunger fell easy victim to the contagious diseases that spread through the camp. Hunger was one of the greatest problems. The meagre rations were merely intended to keep us alive. The Nazis did not provide us with sufficient nutrition to carry out heavy manual work. Many thousands died from starvation or illnesses brought on by lack of nutrition.

Source B: *An extract from a letter from a prisoner working in a Nazi concentration camp, to his wife.*

I eat in the camp; today at mid-day there was delicious soup with tasty bacon in the canteen, and then a delightful dessert...today after the filling meal we went for a walk... In my bed I am sleeping extremely well...Hopefully things are good for you as they are for me; I feel splendid!

Source C: *Rules and Regulations of a concentration camp in Auschwitz.*

CONCENTRATION CAMP AUSCHWITZ

The following regulations are to be noted with respect to correspondence with prisoners:

- 1.) Every prisoner is allowed to receive (and send) two letters or cards from (to) his relatives each month.
- 2.) Money may be sent.
- 3.) In sending money or postal orders, the exact address should be given, i.e., Name, Date of birth, and prisoner number. In the event that there any mistakes in the address, the mail will be returned to sender, or destroyed.
- 4.) Newspapers are allowed, but may only ordered through the Auschwitz camp post office.
- 5.) Parcels may not be sent, as the prisoners can buy everything on camp.
- 6.) Requests to the camp authorities for release are pointless.
- 7.) Visits to, and authority to talk to prisoners are not permissible on principle.

The Camp Commandant

Source D: A photo leaked out by a Nazi camp guard showing lunchtime in a concentration camp.



Source E: An extract from an article written by a former concentration camp prisoner which was given to the judges of the "Nuremberg trials in 1945

inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts... I saw a woman inmate cut some flesh from a corpse lying in the compound, put it in her small cooking pot and eat it. I also saw others hack slices from corpses and eat them raw. I thought of trying to stop these cases of cannibalism; but then decided that it did not matter. The cannibalized corpses were, after all, the bodies of those inmates who died, so that others might live.

*A trial after WW2 by the Allies to bring Nazi war criminals to justice

Source F: A photograph published in a German newspaper in 1936 showing prisoners spending time in a Nazi concentration camp.



Section B: Structured Essay Question

Answer one question.

2 This question is about Stalin's Soviet Union.

- (a) Explain how the civil war in 1917-1922 led to the creation of the Soviet Union. [8]
- (b) 'Stalin's rule was beneficial to the Soviet Union? How far do you agree with this statement? Explain your answer. [12]

3 This question is about the Korean War.

- (a) Explain how the post-war occupation of Korea led to the tensions within Korea that became part of the Cold War. [8]
- (b) 'The United Nations involvement in the Korean War was the most important factor that made it a proxy war.' How far do you agree with this statement? Explain your answer. [12]

Copyright Acknowledgement:

Source A-B @ <https://us.honm.org/outreach/en/article.php?ModuleId=10007718>
 Source C @ http://holocaustdenial.com/2yklon_B/kidicel_arc_biz/a_letter_from_auschwitz_1943.html
 Source D @ <http://www.sfgate.com/news/article/Deported-former-guard-at-Nazi-camp-is-emphatic-7469323.php>
 Source E @ <http://www.auschwitz.dk/bergenbelsen.htm>
 Source F @ <http://www.smh.com.au/news/world/after-the-extinctions-a-bowl-of-blueberries/2007/09/26/1190496586952.html?page=2>

Section A: Source Based Question [30m]

- (a) Study Sources A and B
 Do you think the writer of Source A would be surprised by what the writer of Source B mentioned? Explain your answer. [6]

L1	<p>Surprised / Not surprised, based on source type/ provenance</p> <p>E. Both sources are text sources. Both are written by people who have stayed at the concentration camp.</p>	[1]
L2	<p>Surprised and/ or Not surprised based on content unsupported or False matching</p> <p>Award 2 marks for difference/ similarity unsupported</p> <p>SURPRISED</p> <ul style="list-style-type: none"> The writer of Source A would be surprised by what the writer of Source B mentioned as they have different opinions about the quality of food at the concentration camp The writer of Source A would be surprised by what the writer of Source B mentioned as they have different opinions about the quantity of food at the concentration camp <p>OR</p> <p>NOT SURPRISED</p> <ul style="list-style-type: none"> The writer of Source A would not be surprised by what the writer of Source B mentioned [A] as they both mention that the people in the camp were given food. <p>OR</p> <p>FALSE MATCHING</p> <ul style="list-style-type: none"> The writer of Source A would be surprised by what the writer of Source B mentioned as Source A did not mention about bacon being served with the soup, while Source B mentioned about bacon being served with the soup. The writer of Source A would be surprised by what the writer of Source B mentioned as Source A mentioned that the inmates were served with a bitter drink resembling coffee, while Source B did not mention the type of drink that was served. 	[2]
L3	<p>Surprised or Not surprised based on content, supported</p> <p>Award 3 marks for 1 difference / similarity supported Award 4 marks for 2 differences / similarities supported.</p> <p>SURPRISED</p> <p>The writer of Source A would be surprised by what the writer of Source B mentioned as they have different opinions about the quality of food at the concentration camp. This is seen in Source A. "Food consisted of watery</p>	[3-4]

soup made with rotten vegetables and meat". This shows that the prisoners were given bland and bad food. However, Source B states that at "mid-day there was delicious soup with tasty bacon in the canteen, and then a delightful dessert." This shows that the prisoners were given delicious food.

- The writer of Source A would be surprised by what the writer of Source B mentioned as they have different opinions about the quantity of food at the concentration camp. This is seen in Source A, "The meagre rations were merely intended to keep us alive." This means that the prisoners had insufficient food. Source B states "after the filling meal we went for a walk." This shows that the people in the camp were given enough food to eat.

OR

NOT SURPRISED

- The writer of Source A would not be surprised by what the writer of Source B mentioned as they both mention that the people in the camp were given food. This is seen in Source A, "Food consisted of watery soup made with rotten vegetables and meat, a few ounces of bread, a bit of margarine, tea, or a bitter drink resembling coffee. This shows that the prisoners had some food to eat. This is seen in Source B, "mid-day there was delicious soup with tasty bacon in the canteen, and then a delightful dessert." This also shows that the people in the camp had some food to eat.

L4 **Surprised AND Not surprised, based on content, supported** **[5]**

L5 **L4 + Surprised, based on purpose** **[6]**

The writer of Source A would be surprised by what the writer of Source B mentioned, as they have different purpose.

The purpose of Source A is an ex-prisoner highlighting to the international community of the horrible conditions in Nazi Concentration Camps. By doing so, he hopes that the world could see the truth on how cruel the Nazi were during their rule. This is seen in Source A, "People weakened by dehydration and hunger felt easy victim to the contagious diseases that spread through the camp. Hunger was one of the greatest problems. The meagre rations were merely intended to keep us alive."

However, the purpose of Source B is a Nazi prisoner trying to convince his wife that life in the Nazi Concentration Camp was great. By doing this, he did not want her to be worried for him as the account was obviously not true. This is seen in Source C, "In my bed I am sleeping extremely well... Hopefully things are good for you as they are for me, I feel splendid!"

(b) Study Source C.

What can you learn about life of the prisoners in the concentration camps from this source? Explain your answer. **[5]**

L1	Describes the source, no valid interpretation <i>Award 2 marks for detailed description</i> E.g. Source C is about the rules and regulations in a concentration camp in Auschwitz	[1]
L2	Inference(s), unsupported <i>Award 2 marks for one unsupported inference</i> <i>Award 3 marks for two unsupported inference</i> I can learn from Source C life of the prisoners in the concentration camp is very controlled. Or I can learn from Source C the prisoners in the concentration has some form of freedom.	[2-3]
L3	Inference(s), supported <i>Award 4 marks for 1 inference supported</i> <i>Award 5 marks for 2 or more inferences supported.</i> I can learn from Source C life of the prisoners in the concentration camp is very controlled. This is seen in Source C "In sending money or postal orders, the exact address should be given, i.e., Name, Date of birth, and prisoner number. In the event that there any mistakes in the address, the mail will be returned to sender, or destroyed." This shows that the prisoners lacked the freedom in their daily lives. OR I can learn from Source C the prisoners in the concentration have some form of freedom. This is seen in Source C "Newspapers are allowed, but may only ordered though the Auschwitz camp post office." This shows that the prisoners still have access to the outside world.	[4-5]

(c) Study Source D

Can one believe what the photographer shows about the life of the prisoners in concentration camps? Explain your answer. [7]

L1	ANSWERS BASED ON PROVENANCE OR TYPICALITY E.g. Yes, because it is a photograph from the Nazi camp guard. E.g. No, it does not prove because it was there is only one image.	[1]
L2	BELIEVE AND/ OR CANNOT BELIEVE BASED ON CONTENT OF GIVEN SOURCE, UNSUPPORTED AND SUPPORTED <i>Award 2m for 1 believable and/or not believable unsupported</i> <i>3m for 1 believable/ not believable supported.</i> <i>4m for 1 believable and not believable supported.</i> I can believe what Source D shows about the life of the people in concentration camps. I can infer that the prisoners do not have enough food to eat. This is seen in Source D where prisoners are cooking their own meager meals. This shows that the life was tough for prisoners in concentration camps. OR I cannot believe what Source D shows about the life of the people in concentration camps. I can infer that the people do not have enough food to eat. This is seen in Source D where prisoners are cooking their own meager meals. This shows that the life was tough for prisoners in concentration camps.	[2-4]
L3	BELIEVE AND/ OR CANNOT BELIEVE BASED ON CROSS-REFERENCE OF CONTENT SUPPORTED <i>Award 5m for 1 believe OR 1 cannot believe based cross referencing and up to 6m for 1 believe AND 1 cannot believe based cross referencing</i> Believe: Cross Reference to Source A I can believe what Source D shows about the life of the people in concentration camps. I can infer that the prisoners do not have enough food to eat. This is seen in Source D where prisoners are cooking their own meager meals. This shows that the life was tough for prisoners in concentration camps. I can believe when I cross reference it to Source A. Source A also shows that prisoners in concentration camps were given little and poor quality food. This is seen in Source A, "Food consisted of watery soup made with rotten vegetables and meat". This shows that the prisoners were given bland and bad food. OR Cannot Believe: Cross Reference to Source B I cannot believe what Source D shows about the life of the people in concentration camps. I can infer that the people do not have enough food to eat. This is seen in Source D where prisoners are cooking their own meager meals. This shows that the life was tough for prisoners in concentration camps.	[5-6]

	I cannot believe Source D when I cross reference to Source B. Source B says that the prisoners had good food to. This is seen in Source B, "mid-day there was delicious soup with tasty bacon in the canteen, and then a delightful dessert." This also shows that the people in the camp had some food to eat.	
L4	BELIEVE BASED ON EXPLAINED PROVENANCE <i>Award 6m for less developed provenance</i> <i>Award 7m for more developed provenance</i> I believe what Source D shows about the life of the people in concentration camps as the provenance of Source D is reliable. The author is a Nazi camp guard who has leaked out this photograph and has nothing to gain by showing the true nature of what is happening inside these camps as he has first-hand knowledge. he Also, he has no ulterior motive as being a Nazi guard, he would probably be in grave danger for revealing this photograph and he would not have leaked it out if it was not true. Hence, this source is reliable.	[6-7]

(d) Study Source E.

Why was this article published in 1945? Explain your answer. [6]

L1	Describes the source but no valid reason/ Based on provenance Shows.../ I can infer... I can infer that the prisoners ate one another.	[1]
L2	Because of what happened i.e. no use of source content e.g. Because the prisoners were very hungry and did not have enough food..	[2]
L3	Valid message: Content of Source B only Reasons: Must have -- to show/ to tell etc... <i>Award 4 marks for supported message.</i> The article was published in 1945 to highlight to the Nuremburg judges that life inside the Nazi concentration camps was horrible/nightmarish. This is seen in Source E, "Inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts... I saw a woman inmate cut some flesh from a corpse lying in the compound, put it in her small cooking pot and eat it." This shows that life in a Nazi concentration camp is terrible as people resorted to cannibalism.	[3-4]
	Message with impact: To influence/convince, supported (no context)	[5]

The article was published in 1945 to highlight to the Nuremberg judges that life inside the Nazi concentration camps was horrible/nightmarish. This is seen in Source E, "Inmates killed each other for food, and tried to eat the flesh of corpses thrown outside the huts... I saw a woman inmate cut some flesh from a corpse lying in the compound, put it in her small cooking pot and eat it." This shows that life in a Nazi concentration camp is terrible as people resorted to cannibalism. By doing so, the author hopes that the Nuremberg judges would see the cruelty of the Nazis and punished them accordingly.

L3 + Context

- 1.4 This was because at that time, Germany lost the war and many Nazi soldiers were put on trial for war crimes committed against the prisoners in concentration camps. [6]

(e) Study Source F.

Source F is from a German newspaper published in 1936. Does it make it a useless source? Use the details of the source and your knowledge to explain your answer. [7]

L1	Assertion based on provenance/no source evidence Source F is useful as it is published in a German newspaper.	[1]
L2	Typicality or Useless based on the things the source does not tell i.e. no use of source content e.g. Source F is useless as it only shows one view of how the prisoners are treated inside the concentration camps. It does not show me what the prisoners ate, how they lived etc.	[2-3]
L3	Useless or useful based on source content E.g. This source is useless. I can infer from this source that prisoners have an easy/relaxing/good life in the Nazi concentration camps. This is seen in Source F where many prisoners both young and old are seen resting comfortably on deck chairs inside these camps. This shows that life for these prisoners led quality lives in these camps.	[4]
	Useless tested by explained provenance OR cross-referencing with other	

- L4 **sources/or contextual knowledge**
Award 6 marks for a more detailed explanation. [5-6]

Explained Provenance

Source F is useless when I looked at its provenance which is unreliable. The author of this source is a German newspaper has **much to gain** by publishing this photograph showing that prisoners are well treated in concentration camps as they would want to project a positive image to the people of Germany. Also, the author has an **ulterior motive** as through the photograph, they would want to appear to the German people as kind leaders so that the people would continue to support the Nazi Party.

Cross Reference to Source A

Source F is useless when I cross reference it to Source A. Source A says that the prisoners were living in terrible condition. This is seen in Source A, "Diarrhea was common. People weakened by dehydration and hunger fell easy victim to the contagious diseases that spread through the camp. Hunger was one of the greatest problems. The meagre rations were merely intended to keep us alive." This shows that life is horrible for prisoners of the Nazi Concentration camps. As Source A contradicts Source F, there Source F is useless as it is unreliable.

Cross Reference to Source C

Source F is useless when I cross reference it to Source C. I can infer from Source C that the lives of the prisoners in the concentration camp are very controlled. This is seen in Source C "In sending money or postal orders, the exact address should be given, i.e., Name, Date of birth, and prisoner number. In the event that there any mistakes in the address, the mail will be returned to sender, or destroyed." This shows that the prisoners lacked the freedom in their daily lives. As Source C contradicts Source F, there Source F is useless as it is unreliable.

Cross Reference to Source D

Source F is useless when I cross reference it to Source D. I can infer that the prisoners do not have enough food to eat. This is seen in Source D where prisoners are cooking their own meager meals. This shows that the life was tough for prisoners in concentration camps. As Source C contradicts Source F, there Source F is useless as it is unreliable.

- L5 **Useless tested by explained provenance AND cross-referencing with other sources/or contextual knowledge** [7]

Section B: Structured Essay Question (20 Marks)

Answer one question.

2 This question is about Stalin's Soviet Union.

(a) Explain how the civil war in 1917-1922 led to the creation of the Soviet Union. [8]

1.1	Describes the event Answers which describe the event/feature without focus on the question. Award one mark for each detail, up to a maximum of two. e.g. The Russian Civil War was fought between the Reds and Whites.	[1-2]
1.2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description. The final reason that led to the creation of the USSR was at the end of the Russian Civil War. The civil war between the reds (Lenin's red army) versus the whites (pro-Tsar and other anti-communist foreign armies) fought for control of Russia. It ended in October 1922 where the reds won due to their greater unity, greater military tactics and the support from the peasants.	[3-4]
1.3	Explain reasons Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors. The final reason that led to the creation of the USSR was at the end of the Russian Civil War. The civil war between the reds (Lenin's red army) versus the whites (pro-Tsar and other anti-communist foreign armies) fought for control of Russia. It ended in October 1922 where the reds won due to their greater unity, greater military tactics and the support from the peasants. As a result, with all opposition of the Reds defeated, Lenin announced the creation of the very first communist state where Russia officially became the Union of Soviet Socialist Republics.	[5-8]

(b) 'Stalin's rule was beneficial to the Soviet Union? How far do you agree with this statement? Explain your answer. [12]

L1	Describes statement, but without focus on the question Award one mark for each detail, up to a maximum of two. Stalin's rule saw many people die as his policies were only to enrich the nation and himself.	[1-2]
L2	Explains YES or NO Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks. Yes. Beneficial (Economic) <u>Collectivisation</u> The merging of smaller individual farms into larger collective farms as it was more efficient for farming mechanisation i.e. use of tractors. The use of machines in farms freed human resources to factories. The objective of mechanised farming was to increase its crop production and raising of funds for industrialisation. As a result, collectivization brought about both positive and negative outcomes. Production of crops was maximized at the expense of the Kulaks. <u>Industrialization</u> Development of heavy industries ie. Coal, iron, steel and electricity was a key emphasis, resulting in a surge of new factories being built and expansion of the industrial workforce. As a result, the Soviet Union became 2 nd to the United States in terms of industrial output in the mid-1930s. No. Not Beneficial (Political) <u>The Great Terror</u> Stalin launched a series of campaigns of political repression and purges to eliminate enemies / political opponents. Characterised by show trials, arrests, interrogation, widespread police surveillance and executions eg. Kirov Affair <u>Purges & Show Trials</u> Stalin sought to remove people who posed a threat to his power and authority by execution or sending them to labour camps. Red Army officers were brought through public trials with no proper process. Only accusations and verdict were made known. As a result, millions of lives were lost as Stalin murdered his way to eradicate any	[3-6]

enemies that pose a threat to his post and his policies.

Arrests & Interrogation

Arrests and interrogation were often conducted to instill fear and to prevent people from organizing opposition to Stalin's rule. As a result, millions of lives were lost as Stalin murdered his way to eradicate any enemies that pose a threat to his post and his policies.

Loss of Intellectuals, Skilled workers & Officers

Mass execution was conducted, causing a significant decrease in the number of skilled workforce required for industrialization. Hence, young and inexperienced party members were promoted to replace members whose loyalty was doubtful. This step was necessary to ensure young party members were indebted to Stalin and not able to rise up against him. As a result of lower skilled workforce, the quality of the Soviet civil service, industrial output and education dropped tremendously. This affected the management of the government and military.

Propaganda

Official communications (films, books, paintings, musicals) were carefully designed with the intention to influence the nation's impression of Stalin. Large portions of the Soviet history were re-written to boost Stalin's status and discredit his political rivals. Achievements and success of the nation were credited to Stalin's leadership. As a result, Stalin's status as a Supreme leader was enhanced, making opposition against him harder.

L3	Explains YES and NO Award 7 marks for an explanation of YES and an explanation of NO and further additional reasons or supporting detail for reasons, to a maximum of 10 marks.	[7-10]
L4	Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'How far?' Award the higher mark in the level for more developed answers. Not just L3 but an explicit consideration of 'How far?' using criteria additional to those used in L3.	[11-12]

3 This question is about the Korean War.

(a) Explain how the post-war occupation of Korea led to the tensions within Korea that became part of the Cold War. [8]

L1	Describes the event Answers which describe the event/feature without focus on the question. Award one mark for each detail, up to a maximum of two. At the end of WW2, Korea was split into two zones, North and South Korea.	[1-2]
L2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description. At the end of WW2, the Allies at the Potsdam Conference decided to divide Korea into 2 zones along the 38 parallel. The Soviet Union will occupy the North while the USA will occupy the South. Both agree that Korea should be unified under the provisional government. The USA was afraid of the Soviet controlling the whole of Korea and making it a communist country.	[3-4]
L3	Explain reasons Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors. At the end of WW2, the Allies at the Potsdam Conference decided to divide Korea into 2 zones along the 38 parallel. The Soviet Union will occupy the North while the USA will occupy the South. Both agree that Korea should be unified under the provisional government. The USA was afraid of the Soviet controlling the whole of Korea and making it a communist country. As a result, the carving of Korea into two spheres led to the tension of the Korean Peninsula with its two different forms of government.	[5-8]

- (b) 'The United Nations involvement in the Korean War was the most important factor that made it a proxy war.' How far do you agree with this statement? Explain your answer. [12]

L1	Describes statement, but without focus on the question Award one mark for each detail, up to a maximum of two	[1-2]
L2	Explains YES or NO Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks. UN Involvement The UN was also involved in the Korean War to safeguard its credibility as an organisation that protects international security. The UN Security Council condemned the North's invasion and called for the end of hostilities at the 38 th parallel. A total of 16 members states heeded President Truman call for action and joined UN in the resist of the invasion. As such, with UN's intervention as a global organisation of peace, made this war more a proxy war for the superpowers and the UN. Soviet Support With the support from Soviet Union in organizing and training the NKPA, and also the provision of sophisticated military hardware made North Korea a formidable fighting force. By end of July 1950, the North Korean forces had driven the South Korean and UN forces to Pusan. As a result, Soviet intervention in the internal conflict of Korea changed the face of a civil war into a proxy war. USA Support President Truman was convinced that the North Korean invasion of the South was Stalin's plan to spread communism throughout Asia and the world. He was worried that if he did not help the south, Japan and other Asian nations would be next. He described the Korean War as necessary to contain the spread of communism. Hence, with the support of USA of the south in the Korean war, the two superpowers made this a proxy war for the superpower. China Support China's entry into the Korean war was because of the close proximity of the UN forces to its borders. As China shares the same border with the north, it did not want the US led UN force crossing	[3-6]

	north of the 38 parallel. China then secretly sent troops into the North where the US General MacArthur defied Truman's order and advanced into the North where they were surprised by the advancing Chinese. As a result, China's entry into the Korean War to defend its borders made this a proxy war which had started out as a civil war.	
L3	Explains YES and NO Award 7 marks for an explanation of YES and an explanation of NO and further additional reasons or supporting detail for reasons, to a maximum of 10 marks.	[7-10]
L4	Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'How far?' Award the higher mark in the level for more developed answers. Not just L3 but an explicit consideration of 'How far?' using criteria additional to those used in L3.	[11-12]



**AHMAD IBRAHIM SECONDARY SCHOOL
MID YEAR EXAMINATION 2014**

**HISTORY ELECTIVE
(50 Marks)**

LEVEL: Secondary 4 Express

DATE: 29 April 2014
DURATION: 1 hour 40 minutes

Name _____ () Class: _____

INSTRUCTIONS TO CANDIDATES:

- 1) Write your name, class and index number on the space provided on the answer paper.
- 2) Section A: You must answer **all parts** of Question 1.
- 3) Section B: Answer **one** question.
- 4) Write your answers on the separate writing paper provided.
- 5) Attach your answer to the question paper.

INFORMATION FOR CANDIDATES

- 1) The number of marks is given in brackets [] at the end of each question or part question.

Section	Marks
A	/ 30
B	/ 20
Total	/ 50

This question paper consists of 05 printed pages.

Section A

Answer **all parts** Question 1.

In answering the questions, you should use your knowledge and understanding of the period to help you interpret and evaluate the sources. You must use the sources to which you are specifically directed, but you may use any of the other sources where they are helpful. When doing so, always refer to the sources by their source letter.

- 1 This question is about the Appeasement Policy. Study the sources and then answer the questions.
 - (a) Study Source A.
What is the intention of the cartoonist in drawing this cartoon? Explain your answer. [6]
 - (b) Study Sources B
What is Hitler's main message in Source B? Explain your answer. [4]
 - (c) Study Sources C & E
In what ways are sources C & E different? Explain your answer. [6]
 - (d) Study Source D
How believable is Source D? Explain your answer. [6]
 - (e) Study all sources
Do you agree that the Appeasement policy was strongly supported by everyone? Explain your answer. [8]

How popular was the Appeasement Policy in the 1930s?

Background Knowledge:

After 10 million deaths in the First World War, many countries were determined to prevent any future conflict. In the 1920s the League of Nations tried to follow the idea of collective security the idea that countries acting together could discourage aggression and, if necessary, act together to stop aggressors. This was not very successful as it proved hard for all the countries in the League to agree on a common policy. As a result a second idea was considered.

Appeasement was a policy adopted by Britain during the 1930s. It was believed that if grievances could be settled by negotiation, it would avoid the need for the war. Once they were "appeased" in this way, they would act in the same way as others in foreign affairs. This policy was used in the 1930s to try to prevent both Italy and Germany from going to war to achieve their respective objectives.

Source A: An American cartoon, titled "The Great US Sideshow", on the Appeasement policies adopted by some of the European and American politicians to deal with Germany. It shows a stage in a circus, the announcer is introducing a man on stage that seems to be missing parts of his body. "And on this platform, the most amazing marvel of the age! He lives; he talks ... yet the guy has no guts!"

The Great U. S. Sideshow



Source B: A famous Hitler speech to his Nazi Party members on Sept 26, 1938 about problems between Germany and Czechoslovakia.

... I am grateful to Mr Chamberlain for all his efforts. I have assured him that the German People desire nothing but peace. However, I have also told him that I cannot retreat once the limit of our patience has been reached. I have also assured him ... once this problem is solved; there exist no further territorial problems for Germany in Europe! I shall have no further interest in the Czech state. And he has my guarantee of that! We do not want any Czechs. However, I want to also say to the German People that with respect to the Sudeten German problem my patience is now exhausted! The decision is in Mr Benes' (leader of Czechoslovakia) hands! Peace or war! Either he accepts this offer and finally gives the Germans their freedom, or we will come and take this freedom ourselves! The world should take note that in four and a half years of war and in the long years of my political life there is one thing of which no one has ever been able to accuse me: I have never been a coward!

Source C: Famous statement by Neville Chamberlain broadcasted on the radio on 27 September 1938 to the British public on the problems between Germany and Czechoslovakia.

How horrible, fantastic, incredible it is, that we should be digging trenches and trying on gas-masks here, because of a quarrel in a faraway country between people of whom we know nothing...

However much we may sympathise with a small nation confronted by a big and powerful neighbour, we cannot in all circumstances undertake to involve the whole British Empire in war simply on her account. If we have to fight, it must be on larger issues than that. I am myself a man of peace to the depths of my soul; armed conflict between nations is a nightmare to me... War is a fearful thing, and we must be very clear before we embark on it, that it is really the great issues that are at stake.

Source D: From a History website on British views towards the Appeasement Policy

The Oxford University student debating society voted by 257 votes to 153 that "this house will in no circumstances fight for King and Country". This caused shock waves in the country because it was interpreted as a sign that the ruling classes had been converted to pacifism (against war and violence).

The East Fulham By-Election 1933. A Conservative candidate supporting increases in defence spending was heavily defeated by a Labour candidate who was widely regarded as anti-war.

After the horrors of WWI, there was a widespread revulsion at the thought of war. Since then, new advances in weaponry, such as long distance bombers, meant towns and cities could be targeted and the civilian death toll could be huge in a future war. The peace movement was expanding in Britain and public mood was very much against another European war.

Source E: Famous quote by British opposition member Winston Churchill to a newspaper reporter in early 1939 when asked about his view on Chamberlain and the Munich Agreement.

An appeaser is one who feeds the crocodile hoping it will eat him last.

Source F: A collection of survey question results asked by British national newspapers from their readers, on their views on Chamberlain's Appeasement Policy.

"Should Britain promise assistance to Czechoslovakia if Germany acts as it did towards Austria?" (Asked March 1938)

Yes: 33%
No: 43%
No opinion: 24%

"Hitler says that he has no more territorial ambitions in Europe. Do you believe him?" (Asked October 1938)

Yes: 7%
No: 93%

"Which of these views comes closest to your views of Chamberlain's policy of appeasement?" (Asked February 1939)

1. It is a policy that will ultimately lead to a lasting peace in Europe: 28%
2. It will keep us out of war until we have time to rearm: 46%
3. It is bringing war nearer by whetting the appetite of the dictators: 24%
4. No opinion: 2%

Is the British government right in following a policy giving guarantees to preserve the independence of small European states? (Asked April 1939)

Yes: 63%
No: 17%

Section B Answer any one question.

This question is on Stalin's rule in USSR.

- (a) Explain why Stalin's efforts and Trotsky's mistakes allowed Stalin to succeed Lenin as the leader of the USSR? [8]

- (b) "Stalin made USSR stronger." How far do you agree with this statement? Explain your answer. [12]

This question is about establishing peace in Europe after World War One.

- (a) Explain why the French and Germans found the Treaty of Versailles unsatisfactory? [8]

- (b) "The League of Nations in the 1920s was a total failure." How far do you agree with this statement? Explain your answer. [12]

END OF PAPER

SETTER: Ivan Ho

ANSWER KEY

- 1 This question is about the Appeasement Policy. Study the sources and then answer the questions.

- (a) Study Source A.
What is the intention of the cartoonist in drawing this cartoon? Explain your answer. [6]

L1	Copies Source	1m
L2	General Inference unsupported	2m
L3	General Inference supported	3m
L4	Intended Outcome (4m unsupported) (5-6m supported)	4-6m
The US cartoonist wants the readers to pressure their governments to stop appeasing the Germans and have some courage to stand up to Hitler's aggression. This is because the man, the "Appeaser" on stage is shown "to have no guts" yet "he lives ... he talks". This is shown to be amazing. The cartoonist is basically saying that if one does not have guts, which also represents courage, one should not be expected to live. So if one wished to live, one must have courage. And in this case, the courage to face down Hitler and stop appeasing him.		

- (b) Study Sources B
What is Hitler's main message in Source B? Explain your answer. [4]

L1	Copies Source	1m
L2	General Inference unsupported	2m
L3	General Inference supported - Hitler wants peace - Hitler is unhappy with Czechoslovakia - Hitler is not afraid to attack Czechoslovakia - Hitler only wants the Sudetenland	3m
L4	Main inference supported	4m
The main message of Source B is Hitler will only be satisfied if Czechoslovakia surrenders the Sudetenland or there will be war. The evidence is "I have also assured him ... once this problem is solved; there exist no further territorial problems for Germany in Europe! I shall have no further interest in the Czech state. And he has my guarantee of that! We do not want any Czechs." This shows that Hitler is only asking for the Sudetenland or Germany will attack and take over the area themselves. "The decision is in Mr Benes' (leader of Czechoslovakia) hands! Peace or war! Either he accepts this offer and finally gives the Germans their freedom, or we will come and take this freedom ourselves!"		

- (c) Study Sources C & E
In what ways are Sources C and E different? Explain your answer. [6]

L1	Copies sources	1m
L2	Differences unsupported	2-3m
L3	Differences on message supported	4-5m
	Source C supports the Appeasement Policy and not helping Czechoslovakia but Source E does not support the Appeasement Policy. The evidence from Source C is "How horrible, fantastic, incredible it is, that we should be digging trenches and trying on gas-masks here, because of a quarrel in a faraway country between people of whom we know nothing..." and "However much we may sympathise with a small nation confronted by a big and powerful neighbour, we cannot in all circumstances undertake to involve the whole British Empire in war simply on her account." This means that Britain does not find the value of going to war with Germany over Czechoslovakia as it is far away and does not affect Britain. The evidence from Source E is "An appeaser is one who feeds the crocodile hoping it will eat him last." This means that by appeasing and feeding Hitler, Britain will still eventually have to fight a war and is only delaying the inevitable. So the Appeasement Policy will not work.	
L4	Differences on Intended Outcome (supported 6m)	5-6m
	Source C intended outcome is to convince the British to support Chamberlain's Appeasement Policy as Czechoslovakia is not important and that Chamberlain is a good man who loves peace and is trying hard to keep the peace. But Source E is trying to convince the reader that Chamberlain's Appeasement Policy will fail and that Chamberlain is foolish to think that he can avoid being eaten by the "crocodile" by feeding him. The evidences from Source C are "How horrible, fantastic, incredible it is, that we should be digging trenches and trying on gas-masks here, because of a quarrel in a faraway country between people of whom we know nothing..." and "If we have to fight, it must be on larger issues than that. I am myself a man of peace to the depths of my soul..." This shows that Chamberlain is a very good man of peace and that Czechoslovakia is too far away and not worth fighting over. Thus believe that Chamberlain knows what is best and support him. The evidence from Source E is "An appeaser is one who feeds the crocodile hoping it will eat him last." This means that by appeasing and feeding Hitler, Britain will still eventually have to fight a war and is only delaying the inevitable. So the Appeasement Policy will not work. Thus do not support Chamberlain's Appeasement Policy and prepare for war.	

- (d) Study Source D
How believable is Source D? Explain your answer. [6]

L1	Believable from provenance	1m
L2	Infers Source D / Not believable due to typicality	2m

L3	Believable or not believable contextual or/and cross-referenced	3-4m
L4	Believable and not believable contextual or/and cross-referenced	5-6m
	Source D says that the British seemed to be supporting the Appeasement Policy and do not want war in Europe, "The peace movement was expanding in Britain and public mood was very much against another European war." This is supported by Source F which shows 43% which was the bigger group that did not want Britain going to war in Europe over Czechoslovakia. This is also supported by Source C which shows Chamberlain also stating that he was also not keen to go to war with Germany over Czechoslovakia, are "How horrible, fantastic, incredible it is, that we should be digging trenches and trying on gas-masks here, because of a quarrel in a faraway country between people of whom we know nothing..." Chamberlain is a politician in Britain so he knows how most of the people feel and he will not go against the majority or he loses votes. This is also supported by contextual knowledge as many British people lived through World War One and still remembered the horrors of the war and thus were not keen to repeat another war and thus preferred appeasement.	
	Source D is not believable because although Source D states that "The peace movement was expanding in Britain and public mood was very much against another European war.", Source F also shows that 93% of the British public do not believe Hitler will stop and 83% believe that Britain was right to guarantee the safety of smaller countries like Czechoslovakia. 46% of the British public also believed that Appeasement was not to avoid war but to buy time to prepare for war. 46% was the bigger group in that survey question. Source A also shows that there were people who did not support the Appeasement Policy and wanted the politicians have more "guts" and to stand up to Germany.	

- (e) Study all sources
Do you agree that the Appeasement policy was strongly supported by everyone? Explain your answer. [8]

L1	Answers from contextual knowledge	1-2m
L2	Agree and/or Disagree without support	2-3m
	Sources C, D and part of F show that there was strong support for Appeasement.	
	Sources A, E & part of F show that there was no strong support for Appeasement.	
L3	Agree or Disagree with support	4-6m
L4	Agree & Disagree with support	6-8m

2 This question is on Stalin's rule in USSR.

- | | | |
|----|---|-------|
| L1 | Describes topic or general related statements | [1-2] |
| L2 | Describe factors | [2-4] |
| L3 | Explain factors | [5-8] |
- (a) Explain why Stalin's efforts and Trotsky's mistakes allowed Stalin to succeed Lenin as the leader of the USSR? [8]

Stalin was very ambitious and he had made a lot of effort since the start to become the leader of the USSR. After he was released from prison in Georgia, Stalin made his way to Moscow to join Lenin and his Bolsheviks in their struggle. He kept close to Lenin and became political assistant to Lenin. When the Bolsheviks won, Stalin became the Secretary-General of the Communist Party and he actively built an image of himself as Lenin's close friend and successor. He stayed close to Lenin and published many pictures showing Lenin and Stalin being close. He also used his position as Secretary-General to put his supporters into the Communist Party and government. This gave him more influence and power in the party and government. He also lied to Trotsky about the date of Lenin's funeral and thus Trotsky missed the funeral, allowing Stalin to take over as chief mourner. This made him appear before the world as Lenin's successor. Stalin also worked with Trotsky's enemies such as Kamenev and Zinoviev to kick Trotsky out of the politburo and Communist Party. Stalin later also removed all his opponents due to his control over the media and Secret Police. Thus Stalin's efforts did play a large role in getting rid of his opponents and getting into power and becoming the leader of the USSR.

However, Trotsky also made many mistakes and this cost him the leadership of the USSR. Trotsky was the most capable and Lenin preferred him to be the leader. However, he was arrogant and treated the rest of the politburo badly. They disliked him and thus decided to keep Lenin's Testament secret and instead worked with Stalin to get rid of Trotsky. Trotsky also made the mistake of listening to Stalin and missed the funeral. This made many Lenin supporters unhappy with Trotsky for the disrespect shown to Lenin and this led to less support for Trotsky. Trotsky had also argued with many in the Politburo over ideology. He wanted USSR to actively spread Communism quickly all over the world; however many in the politburo thought that action was risky and preferred Stalin's proposal to strengthen the USSR first before spreading Communist revolution worldwide. This also affected Trotsky's popularity and support in the Communist Party. Thus Trotsky's mistakes allowed Stalin to kick him out of the Party and slowly gain control over the Party, eventually becoming the leader of the USSR.

- (b) "Stalin made USSR stronger." How far do you agree with this statement? Explain your answer [12]

- | | | |
|----|--|---------|
| L1 | Describes Topic / General related statements | [1-4] |
| L2 | Agrees or Disagrees with explanation | [4-7] |
| L3 | Agrees & Disagrees with explanation | [7-10] |
| L4 | Evaluation of factors | [11-12] |

I agree to some extent that Stalin did make the USSR stronger. Stalin's three five-year plans to modernize and industrialize USSR rapidly did have a great impact on USSR. In about 15 years, from a backward country, the USSR became a powerful modern country. During Stalin's rule, many railway tracks and roads were built in USSR to improve transportation and communication. Dams, power-stations and cables were built to provide electricity to the

cities and factories. Over 100 new cities and more than 1500 large factories were built. Industrial production in coal, oil and metal more than doubled over 15 years. This allowed the USSR to catch up with the West in production and war material. The new factories also allowed Stalin to improve the military in terms of equipment. Schools and hospitals were also built and this allowed the people to be healthier and more educated. These allowed them to work harder and better and make the USSR stronger. The USSR was now modernized and could compete better with the rest of Europe. Stalin also collectivized the small farms in USSR and modernized farming. New modern methods and equipment were introduced to help improve food production. Although initially unsuccessful, food production eventually grew and USSR could feed itself better. This also allowed USSR to save costs from food imports and strengthen the country.

However, all of rapid industrialization and collectivization came at a huge cost. Millions of people died from the bad living and working conditions in the cities and factories. Millions also died from famine when collectivization started. Food production although increased, it took a long time for it to hit the amount produced during Lenin's NEP period. This shows that Stalin's collectivization did not really make USSR stronger. Many of the farmers punished during Stalin's collectivization were very productive Kulaks who produced a lot of extra food for the USSR. They could have made USSR more productive in food and made USSR stronger. Stalin was also very suspicious and had many people he disliked or did not trust killed and punished. Many capable leaders, scientists and officials were purged. They could have contributed greatly to the USSR and made her stronger. In fact, many of Stalin's reforms were not implemented well due to the lack of expertise and skills. Stalin also got rid of many capable and experienced military officers as he suspected they were more loyal to Trotsky than to him. This greatly weakened the performance of the Soviet Red Army and led to many losses when war with Germany broke out. Thus Stalin also weakened the USSR.

To a large extent, Stalin did improve and strengthen the USSR. Due to his rapid industrialization and modernization programs, USSR had the industrial production to match the West and later had enough resources and war material to fight with the Germans during World War 2. All the new cities, railways and factories built in the under-developed East also allowed the Soviets to tap onto more resources and material to make her stronger. From a country that was very far behind the West, the USSR did catch up somewhat. Thus Stalin did make USSR stronger.

3 This question is about the Treaty of Versailles and the League of Nations

- (a) Explain why the French and Germans found the Treaty of Versailles unsatisfactory? [8]

- | | | |
|----|---|-------|
| L1 | Describes topic or general related statements | [1-2] |
| L2 | Describe factors | [2-4] |
| L3 | Explain factors | [5-8] |

The French felt that the Treaty of Versailles was unsatisfactory because it was not harsh enough. The French believed that Germany started World War One with her invasion of France and Russia. The Germans were also still very powerful as the German Army was still undefeated and German lands were left untouched by the war. The Germans had fought most of the war in other countries such as France and Russia. Most of the war damages were incurred by other countries. France had lost a lot of industries and farmlands. France had also suffered great losses in manpower fighting the Germans. France was now potentially weaker than Germany and would need more time and resources to recover. The Treaty of Versailles failed to weaken or destroy Germany sufficiently. The Treaty also did not reward the French enough to recover from the war. The Germans still had a large population and territories, and the war reparations were smaller than what the French wanted. The

Germans could still go to war with France in the future especially since they had many problems and conflict in the past. Thus the French felt that the Treaty was unfair.

The Germans on the other hand also felt that the Treaty was unsatisfactory because it was too harsh. The Germans believed they entered the war to help their ally Austria-Hungary. They did not feel that they caused World War One, it was Serbia and Russia that caused the war. Furthermore, the German Army was not defeated but they had run too low on supplies to continue the war much longer. The Germans thus felt it was very unfair they had to bear most of the cost of the war and accept the war guilt clause. Furthermore, they had to disarm till they were defenceless and could not even keep order in Germany. German citizens and territories were also taken away and given to neighbours, going against Wilson's 14 points. Germans were also not allowed to negotiate the Treaty and were forced to sign a diktat. All of these made it seem too harsh and unfair to the Germans.

(b) "The League of Nations in the 1920s was a total failure." How far do you agree with this statement? Explain your answer. [12]

L1	Describes Topic / General related statements	[1-4]
L2	Agrees or Disagrees with explanation	[4-7]
L3	Agrees & Disagrees with explanation	[7-10]
L4	Evaluation of factors	[11-12]

I agree that the League of Nations in the 1920s was a total failure to a small extent. The League struggled to prevent wars from breaking out especially with large countries involved. Countries such as Italy bullied smaller countries such as Yugoslavia and Greece and the League could do little. The League also could not disarm the European powers as France and Britain felt that they needed their armies and navies to maintain their empire. France needed her armies as they were still worried about the Germans and the British had many rebellions to fight in her vast empire. This was a problem as the main aims of the League were to promote peace and disarmament. The League also could not force the Germans to pay the war reparations as they had great economic difficulties and refused to pay the war reparations. Thus the League could be considered a failure in the 1920s.

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However, I disagree with the statement as the League was not a total failure. There were many successes. The League managed to solve conflict over the Aaland Islands and stop the Greeks and Bulgarians from starting a large war. The League also managed to disarm Germany and got many countries to sign the Kellogg-Briand Pact promising to only go to war for self-defence. Many social and medical issues were also solved under the League. Slavery and drug smuggling were tackled by members of the League. Many war refugees were given assistance to return to their countries. Child labour laws were introduced to protect children. Medical aid to stop the rapid spread of measles and influenza were also provided by the League. Millions of people were saved by the medical intervention of the League.

The League was generally successful when country's own national interests were not at stake. In issues such as medical and social problems, it was to the benefit of everyone to participate and many countries would support it. When their own security or benefits were at stake, countries would ignore the League. This was especially so for more powerful countries as it was difficult to threaten or persuade them. The League was more successful in making smaller countries that depended on the bigger countries to obey the League. Thus the effectiveness of the League was a mixed one.

Index No _____ Class _____

Candidate Name _____



**ANDERSON SECONDARY SCHOOL
SEMESTRAL ASSESSMENT ONE 2014
SECONDARY FOUR EXPRESS**

**COMBINED HUMANITIES
PAPER 3: HISTORY ELECTIVE**

2204/03

Additional materials: Answer paper
Thursday 8th May 2014

1 hr 40 min

READ THESE INSTRUCTIONS FIRST

Write in dark blue or black pen on the answer paper provided.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Write your name, class and register number in the spaces provided on this cover page and on every page of answer paper used.

Section A

You must answer all parts of Question 1.

Section B

Answer one question.

Begin each part of the question on a new page. Start a new section on a fresh piece of answer paper.

The number of marks is given in brackets [] at the end of each question or part question.

This paper consists of 5 printed pages including this cover page.

Section A (Source-Based Case Study)

Question 1 is compulsory for all candidates.

Study the sources carefully and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

1(a) Study Source A.

Why was this source published? Explain your answer, using details from the source. [5]

(b) Study Sources B and C.

How different are the two sources? Explain your answer, using details from the source. [5]

(c) Study Source D.

Is this source useless as evidence about the outbreak of the Korean War? Explain your answer, using details from the source. [5]

(d) Study Sources D and E.

Does Source E make you surprised about what Source D says about the USA's attitude towards Korea? Explain your answer, using details from the source. [7]

(e) Use all the sources.

"The Soviet Union was solely responsible for the outbreak of the Korean War." How far do these sources support this view? Use the sources and your knowledge to explain your answer. [8]

Was the Soviet Union responsible for the outbreak of the Korean War?

Source A: A leaflet dropped into North Korea, 1950. The text records the conversation from one Chinese soldier to the other, "Let him do the heavy fighting. When the Koreans are weakened we shall have the whole country." American cartoon



Source B: Stalin's telegram to the Soviet Ambassador in North Korea, 8 July 1950.

It appears that you behaved incorrectly, for you promised the [North] Koreans to give them [Soviet] advisers, and did not ask us for permission. You should remember that you are a representative of the USSR, not of Korea. Let our advisers go to the front headquarters and into army groups in civilian uniforms as correspondents of "Pravda" in the required numbers. You will be personally responsible before the Soviet Government that they would not be taken prisoners.

* Pravda: the Russian Communist newspaper

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Source C: An American leaflet, 1952. The three people are identified as "Chinese Servant, Russian Master, Korean Ox".



Source D: Excerpt from a speech by Dean Acheson, the American Secretary of State, to the National Press Club, January 1950.

We hold important defense positions in the Ryukyu Islands [in Japan], and those we will continue to hold. So far as the military security of other areas in the Pacific is concerned, it must be clear that no person can guarantee these areas against military attack. It is a day in which the Asian peoples are on their own, and know it, and intend to continue on their own. We are willing to help in non-military ways, but we can help only where we are wanted and when it is possible. But that decision lies within the countries of Asia and within the power of the Asian people. It is not a decision which a friend or even an enemy from the outside can make for them.

Source E: Extract from a report by the Central Intelligence Agency, an American governmental organisation that collects information about international politics, 1948.

US strategic interests would be seriously affected by the absorption of Korea into the Soviet orbit. The current political, economic, and military situation in the US and Soviet zones, respectively, makes it unlikely that any government erected in South Korea under UN auspices could long survive the withdrawal of US forces unless it were to receive continuing and extensive US economic, technical, and military aid.

Section B (Structured-Essay Question)

Answer one question.

2 This question is about Stalin's dictatorship of Russia.

(a) Explain how Stalin's political skills contributed to his rise to power by 1929. [8]

(b) To what extent were Stalin's economic policies the most important factor that secured his rule in the Soviet Union in the 1930s? Explain your answer. [12]

3 This question is about World War Two in the Asia-Pacific.

(a) Explain how Japan's ambitions contributed to the outbreak of World War Two in the Asia-Pacific by 1931. [8]

(b) To what extent was Japan's overextended empire the most important factor that ended the war in the Asia-Pacific in 1945? Explain your answer. [12]

End of Paper

Copyright Acknowledgements:

- Source A © Leaflet EUSAK-8123-KOREAN, United States Army Psychological Warfare Section, 1950. North Dakota State University Institute for Regional Studies. URL: http://www.psywarrior.com/Korean_War_Propaganda_Leaflet_8123_Korean_Beating_Brunt_of_the_Fighting.jpg
- Source B © Wilson Center Digital Archive, URL: <http://digitalarchive.wilsoncenter.org/document/117311>
- Source C © Leaflet 1242, US Army 1st Radio and Leaflet Group, 1 December 1952. URL: <http://www.psywarrior.com/1242DCSoviet.jpg>
- Source D © Acheson, Dean. Speech to the National Press Club, 12 January 1950. URL: <http://web.viu.ca/deaves/1323Vietnam/Acheson.htm>
- Source E © Central Intelligence Agency, 18 March 1948. URL: http://www.foia.cia.gov/sites/default/files/document_conversion/44/1948-03-18.pdf

Section A: Source-Based Case Study

1a) Study Source A.

Why was this source published? Explain your answer, using details from the source. [5]

Target Skill: Inference with Purpose

Level	Band descriptor	Marks
L1	Identifies the message of the cartoon. e.g. Source A was published to criticise the Chinese Communists for their part in the Korean War.	1m
L2	Context—because of what was going on in Korea Award the higher mark in the level for more developed answers. e.g. Source A was published in 1950, at the beginning of the Korean War. The war had begun with North Korea's invasion of South Korea in June 1950, which was backed by China from August onwards. China had participated in the attack because it wanted to protect its national borders against possible invasion from the USA-backed forces of South Korea. In light of such aggression, Source A was published to convince the Korean soldiers that the Chinese Communists were responsible for the outbreak of the Korean War. (3 marks)	2-3m
L3	Purpose—because of the intended outcome and impact on the audience Award 5 marks for more fully developed answers that include reference to the historical context. e.g. Source A was published to convince the Korean soldiers that the Chinese Communists were responsible for the outbreak of the Korean War. It portrays the Chinese as taking advantage of the Koreans in the Korean War. In Source A, a Chinese soldier expresses China's goal for weakening Korea in the Korean War. By saying "Let him do the heavy fighting" in reference to the North Korean soldier in the foreground of the picture, the Chinese soldier indicates China's desire to drive the North Koreans to exhaustion by not helping to fight in the war. "When the Koreans are weakened we shall have the whole country" tells me that China was waiting for North and South Korea to destroy each other in the war, so that it could take Korea for itself. This source was published by the USA after the Chinese forces had landed in North Korea in 1950, to aid the North Korean effort. The USA wanted to sow discord within this united Communist front by convincing the Korean soldiers of the futility of the Korean war, so that the Korean soldiers would no longer want to fight in this war. (5 marks)	4-5m

1b) Study Sources B and C.

How different are the two sources? Explain your answer, using details from the source. [5]

Target Skill: Comparison

Level	Band descriptor	Marks
L1	Uses content, but no comparison. e.g. Stalin rejected the idea of helping North Korea.	1m
L2	Assertions made with no matching Award 3 marks for more fully developed answers.	2m

Level	Band descriptor	Marks
	<p>e.g. Sources B and C are different because Stalin is not supportive of the Korean War.</p> <p>OR</p> <p>Commonsense judgement based on provenance</p> <p>e.g. Sources B and C are different because Russia and America were enemies.</p>	
L3	<p>Content comparisons: match or mismatch Award 4 marks for more fully developed answers.</p> <p>e.g. Sources B and C are different in their evaluations of whether Stalin was interested in the Korean War. Source C suggests that Stalin was pleased with his successful manipulation of China into fighting Soviet Russia's war. This is suggested in how Stalin stands smiling as a bystander, as a cheerful Mao pushes Kim to drag a heavy hammer and sickle plough. By using the common Communist symbols of the hammer and sickle, the cartoonist reinforced the idea that the Korea is fighting the Korean War for Communism's sake, under the Soviet Union's instigation and with China's approval. This is also confirmed by the caption "Chinese Servant, Russian Master, Korean Ox!", which placed Stalin as the mastermind behind the Korean War.</p> <p>This avid interest and approval on the part of Stalin contrasts sharply with Stalin's professed disinterest in the Korean War in Source B. In rebuking the Soviet Ambassador in North Korea for promising "Soviet advisors" to North Korea without permission, Stalin displayed a profound distaste for getting involved in the Korean War. As such, Stalin would not agree with the way in which Source C portrayed his interest in the Korean War. (4 marks)</p> <p>OR</p> <p>e.g. Sources B and C are similar because both show that Russia did not want to be directly involved in the Korean War. Source C highlights how Stalin indirectly influenced the Korean War from the sidelines, by showing him as a detached spectator of Mao and Kim, who drags after him a Communist hammer and sickle plough. While Stalin may have been the "Russian Master" of the "Korean Ox" and "Chinese Servant", his lack of direct engagement suggested that Russia did not want to be immediately involved in the Korean War.</p> <p>This agrees with Stalin's professed detachment from North Korea in Source B, which highlighted his disapproval of the Soviet Ambassador's offer of Soviet assistance to North Korea. Source B states "It appears that you behave incorrectly, for you promised the [North] Koreans to give them [Soviet] advisers, and did not ask us for permission". By saying that the Soviet Ambassador had acted wrongly, Stalin expressed his disagreement with Russian involvement in Korea. As such, Stalin would have agreed with what Source C shows about his hands-off approach to Korea. (4 marks)</p>	3-4m
L4	<p>Content comparisons: match and mismatch Award 5 marks for more fully developed answers.</p> <p>e.g. [Both sides of L3]</p>	4-5

1c) Study Source D.

Is this source useless as evidence about the outbreak of the Korean War? Explain your answer, using details from the source.

[5]

Target Skill: Utility

Level	Band descriptor	Marks
L1	<p>Not useful based on provenance of the source Award 2 marks for more developed answers.</p> <p>e.g. Yes, Source D is useless as evidence about the outbreak of the Korean War as it originated from before the Korean War</p> <p>OR</p> <p>Not useful because of missing information Award 2 marks for more developed answers.</p> <p>e.g. Source D is not useful because it is written before the Korean War, and does not state whether or not the USA actually provided support to Korea, and if so, what type of support. The evidence, "We are willing to help in non-military ways, but we can only help where we are wanted and when it is possible" is not conclusive in showing me who is responsible for the outbreak of the Korean War.</p>	1-2m
L2	<p>Useful based on content of the source</p> <p>e.g. No, Source D is not useless as evidence about the outbreak of the Korean War as it tells me about that the USA was not responsible for the Korean War. It was only interested in defending Japan, and not Korea. In saying that "no person can guarantee these areas against military attack", Acheson was effectively stating that the USA could not guarantee any attack against Korea, and indeed, would not intervene in Korean defence. Though the USA was "willing to help" Asian countries like Korea, it was only "in non-military ways". As such, the USA would have no part to play in the outbreak of the Korean War. Source D is useful in telling me that the USA was not responsible for the outbreak of the Korean War.</p>	2m
L3	<p>Not useful because of cross-reference to Source E Award 4 marks for more fully developed answers. For a cross-reference to be valid, answers must make an explicit link between reliability and utility.</p> <p>e.g. Source D is not reliable and useless upon cross-reference with Source E. Source D suggests that the USA was not interested in defending Korea, as it was not cited as one of the defense positions in the "Ryukyu Islands [in Japan]." This is directly opposed to Source E, which states that "Until the moment North Korea attacked South Korea, Joseph Stalin and Mao Zedong worried about US military intervention". Source E suggests that the USA was not completely uninterested in defending Korea, as there it ne to provide "continuing and extensive US economic, technical, and military aid". Since Source D does not agree with Source E, Source D is not reliable, and therefore useless. (4 marks)</p>	3-4m
L4	<p>Not useful with consideration of motive Award 5 marks for more fully developed answers</p> <p>e.g. Source D is not reliable and useless because it was created to convince the American journalists of the National Press Club that the USA was not going to interfere in the military security of countries outside of its defense positions. This is evident in "no person can guarantee these areas against military attack". This</p>	5m

suggests that America was making it clear that it would not interfere militarily in countries outside of its zone of national interests, which was geographically bounded by Japan. Dean Acheson made this speech so that the journalists could better understand American reluctance to interfere in Asian military affairs, and therefore produce more objective reports of American foreign policy towards the Pacific. As such, Source D presented a biased perspective, and is not entirely useful as evidence about the outbreak of the Korean War. (5 marks)

- 1d) Study Sources D and E.
Does Source E make you surprised about what Source D says about the USA's attitude towards Korea? Explain your answer, using details from the source. [7]

Target Skill: Hybrid-Surprise

Level	Band descriptor	Marks
L1	Answers based on provenance e.g. No, Source E does not make me surprised about what Source D says about the USA's attitude towards Korea, as both sources originate from Americans.	1m
L2	Content comparisons Award 3 marks for more fully developed answers. e.g. Yes, Source E does make me surprised about what Source D says about USA's non-interventionist attitude towards Korea. The message of Source D is that the USA did not plan to intervene militarily in Korea, which is not part of the "Ryukyu Islands [in Japan]". By saying that "no person can guarantee these areas against military attack", Dean Acheson highlighted that the USA was not going to guarantee the military defence of countries like Korea. In contrast, Source E suggests that the USA did have plans for military intervention in Korea. This is shown in "[it is unlikely that] any government erected in South Korea under UN auspices could long survive the withdrawal of US forces unless it were to receive continuing and extensive US economic, technical and military aid". This means that the USA did intend to continue defending Korea militarily, even if from a distance. As such, Source E does make me surprised about what Source D says about the USA's attitude towards Korea. (3 marks)	2-3m
L3	Answers based on contextual knowledge e.g. I am not surprised by Source E's view on USA's non-interventionist attitude towards Korea, as it agrees with my contextual knowledge. Based on my contextual knowledge, the USA did have strategic interests in Korea. At the 1945 Potsdam Conference, the USA agreed to administer Korea south of the 38 th Parallel. It had participated in this division of Korea for fear that the Soviet troops, already in Korea at the time of Japan's surrender, would occupy all of Korea. Subsequently, the USA provided aid to South Korea. This agrees with what Source E states about the USA providing "economic, technical, and military aid" for the sake of "US strategic interests". Since Source E agrees with my contextual knowledge of an interventionist USA, I am not surprised by the content differences between Source D and Source E. Therefore, Source E does not make me surprised about what Source D says about USA's non-interventionist attitude towards Korea. (5 marks) OR e.g. I am surprised by Source E's view on USA's non-interventionist attitude towards Korea, as it does not agree with my contextual knowledge. Based on my contextual knowledge, the USA began to scale down its involvement in Korean affairs from 1948.	4-5m

Level	Band descriptor	Marks
	Following the Soviet withdrawal of troops in 1948, the USA also started to withdraw its forces the following year. This directly contrasts with what Source E suggests about the provision of "continuing and extensive US economic, technical, and military aid". Since Source E disagrees with my contextual knowledge of a non-interventionist USA, I am surprised by the content differences between Source D and Source E. Therefore, Source E makes me surprised about what Source D says about USA's non-interventionist attitude towards Korea. (5 marks)	
L4	Answers based on critical evaluation Award 6 marks for answers on purpose of D or E, explained. Award 7 marks for answers on purpose of D and E, explained. e.g. Source E does not make me surprised about what Source D says about USA's non-interventionist attitude towards Korea, as both Sources E and D have specific purposes that determine their opposing stance. Because Source D was created to justify America's non-interventionist attitude towards Korea to journalists at the National Press Club, Source D emphasised that the USA was "willing to help in non-military ways". On the other hand, Source E was created by the Central Intelligence Agency, which is a governmental organisation that watches over the USA's national defence. As such, it would be more cautious about threats, and therefore recommend that US continue provide aid to South Korea for "US strategic interests". Since the two sources differ in their purposes, Source E does not make me surprised about what Source D says about the USA's non-interventionist attitude towards Korea. (7 marks) OR Source E makes me surprised by what Source D says. Source E is from the Central Intelligence Agency (CIA), and Source D is from the Secretary of State, who represents the views of the government of the USA. As the CIA was formed by the US government to gather intelligence reports, I would expect the US government in 1950 to follow the advice of the CIA from 1948. However, Dean Acheson did not follow the advice from the CIA to provide "continuing and extensive US economic, technical, and military aid" to South Korea. Instead, Dean Acheson stated that the USA was only "willing to help [South Korea] in non-military ways", and "only where [help] was wanted and when it was possible". Since the US government was going against the intelligence reports of the CIA, which called for the USA to provide active support to South Korea, I am surprised. On the other hand, I am not surprised because the US government would have received reports from many organisations, and would not have based its entire defense policy on one report from the CIA. From my contextual knowledge, I know that Dean Acheson was reiterating the boundaries of the American defensive perimeter, as drawn up by the US government. Thus, I am not surprised that the US government did not use the CIA report as the sole basis for drawing up their defensive perimeter in Asia. (7 marks)	6-7m

- 1e) Study all the sources.
"The Soviet Union was solely responsible for the outbreak of the Korean War."
How far do these sources support this view? Use the sources and your knowledge to explain your answer.
[8]

Target Skill: Assertion

Level	Band description	Marks
L1	Writes about the hypothesis, no valid source use. e.g. The Soviet Union was solely responsible for the outbreak of the Korean War, because it supported the North Korean invasion of South Korea in 1950.	1m
L2	Yes or No, supported by valid source use. <i>Award 2 marks for one Yes or No supported by valid source use and an additional mark for each subsequent valid source use up to a maximum of 4 marks.</i> Yes e.g. Source C supports the view that the Soviet Union was solely responsible for the outbreak of the Korean War. Source C portrays a smiling Stalin who looks on as Mao pushes Kim to drag behind him the heavy Communist hammer and sickle plough. This cartoon suggests that Stalin had commanded a proxy war and that he was actually the one responsible for the Korean War. Since Stalin was the "Russian Master" of the "Korean Ox" and "Chinese Servant", the Soviet Union was thus solely responsible for the war. No e.g. Source A does not support the view that the Soviet Union was solely responsible for the outbreak of the Korean War. Source A depicts Chinese soldiers who are talking about how China "shall have the country" "when the Koreans are weakened". This suggests that the Chinese were also responsible for the outbreak of the Korean War, and that the Soviet Union was therefore not solely responsible for the outbreak of the Korean War. e.g. Source B does not support the view that the Soviet Union was solely responsible for the outbreak of the Korean War. Source B expresses Stalin's reluctance at getting involved in the Korean War, as it shows his rejection of the Soviet Ambassador's offer of Soviet advisors to North Korea. This is evident in "It appears that you behave incorrectly, for you promised the [North] Koreans to give them [Soviet] advisors". Stalin's clear rebuke of the Soviet Ambassador shows that he did not wish to get involved in North Korea's war. As such, the Soviet Union could not be solely responsible for the outbreak of the Korean War. e.g. Source D does not support the view that the Soviet Union was solely responsible for the outbreak of the Korean War. Source D puts the responsibility of the Korean War on the two Koreans, since "Asian peoples [were] on their own, and know it, and intend[ed] to continue on their own" in terms of military decisions. As such, the Soviet Union could not be solely responsible for the war. e.g. Source E does not support the view that the Soviet Union was solely responsible for the outbreak of the Korean War. Source E suggests that the USA had a part to play in the outbreak of the Korean War instead, as they provided "continuing and extensive US economic, technical and military aid" to prevent Korea from being absorbed into the "Soviet orbit". In other words, Source E suggests that the USA had intervened in Korea for "US strategic interests" in its Cold War with the Soviet Union.	2-4m

Level	Band description	Marks
L3	Yes AND No, supported by valid source use <i>Both aspects of Level 2.</i> <i>For L2 and L3, award a bonus of up to 2 marks (+1/+1) for use of contextual knowledge to question a source in relation to its reliability, sufficiency etc. The total marks of the question must not exceed 8.</i> e.g. Source C is, however, not reliable when compared to my contextual knowledge about the use of American propaganda during the Korean War. Between 1950 and 1953, many leaflets such as Source C were dropped into Korea to convince and persuade North Koreans to give up the fight. Written in Korean, these leaflets were aimed at lowering the morale of North Korean soldiers, proving the futility of the war effort, or convincing them that the Koreans had been manipulated by others into fighting the war. Source C, for instance, suggested that the North Koreans were manipulated by the Soviet Union and China in the Korean War. Since Source C provides a one-sided perspective on the war, it is not reliable as evidence about the outbreak of the Korean War. (+1 bonus mark)	5-8m

Section B: Structured Essay Question

- 2 (a) Explain how Stalin's political skills contributed to his rise to power by 1929. [8]

L1	Describes Stalin's political skills Award one mark for each detail, up to a maximum of two	1 - 2
	e.g. Stalin was politically cunning, as he was able to undermine his closest competitors through undetected means. (1 mark)	
L2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description.	3 - 4
	e.g. Stalin's use of his position as General Secretary contributed to his rise to power by 1929. In 1922, Stalin was appointed as the General Secretary of the Communist Party. As the General Secretary, Stalin had control over who was admitted or expelled from the Party, and who held influential posts in the Party. (4 marks)	
L3	Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors.	5 - 8
	e.g. <u>Stalin's use of his position as General Secretary</u> contributed to his rise to power by 1929. In 1922, Stalin was appointed as the General Secretary of the Communist Party. While it was not a particularly significant administrative post, Stalin was able to assert his power over who was admitted or expelled from the Party, and who held influential posts in the Party. He used his position to its fullest, placing his <u>allies and supporters in important positions</u> in the Party. This meant that he could <u>advance his own position</u> , and <u>prevent opponents from extending their influence</u> . Stalin also used his position skillfully to <u>gain control of the Cheka</u> , or the Secret Police. Control of the Cheka was vital to Stalin's rise to power, as he used them to <u>intimidate his opponents</u> , and consolidate his position in the Communist Party. As such, Stalin's political skill of maximising his position as General Secretary contributed to his rise to power. (6 marks)	
	e.g. <u>Stalin's cunning manipulation of Trotsky's unpopularity</u> contributed to Stalin's rise to power. Though acknowledged as an intelligent and capable man who was Lenin's close assistant, Trotsky was perceived as arrogant and over-powerful. <u>Stalin capitalised on Trotsky's existing unpopularity by passing on false information about Lenin's funeral to Trotsky</u> . Stalin ensured Trotsky's absence at the funeral by deliberately giving him the wrong date. The effect of Stalin's manipulation was twofold: firstly, it made Trotsky look bad for not honouring the leader of the Communist Party, and secondly, it made Stalin look like the natural successor to Lenin at the funeral. Stalin's political skill of manipulating others thus contributed to his rise to power. (6 marks)	

- 2 (b) To what extent were Stalin's economic policies the most important factor that secured his rule in the Soviet Union in the 1930s? Explain your answer [12]

L1	Describes Stalin's achievement of economic success Award one mark for each detail, up to a maximum of two.	1 - 2
L2	Explains Yes Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks. e.g. <u>Stalin's economic policies helped him to secure his rule in the Soviet Union in the 1930s</u> . Through his <u>Five Year Plans</u> , Stalin <u>successfully and rapidly industrialised the Soviet economy</u> . Agriculture was collectivised and mechanised, so that resources could be maximised. The increased efficiency of farms led to more food for the labourers in the city, who were in turn more productive. As a result of the Five Year Plans, the Soviet Union became an <u>important industrial base</u> for powerful arms industries by 1941. The production of raw materials such as coal improved greatly, from 35 million tonnes in 1928 to 64 million tonnes in 1932. Such success allowed the nation to become more developed. <u>As the Russian people saw how Stalin boosted the economy of the country, they became more supportive of and loyal to Stalin</u> . As such, Stalin's economic policies helped him to secure his rule in the Soviet Union in the 1930s. (6 marks)	3 - 6
L3	Explains Yes AND No Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks. e.g. [L2 plus] <u>Stalin's use of propaganda helped him to secure his rule in the Soviet Union in the 1930s</u> . Using different forms of propaganda, Stalin established a <u>cult of personality</u> that was centered on heroic images of himself. He was portrayed as the rightful successor to Lenin, and like the Tsars of before, the father of his people. This portrayal was reinforced in all media like television, film, musicals, newspapers, books, and different kinds of art like sculptures and paintings. Stalin was careful to represent himself as a modest Secretary of the Party, dressed in ordinary clothes. Such propaganda <u>won the Russian people's support, so that they were convinced of his legitimate and effective leadership of the nation</u> . Stalin's use of propaganda thus helped him to secure his rule in the Soviet Union in the 1930s. OR e.g. [L2 plus] <u>Stalin's use of fear helped him to secure his rule in the Soviet Union in the 1930s</u> . Stalin established a <u>police state</u> upon his rise to power, so that the Russian people were intimidated into submission to his rule. This was applicable to both his political opponents and the masses at large: <u>the NKVD and secret police were given total power to detain suspected political threats without trial</u> . These included members of other political parties, journalists, academics and even religious authorities. During the <u>Great Terror of the 1930s</u> , many innocent people were sent to gulags, or labour camps, often at the denunciations of those around them. <u>By instituting a culture of fear in Russia, Stalin was able to silence any dissenting or would-be dissenting voices</u> , and as such, secure his rule in the Soviet Union in the 1930s.	7 - 10
L4	Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'importance'	11 - 12

Award the higher mark in the level for more developed answers. Not just L3, but an explicit consideration of the criteria for importance

e.g. [L3 plus] Though Stalin's use of propaganda and achievement of economic success for Russia was important in winning the Russians' hearts and minds, his use of fear was the most important factor that helped him to secure his rule in the Soviet Union in the 1930s. Stalin did not totally convince all Russians of his leadership abilities; the fact that peasants went against his collectivisation plans suggests that they did not submit completely to his rule. His achievement of economic success, moreover, was on a national, but not personal level, as the working conditions at factories were deplorable. It was only because of the Russians' fear of arrest that Stalin could secure his rule. Because people had no choice but to obey his instructions, they submitted to his authority. Ultimately, Stalin's securing of his rule was due to his intimidation of the Russians, rather than the adoration of the Russians. (12 marks)

- 3 (a) Explain how Japan's ambitions contributed to the outbreak of World War Two in the Asia-Pacific by 1931. [8]

L1	<p>Describes Japan's ambitions Award one mark for each detail, up to a maximum of two.</p> <p>e.g. Japan wanted to become a major world power, particularly in the Asia-Pacific area. (1 mark)</p>	1 - 2
L2	<p>Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description.</p> <p>e.g. Japan wanted to become a major world power. It wanted to be considered as an equal among the Western powers, which had built empires and controlled large territories. Specifically, it wanted to challenge Russian domination in Manchuria, as Manchuria was in close proximity to Japan. As such, it declared war on Russia in the Russo-Japanese War of 1904. (4 marks)</p>	3 - 4
L3	<p>Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors.</p> <p>e.g. <u>Japan's ambitions for equality with the western powers contributed to the outbreak of World War Two in the Asia-Pacific by 1931.</u> Japan's negative experiences of being slighted by the Western powers <u>increased its desires for equality with the major powers.</u> For example, Japan's demands for racial equality were rejected by the USA at the Paris Peace Conference. Similarly, Japan was restricted to small ratio of naval strength as compared to the Western powers at the Washington Naval Conference. These experiences made Japan feel like they were not given due respect. As such, it sought to increase its influence over neighbouring countries, so that it may become like the Western powers that had built empires and controlled large territories. As Japan acquired Korea and Taiwan in the First Sino-Japanese War, and Manchuria in the Russo-Japanese War, it was emboldened to expand into more territories. By claiming that such expansion was necessary to support their supply of raw materials and resources, Japan justified its <u>expansionist policy, and eventually launched the pre-emptive attack on Pearl Harbor</u> to protect its position in the Asia-Pacific. As such, its political ambitions for equality with the Western powers contributed to the outbreak of World War Two in the Asia-Pacific. (6 marks)</p> <p>e.g. <u>Japan's ambitions to solve its domestic economic crisis contributed to the outbreak of World War Two in the Asia-Pacific.</u> Japan's population had grown rapidly from 45 million in 1900 to 64 million in 1930. As a result, there was insufficient land for farming, and a shortage of rice. <u>The Great Depression in 1929</u> also exacerbated economic troubles, as Japan faced the closure of export markets in Britain and the USA, which became increasingly protectionist. The falling demand for Japanese goods led to a reduction in national income for Japan. The loss of economic vitality directly led to Japan's plans for the <u>Greater East Asia Co-Prosperity Sphere</u>, through which Japan would dominate the whole of East Asia and Southeast Asia. <u>This aggressive foreign policy fuelled their eventual decision to attack Pearl Harbor, as part of their plans to secure regional domination.</u> As such, Japan's ambitions to solve its domestic economic crisis contributed to the outbreak of World War Two in the Asia-Pacific. (6 marks)</p>	5 - 8

- 3 (b) To what extent was Japan's overextended empire the most important factor that ended the war in the Asia-Pacific in 1945? Explain your answer. [12]

L1	Describes Japan's overextended empire Award one mark for each detail, up to a maximum of two.	1 - 2
L2	Explains Yes Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks. e.g. Japan's ineffective defence of an overextended empire ended the war in the Asia-Pacific in 1945. By 1945, Japan occupied almost the whole of Southeast Asia, and was unable to manage such a range of territories. Furthermore, Japanese forces had suffered major defeats by the Allied forces, and struggled to keep up with the war effort with its limited funds, resources and manpower. An instance of Japan's ineffective defence was Okinawa, which was captured by the USA as a military base. In the battle for Iwo Jima, the Japanese lost over 60 000 soldier and over 100 000 civilian lives, as compared to American losses of 12 500 people. Japan's own military weakness thus ended the war in the Asia-Pacific. (6 marks)	3 - 6
L3	Explains Yes AND No Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks. e.g. [L2 plus] The entry of the USA ended the war in the Asia-Pacific in 1945, because the USA was able to contribute economically and militarily to the Allies' war effort. As the largest industrial producer in the world in 1941, the USA was able to switch over its production facilities to concentrate on military equipment. As a result, they were able to contribute great numbers of aircraft carriers, vehicles, weapons and raw materials to the Allied war effort. Furthermore, the USA also provided strong military knowledge, which won significant battles like the Battle of the Coral Sea and the Battle of Midway. At the Battle of Midway, the Americans were able to use their superior armed forces to cripple the Japanese forces, taking down nearly three-quarters of Japan's experienced pilots. This severely affected their naval and air defence capabilities for the remainder of the war, marking the turning point of the war in the Asia-Pacific. The entry of the USA thus ended the war in the Asia-Pacific. e.g. [L2 plus] The desire of the Allies to secure a quick victory in the Asia-Pacific ended the war in the Asia-Pacific in 1945. The Allied forces desired to end the war quickly because they wished to free the prisoners-of-war whom Japan kept as labourers in factories or construction projects like the Thai-Burma Railway. These prisoners were maltreated and denied basic facilities. Against such knowledge, the Allied forces were motivated to end the war quickly. Furthermore, they also wished to end the war quickly because they wanted to minimise the Allies' losses from Japanese kamikaze attacks. Because the Japanese soldiers' suicide missions resulted in significantly high casualties, the Allied forces were again motivated to end the war as quickly as they could. This intense desire to secure a quick victory thus ended the war in the Asia-Pacific.	7 - 10
L4	Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'importance' Award the higher mark in the level for more developed answers. Not just L3, but an explicit consideration of the criteria for necessity.	11 - 12

e.g. [L3 plus] In conclusion, the entry of the USA was the most important factor that ended the war in the Asia-Pacific in 1945, because it was the decisive factor that led to the end of war. While Japan's weaknesses and the Allies' desire for a quick victory did contribute to the end of the war, the fact remains that the war could not have ended if not for the important contributions of the USA. Without the USA, the Allied forces would not have the physical military capacity to triumph so quickly over Japan. The amount of manpower, military weaponry and strategic knowledge that the USA contributed to the Allies' war effort changed the fortunes of the war in Asia-Pacific. By supplying the means to fulfil the Allies' desire for a quick victory, and to capitalise on Japan's weak defences, the USA determined the Allies' victory, and conclusively ended the war in the Asia-Pacific. (12 marks)



GAN ENG SENG SCHOOL
Preliminary Examination 2014



CANDIDATE
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CLASS

INDEX
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HISTORY ELECTIVE

2204/03

09 May 2014
1 hour 40 minutes

Sec 4 Express

Candidates answer on the Papers provided

READ THESE INSTRUCTIONS FIRST

1. Write your name, index number and class in the spaces provided on the cover page of the question paper.
2. **Section A:** You must answer **all parts** of Question 1.
Section B: Answer **one** question. (Indicate the question number in the space provided on the cover page of the question paper.)
3. Write all answers on the writing papers provided. Begin your answers to **Section B on a new and separate sheet of paper.**
4. You are advised to spend no longer than 50 minutes on Section A
5. Tie Section A and Section B of the answer scripts **together.**
6. Hand in the answer scripts and the question paper **separately.**

The number of marks for each part-question is shown in brackets.

	Qn No.	For Examiner's Use
Section A	1	30
Section B	2 / 3	20
Total		50

DO NOT TURN THIS PAGE OVER UNTIL YOU ARE TOLD TO DO SO.

This paper consists of 06 printed pages including the cover page.

[Turn over]

Section A: Source-Based Case Study

Question 1 is **compulsory** for all candidates.

Study the Background Information and the sources carefully, and then answer all the questions.

You must use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 (a) Study Source A.

Why was this source published in the textbook? Use the source and your knowledge to support your answer. [5]

(b) Study Sources B and C.

Are you surprised by Source C? Explain your answer. [6]

(c) Study Source D.

What is the message of this poster? Use the source and your knowledge to support your answer. Explain your answer. [5]

(d) Study Sources E and F.

Explain why the views of these sources differ in what caused the Korean War. Explain your answer. [6]

(e) Study all the sources.

'The Americans were largely responsible for causing the Korean War.' How do these sources support this view? Use the sources and your knowledge to support your answer. [8]

Who sparked the war in Korea?

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions.

The Korean War was the time when the Cold War became a global conflict. In 1945, Korea was freed from the Japanese. US troops stayed in Korea while the Soviet forces occupied the northern part of Korea. The country was split in half at the 38th parallel. North Korea (led by Kim Il Sung) was Communist. South Korea (led by Syngman Rhee) was capitalist. The two countries hated each other. The Korean War changed the course of the Cold War. It was the first time that the Cold War became a 'hot' war as troops from the USA and Communist countries fought with their Korean allies to gain control of the Korean Peninsula.

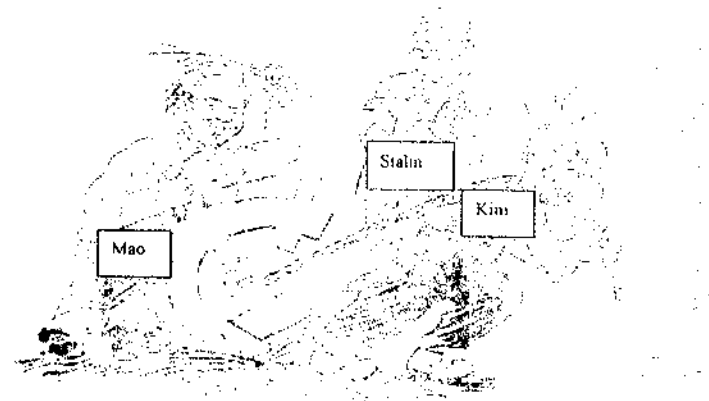
Source A: An excerpt from a high school textbook written in North Korea, published in 1999.

Upset by the fast and astonishing growth of the power of North Korea, the American invaders hastened the preparation of an aggressive war in order to destroy it in its infancy. The American imperialists furiously carried out the war project in 1950. The American invaders who had been preparing the war for a long time, alongside their South Korean puppets, finally initiated the war. In June 1950, the enemies unexpectedly attacked North Korea, and the war clouds that hung over the once peaceful country, were accompanied by the echoing roar of cannons. Having passed the 38th parallel, the enemies crawled deeper and deeper into North Korea. The invading forces had to be eliminated and the threatened fate of our country and our people had to be saved.

Source B: Ciphred telegram between Kim Il Sung and Fun Yi (Stalin) via Shytov in March 1950.

He(Kim) would like to ask if the Soviet government would grant the DPRK (North Korea) a loan and he propose sending to Moscow representatives with draft bonds valued at 2 billion won. He also wanted Stalin's permission to arm, equip, and train three more divisions to bring the total Korean People's Army strength to ten divisions. He hoped that the needs of the young republic could be met as soon as possible.

Source C: A South Korean cartoonist depicting the Korean War published in 1952.



Source D: A poster of the Korean War by a Chinese artist, 1951. The large soldier in the center appears to be a caricature of American President Harry Truman. The Chinese words translate into: The justified noose awaits them!



Source E: The view of a North Korean general in October 1950.

The Americans do not understand the pain and sorrow suffered by the Korean people. Our country has been cut into two and many families have been separated by an artificial border created by the American imperialists. We will not stand for such outrage. We have the right to unite all Koreans under one banner! Our aim is to drive the South Korean government and their American allies out of Korea. Despite our setbacks, we will, at the end, win this war because the Korean people will rally behind us; our allies, China and the USSR will fight alongside us.

Source F: A comment by Robert Leckie, an American military historian in 1962.

So the decision to invade was made, probably by Premier Stalin, whose retouched photograph graced the wall behind Premier Kim's desk in Pyongyang. Certainly Kim had not the power to call the shots, and the Chinese did not even have an ambassador in Pyongyang by June 1950. All the arms provided were Russian, either brought across the northern borders by train or shipped from Vladivostok to North Korean ports on the Sea of Japan. Many of the soldiers were combat veterans who had fought with the Chinese Communist forces. By June 1950, there were 90,000 North Koreans with 150 tanks and a small tactical air force against 65,000 South Koreans with no tanks and air force. The "Russian" Koreans were also better organized than the "American" Koreans.

Section B (Structured-essay Questions)

Answer **one** question.

2 This question is about the outbreak of World War II in the Asia Pacific.

- (a) Explain why Japan attacked Pearl Harbour. [8]
- (b) 'The outbreak of World War II in the Asia Pacific was inevitable.' How far do you agree with this statement? Explain your answer. [12]

3 This question is about Japan's defeat in World War II.

- (a) Explain why Japan was defeated in 1945. [8]
- (b) 'The use of atomic bombs to end World War II in the Asia Pacific was inevitable.' How far do you agree with this statement? Explain your answer. [12]

***** End of Paper *****

2014 Preliminary Exam (1) 4Express History Elective

Answer Scheme

- a) Study Source A. Why was the source published in the textbook?
Explain your answer. [5]

Level	Descriptor	Marks
L1	Message eg. It was published to blame the Americans.	[1]
L2	Context – because of what was going on at the time Award the higher mark in the level for more developed answers. eg. Korea was divided at the 38 th parallel after Japan's defeat in WWII. Both Kim Il Sung from North Korea and Syngman Rhee from South Korea claimed the right to over the whole of Korea. The Soviet Union supported Kim Il Sung while the USA was on the side of Syngman Rhee. In the 1950, Kim Il Sung invaded South Korea with military backing from the Soviet Union and China.	[2-3]
L3	Purpose – because of the intended outcome, impact on the audience Award the higher mark in the level for more developed answers. eg. The textbook was published to instill hatred in the North Korean students towards the Americans. The students would be indoctrinated into believing that the Americans were evil and enemies of North Korea for starting the Korean War and causing Korea to fall apart. Ultimately, the North Korean government aimed to garner support from the students at an early age in the government's policies against the USA. The text blamed the imperialist Americans for attacking the Korean War out of the latter growing power and making use of South Korea to spread their influence in the Asia-Pacific. This can be seen in "The American invaders who had been preparing the war for a long time, alongside their puppets, fatally initiated the war". The North Korean is implanting this thought that the Americans had plans to start the war for a long time and was using competing ideologies to spread its influence and dominance in Korea. From my contextual knowledge, I know that at the end of the Korean War, there was no peace treaty signed. There was only an armistice and stationing of temporary military troops on both North and South Korea. Also it was North Korea which attacked South Korea first in its attempt to unite the two Koreas by crossing the 38 th parallel and this invasion eventually led to a full-scale war leading to enormous casualties. Hence the North Korean government might have published this piece of information in the textbook to influence the youths into thinking that the North Korean government attempted to bring together North and South Korea and their plan was destroyed by the US and the South Korean government. As by 1999, North Korea was still communist, and is still communist till today, hence it would make sense that the North Korean government would continue to resist the Americans by vilifying them.	[4-5]

- b) Study Sources B and C. Are you surprised by Source C? Explain your answer. [6]

Level	Descriptor	Marks
L1	Yes/No; identifies content in Source C which is/is not surprising without explanation eg. Yes, Kim Il Sung should be allies of Mao and Stalin, not woe. No, Kim Il Sung was not treated on par with Mao and Stalin.	[1]
L2	Yes – because of the contrast between Source B and Source C eg. Yes – I am surprised because Source B shows Kim Il Sung was so close to Stalin that he could request for military assistance through a phone call while Source C shows Kim Il Sung to be a slave to Mao and Stalin. Kim Il Sung was treated on par with Mao and Stalin in Source B but he was in an unequal relationship with Mao and Stalin in Source C.	[2]
L3	Yes AND No, explained by cross-reference to contextual knowledge or other sources Award the higher mark in the level for more developed answers. As L2, but explains that Source C is an anti-North Korean/Kim Il Sung source. eg. I am not surprised by what it shows in Source C. Kim Il Sung was likely to be subjugated by Stalin and Mao being the least powerful and influential. As the cartoon was drawn by a South Korean cartoonist, I am hence not surprised at all that Kim Il Sung was drawn to be weak and had to be supported by its Communist allies in the war efforts in Korea. The writer of Source F would agree with what is shown in Source C because the source mentioned that "Kim Il Sung had no power to call the shot". I am surprised by what Source C shows because it makes Kim Il Sung looked as though he was being "ill-treated" by the Chinese and Russian communists. The North Korean general in Source E would not agree with the image of Kim Il Sung shown in Source C as he mentioned that China and the USSR fought alongside with them in the war against the Americans in the Korean War.	[3-4]
L4	L3 + No – evaluates Source C Award the higher mark in the level for more developed answers. eg. This poster was created in 1952 at the time most likely when the Korean War reached a stalemate where neither side could make any progress. Since the cartoon came from South Korea, it would most likely be against Kim Il Sung. Hence it was expected that it depicted Kim Il Sung to be a "slave" to the Chinese and Russian communists. From my contextual knowledge, I know that it was Kim Il Sung who persuaded the Soviet Union and China to give him permission to invade South Korea and also to provide him weapons and advisors to the North Koreans. The South Korean cartoonist is also suggesting that Kim Il Sung was under the domination of Mao and Stalin for getting their military assistance and advice. Therefore, it is not surprising to see Kim Il Sung being shown in this way in the poster.	[5-6]

- c) Study Source D. What is the message of this poster? Use the source and your knowledge to support your answer. Explain your answer. [5]

Level	Descriptor	Marks
L1	Content only eg. The poster shows wars, killings, bloodshed.	[1]
L2	Identifies sub-messages i.e. makes valid comments interpreting the poster but misses the main message of the source. Award the higher mark in the level for more fully developed answers. eg. The poster shows Harry Truman exerted physical force, and also the imminent threat of a nuclear attack.	[2-3]
L3	Identifies the main message of the poster Award the higher mark in the level for more fully developed answers. eg. The message of this Chinese poster tells us the Americans who were behind the atrocities and aggression in the Korean War would not get away as justice would catch up with them. You can see this in the poster because Truman was portrayed to be associated with violence, killings and bloodshed. He was depicted in this way as the poster sought to remind the readers his approval for the dropping of atomic bombs in Japan. Hence, it was reminding the readers of the USA's potential to cause destruction in Korea by supporting the South Koreans with military aid. Base on my contextual knowledge, I know that China joined in the Korean War on the side of North Korea. The Americans had fought up to the Yalu River and this threatened China. As such, China pledged full force to help the North Koreans. China was aware of American nuclear warfare and the threat of it, hence sought to help North Korea in order to ensure its security as well.	[4-5]

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- d) Study Sources E and F. Explain why the views of these sources differ in what caused the Korean War. Explain your answer. [6]

Level	Descriptor	Marks
L1	Identifies the difference, no reason given eg. The difference is that in Source E the North Korean General blamed the Americans for starting the Korean War as all North Korea wanted was to unite Korea.	[1]
L2	Undeveloped difference of provenance eg. Source E was created in October 1950 while Source F was created in 1962. Source E was a view by a North Korean General while Source F was a comment made by an American military historian.	[2]

L3	Explains difference using historian's superior access to information Answers in this level will show no specific knowledge about what caused Korean War. eg. The difference is that in Source E which is a view from a North Korean general blamed the Americans for causing the Korean War but in Source F which is from a comment by Robert Leckie, an American military historian suggests that the Russians were responsible for starting the Korean War. Source F was written in 1962 during the Cuban Missile Crisis and by this time, the historian would have more time for research/study. Therefore, the comment might be made to influence the world that communism should be seen as evil and aggressive and hence it was justifiable for the USA to attack Cuba.	[3]
L4	Explains difference using contextual knowledge of what caused Korean War Award the higher mark within the level for more fully developed answers. eg. The difference is that in Source E which is a view from a North Korean general blamed the Americans for causing the Korean War but in Source F which is from a comment by Robert Leckie, an American military historian suggests that the Russians were responsible for starting the Korean War. The writer of Source E who as a general in war would most likely 'obey' orders or justify their stand to reason out their North Korea's actions in the war while the writer of Source F played down the involvement of China and North Korea, saying both countries were not in the economic and military capacity to play a major role in the war. He accused the Russians for leading the war by providing weaponry and advice.	[4-5]
L5	Explains difference using contextual knowledge of Stalin's Russia and historian's superior access to information eg. The difference is that in Source E which is a view from a North Korean general blamed the Americans for causing the Korean War but in Source F which is from a comment by Robert Leckie, an American military historian suggests that the Russians were responsible for starting the Korean War. The writer of Source E who as a general in war would most likely 'obey' orders or justify their stand to reason out their North Korea's actions in the war while the writer of Source F played down the involvement of China and North Korea, saying both countries were not in the economic and military capacity to play a major role in the war. He accused the Russians for leading the war by providing weaponry and advice. The difference may be due to the writer in Source F having more time for research/study taking into account he made the comment in 1962 during the Cuban Missile Crisis. Hence, the comment might be made to influence the world that communism should be seen as evil and aggressive and hence it was justifiable for the USA to attack Cuba.	[6]

e) Study all the sources.

'The Americans were largely responsible for causing the Korean War.' How do these sources support this view? Use the sources and your knowledge to support your answer. [Skill tested: Inference (Understanding of the sources) and Evaluation]

Level	Descriptor	Marks
L1	Writes about hypothesis, no valid source use	[1]
L2	Yes OR No, supported by valid source use Award 2 marks for one Y or N supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 4 marks. Yes – Sources A, D and E eg. Yes, Source A suggests the American caused the Korean War as the latter exerted its dominance over South Korea, treating the latter as a puppet government. The source is suggesting that the US had plans to attack North Korea for a long time, sensing the latter growing power and potentially becoming a threat. eg. Yes, Source D shows that Truman wielding a gun and torturing the Koreans is suggesting that he is the one who starts the Korean War. eg. Yes, Source E states that the US was the cause of Korea's division and separation of families OR No – Source F eg. No, Source B tells me that North Korea has plans to attack South Korea by first on building up their military capability eg. No, Source C is saying that North Korea relies on Russia and China for aid in its plan to attack South Korea and is under their dominance and influence as their allies. eg. No, Source F suggests it was the Russians who caused the Korean War by providing arms and advice to the North Koreans.	[2-4]
L3	Yes AND No, supported by valid source use Award 5 marks for one Y or N supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7 marks. eg. Both aspects of L2 eg. Sources B and C are less clear cut to say whether the Americans caused the Korean War. The two sources show that North Korea sought military help	[5-8]

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from China and the USSR to unify Korea in the face of a war against the Americans who were on the side of the South Korea. These sources were useful to help me understand that the tensions within Korea and role of Korean leaders helped expand and escalate the Korean War.

For L2 and L3, award a bonus of up to 2 marks (+1/+1) for use of contextual knowledge to question a source in relation to its reliability, sufficiency etc. The total mark for the question must not exceed 8.

Notes:

- To source in L2/L3 there must be source use, i.e. a direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough
- Higher marks in L2/L3 to be awarded on numbers of sources used.

2 This question is about the outbreak of World War II in the Asia Pacific.

(a) Explain why Japan attacked Pearl Harbour.

(8)

Level	Descriptor	Marks
L1	Describes why Japan attacked Pearl Harbour. Award one mark for each detail, up to a maximum of two. Answers which describe the issue without focus on the question. eg. On 7 December 1941, Japanese planes struck Pearl Harbour, a US naval base in Hawaii. It sank five of the eight battleships at anchor and bombed its aircraft fields. More than 2,400 Americans were killed.	[1-2]
L2	Identifies or describes why Japan attacked Pearl Harbour. Award 3 marks for identification without description. Award 4 marks for a detailed description. eg. American's embargo against Japan had affected Japan adversely as it had depended heavily on American oil. Japan was faced with a choice of either backing down or retaliating by attacking the USA.	[3-4]
L3	Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors. eg. The Japanese attack on the U.S. military forces at Pearl Harbor Hawaii did not just happen nor was it a quick reaction to initiatives instituted by President Roosevelt. The Japanese believed that they were being pushed into a corner by President Roosevelt and felt that they must act to protect the Japanese Empire. Japanese politicians at the time felt that they could not afford to back down	[5-8]

Japanese navy and army chiefs convinced the Emperor that war with the USA could not be avoided as its resources were running out. Thus, the Japanese military hoped to achieve a quick and decisive victory against the USA by using the element of surprise. Japan hoped that by catching the United States fleet unaware, Japan would be able to control the sea and air in the Asia Pacific. This would make the USA unable to defend Southeast Asia. Japan launched an attack on Pearl Harbour based on a calculated risk.

The Americans' trade sanctions followed by a trade embargo imposed on Japan as punishment for invading Manchuria had resulted in increased ill-will and additional political problems within Japan. Roosevelt imposed these trade actions as an attempt to stop Japanese further expansion into mainland China.

2 This question is about the outbreak of World War II in the Asia Pacific.

(b) 'The outbreak of World War II in the Asia Pacific was inevitable'. How far do you agree with this statement? Explain your answer. [12]

Level	Descriptor	Marks
L1	Describes the given factor	[1-2]
L2	Explains Yes OR No to the given factor Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks.	[3-6]
L3	Explains Yes AND No to the given factor Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks. As Level 2, but explains the issue eg. Yes, the outbreak of World War II in Asia Pacific was inevitable because Japan had pursued an aggressive foreign policy in the 1930s. Japan was heavily influenced by militarist ideas and wanted to establish an empire, just like the Western colonial powers. This empire would be in part of the East Asia Co-Prosperity Sphere with satellite states loyal to Japan. This 'co-prosperity sphere' would also include Southeast Asia which was mostly already colonized by other powers. Thus, the only way to achieve their goal was to drive out the Western powers and seize their territories. Japan claimed these moves would 'liberate' Southeast Asia from European colonial rule, but in reality was really to replace colonial rule with Japanese military rule. Their aggressive and expansionist foreign policy made war more likely, thus the eventual outbreak of World War II was inevitable. AND eg. No, the outbreak of WWII in the Asia Pacific could have been avoided if the League had stood up to Japan's increasingly aggressive action in the 1930s. On 18 September 1931, a bomb exploded near the Japanese-owned railway near Mukden. The Japanese Army used this as a pretext to launch a full-scale invasion of Manchuria. China protested against Japan's actions to the League of Nations. Although the League condemned Japan as an aggressor, Japan withdrew from the League of Nations. As a result, the League was unable to enforce its decision upon Japan. As tensions between Japan and China escalated, Japanese and Chinese troops clashed at Marco Polo Bridge in 1937. Japan then authorized a full-scale invasion of China. However, many western powers were unwilling to come to China's aid as they did not want to be involved in a conflict that did not concern them directly. Although the western powers subsequently provided aid to China, following eventually escalate into WWII in the Asia Pacific. Thus, had the League been effective in taking collective action against Japan's aggressive actions and its members acted together to stop Japan's expansionist advances in China, World War II in the Asia Pacific could have been avoided.	[7-10]
L4	Level 3 plus reaches a balanced conclusion based on an explicit	[11-12]

consideration of 'How far?'

Award the higher marks in the level for more developed answers.

As Level 3, but indicates that there are different ways of assessing how WWII broke out in Asia Pacific – at the time and historically.

eg. In conclusion, the outbreak of WWII in the Asia Pacific was inevitable because the Japanese militarist government had already adopted aggressive foreign policy which predisposed it to war. The tensions between the USA and Japan had led Japan to view the USA's actions as trying to undermine its ambitions to be a power on par with the western powers. Thus, with such an aggressive outlook and attitude, it was extremely difficult for the League of Nations to stop Japan's foreign policy aims.

3 This question is about Japan's defeat in World War II.

(a) Explain why Japan was defeated in 1945.

[8]

Level	Descriptor	Marks
L1	<p>Describes Japan's defeat.</p> <p>Award one mark for each detail, up to a maximum of two. Answers which describe the issue without focus on the question.</p> <p><i>eg. Japan was defeated in 1945.</i></p>	[1-2]
L2	<p>Identifies or describes why Japan was defeated in 1945.</p> <p>Award 3 marks for identification without description. Award 4 marks for a detailed description.</p> <p><i>eg. Strength of the USA was one of the factors that caused Japan's defeat as it provided the economic and military resources the Allies in their war effort. Japan's overstretched empire also led to Japan's defeat in 1945.</i></p>	[3-4]
L3	<p>Explains factors</p> <p>Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors.</p> <p><i>eg. Strength of the USA was one of the factors that caused Japan's defeat as it provided the economic and military resources in helping the Allies in their war effort. Although Japan's surprise attack on Pearl Harbour damaged American naval foothold in the region, the USA was eventually able to rebuild its Pacific fleet and strike back with greater force. The USA used its economic strength to boost its war effort. It quickly switched from producing consumer goods to production of military equipment. Its factories were also out of range of Japanese attacks, and its merchant shipping was protected by military convoys. In contrast, the Japanese merchant fleet suffered from attacks by US submarines. This weakened Japan's economy as the Allies crippled Japan's supplies of raw materials and affected Japan's war effort. The USA was also militarily strong enough to fight back against the Japanese. This led to Japan's eventual defeat in 1945.</i></p> <p><i>Besides the strength of the USA, Japan's overextended empire also contributed to its defeat. Japan was able to make rapid advance in Southeast Asia in 1941 and occupied the most of Southeast Asia by 1942; however, it struggled to keep up with the war effort. Japan's limited funds, resources and manpower also made it difficult to run its empire effectively. Japan tried to solve these problems by using forced labour of occupied countries and prisoners-of-war (POWs). Thus, Japan's defeat in WWII was also attributed to its own success of an extended empire it could not administer effectively.</i></p>	[5-8]

3 This question is about Japan's defeat in World War II.

(b) 'The use of atomic bombs to end World War II in the Asia Pacific was inevitable.'
How far do you agree with this statement? Explain your answer.

[12]

Level	Descriptor	Marks
L1	Describes the given factor	[1-2]
L2	Explains Yes OR No to the given factor Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks.	[3-6]
L3	Explains Yes AND No to the given factor Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks. As Level 2, but explains the issue eg. No, the use of atomic bombs to end World War II in the Asia Pacific was not inevitable by 1943. Although the USA suffered a setback following the Japanese surprise attack on Pearl Harbour, the Americans were able to recover quickly and launch a counter attack on Japan. The USA economy became devoted to military production and this helped the USA gain superiority in terms of armament and weapons. In addition, the military strength of the USA also dealt decisive island defences and land troops on the Midway Islands so that the islands could be become a base for Japanese naval and air forces. However, the USA was prepared and hid their carriers in the open sea, away from the islands out of sight of Japanese bombers. As result, Japan sustained serious losses, with four of its best aircraft carriers destroyed and experienced crew and pilots killed. The Battle of Midway was a turning point in the war as the Japanese lost their air superiority in the Asia Pacific region. Further bombings by the USA on mainland Japan also dealt a heavy blow to the Japanese economy as thousands of workers were killed or fled to the countryside, and Japanese factories needed to sustain war effort were laid waste. The economic and military strength of the USA had already weakened Japan substantially and it was only a matter of time that Japan would be defeated. Hence the use of atomic bomb was not inevitable. AND eg Yes, the use of atomic bombs was inevitable by the Allies in order to end the war. Despite the fact that Japan was suffering from one setback after another, Japan refused to surrender unconditionally. However, the Allies would not accept anything short of an unconditional surrender. This was because the Allies were determined not to repeat the situation after World War I in Europe. They feared that if Japan was humiliated by a peace settlement, it would try to rise again to seek revenge and threaten its neighbours. Moreover, the Allied peoples were enraged by stories of Japanese atrocities towards the prisoners of war. Many resented the Japanese and wanted them to be totally defeated. Japan also refused to surrender unconditionally as the Japanese leadership wanted to protect	[7-10]

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the throne and imperial family for being held responsible for the war crimes. Efforts by Japan to negotiate for peace settlement peacefully were also thwarted by the USSR which delayed these messages by Japan to the Allies. To the Allies, it seemed that Japan was determined not to surrender. Thus, the Americans used the atomic bomb in an effort to end the war decisively and quickly, instead of sending more ground troops and suffering from more casualties. The atomic bombs were dropped on Hiroshima and Nagasaki on 6 and 9 August respectively, causing widespread destruction and deaths. Hence, in view of Japan's unwillingness to surrender unconditionally despite suffering from defeats after defeat, the use of the atomic bomb was inevitable in order to get the Japanese to accept an unconditional surrender and bring the war to an end.

L4 Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'How far?' [11-12]

Award the higher marks in the level for more developed answers.
As Level 3, but indicates that there are different ways of assessing fairness – at the time and historically.

eg. In conclusion, the use of atomic bombs was not inevitable to cause Japan's defeat. This was because in view of the military and economic strength of the USA, and Japan's overextension of her empire, it was only a matter of time that Japan would be defeated. However, the use of the atomic bomb would prove to be inevitable in order to prevent the prolonging of the war, as it became evident that Japan was unwilling to surrender unconditionally.



TEMASEK SECONDARY SCHOOL
Mid-Year Examinations 2014
Secondary Four Express

COMBINED HUMANITIES (HISTORY ELECTIVE)

2204/03

Paper 3 The Making of the Contemporary World Order (1900s-1991) 1 hour 40 minutes

Additional Material: 6 pieces of writing paper

READ THESE INSTRUCTIONS FIRST

Write your name, index number and class in all the work you hand in.
Write in dark blue or black pen.
You may use an HB for any rough working.
Do not use staples, paper clips, glue or correction fluid.

Section A

Answer **all** parts of Question 1.

Section B

Answer **one** question.

Write all answers on the writing paper provided.

At the end of the examination, fasten all your work securely together and submit them to the examiner.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of 6 printed pages.

Section A (Source-Based Case Study)

Question 1 is **compulsory** for all candidates.

Study the sources carefully and then answer **all** the questions.

You may use any of these sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions, you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 (a) Study Source A.

What is the message of the speech made by President Truman?
Explain your answer.

[5]

(b) Study Source B.

Why do you think Stalin wrote this letter to the Czechoslovakian President?
Explain your answer.

[5]

(c) Study Sources C and D.

Are you surprised by Source D? Explain your answer.

[6]

(d) Study Source E.

How reliable is Source E in showing the ambitions of the Soviet Communists? Explain your answer.

[7]

(e) Study Source F.

How useful is Source F in telling us about the reasons for American intervention in the Korean War? Explain your answer.

[7]

Was USA's fear of the spread of Communism justified?

BACKGROUND INFORMATION

Read this carefully. It may help you to answer some of the questions

After the Japanese defeat in 1945, the USA and the USSR agreed to divide the Korean Peninsula into two zones at the 38th Parallel. As far as the Americans were concerned, it was not to be a permanent division. However, the unification of Korea soon became part of Cold War rivalry: no agreement could be reached between the two superpowers, and the artificial division continued.

Elections were held in the south, supervised by the UN, and the independent Republic of Korea, or South Korea was set up with Syngman Rhee as President. Following this, the Russians also created the Democratic People's Republic of Korea, or North Korea under the communist government of Kim Il Sung. In June 1950, North Korean troops, without any warning, invaded South Korea. US President Truman was convinced the attack was Stalin's doing; he took it as a deliberate challenge and saw it as part of a vast Russian Plan to spread communism as widely as possible.

Source A: President Truman's presidential address to the American people.

Korea is a small country... But what is happening there is important to every citizen of this country. Aggression of this nature creates a very real danger to the security of all free nations. This is a direct challenge to free nations to build the kind of world where men can live in freedom and peace. This challenge has been presented to us and we will do our utmost to meet this challenge.

Source B: Stalin in a letter to the Czechoslovakian President two months after the start of the Korean War.

Following our withdrawal from the (UN) Security Council, America has become entangled in the military intervention in Korea and is now wasting away its military prestige and moral. There is no doubt that it is America who acts as an aggressor and tyrant in Korea and that, in military terms, it is really not as powerful as it claims to be. Besides, it is clear that the United States of America is presently diverted from Europe and the Far East. Does it not give us an advantage in the global balance of power? It surely does.

Source C: An anti-Communist American politician speaking in 1950.

The attack upon Korea makes it very clear that communism is all out to conquer independent countries and will now use armed attack and war. It has challenged the orders of the United Nations to preserve international peace and security. A return to the rule of force in international affairs would have far-reaching effects. The United States will continue to support the rule of the law and maintain peace. If the UN is ever going to do anything, this is the time.

Source D: A Soviet cartoon published in 1952. The American soldier on the left is shown a portrait of the American presence in Korea. The man in the portrait is carrying an axe with a swastika sign.



Source E: A letter by US General MacArthur to President Truman in 1951.

It seems strangely difficult for some to realize that here in Asia is where the Communist conspirators have elected to make their play for global conquest, and that we have joined the issues thus raised on the battlefield; that here we fight Europe's war with arms, while the diplomats there fight it with words; that if we lose the war to Communism in Asia, the fall of Europe is inevitable. There is no choice but victory. Win it, and Europe would probably preserve her freedom.

Source F: An excerpt from President Truman's memoirs, 1956.

In my generation, this was not the first occasion when the strong had attacked the weak. I remembered each time that the democracies failed to take action, it encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini and the Japanese had acted ten, fifteen and twenty years earlier. I felt certain that if South Korea was allowed to fail, Communist leaders would be encouraged to invade nations closer to our own shores.

Section B: Structured-Essay Questions

Answer one question.

- 2 This question is on Stalin and his rise to power.
- (a) Explain how Trotsky and Stalin differed in their approach to succeed Lenin as the next leader of Soviet Union. [8]
- (b) "Stalin's rise to power in the Soviet Union in 1924 was a surprise." How far do you agree with this statement? Explain your answer. [12]
- 3 This question is about the outbreak of World War II in Europe.
- (a) Explain how Hitler and Stalin deemed it beneficial to sign the Nazi Soviet Pact. [8]
- (b) "The Munich Agreement was a disaster." How far do you agree with this statement? Explain your answer. [12]

END OF PAPER

Copyright Acknowledgements:

- Question 1 Source A: © The Korean War (in Colour) Emerson Productions 1989
 Question 1 Source B: © <http://news.bbc.co.uk/1/hi/19826002.stm>
 Question 1 Source C: © Walsh, Ben, GCSE Modern World History, Hodder Murray (2001)
 Question 1 Source D: © Walsh, Ben, GCSE Modern World History, Hodder Murray (2001)
 Question 1 Source E: © <http://library.thinkquest.org/10826/korea.htm>
 Question 1 Source F: © Waugh, Steve, Essential Modern World History, Nelson Thomas

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1a) Study Source A

What is the message of the speech made by President Truman?

Level of Response	Level Descriptor	Marks allocated
	Question Type: Message .	
L1	Uses the source but no valid inference The speech is by President Truman to tell the American people that the Korean War is very important to them.	[1]
L2	Answers that identify sub-message <i>Award 2m for sub-message, unsupported.</i> <i>Award 3m for sub-message, supported.</i> I can infer from Source A that it is the duty of America to protect Korea by sending troops. The source states, 'This challenge has been presented to us and we will do our utmost to meet this challenge'. This shows that Truman is determined to stop the North Koreans and is most likely going to intervene militarily so that their freedom can be preserved.	[2-3]
L3	Gives overall message of the cartoon <i>Award 4m for overall message, unsupported.</i> <i>Award 5m for overall message, supported.</i> President Truman believes that it is the duty of the Americans to protect Korea to prevent it from falling into the hands of the Communists. The source states, 'This is a direct challenge to free nations to build the kind of world where men can live in freedom and peace. This challenge has been presented to us and we will do our utmost to meet this challenge'. This means that President Truman takes it as a challenge to ensure that Communism is contained and not spread to South Korea.	[4-5]

b) Why do you think Stalin wrote this letter to the Czechoslovakian President?

Level of Response	Level Descriptor	Marks Allocated
	Why do you think Stalin wrote this letter to the Czechoslovakian President? Question Type: Inference for Purpose	
L1	ANSWERS NOT BASED ON THE ISSUE/ MISINTERPRETATION Stalin is writing to the Czechoslovakian President to show his disapproval of the Americans.	1
L2	ANSWER BASED ON MESSAGE <i>Award 2 marks for message, unsupported.</i> <i>Award 3 marks for message, supported.</i> Stalin is trying to convince the Czechoslovakian President that the aggressive American intervention in Korea will have to be stopped. The source states, 'America acts as an aggressor and tyrant in Korea' and is now wasting away its military prestige and moral authority'. Stalin, being a Communist, will have only negative things to say about USA, while USA in its fear of communism will of course see their role as liberating.	[2-3]
L3	IDENTIFIES PROBLEM OR OUTCOME (FAILED PURPOSE) <i>Award 4 marks for Problem or Outcome.</i> E.g. In Source B, Stalin is worried about the growing influence and aggression of the American in spreading their influence over Korea. He is saying this in the letter, so that the Czechoslovakian President should be supportive of his move against America.	[4]

14

EXPLAINS PURPOSE*Award 4 marks for Purpose, unsupported**Award 5 marks for Purpose, supported*

E.g.

In Source B, Stalin is worried about the growing influence and aggression of the American in spreading their influence over Korea.

The Americans are the ones who started the conflict, and he plans to take action against the Americans to reduce their influence in Korea. He is trying to convince the Czech President of this move so that he should be supportive of his move.

He sees them as "wasting away its military prestige and moral authority. There is no doubt that America acts as aggressor and tyrant in Korea", which shows that they appear to be the ones who are in the wrong and the ones that triggered the conflict.

Seeing America as the 'aggressor' and 'tyrant' in the war is to be expected because as the leader of the Soviet Union, Stalin must be opposed to America's actions against the North whom he is supporting. Hence, he needs to convey negative sentiments towards America as Stalin represents most of the communist states.

[4-5]

Study Source C and D.

Are you surprised by Source D? Explain your answer.

[6]

Level of Response	Level Descriptor	Marks Allocated
	Question Type: Mixed Question	
L1	Yes/No: identifies cartoon in Source D which is/is not surprising without explanation. Yes, because the American is shown standing next to some skulls.	1
L2	Yes-because of the contrast between Source C and Source D. <i>Award 2m for explaining why he is surprised</i>	[2-3]

Award 3m for further supporting details.

e.g. Yes- I am surprised because Source C gives a positive impressions about American involvement, while Source D shows a negative impression of the American standing next to some skulls.

Source C portrays American involvement as one to support the United Nations, to continue to support the rule of the law and maintain peace' while Source D portrays American involvement as to decimate the North Korean population.

L3

Yes, OR No, explained by cross-reference to contextual knowledge or other sources.

[4-5]

Award the higher mark in the level for more developed answers

e.g. No, I am not surprised by what it shows in Source D. The Americans, in trying to contain the spread of Communism would have inevitably killed many Koreans. The writer of Source B would have agreed with what is shown in Source D because the source states that, "America has become entangled in the military intervention in Korea and is now wasting away its military prestige and moral authority. Few honest people can now doubt the fact that America acts as an aggressor and tyrant in Korea" This tells me as depicted in the cartoon, the American soldier acting like a tyrant, is liken to a Nazi, killing many Koreans, i.e. surrounded by many skulls.

OR

e.g. Yes, I am surprised by what Source D shows because it makes the Americans look evil. Source A shows that America is a saviour to all the free nations and they should be grateful to America to help them. The Source states, 'This is a direct challenge to free nations to build the kind of world where men can live in freedom and peace.' This shows that America is trying to save South Korea from the aggressors for their security and to lead a free life so that they can live in peace. Source F too would not agree with Source D as Source F describes the Americans as the protector from the bullies.

The Source states, 'Communism was acting in Korea just as Hitler, Mussolini and the Japanese had acted ten, fifteen and twenty years earlier'. The Americans are seen here as the saviour not as someone evil, to save South Korea from the big bullies like the Communists.

L4	<p>NO / UNSUPPORTED BASED ON PURPOSE Award 5 marks for explaining purpose without details. Award 6 marks for explaining with details</p> <p>No- Evaluate Source D I am not surprised that Source D is an anti-American cartoon. Since it comes from a Soviet citizen, it is only natural for him to be biased against the Americans who are the champions of the democrats as opposed to the Communists. The cartoonist knows that some of them may blame the Communists for starting the conflict in Korea, so, he published the cartoon to arouse influence the Soviet citizens that the Americans are also killing off many Koreans in order to stop the spread of communism so that they would not blame the Soviets for sending troops to North Korea.</p> <p>From my contextual knowledge, by likening the American presence in North Korea to that of the Nazis, the cartoonist is clearly trying to exploit Soviet anger as Russians had suffered greatly with the Nazi invasion of the USSR in 1941. Hence, the cartoonist would easily garner indignation amongst the Russians towards the Americans. As someone who champions Communism, therefore it is not surprising to see the American soldier being shown in this way.</p>	[5-6]
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L2	<p>RELIABLE/NOT RELIABLE BASED ON CONTENT, SUPPORTED Award 2 marks for reliability/not reliable, unsupported Award 3 marks for reliability/not reliable supported Award additional mark for additional supporting evidence from source.</p> <p>Yes, Source E is reliable in claiming that the Soviets were ambitious in trying to spread their ideology to the world. Source E states, 'here in Asia is where the Communist conspirators have elected to make their play for 'global conquest' that if we lose the war with communism in Asia, the fall of Europe is inevitable.' This shows that the Soviet Communist is ambitious and aim to extend their influence in Asia and then across the globe to spread their communist ideology.</p>	[2-3]
L3	<p>RELIABLE BASED ON CROSS-REFERENCING TO OTHER SOURCES OR CONTEXTUAL KNOWLEDGE. Award 4 marks for proving that it is reliable</p> <p>Yes, Source E is reliable in claiming that the Soviets were ambitious in trying to spread their ideology to the world. Source E states, 'here in Asia is where the Communist conspirators have elected to make their play for 'global conquest' that if we lose the war with communism in Asia, the fall of Europe is inevitable.' This shows that the Soviet Communist is ambitious and aim to extend their influence in Asia and then across the globe to spread their communist ideology.</p> <p>Source E is <u>reliable</u> in showing the ambitions of the Soviet Communists as it is supported by Source F. Both sources say that the Communists are very ambitious and are perceived as the bully. Source E states that "Asia is where the communist conspirators have decided to make their play for global conquest' and....that if we lose the war to Communism in Asia, the fall of Europe is inevitable". In Source F Truman states that, "Communism was acting in Korea just as Hitler, Mussolini and the Japanese had acted ten, fifteen and twenty years earlier. I felt certain that if South Korea was allowed to fall, Communist leaders would be encouraged to invade nations closer to our own shores." Both sources look at the Communists as the bully.</p>	[4-5]

d) Study Source E.

How reliable is Source E in showing the ambitions of the Soviet Communists?

Explain your answer.

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Level of Response	Level Descriptor	Marks allocated
	Question Type: Reliability	
1	<p>DESCRIBES THE SOURCE WITHOUT ANSWERING THE ISSUE</p> <p>e.g. No, it is not reliable, because it is only from the US General Arthur's point of view. Yes, it is reliable because it is from the US General, so it must be true.</p>	1

L4	<p>UNRELIABLE BASED ON PURPOSE <i>Award 6 marks for purpose, unsupported</i> <i>Award 7 marks for purpose, supported</i></p> <p>Source E is not reliable due to its purpose General MacArthur is probably aware that the Russians/Communists are now very influential in North Korea, so, he is trying to convince the Americans to stop the Soviet Union who is very ambitious and is now trying to spread its influence in Asia so that they would give support to his troops to fight against the Russians /Communists .</p> <p>The Source states, "It seems strangely difficult for some to realize that here in Asia is where the Communist conspirators have elected to make their play for global conquest".</p> <p>From my contextual knowledge, I know that in the context of the Cold War, where the Soviet Communists were the enemies of the Americans and for General MacArthur who was fighting against the communists in the Korean War, it is inevitable that he was deeply suspicious of the communists as "conspirator" who were bent on "global conquest".</p>	[6-7]
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e) How useful is Source F in telling us about the reasons for American intervention in the Korean War? Explain your answer.

	<p>shores." This means that if the USA does not take any action to contain Communism, then the Communist might just take over.</p> <p>OR</p> <p>No, the source is not useful as it has its limitations. The source does not tell me the other reason why the USA was not on good terms with the USSR. Also, it comes from only one person's point of view, ie. From President Truman who might be biased.</p>	
L3	<p>Useful, or/and not useful, with cross referencing to other sources/contextual knowledge <i>Award 4marks for X-referencing without supporting details.</i> <i>Award 5m for X-referencing with supporting details.</i></p> <p>Yes, Source F is useful because it is reliable as Source E supports it. Both sources tell us the good intention of the Americans in intervening in Korea, i.e. to stop the spread of the Communist influence in Korea and other parts of the world.</p> <p>Source F states that "if South Korea was allowed to fail, Communist leaders would be encouraged to invade nations closer to our own shores." This tells us that Truman is convinced that it was the aim of the Communist plan to spread Communism everywhere.</p> <p>This is supported by Source E which states that the "Communist conspirators have elected to make their play for global conquest." This explains that the Communist have long term plans of spreading their ideology across the globe.</p> <p>Both sources explain why Truman had the Americans involved in the Korean War, so as to control them and prevent the fall of Europe to the Communists.</p> <p>OR</p> <p>No, Source F is not useful as it is challenged by Source D, thus making it unreliable. I can infer from Source F that the American intervened so as to save Korea from the clutches of the communists, while Source D portrays the USA not as a saviour, but rather as a Nazi butcher who sets out to destroy the people of North Korea.</p>	[4-5]

Level of Response	Level Descriptor	Marks Allocated
Question Type: Usefulness		
L1	<p>Answer based on provenance</p> <p>Eg. Yes, it is by the US President, Truman.</p>	1
L2	<p>Useful based on content/Not useful based on limitation of source content</p> <p><i>Award 2 marks for useful OR not useful, unsupported</i> <i>Award 3 marks for useful or not useful, supported.</i></p> <p>Source F is useful because it explains the reason for the US intervention in the Korean War i.e. to stop Communism from spreading its influence in South Korea and then to the other parts of the world. The source states that, "if South Korea was allowed to fail, Communist leaders would be encouraged to invade nations closer to our own</p>	[2-3]

L4

Source F states that 'if South Korea was allowed to fail, Communists leaders would be encouraged to invade nations closer to our own shores.' In other words, the source states that the reason for US intervention in the Korean War was to stop Communism from spreading its influence in Korea and other parts of the world.

Source D portrays the Americans as Nazi butchers and acting like a tyrant in order to decimate the North Koreans. This puts the Americans in a very bad light, killing the Koreans and not intervening to stop them from being under the clutches of the Communists.

Not useful because it is biased explained with cross referencing.

*Award 6m for not useful because unreliable explained
Award 7m for not useful because unreliable explained +cross referencing.*

The Source is not useful because it is biased and hence, making it unreliable. The President portrays the Communists negatively as bullies with evil intentions to to Korea and further. As the President of the United States and a supporter of democracy, he would definitely want to put the USA in a good light in mentioning that the USA was trying to save Korea from being bullied by the Communists. Source F states, 'Communism was acting in Korea just as Hitler, Mussolini and the Japanese had acted... twenty years earlier.' Hence in portraying Communist North Korea as the bully with intentions to spread Communism to Korea and beyond, he is putting the Communist in a bad light.

Also cross-referencing with my contextual knowledge, the Korean War took place in the period of the Cold War during which the USA and USSR were not on good terms with each other.

The USA's involvement in South Korea was prompted by the domino theory – the fear that should South Korea fall to Communism, the neighbouring countries would follow suit. Hence, it took military action against North Korea to ensure that Communism was contained.

Hence, the American President could have exaggerated his claims to garner support for US intervention in the Korean War.

However, Source F is still useful in giving us the perspective of the US government and its resentment towards the Communist who seems keen to put the blame on the Americans for the outbreak of the Korean War.

[6-7]

2

This question is on Stalin and his rise to power.

(a) Explain how Trotsky and Stalin differed in their approach to succeed Lenin as the next leader of Soviet Union. [8]

L1	Describes the event (Stalin's rise to power) Answers which describe the event/feature without focus on the question. Award 1 mark for each detail, up to a maximum of two.	1-2
L2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description.	3-4
L3	Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors. E.g. Trotsky was considered as the front runner as he was the leader of the Red Army. He was also a political thinker, accomplished speaker & writer. However, Trotsky was also complacent about building support within the Communist Party as he believed that he would succeed Lenin. Most of the party members saw him as arrogant. In addition to that, he also held on very strongly to his belief of 'permanent revolution'. Thus he did not have a broad base of support. He drew his support from a very narrow base comprising mainly of the youths, students and the Red Army. His idea of 'permanent revolution' was also not popular with the people as they were too tired of fighting. Since that idea was not accepted by others, it made him seem like he was a rebel. That made Trotsky highly unpopular within the Communist Party as the members felt Trotsky was disloyal and untrustworthy. Thus, without much support from other party members, Trotsky was no match for Stalin. Stalin knew that he was not the chosen one to succeed Lenin. But he was a cunning politician who used his talents to outwit his rivals. Stalin tricked his biggest rival, Trotsky into missing Lenin's funeral by giving him the wrong date. He organised Lenin's funeral and gave himself the role as the chief mourner at the funeral. Trotsky's absence made him appear as being disrespectful to Lenin who was highly respected by the Communists. This gave the impression Stalin was the chosen successor to Lenin. Stalin also knew that he had to remove rivals that would compete against him. Stalin exploited other leaders such as Zinoviev and Kamenev to support him in his goal to remove Trotsky from the Party. After this was successful, Stalin turned on Zinoviev and Kamenev and removed them from the Party as well. By being practical i.e. not to continue fighting overseas to spread communism but build up the economy in Russia instead, Stalin was able to gain more support from the people. Thus, using a divide and rule strategy, Stalin outsmart all his political opponents and eliminated any opposition he faced to become the leader of	5-8

Soviet Union.

(b) "Stalin's rise to power in the Soviet Union in 1924 was a surprise." How far do you agree with this statement? Explain your answer. [12]

L1	Describes the Stalin's rise to power but without the focus on the question Award 1 mark for each detail, up to a maximum of two.	1-2
L2	Explains Agree OR Disagree Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks. Disagree (not a surprise) Eg. However, after Lenin's death, Stalin's cunning personality helped him to become the next ruler of USSR. When he tricked Trotsky, his biggest rival into missing Lenin's funeral by giving him the wrong date, he revealed his scheming self in plotting the elimination of his political rivals. Next he used the divide-and-rule strategy to team up with other party members to remove Trotsky and subsequently removed others. Then he used his position as Secretary General to appoint his own loyal supporters to key positions. Thus, Stalin was able to rise to power as he had the ability to make use of opportunities present to seize power by eliminating all his political opponents and establishing himself as Lenin's successor. On top of that, he was able to gain a large group of supporters which boosted his popularity and chance of being voted as leaders ensuring his leadership was politically secure. Hence Stalin's rise was not a surprise. Agree (surprise) In his Testament Lenin had cautioned the Communist Party about Stalin's character and warned that Stalin should not be trusted to use his power wisely. In fact he suggested removing Stalin as the Secretary General from the Central Executive Committee. Instead he recommended Trotsky as the most capable to succeed him as the next leader of Soviet Union. Stalin was not a popular choice to be Lenin's successor at the beginning before the power struggle after Lenin's death. In addition to that, there were other stronger and better supported candidates who were in the running for the leadership position. Thus, Stalin's rise to power was a surprise.	3-6
	Explains agree AND disagree Award 7 marks for an explanation of agree and an explanation of disagree and further additional reasons for supporting details for reasons, to a maximum of 10 marks. Combine both elements of L2.	7-10

L4	L3 plus reaches a balanced conclusion based on an explicit consideration of 'how far?'	11-12
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3 This question is about the outbreak of World War II in Europe.
(c) Explain how Hitler and Stalin deemed it beneficial to sign the Nazi Soviet Pact. [8]

L1	Describes the event (outbreak of WWII in Europe) Answers which describe the event/feature without focus on the question. Award 1 mark for each detail, up to a maximum of two.	1-2
L2	Identifies or describes factors Award 3 marks for identification without description. Award 4 marks for a detailed description.	3-4
L3	Explains factors Award 5-6 marks for one explained factor. Award 7-8 marks for two explained factors. E.g. For Hitler, with the Nazi Soviet Pact, it allowed him to gain control over part of Poland. On top of that, Hitler hoped the Nazi-Soviet Non-Aggression Pact would allow him to expand his control over Germany without having to go to war with the Soviet Union. This meant that Hitler successfully prevented a possibility of having a war on two fronts. With that in mind, Hitler could now concentrate fully on the forces in the Western front as he fought against Britain and France. Hence the Nazi-Soviet Non-Aggression Pact was beneficial for Hitler as it increased his chances of complete victory in Europe. For Stalin, it also allowed to gain control over part of Poland. That was beneficial as Stalin now had a larger buffer state should Hitler betray him. With greater land to invade, it ensured that German invasion in the future would be more difficult hence improving Soviet chance of eventually defeating Germany. The Nazi-Soviet Non-Aggression Pact further aided by an interim war period of peace which Stalin made use of by spending much effort at modernising and improving her military forces and moving economically valuable plants / factories eastwards to prevent the Germans from having an easy invasion and success. Hence Stalin benefitted greatly from the Nazi-Soviet Non-Aggression Pact as it was more prepared for any German attacks.	5-8

(d) "The Munich Agreement was a disaster." How far do you agree with this statement? Explain your answer. [12]

L1	<p>Describes the outbreak of WWII in Europe but without the focus on the question Award 1 mark for each detail, up to a maximum of two.</p>	1-2
L2	<p>Explains Agree OR Disagree Award 3 marks for an explanation and further marks for additional reasons or supporting detail for reasons, up to a maximum of 6 marks.</p> <p>Agree (disaster) Eg. The Munich Agreement was seen as a disaster as it eventually still led to the outbreak of WWII in Europe. It could not achieve its aims at all as it finally made Hitler to believe that the West would never challenge him. Chamberlain was convinced that Hitler's demands were reasonable and were made in response to the flaws of the Treaty of Versailles. This strengthened Hitler's resolve to pursue an aggressive foreign policy. Although Hitler and Chamberlain signed the Munich agreement on 29 September 1938 agreeing that the whole of Sudetenland would be given to Germany, Hitler continued his invasion into Czechoslovakia on 15 March 1939. Therefore it was disastrous as culminated with WWII.</p> <p>Disagree (not a disaster) The Munich Agreement was seen as not a disastrous as it prevented Britain from war at the short term and allowed the British to buy sufficient time to rebuild itself for the final victory by the British forces. This was essential as during that time, Britain was the strongest Allied power in the West who was capable of matching up against Hitler's military. Looking at the long term, given the interim peace period for Britain to strengthen its military, it built the foundation for eventual success of the Allied power and defeat of Germany. Therefore the Munich Agreement was not seen as disastrous.</p>	3-6
L3	<p>Explains agree AND disagree Award 7 marks for an explanation of agree and an explanation of disagree and further additional reasons for supporting details for reasons, to a maximum of 10 marks.</p> <p>Combine both elements of L2</p>	7-10
	<p>L3 plus reaches a balanced conclusion based on an explicit consideration of 'how far?'</p>	11-12

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Dunearn Secondary School
Mid-Year Examination 2014
Combined Humanities
Paper 3
Elective History

E
2204/3

Secondary 4E

Modern World History, 1910s – 1980s.

5th May, 2014 Monday 0800 – 0940 hrs 1 hour 40 minutes

INSTRUCTIONS TO CANDIDATES

Do not turn over the pages until you are told to do so.

Write your name, register number and class in the spaces provided at the top of this page and on your answer script.

Section A. You must answer **all** parts of Question 1.

Section B. Answer **one** question

Write your answers on the writing paper provided

Start each question on a new page

Parent's signature:	FOR EXAMINER'S USE	
	Section A (30 m)	
	Section B (20 m)	
	Total Marks (50 m)	

Setter: Mr Mohammed Hisham

This paper consists of 6 printed pages, inclusive of the cover page.

Section A

Answer all parts of Question 1.

In answering the questions, you should use your knowledge and understanding of the period to help you interpret and evaluate the sources. You should use the sources to which you are specifically directed, but you may use any of the other sources where they are helpful.

1. Issue: Was USSR to be blamed in the Cuban Missile Crisis.

Study the sources and then answer the questions.

a. Study Source A.
How surprised are you by the source? Explain your answer. [6]

b. Study Source B.
What is the message of the cartoonist? Explain your answer. [5]

c. Study Source C.
How reliable is the source? Explain your answer. [6]

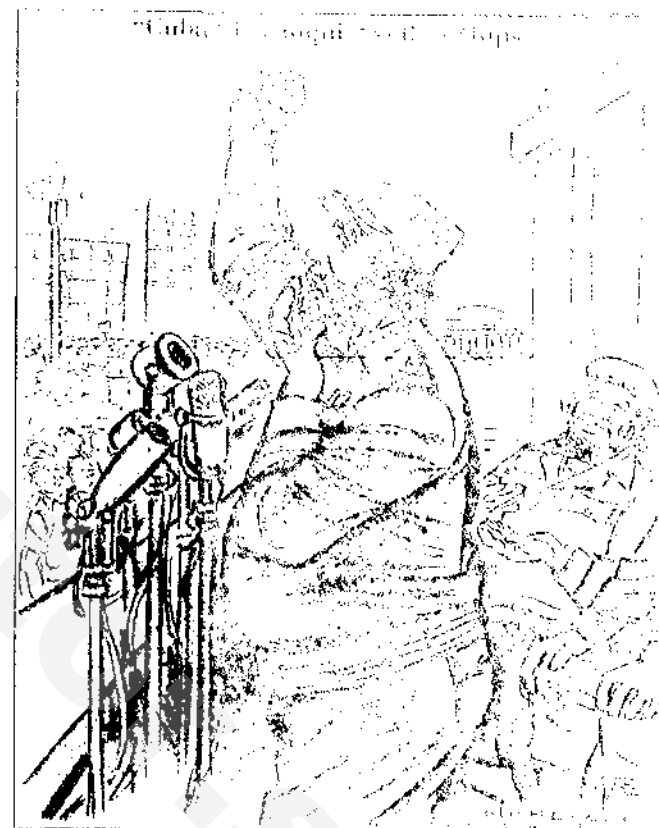
d. Study Sources D and E.
How are the sources similar? Explain your answer. [5]

e. Study all sources.
'USSR should take sole blame during the Cuban Missile Crisis'. How far do the sources support this judgement? Explain your answer. [8]

Source A A British cartoon published in 'Punch', a weekly British magazine of humor and satire. The cartoon was titled 'Over the Garden Wall' in 17th October 1962.



Source B An American cartoon, published in 1961, showing Fidel Castro speaking at a rally in Cuba.



* 'Si' and 'Yanqui' are Spanish words for 'Yes' and 'Americans' respectively
 * 'Nyet' is the Russian word for 'No'

Source C An adapted extract from John F. Kennedy's speech on 22 October 1962.

I want to say a few words to the captive people of Cuba. Now your leaders are no longer Cuban leaders inspired by Cuban ideals. They are puppets and agents of an international conspiracy which has turned Cuba into the first Latin American country to become a target for nuclear war. These new weapons are not in your interest. They contribute nothing to your peace and well-being. We know that your lives and land are being used as pawns by those who deny your freedom.

Our goal is not the victory of might but both peace and freedom, here in this Hemisphere and, we hope, around the world.

Source D A comment by Fidel Castro to the international press in 1962.

We had thought among ourselves the possibility of asking Russia for missiles. But we had not reached any decision when Moscow proposed them. It was explained to us that, in accepting them, we would reinforce the socialist camp. We were vulnerable to attack at the Bay of Pigs initiated by the Americans and needed Russia's help.

Source E A comment by Nikita Khrushchev in his memoirs in 1971.

Everyone agreed that the American would not leave Cuba alone unless we did something. We had an obligation to protect Cuba's existence as a socialist country. We might very well lose Cuba if we didn't take some decisive steps in her defense. If Cuba felt, other Latin American countries would reject us, that for all our might, Soviet Union hadn't been able to do anything except to make empty protests to the United Nations. We had to establish an effective deterrent to the Americans. The logical answer would be missiles.

Source F A historian's account of the Cuban Missile Crisis.

The United States anticipated that by the mid-sixties they would have in the neighbourhood of 1,500 ballistic missiles... The total number of Soviet missiles, which could reach targets in the United States was about 125... But by moving medium and intermediate-range missiles to Cuba, deep in the Western Hemisphere, Russia was rapidly narrowing the gap... The presence of Russian missiles in Cuba had drastically altered the balance of world power.

Section B (Structured-essay Questions)

Answer any one question.

2 This question is about Hitler's dictatorship of Germany.

- (a) Explain Hitler's abilities which enabled him to rise to power in Germany. [8]
- (b) "The Germans were contented with Hitler's rule." Do you agree? Explain your answer. [12]

3 This question is about the European war and the eventual defeat of Germany.

- (a) Explain how the Nazi-Soviet Pact and Appeasement policy led to the outbreak of war in Europe. [8]
- (b) "USA's entry into the war was the sole factor responsible for the eventual defeat of Germany during World War 2." Do you agree? Explain your answer. [12]

4 This question is about the Cold War.

- (a) Explain the problems and benefits which Marshall plan brought. [8]
- (b) "USA was to take the greatest blame for the outbreak of the Korean War during the 1950s." Do you agree? Explain your answer. [12]

End of Paper

SEC 4E MID YEAR HISTORY 2204

Answer Scheme
SECTION A: SBQ Unit 1

a. Study Source A.

How surprised are you by the source? Explain your answer. [6]

L1 Surprised based on provenance 1m

Eg. I am surprised as the source is from the British and an ally of US and yet criticizing USA. No marks to be awarded if students do not explain issue, ie. source shows some form of criticism of president Kennedy / USA.

L2 = Explanation based on Source content, surprised OR not surprised 2m-3m

Eg. I am surprised as the source is from the British and an ally of US and yet criticizing USA. It is obviously showing that USA or Kennedy is over-reacting to the placing of the missiles in Cuba. (2m) This is shown by him looking annoyed, when the small branch with the label Cuba has crept beyond the fencing to his backyard. (3m)

Eg. I am not surprised by the source as it is simply showing the kind of animosity between Kennedy and Khrushchev during cold war. (2m) The source depicts one of the reasons for the escalation of conflict which is the placing of missiles in different countries which post a direct threat to the security of either USA or USSR. (3m)

L3 – 2 sides of L2 4m – 5m

L4 – explanation based on purpose. (provenance + content) – 6m

Eg. I am not surprised by the source even though the cartoon is from the British and an ally of US and yet criticizing USA. It is obviously showing that USA or Kennedy is over-reacting to the placing of the missiles in Cuba. This is shown by him looking annoyed, when the small branch with the label Cuba has crept beyond the fencing to his backyard. It is understandable that a cartoon publish by a magazine that focus on political humour and satire would have a controversial take on the Cuban missile crisis to boost magazine sales.

b. Study Source B.

What is the message of the cartoonist? Explain your answer. [5]

L1 Source description 1m

L2 Inference of message, unsupported 2m-3m

L3 Inferences of message, supported 4m-5m

Eg. Source B shows Castro making a slip of the tongue by accidentally uses Russian when addressing his Cuban audience at a rally. The message of source is that it is suggesting that Castro has been exploited by the USSR to the extent that he uses their language instead of his native Spanish because he has become so strongly influenced by them. (4m) Another message is that there is a hint of blaming on USSR for the Cuban missile crisis. (5m)

c. Study Source C.

How reliable is the source? Explain your answer. [6]

L1 Explanation of reliability based on provenance 1m

Eg. Source is reliable as it is from President Kennedy. (do not award marks if students stop here) He is directly involved in the conflict and thus would be able to provide reliable views.

L2 Not reliable based on provenance / context 2m

Eg. It is obvious that source would not be able to provide reliable views about the Cuban missile crisis as it is from President Kennedy involved in the crisis within the context of Cold War. He is highly likely to be biased.

L3 Reliability based on content 3-4m

3m for explanation based on content, award an additional mark for additional points / explanation up to a maximum of 4m.

Eg. Source C is not reliable as Kennedy is obviously biased and too quick to dismiss the intent of Khrushchev as one of trying to manipulate Cuba. He is suggesting that the Cubans had become "captive people of Cuba". He is also insinuating that the Cubans leaders such as Castro were under the negative

influence of Khrushchev within his plan to make use of Cuba by placing missiles there. This is supported by "They are puppets and agents of an international conspiracy which has turned Cuba into the first Latin American country to become a target for nuclear war."

L4 = L3 + Cross referencing OR
L3 + testing intention / purpose of source 5-6m

Eg. L3 + Source is not reliable as when I cross refer to my contextual knowledge, I understand that Kennedy's actions and whatever he said was within the context of his on-going and escalating conflict with Khrushchev. By the 22nd October 1962, the conflict was already escalating and by then he has already found out about the missile bases in Cuba. It was in a way an effort to discourage Cuba from continuing the support for this Soviet act of aggression.

d. Study Sources D and E.
How are the sources similar? Explain your answer. [5]

L1 Comparison based on topic 1m

Eg. Sources are similar as they are discussing about Russia sending missiles to Cuba.

L2 Comparison based on Issue, unsupported 2m - 3m

L3 Comparison based on issue, supported 4m-5m

Eg. Both sources are similar as they both are implying how USA is a cause for the conflict. This is supported by "We were vulnerable to attack at the Bay of Pigs initiated by the Americans" in Source D and "Everyone agreed that the American would not leave Cuba alone unless we did something" in E.

Eg. Both sources are similar as it seems to suggest that Cuba would not be able to deter the threat of USA without USSR's assistance and military aid. This is supported by "needed Russia's help" in Source D and "We had an obligation to protect Cuba's existence" in Source E.

e. Study all sources.

'USSR should take sole blame during the Cuban Missile Crisis'. How far do the sources support this judgement? Explain your answer. [8]

L1 Correct identification of sources without explanation or general discussion without specific discussion of sources 1m-2m

Award 2m if all sources are correctly identified.

Eg. Sources B and C support the judgement while Sources A, D, E do not as they blame USA. Source F on the hand does not issue any blame.

L2 Support or does not support, 3m-5m

Does not Support

Eg. Source A does not support as the cartoonist blames Kennedy or USA for over-reacting to the placing of the missiles in Cuba. This is shown by him looking annoyed, when the small branch with the label Cuba has crept beyond the fencing to his backyard. His intolerance of such Soviet Act, despite earlier having placed missiles in Turkey escalated the conflict

Eg. Source A does not clearly solely blame USA or USSR. It seems to suggest both are at fault. But the sheer size of the branches representing size and number of US bases seem to suggest a greater threat posed to USSR by US actions. This is in comparison to the smaller Cuban branch, the other act of provocation by USSR.

Support

Eg. Source C supports this as John F Kennedy is suggesting that the Cubans had become "captive people of Cuba". He is also insinuating that the Cubans leaders such as Castro were under the negative influence of Khrushchev within his plan to make use of Cuba by placing missiles there.

L3 – 2 sides of L2, 6m-7m

L4 – L3 + evaluation of sources using contextual knowledge

Section B: Structured Essay Questions [20 marks]LORMS for 2(a), 3(a) and 4(a)

- L1 Writes about topic but without focus on the question** [1-2]
Award 1m for each detail, to a maximum of 2 marks.
- L2 Describes the given factor, OR identifies/ describes other factor(s)** [3-4]
Award 3m for describing the given factor OR identifying / describing other factor(s)
Award 4m for both
- L3 Explains the given factor OR other factor (s)** [5-8]
Award 5 marks for an explanation, and additional marks for any supporting detail, to a maximum of 8 marks

LORMS for 2(b), 3(b) and 4(b)

- L1 Assertions lacking valid contextual knowledge** [1]
- L2 Describes the topic without answering the question** [2-3]
- L3 Agrees with the hypothesis and Explains one** [4-7]
Award 4m if given factor not explicitly discussed
- L4 Explains both sides** [8 – 10]
Award 6-7m for one weak explanation of each side
Award 8-9m for one good or two weak explanations of each side
Award 10m for two good or three or more explanations of each side
- L5 L4 answer + Conclusion that judges Importance of the impact of the hypothesis** [11-12]
Award 11m for conclusion that makes judgement of hypothesis or alternative to be of greater importance
Award 12m for conclusion that makes judgement of hypothesis based on consequences in the long-run / larger context

SECTION B: SEQ

2(a) Explain Hitler's abilities which enabled him to rise to power in Germany. [8m]

Good Oratorical skills and utilizing the German problems

Eg. Hitler was a good public speaker. He has charisma and he is able to win people over with his speeches. Eg Hitler's abilities were the reasons he came to power. Hitler was an excellent speaker and charismatic leader who addressed the problems of the people. He told them what they wanted to hear. He promised to bring back order to Germany and make the country great again. With this, it was only natural that the Germans would choose Hitler to power as they were desperate for someone to rise up to solve their pressing and dire economic / social problems.

Reorganisation of party

Ability to organize the party. His ability to reorganize the party into different sections made the Nazi party more organized. After the abortive Munich Putsch of 1923, he decided to use legal means to come to power and concentrated his efforts on reorganising the party so that he could win power through elections. He set up branches of the Nazi Party in different parts of Germany, created a youth movement to get the support of the young and arranged large public meetings to attract new members. All these brought him more support and made him the most attractive candidate when the situation in Germany turned for the worse during the Great Depression.

2(b) "The Germans were contented with Hitler's rule." Do you agree? Explain your answer. [12]

Agree

I agree that the Germans were contented under the rule of Hitler. Under Hitler's rule, unemployment rate reduced from 6 million in 1933 to below 1 million in 1939, as new jobs were created. He introduced the National Labour Service that employed jobless people in government building projects like schools, hospitals and highways. The civil service was also expanded to provide thousands of administrative jobs. He also reintroduced conscription that provided many men jobs and that triggered the creation of factories to develop weapons that also provided jobs for the Germans. Hence the provision of jobs meant that the Germans would have an income to spend on their daily

necessities. There is an improvement in their living standards. The Germans were contented as their bread and butter issues were being met.

Disagree

Eg. I disagree that the Germans were contented under the rule of Hitler. Not all young people were happy with the Nazi regime. Some girls were unhappy with the emphasis on the three Cs (Church, children, cooker) as it restricted their pursuit in professional occupations like being Doctors. Their unhappiness was seen in them forming the Edelweiss Pirates who grew up rejecting the Nazi youth culture, drinking and dancing to American jazz and 'swing' music that Hitler disregarded. In Cologne in 1944 they sheltered army deserters and even attacked the Gestapo, a clear sign of rebellion and discontentment under Hitler's rule.

3(a) Explain how the Nazi-Soviet Pact and Appeasement policy led to the outbreak of war in Europe. [8m]

Eg. The Nazi-Soviet Pact was a key reason for the outbreak of war. The Pact allowed Hitler to carry on his plan to invade eastern Europe while avoiding a war on two fronts. Stalin also wanted the Pact to secure his borders as attempts to reach an agreement with Britain had not materialized. The Pact thus gave Hitler the confidence to carry out his annexation of Poland and at the same time be prepared to take on the British and French on the Western front when they retaliate (as he knew they might not tolerate another act of German aggression). The Pact also for a short time prevented the Britain-France-USSR alliance which would otherwise seriously threaten Hitler's quest for Poland. Thus, the Pact allowed for another major violation of European peace and increased the chances of War.

Eg. The British policy of appeasement also laid a foundation that led to WWII in 1939. Thinking that he could negotiate with Hitler to keep peace in Europe, the British and French prime ministers did nothing when Hitler strategically flouted clause after clause of the TOV between 1935 and 1938, namely, reintroduction of conscription, remilitarisation of the Rhineland and union with Austria. When Sudetenland was negotiated and 'given' to Hitler without him even firing a shot, Hitler was emboldened to test the Allied Powers once more by invading Czechoslovakia. Again, the Allied powers did not take punitive action. This lack of reaction by the Allies made other European countries doubt if they would ever try to stop Hitler. In the case of Hitler, the appeasement policy encouraged Hitler to take bigger and bigger risks until in the end, things got too far out of hand and inevitably made Hitler unstoppable in planning his next conquest - Poland. Furthermore, since Germany had become stronger militarily since 1935, it probably did not bother Hitler too much even if the Allies were to stop him from invading another European country as by then, Hitler had become so confident of success. Therefore, the policy of appeasement indirectly increased the likelihood of WWII.

3(b) 'USA's entry into the war was the sole factor responsible for the eventual defeat of Germany during World War 2.' Do you agree? Explain your answer.

[12]

Eg. Even though USA aided the Allies in the war against Germany and Italy before her official entry in the war through loaning or selling of military equipment, escort roles and other financial aids, it was only in the early December 1941 when USA entered the war which ultimately boosted the Allies towards victory.

USA entered WWII formally when they declared war on Japan on 8 December 1941. This then led Hitler's Germany to declare war on USA as part of the Axis Powers Tripartite Pact. With the formal entry of the USA into the war, USA extended its participation and involvement in the form of ground troops, weapons and other military equipment. It also collaborated with the Allies in military strategies against the Axis Powers.

This was an important factor which led to Germany's defeat. With vast production capabilities and abundant supply of resources, USA was able to convert its factories for military production and armed the Allies at a faster rate than the Axis Powers. In addition, the entry of large American forces military personnel in the form of ground troops/soldiers and intelligence officers solved the Allied problems of military shortages and eventually contributed to the defeat of Germany.

Eg. The Soviet Union formed a military alliance with Britain on 12 July 1941 to formally enter the war on the sides of the Allies when Germany broke the Nazi-Soviet Pact and invaded them on 22nd June 1941. During the early months of the war, Soviet suffered large casualties as they were unprepared and unable to cope with the German's Blitzkrieg tactics. Among the damages suffered were approximately 4 million casualties. Their tank and air forces were also almost destroyed. The Soviet Union eventually managed to gain the upper hand through strong resistance from Soviet troops. The bitter Russian winters in 1941-1942 gave the Soviet Union time to reorganize its army as well as rebuild its economy and military production. It gained greater advantage over Germany with American Lend-Lease aid from 1942 onwards.

Among some of the military re-strategising and reorganization included delegating control of the Red Army to more competent generals. Incompetent generals and retreating or fleeing soldiers were eliminated. This thus in turn made the Soviet forces a greater resistance for the German forces.

The Soviets also reorganized troops along German military lines. Together with better communication among the Soviet forces and greater production of new weapons and equipments during the harsh winter made the Soviets a better fighting unit which eventually resulted in the defeat of about 80 percent of the German forces on the Eastern Front.

Other Allied resistance efforts

eg. The British also remained resilient in resisting Nazi aggression. During the Battle of Britain, Britain's resources were dangerously overstretched. Hitler's attacks on the

British shipping and coastal defences, airfields and radar installations further weaken the British Royal Air Force (RAF). However, the RAF was given some breathing space to quickly repair their airfields and radar systems when Hitler began his preparations for the invasion of the Soviet Union and so, the threat of an invasion of Britain subsided. The constant German bombings further strengthened the morale and resolve of the British. The rebuilding of airfields and radar systems of the RAF had cost Germany a chance to achieve air supremacy and delayed chances of a German invasion on Britain, thus stretching Germany's resources and manpower. As a result, German troops became weaker and eventually, they lost out in the war.

Germany's weaknesses and miscalculations

eg. Germany was defeated in World War due to their weaknesses and miscalculations. Germany's decision to invade Russia was due to Hitler's underestimation of the kind of defences the Soviet forces could put up. The Nazis expected another blitzkrieg but failed to consider difficulties like the cold Russian winter as well as the sheer size of Russia. Half of Germany's best troops were sent on this operation which used up much of Germany's precious resources. Hitler was obsessed with defeating the Communists and refused to allow his troops to retreat. So, by the time German and Russian troops resumed fighting at Stalingrad, the German troops were unable to provide resistance as they were suffering from exhaustion and low morale. As a result, they could not fight the Allied troops and compete with them effectively. This major defeat at Stalingrad marked the turning point for Germany as they headed down the road of defeat as the German troops gradually became weaker due to prolonged exhaustion and low morale.

4(a) Explain the problems and benefits which Marshall plan brought.

[8m]

Eg. Marshall Plan was part of US's containment policy. By providing economical aid to poor European nations, poverty can be averted and the chances of the spread of communism is thus greatly diminished. This meant that the Marshall Plan could help in US's fight against communism, and enable the US to maintain her post as the dominant power. At the same time, US could be recognised for doing something to help out the less fortunate. Thus, the Marshall Plan was beneficial for the US, as it portrayed US in a very compassionate light as well as safeguard her interests in her fight against communism.

The Marshall Plan upset the US budget. When it was first implemented, \$400 million was put aside to fund it. At the end, \$13 billion was spent on the delivery of aid across Europe in cash and kind. This over-expenditure was a drain on the US economy. The money could have been used to help ease the social and economic problems in the US instead. Thus, the Marshall Plan was not beneficial for the United States.

When the Marshall Plan was introduced, its intention was to provide aid to Europe, so as to lessen the probability of the countries turning to Communism as a solution to their

poverty. USSR refused to join and told its satellite states not to take aid. This created more tension between USSR and US. In retaliation to the Marshall Plan, USSR set up COMECON, providing aid to the communist states. This further fuelled the Cold War between USSR and US. Thus the Marshall Plan was not beneficial to the US as it worsened her relationship with USSR.

4(b) 'USA was to take the greatest blame for the outbreak of the Korean War during the 1950s.' Do you agree? Explain your answer. [12m]

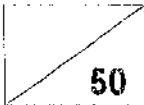
USA together with UN was to blame

Eg. USA together the United Nations' decision to intervene in the Korean War was a grave mistake. During the Cold War, USA being the strongest country, had great influence over the decisions set by the UN. The UN troops led by General MacArthur who was an American not only intervened and pushed the North Korean troops out of South Korea, they went overboard as the UN troops crossed the 38th parallel and even went on to invade North Korea. Thus, USA should shoulder the most blame as this move of advancing all the way to the Yalu River provoked China when it saw the UN troops as a threat to its security. As such, it led to the increase in tension in Korea and the escalation of the conflict as Chinese troops joined the North Korean troops to push the UN troops back to the 38th parallel.

Disagree

Eg. USA should not be sholdering the most blame. In fact, it should be North Korea which should be blamed. The United Nations' decision under the leadership of US to intervene in the Korean War was simply a reaction. The United Nations was an international organisation formed to maintain peace after World War II. After WWII, Korea was divided at the 38th parallel which was supposed to be temporary as free elections would be held soon. Thus, there was a need for the UN to intervene and stop the aggressive North Korean troops from invading South Korea as the North Korean troops had no right to take over and unify the whole of Korea by force. This would then send a clear warning to other aggressors that the UN, unlike the weak League of Nations in the past, was determined to use all methods to prevent war and maintain world peace. Hence, UN's intervention in Korea was merely to protect South Korea and to prove its credibility and thus US and UN should not be blamed in the Korean War.

Name : _____ () Class : _____



Parent's Signature



**DAMAI SECONDARY SCHOOL
MID-YEAR EXAMINATION 2014**

Secondary Four Express

COMBINED HUMANITIES

Paper 3 The Making of the Contemporary World Order (1900-1991)

2204/03

Tuesday 6th May 2014

8.15 am - 9.55 am

1 hour 40 minutes

READ THESE INSTRUCTIONS FIRST

Write your full name, register number and class on all the work you hand in.

Write in dark blue or black pen.

You may use a soft pencil for any rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

Section A

Answer all parts of Question 1

Section B

Answer one question.

Write all answers on the answer papers provided.

At the end of the examination, fasten all your work securely together.

The number of marks is given in the brackets [] at the end of each question or part question

This question paper consists of 5 printed pages including this page.

[Turn over

Section A (Source-based Case Study)

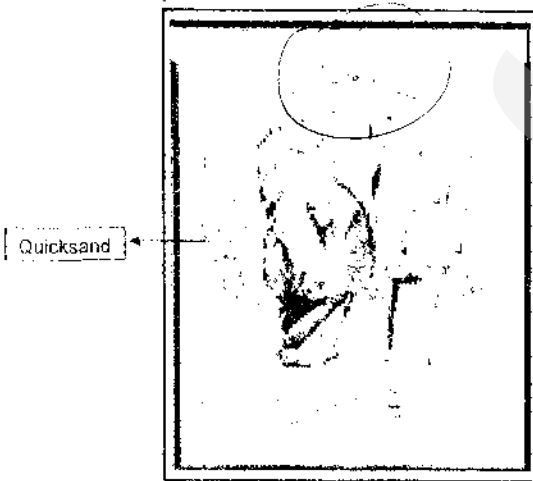
Question 1 is compulsory for all candidates.

Study the sources carefully and then answer all the questions. You may use any of the sources to help you answer the questions, in addition to those sources that you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

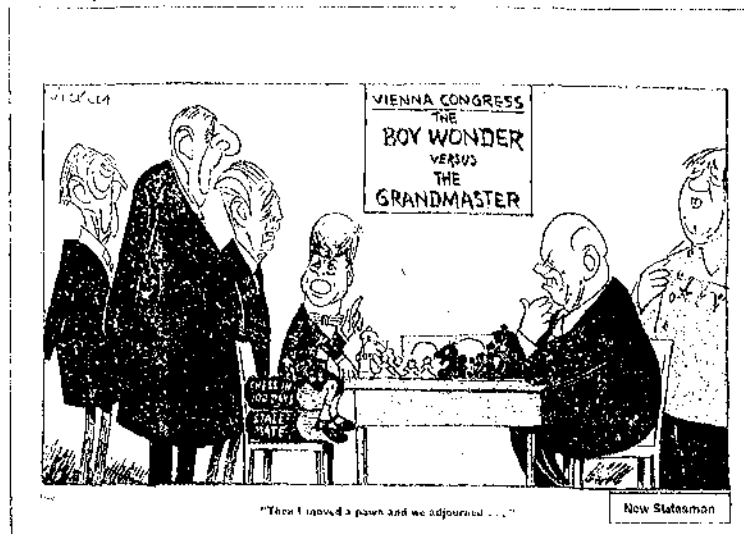
- 1 (a) Study Source A.
What was the message of this cartoon? Use the source and your own knowledge to explain your answer. [5]
- (b) Study Source B.
Why was this cartoon published in Britain? Explain your answer. [5]
- (c) Study Source C & D. *→ just cartoons.*
How far would Source C support Source D? Explain your answer. [6]
- (d) Study Source E.
Are you surprised by this source? Explain your answer. [6]
- (e) Study all sources.
'Kennedy's leadership was responsible for the Cuban Missile Crisis.'
How far do these sources support this judgement? Explain your answer. [8]

Was Kennedy's leadership responsible for the Cuban Missile stand-off?

Source A: A cartoon in 1961 showing Kennedy and Khrushchev during the Cold War



Source B: A British cartoon published in a major newspaper *The Evening Standard* in 1962



Source C: A history website analysis on the Bay of Pigs invasion.

The purpose of the invasion was to replace the new Castro regime in Cuba with one that was friendly to America. Yet, Kennedy wanted the attack to appear Cuban led so as to avoid implicating America... This was a key event which drove Castro into the arms of the Soviets and set the stage for the Cuban Missile Crisis.

Source D: A 1963 speech by Khrushchev on American role leading to the Cuban Missile Crisis.

The imperialists reckoned on the geographical remoteness of Cuba from the socialist countries allowing them to utilise their overwhelming military superiority in this area and attack the Cuban people and wipe out their revolutionary gains. As everyone is aware the American imperialists are no greenhorns when it comes to suppressing the liberation struggle in Latin America and other areas of the world... The extent of the danger threatening Cuba as a result of the treacherous actions of the aggressive forces of American imperialism has become even clearer. At that time, the aggressive circles in the United States took steps which brought mankind to the brink of world thermonuclear war.

Source E: Anita Snow's article during the commemoration of the Cuban Missile Crisis in 2002. Snow is a reporter for the Associated Press, the world's largest news-gathering organization.

Castro Blames Khrushchev for Crisis

President Fidel Castro said on the eve of the 40th anniversary of the Cuban missile crisis that Soviet Premier Nikita Khrushchev helped create the conflict by misleading President Kennedy - indicating that there were no nuclear weapons on the communist island.

Castro's comments, which came in an interview with ABC's "20/20" program, coincided with a conference here bringing together Cubans and Americans who played roles during the real life Cold War drama. ABC, which will broadcast the interview Friday, made the transcript public Wednesday.

"He believed what Khrushchev told him," Castro said during the interview, conducted this week in Havana. "Therefore, Kennedy was misled. That was a very big mistake on the part of Khrushchev ... one that we opposed vehemently." But misleading Kennedy, the Cuban president said, "was his main ... flaw."

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End of Paper

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- Source A: http://pcc.gsu.edu/~jschick/initial_sources_page1.htm
Source B: <http://www.fishbase.org/bloqpost.asp?201204/fish%20news%20album%20band%20and%20rain>
Source C: <http://www.thetribcaytoday.com/fin-e-w-fish-in-middle-of-sea>
Source D: <http://alibarnet.us/2012/04/28/fishsearch-wiki/press/20120428+2>
Source E: <http://www.1010.com/2012/04/28/fish%20news%20album%20band%20and%20rain>

4

1

The message was that USA and USSR were in an unrelenting rivalry that this would likely characterize their future relation even though it is harmful to themselves. The tension can be seen in the two leaders staring each other down and ignoring the state they were in. The fact that they were knee-deep in quicksand that would slowly sink them did not even perturb either one showing that such an attitude will bring them into danger in time. (5m)

- | Level | Descriptor | Marks |
|-------|--------------|-------|
| L1 | Content only | [1] |

The two leaders were standing in quicksand challenging each other

- Le. makes valid comments interpreting the cartoon but misses the main message of the source.

The message is that the two leaders were not giving in to the other. (2m)

L3 Identifies the main message of the cartoon [4-5]

Award the higher mark in the level for more fully-developed answers

The message was that USA and USSR were in an unrelenting rivalry that this would likely characterize their future relation even though it is harmful to themselves. The tension can be seen in the two leaders staring each other down and ignoring the state they were in. The fact that they were knee-deep in quicksand that would slowly sink them did not even perturb either one showing that such an attitude will bring them into danger in time. (5m)

6

- b) Study Source D.
Why was this cartoon published in Britain? Explain your answer [5]

Question target: Inference of purpose

Level	Descriptor	Marks
L1	Message <i>Award 1m for answers based on surface details</i>	[1]

To show that Kennedy and Khrushchev were competing against each other during the Cuban Missile Crisis.

- L2 **Context – because of what was going on at that time** [2-3]
Award the higher mark in the level for more fully-developed answers.

To show that during the Cuban Missile Crisis, the two leaders were not evenly matched. This is conveyed in the fact that Kennedy was described as Boy Wonder yet his adversary, Khrushchev was The Grandmaster. (3m)

- L3 **Purpose – because of the intended outcome, impact on the audience** [4-5]
Award the higher mark in the level for more fully-developed answers.

To convince the British public that the Kennedy's inexperience and his seemingly naïve attitude led to the confrontation with USSR during the Cuban Missile Crisis (4m)

To convince the British public that the stalemate during the Cuban Missile Crisis was due to Kennedy's inexperience and his seemingly naïve attitude when relating to USSR. Kennedy was shown as a young boy (Boy Wonder) who was taking on a big threat (the Grandmaster – Russia's Khrushchev). Yet, he was not prepared for the confrontation as seen in him sitting on his booster seat of "how-to" books and his casual remarks on his next move in the game of chess that the two powers were engaged in. This would make the British public angry with Kennedy's cavalier attitude and pressure their government not to support the US in the Cold War confrontation

- c) Study Sources C & D.
How far does source C support Source D? Explain your answer. [6]

Question target: Comparison of sources

Level	Descriptor	Marks
L1	Support/ Does not support based on undeveloped content	[1]

The sources support each other as they blamed America for the Cuban Missile Crisis.

OR

Source C did not support Source D in showing that America was acting with imperialist intentions.

- L2 **Support &/ Does not support explaining reasons from the content** [2-4]
Award 2m for a weak answer, 3m for a well-supported answer on one perspective. Award 4m for answers explaining both perspectives.

Source C supported Source D as they both showed that it was America's actions that drove USSR to be involved in Cuba. Source D showed that America was threatening Cuba shown in "the extent of the danger threatening Cuba as a result of the treacherous actions of the aggressive forces of American imperialism" causing USSR to come to the defence of the revolutionaries. Similarly, Source C supported this idea as the Bay of Pigs invasion by America was "a key event which drove Castro into the arms of the Soviets." Hence, both sources supported each other in showing that US aggression intimidated Cuba and brought an alliance with USSR.

OR

Source C did not support Source D in showing who was behind US actions. Whilst Source D gave the impression that the American government and people (described as aggressive circles in the United States) were united in trying to suppress revolutionaries in Cuba and other Latin American countries, Source C in contrast pinned the responsibility on President Kennedy specifically as seen in "Yet, Kennedy wanted the attack to appear Cuban led so as to avoid implicating America."

- L3 **Does not support based on explanation of perspective/purpose** [5-6]
Award the higher mark in the level for more fully-developed answers.

Source C does not support Source D in terms on the purpose. Source D was trying to blame the crisis on USA by vilifying it as a 'bullying' imperialist which turned against "socialist countries" by "attacking them and wiping out revolutionary gains" in Cuba. It suggested a planned action in suppressing the "liberation struggles" in all these Communist-friendly countries. This was done because Khrushchev was speaking after the end of the crisis in which USSR under his leadership were seen as the losers for having to remove the missiles so he wanted to show how USSR got involved to nobly check the unfairness and aggression of USA.

In contrast, Source C did not support this as it was not so bent on creating an image of America as a villain. As a History website it was more objective in admitting that America did have its fair share of missteps such as the Bay of Pigs debacle and how it tried to present US involvement yet it fell short of labeling America as "imperialists." It presented US actions as part of their self interest in cultivating friendly governments in other countries. Hence, since the purpose of Source C was to give an assessment of the situation, it did not support Source D

- d) Study Sources E.
Are you surprised by this source? Explain your answer. [6]

Question target: Reliability of sources

Level	Descriptor	Marks
L1	<p>Yes/No: identifies content without explanation</p> <p>I am not surprised that the Cuban Missile Crisis commemoration will interest major news agency like the Associated Press.</p> <p>OR</p> <p>I am not surprised that Castro blamed Khrushchev for the crisis.</p>	[1]
L2	<p>Yes -- because of the contrast with what was expected</p> <p>I am surprised that people were commemorating the crisis in 2002, many years after it was over.</p>	[2]
L3	<p>Yes OR No, explained by cross-reference to contextual knowledge or other sources</p> <p><i>Award the higher mark in the level for more fully-developed answers.</i></p> <p>I am surprised that Castro denied that there was ever any nuclear weapon in Cuba during the crisis. This is surprising as that would mean that the high tension during the Cuban Missile Crisis was all for nothing if there was no nuclear weapon at all. This was supported by my contextual knowledge which detailed how aerial shots over Cuba by US spy plane on 15 October 1962 revealed that there were images of missile sites in Cuba hence prompting for the EXCOMM to be immediately convened resulting later in an ultimatum being issued to USSR in Cuba, starting the crisis as we know it today. Hence, it is surprising that such a serious confrontation was a result of Khrushchev "misleading President Kennedy."</p> <p>OR</p> <p>I am not surprised that Castro blamed Khrushchev for the crisis. Castro may want the world to remember that he was not as responsible as Khrushchev for the biggest threat that the world faced in terms of a nuclear war even asserting that misleading Kennedy was "opposed vehemently" by Cuba putting the blame squarely on Khrushchev. This was supported by Source D where Khrushchev was shown as openly meeting the challenge USA posed to Cuba. Cuba was shown more as a victim of US aggression and needed to be saved by USSR likening the situation depicted in Source E where USSR was shown as deliberately taking action to mislead US causing the crisis hence it was USSR's action and fault that caused the crisis.</p>	[3-4]

L4 No – evaluates Source E

Award the higher mark in the level for more fully-developed answers.

I am not surprised that Castro blamed Khrushchev for the crisis. Castro may want the world to remember that he was not as responsible as Khrushchev for the biggest threat that the world faced in terms of a nuclear war even asserting that misleading Kennedy was “opposed vehemently” by Cuba putting the blame squarely on Khrushchev.

Furthermore, Castro has a vested interest in divorcing himself from the blame in the Cuban Missile fiasco. He must not want to continually incur the wrath of a more powerful neighbor in USA and be remembered as the villain. This could also be an attempt to absolve Cuba of blame to improve ties with US which has yet to lift the trade embargo imposed on Cuba since the Cuban revolution to help Cuba's economy.

[5-6]

e) Study all the sources.

'Kennedy's leadership was responsible for the Cuban Missile Crisis.'
How far do these sources support this judgement? Explain your answer.

[8]

Question target: Evaluation of sources

Level	Descriptor	Marks
L1	Writes about hypothesis, no valid source use	[1]

Kennedy, being a young and inexperienced President over-reacted causing the Cuban Missile Crisis.

L2	Yes OR No, supported by valid source use	[2-4]
----	---	--------------

Award 2m for one Y or N supported by valid source use, and an additional marks for each subsequent valid source use up to a maximum of 4m.

Agreement:

Source A – showed that Kennedy's leadership marked a stubborn refusal to reduce tension with Khrushchev even if it leads to dangerous outcome for themselves.

Source B – showed that it was his inexperience and lack of knowledge that caused the stalemate that characterized the crisis.

Source C – showed Kennedy's manipulative leadership in the way he wanted the world to perceive the Bay of Pigs invasion. Whilst it was a US-led movement, he wanted the world to see it as a response from Cuban revolutionaries and not US.

Source D – showed that US imperialism under Kennedy's leadership prompted USSR to come to the defence of Cuba causing the crisis later.

Disagreement:

Source E – USSR was the one blamed for its duplicity in misleading US to believe that there was a real threat in the presence of nuclear weapons in Cuba. Kennedy was not seen as over-reacting in its response so his leadership was not to blame for the crisis.

L3	Yes AND No, supported by valid source use	[5-8]
----	--	--------------

Award 5 marks for one Y and N supported by valid source use, and an additional mark for each subsequent valid source use up to a maximum of 7m.

Both sides of L2

For L2 and L3, award a bonus of up to 2m (+1/+1) for use of contextual knowledge to question a source in relation to its reliability, sufficiency etc. The total mark for the question must not exceed 8m.

[8]

However, since Source D was written through Khrushchev's lenses, it is not reliable in showing that US under Kennedy's leadership was acting aggressively to exert its imperial ambition over Cuba and Latin American countries. In fact, his exaggerated rhetoric of a power-hungry America was biased and unfair hence it cannot show that Kennedy's leadership should be blamed for the crisis.

Marking Scheme for SEQ

2. This question is about the establishment of peace after World War I.

(a) Explain why the Germans hated the Treaty of Versailles. [8]

L1 Describes the event (Treaty of Versailles) [1 - 2]
Award one mark for each detail, to a maximum of 2 marks.

eg The Treaty of Versailles was signed in 1919 after the war ended.

L2 Identifies or describes factors [3 - 4]
Award 3 marks for identification without description.
Award 4 marks for a detailed description.

eg The treaty stipulated that Germany was not supposed to have a big army, navy or airforce.

L3 Explains factors [5 - 8]
Award 5-6m for one explained factor. Award 7-8 marks for two explained factors

Military Restrictions

The Germans disliked the Treaty of Versailles due to its call for German disarmament. To prevent Germany from starting another war, the treaty ordered the disarmament of German forces to 100,000 men. Germany was allowed to have a very limited navy to defend its vast coastline & was forbidden to have an air force. This incurred German hatred as Germany had a once-proud military tradition & prided itself on its powerful army. Taking away their army from them was like delivering a blow to their national pride & was a source of humiliation for them. Hence they hated the treaty.

OR

Alternative factors:

War Guilt clause

Many Germans hated the Treaty of Versailles because of the war guilt clause. The clause stated that Germany was to be blamed for starting the war & was to pay large amount of war reparations set at 6.6 billion pounds to the Allies. This was a cause for hatred in many Germans as they felt that it was unfair to blame them for the cause of the war. Many Germans felt that they didn't strike the first blow in the war as it was a Serbian & Austria-Hungarian conflict which started it. Germany only joined later to aid their Austria-Hungarian allies. Many Germans thus felt that paying an obscene amount of reparations was a gross injustice & hated the Treaty as a result.

OR

Loss of territories

The Germans also hated the Treaty as it caused them to lose territories. In order to compensate the countries that were devastated during the war, large chunks of German territories were given away to the victorious Allies countries. This caused German hatred as much of the lands given away were rich industrial areas which could potentially generate profits for Germany & help it recover from the war. Another source of consternation was the detachment of East Prussia from the main Germany by the Danzig Corridor. Many Germans were cut off in East Prussia as a result, incurring a sense of hatred in many Germans who were split from their friends & family. Thus, the Germans felt that they were bullied by the Allies and thus, hated the Treaty of Versailles.

- (b) 'German recovery in the 1920s was due to the loans extended by the United States.' How far do you agree with this statement? Explain your answer. [12]

L1 Writes about the topic, but without focus on question [1 - 2]
Award one mark for each detail, to a maximum of 2 marks.

Germany's economy in the 1920s was reeling from the effects of the harsh TOV term.

L2 Explains Yes OR No [3 - 6]
Award 3 marks for an explanation and further marks for additional reasons or supporting details for reasons, up to a maximum of 6 marks.

Agree

US loans – Dawes Plan 1924 and Young Plan 1929

The Dawes plan in 1924 was made in response to the economic crisis in Germany. USA offered financial aid to Germany to end hyperinflation and pay reparations. In addition, the Dawes plan also negotiated for lower reparation payments with a more flexible time schedule to complete the payment. The Young Plan in 1929 further reduced the reparations to a third of the original amount and the repayment period was extended as well. The provision of these financial assistance meant that Germany could embark on reconstruction programmes to provide employment for the people. With employment and income, the people could purchase necessities and other products and helped the economy to recover and grow.

Disagree:

Work of Gustav Stresemann

Gustav Stresemann brought a new era of leadership to Germany helping it recover. His able statesmanship in making peace with Germany's wartime enemies by signing the Locarno Treaty with them managed to put Germany on better terms and avoid a crushing punishment for Germany each time they were unable to meet the treaty terms. In fact, it was due to him that US was willing to extend loans to Germany that created jobs and helped the economy to regenerate.

Admission of Germany into the League of Nations

It was because of Germany's acceptance into the League of Nations that helped Germany to be accepted by the countries in the world as an equal member rather than be vilified as an aggressor of the first world war. With this entry, Germany was able to establish diplomatic and economic ties with other countries which helped in its recovery.

L3 Explains Yes AND No [7-10]
Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks

L4 Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'How far?' [11-12]

Award the higher mark in the level for more developed answers.

As level 3, but indicates the role of the factors in bringing about recovery.

I agree to a certain extent that the loans from US helped in German recovery. I felt that the key to German recovery lay in the hands of Chancellor Gustav Stresemann rather than the loans extended by the US. It was due to his strength of character and his efforts to improve Germany's standing in the eyes of the world that Germany recovered. Because of his role in signing the Locarno Treaty, he recovered the trust that Germany lost during WWI hence prompting other countries to be more accepting of Germany to the point that

US extended 2 loans to Germany during his tenure believing that Germany would be able to service the loan under his able leadership. It was also due to him that Germany was admitted into the League of Nations boosting its international image and spurring its recovery hence, the loans were less instrumental in turning the tide for Germany as compared to Stresemann's role.

3. This question is about Hitler's dictatorship in Germany.

(a) Explain why Hitler succeeded in becoming Chancellor in 1933. [8]

L1 Describes the event (1933 election) [1 - 2]
Award one mark for each detail, to a maximum of 2 marks.

Hitler became Chancellor after the Nazis won the 1933 elections.

L2 Identifies or describes factors [3 - 4]
Award 3 marks for identification without description.
Award 4 marks for a detailed description.

Hitler's eloquence OR effects of the Great Depression OR system of proportional representation.

L3 Explains factors [5 - 8]
Award 5-6m for one explained factor Award 7-8 marks for two explained factors

Given factor:

Hitler's eloquence - He was a charismatic speaker who was able to stir in his audience a wide range of emotions. People would listen to him talk for hours and support him because he seemed to understand their problems. When Hitler launched into passionate speeches about how Germany was betrayed during WWI and promised solutions to the peoples' problems, he found many in the audience identifying with him. This support would later translate to votes during the elections.

Other factors:

Effects of the Great Depression - The Great Depression helped Hitler secure power. USA recalled their loans to Germany, thus cutting off the supplies of money which helped German economy stabilize in the 1920s. This led to an economic collapse and hyperinflation which wiped out the people's savings leaving 6 million people unemployed. The Germans were bitter about the inept government as they felt that it was the second time the Weimar government was unable to respond satisfactorily to a crisis. Hence, they desired extreme solutions such as those promised by Hitler.

System of Proportional Representation - The flaws of the political system allowed Hitler to capitalize and gain the position of Chancellor. Firstly, it allowed multiple parties to be represented in the parliament, thus making it hard to gain an overall majority. Coalition governments collapsed frequently, causing frustration amongst the people who desired strong leadership. The Nazi party capitalized when they gained the most votes in 1933 but failed to gain a clear majority. Rivals such as the Centre Party & the Communist Party refused to form a coalition, paving the way for the Nazis to seize the initiative by forming their own coalition with the Nationalist Party.

Accept also other plausibility: Fear of communism; Death of Stresemann; German politicians thinking they could control Hitler

(b) 'Hitler's absolute control over Germany was achieved because of his effective propaganda.' How far do you agree with this statement? Explain your answer. [13]

L1 Writes about the topic, but without focus on question [1 - 2]
Award one mark for each detail, to a maximum of 2 marks.

Hitler ruled Germany with an iron hand such that he had absolute control over the people.

L2 Explains Yes OR No [3 - 6]
Award 3 marks for an explanation and further marks for additional reasons or supporting details for reasons, up to a maximum of 6 marks

Agree:
Propaganda

Propaganda was a major tool used to ensure Nazi success in controlling people. The Nazi Party controlled access to all media and information, e.g. radio, magazines, books, films, etc. This ensured that people could only listen to Nazi ideas & aims, thus accepting them readily. Key ideas were propagated daily through the media and education, such as the superiority of the Aryans, inferiority of the Jews, loyalty to Hitler and a sense of belonging to Nazi Germany. This helped mould the minds of the people and secure their absolute obedience.

Disagree:
Use of Fear

Hitler and the Nazis also utilised fear to exert control over Germany. The party had established networks to spy on everyone, at work, at school and even at home. Blockwarte reported activities on the streets, while the SS and Gestapo had powers to arrest anyone and banish them to concentration camps without right of trial. This caused people to live in great fear as they had no idea who would report them. The fear held them in check and ensured that Hitler had absolute power over his people.

Success in reducing unemployment

Hitler knew that a strong economy was crucial in winning the support of the people and sustaining his army. The Nazi Government introduced public work projects on a massive scale to provide jobs for large numbers of people. Through rearmament which required workers in factories and military conscription, and the sacking of Jews or anti-Nazis from the Civil Service, more jobs were created. By 1939, unemployment was reduced from 6 million to 250, 000. This made Hitler immensely popular with the Germans, affording him absolute control.

Other methods to establish control: Restricting religious influences through an official Reich Church; Social manipulation - creating the ideal Aryan race; Nazi Youth groups, persecution of Jews & other undesirable minorities.

L3 Explains Yes AND No [7-10]
Award 7 marks for an explanation of Yes and an explanation of No and further additional reasons or supporting detail for reasons, to a maximum of 10 marks.

Both sides of L2

- L4 Level 3 plus reaches a balanced conclusion based on an explicit consideration of 'How far?' [11-12]

Award the higher mark in the level for more developed answers.

As level 3, but indicates the role of the factors in bringing about absolute power.

It must be said that whilst propaganda did play a part in securing absolute obedience for Hitler, the presence of opposition groups in Germany, albeit suppressed, showed that propaganda does not secure absolute loyalty of the people. A great proportion of ordinary Germans in the initial years were very willingly supportive of Hitler for his ability to turn the economy around by providing them with jobs and reversing the downward spiraling economy. This was the reason why ordinary Germans became increasingly desensitised to the harsh ways and policies adopted by Hitler to achieve his ends later making the propaganda even more effective in securing their unquestioned support. Hence, I support the statement to a certain extent only.

The End

Name: _____ Register Number: _____ Class: _____



南橋中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION 2
SECONDARY 4 EXPRESS

For Marker's Use

Combined Humanities

2204/03

Paper 3 Elective History

07 May 2014 (Wednesday)

08.00 hour – 09.40 hour

1 hour 40 minutes

READ THESE INSTRUCTIONS FIRST

1. Write your name, register number and class on the Question Paper and Answer Script.
2. Answer all questions in Section A and choose 1 from Section B.
3. Answer all questions on the writing paper provided.
4. Write your answers in a neat and legible manner using only black or dark blue pen.
5. Do not use correction fluid.
6. Marks will be deducted for illegible handwriting.

The number of marks is given in brackets () at the end of each question or part question.
The total marks for this paper is 50.

Signature: Mr. Dalvey Neo

This paper consists of 6 printed pages including the coverpage.

Section A: Source-Based Case Study

Question 1 is compulsory for all candidates

Study the Background Information and the sources carefully and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 (a) Study Source A.

Why was this source published? Use the source and your knowledge to support your answer. [5]

- (b) Study Sources B and C.

Does Source B prove that Source C is wrong? Explain your answer. [6]

- (c) Study Source D.

Are you surprised by Source D? Use the source and your knowledge to support your answer. [5]

- (d) Study Source F.

Is Source F a fair assessment of President Kennedy? Use the source and knowledge to support your answer. [6]

- (e) Study all the sources.

"President Kennedy should take a larger responsibility for the Cuban Missiles Crisis". How far do these sources support this view? Use the source and your knowledge to support your answer. [8]

Did the USA play a greater role in the escalation of Cold War tension?

BACKGROUND INFORMATION

In December 1961, Fidel Castro, President of Cuba, declared himself a Marxist-Leninist and established a new communist party along Soviet lines and formed a formal alliance with the USSR. This was, in large part, in reaction towards two failed American attempts, Bay of Pigs invasion and Operation Mongoose, at overthrowing and assassinating President Castro. In exchange of USSR military protection against future American attacks, President Castro allowed the USSR to build missile sites in Cuba to produce nuclear missiles which were within firing range of America. As a result of this, President Kennedy launched a naval blockade all around Cuba and prohibited ships carrying nuclear weapons or materials to enter Cuba and also demanded that USSR dismantle these nuclear sites but this was rejected by President Khrushchev. For a period of thirteen days, the world held its breath while the two superpowers faced each other.

Source A A cartoon published at the time of the Cuban Missile Crisis. It predicts that Kennedy and Khrushchev will end up in hell after destroying the world.



Source B Khrushchev's letter to Kennedy, 27 October 1962.

Our purpose has been and is to help Cuba, and no one can challenge the humanity of our motives aimed at allowing Cuba to live peacefully and develop as its people desire. You want to relieve your country from danger and this is understandable. However, Cuba also wants this. ... Your rockets are stationed in Britain and in Italy and pointed at us. Your rockets are stationed in Turkey. You are worried over Cuba. You say that it worries you because it lies at a distance of 90 miles across the shores of the United States. However, Turkey lies next to us.

Source C President Kennedy justifying American's naval blockade of Cuba in 22 October 1962.

Acting ... in the defense of our own security and the entire Western Hemisphere, ... I call upon Chairman Khrushchev to halt and eliminate this clandestine, reckless, and provocative threat to world peace and to stable relations between our two nations. I call upon him further to abandon this course of world domination ...

Source D Thousands of American university students demonstrating against USA's naval blockade during the Cuban Missile Crisis



Source E John Lewis Gaddis, regarded as the "Dean (Leader) of Cold War Historians", commenting on America's role in the Cuban Missile Crisis

Kennedy's foreign policy, such as the Bay of Pigs, "set in motion the series of events that would, within a year and a half, bring the world to the brink of nuclear war." Indeed, without ... the Bay of Pigs invasion, the (naval) blockade of Cuba, and the missiles installed in Turkey and Western Europe, the Cuban Missile Crisis would never have occurred.

Source F President Kennedy's obituary in the British newspaper.

President Kennedy will be remembered as the President who helped to bring the thaw* in the Cold War. This was always his aim but only after Cuba did he really act. That crisis left its mark on him; he recognised how frightening were the consequences of misunderstandings between East and West.
*gradual normalization of relations

Section B: Structured-Essay Questions

Answer one question

2 This question is on Outbreak of WWII in the Asia Pacific

- (a) Explain how the desire for equality and need for resources led to Japan's aggressive foreign policy in the 1930s. [8]
- (b) "The outbreak of WWII in the Asia Pacific was the result of the American foreign policy towards Japan". How far do you agree with this statement? Explain your answer. [12]

3 This question is on the Cold War

- (a) Explain how the USA and the USSR both played a part in causing the Cold War. [8]
- (b) "Gorbachev cannot be blamed totally for the failure of his reforms". How far do you agree with this statement? Explain your answer. [12]

END

Copyright Acknowledgements:

- Source A: William Elias Papas © The Guardian.
Source B: <https://www.marxists.org/archive/khrushchew/1962/10/27.htm>
Source C: Public Papers of the President of the USA, John F. Kennedy, 22 Oct 1962
Source D: <http://www.cpcml.ca/Tmld2013/D43034.htm>
Source E: <http://thepoliticalpixie.wordpress.com/2013/04/14/how-itk-almost-destroyed-the-planet-the-cuban-missile-crisis/>
Source F: The Guardian, November 1963.

Nan Chiau High School
Elective History
Preliminary Examination 2
Suggested Answer Scheme

- 1(a) Study Source A.
Why was this source published? Use the source and your knowledge to support your answer. [5]

L1	State the Message directly	1
	<i>It predicts that Kennedy and Khrushchev will end up in hell after destroying the world.</i>	
L2	State the Context – because of what was going on	2-3
	<i>Kennedy and Khrushchev were pushing each other nearer to a nuclear war which will lead to the death of millions (2) and they don't seem to know the extent of the danger from their care-free and even joyful facial expressions as portrayed in the source (3)</i>	
L3	State the Purpose – intended outcome and impact on audience	4-5
	<i>This source was published to create the awareness for its readers of the danger created by Kennedy and Khrushchev in the CMC. (4) By highlighting how both leader will still be smiling even when they end up in hell, the cartoonist is trying to get the readers support to condemn the actions of both leaders in the hope of averting a nuclear war (5m)</i>	

- 1(b) Study Sources B and C.
Does Source B prove that Source C is wrong? Explain your answer. [6]

L1	Yes / No – Without explanation	1
L2	Yes – Highlighting the differences between B & C	2
	<i>Khrushchev is defending his involvement in Cuba in B while Kennedy is criticizing USSR's involvement in C.</i>	
L3	Yes / No – Cross-reference to contextual knowledge / other sources	3-4
	<i>Yes – L2 + based on my contextual knowledge, Cuba allowed USSR to place missiles there as a form of protection against the USA especially after the Bay of Pigs invasion and Operation Mongoose where the latter tried to overthrow and assassinate Castro (3). Also when cross-reference to Source E, Kennedy is actually the one blamed for bringing the world to the brink of nuclear war (4.)</i> <i>No – Based on contextual knowledge, Khrushchev really did secretly transport nuclear missiles to Cuba and did not want the USA to know (3). Also, when cross-reference to Source F, Kennedy has been credited in bringing the thaw in the Cold War, therefore diffusing the tense relationship between the 2 powers (4).</i>	
L4	Yes / No – Evaluates both sources	5-6
	<i>No – Source C is a letter written by Khrushchev to Kennedy and it will definitely be defensive and justifies USSR's actions (5). In the context of Cold War, USSR's action of placing nuclear missiles in Cuba was not merely to protect Cuba from USA but more importantly as a deterrent against USA (6).</i>	

- 1(c) Study Source D.
Are you surprised by Source D? Use the source and your knowledge to support your answer. [5]

L1	Yes / No	1
L2	Yes / No – Based on source content <i>Yes – because these are American university students demonstrating against their own government's action.</i> <i>No – because the USA naval blockade was an aggressive step which was a step closer towards a nuclear war and it is only logical that there were objections and demonstrations against it.</i>	2
L3	Yes / No – Explained by cross-reference <i>Yes – because in Source C, Kennedy is blaming Khrushchev for his provocative threat to world peace and yet the American university students are demonstrating against their own government; Source F also gave credit to Kennedy for his role in thawing the Cold War</i> <i>No – because in Source E, Kennedy's foreign policy was blamed for bringing the world closer to a nuclear war.</i>	3-4
L4	Yes – Evaluates the source <i>Yes – As university students, they probably have listened to the rationale of their government and Kennedy on the need to act against USSR aggressive actions in Cuba and logically should support their own government. However, the photo shows them actually doing the exact opposite of demonstrating against their own government.</i>	5

- 1(d) Study Source F.
Is Source F a fair assessment of President Kennedy? Use the source and knowledge to support your answer. [6]

L1	Yes / No	1
L2	Yes + provenance only <i>Yes because the assessment is one provided in the British newspaper so there is objectivity</i>	2
L3	Yes / No + Cross-reference <i>Yes because it is mentioned in the obituary that Kennedy only really acted "after Cuba", meaning after USSR placed nuclear missiles in Cuba. The Background Information also states that Kennedy only launched a naval blockade after Castro allowed the USSR to build missile sites within firing range of America. And Kennedy prohibited ships from carrying nuclear weapons into Cuba and demanded USSR to dismantle the nuclear sites.</i> <i>No + Source A shows disapproval of Kennedy, predicting that he will end in hell for playing a part in nuclear war really took place. Source D also showed that thousands of American university students protest against USA's naval blockade. Source E criticized Kennedy for his actions that escalated the CMC</i>	3-5
L4	Yes + Evaluation of source <i>The source is fair being it is at the same time objective. While giving credit to Kennedy in thawing the Cold War, the source also subtly attributed some fault and blame to him as well by acknowledging that the CMC "left its mark on him", meaning it tainted Kennedy's foreign policy somewhat. And the source also at least mentioned that Kennedy also played a part in creating the misunderstanding between East and West.</i>	6

1(e) Study all the sources.

"President Kennedy should take a larger responsibility for the Cuban Missiles Crisis". How far do these sources support this view? Use the source and your knowledge to support your answer. [8]

L1	Writes about hypothesis without valid use of source <i>Most of the sources show that Kennedy should take a larger responsibility OR Most of the sources show that Kennedy should not take a larger responsibility</i>	1
L2	Yes OR No with valid use of source Award 2 marks for one Yes or No supported by valid source use and an additional mark for each subsequent valid use up to a maximum of 4 marks <i>Yes, Sources A portrays Kennedy ending up in hell for destroying the world in his role of a nuclear war. Likewise, Source C shows that the actions of Kennedy brought about much disapproval and protests from his own American university students. The historian in Source E also attributed much blame to Kennedy for a series of actions he took.</i> OR <i>No, Source A showed that Krushchev is portrayed as sharing half the blame for his role in a potential nuclear war. Kennedy in Source C also highlighted that the manner in which Krushchev secretly installed missiles sites in Cuba was a "provocative threat to world peace". The British papers in Source F actually credited Kennedy for bringing the CMC to a closure.</i>	2-4
L3	Yes AND No	5-7
L4	L3 + an evaluative conclusion	8

2 This questions is on Outbreak of WWII in the Asia Pacific

(a) Explain how the desire for equality and need for resources led to Japan's aggressive foreign policy in the 1930s. [8]

L1	Describes Japan's aggressive foreign policy in the 1930s <i>Japan's aggressive foreign policy aimed to create a Greater East Asia Co-Prosperity Sphere where it hoped to dominate the whole of East and Southeast Asia. This also meant the Japanese wanted to get rid of the Western influences and control that still existed.</i>	1-2
L2	Identifies or describes factors Award 3 marks for identification without description Award 4 marks for detailed description <i>Japan desired equality because it wanted to be treated like an equal among the Western powers and they needed resources to keep its economy going (3).</i> <i>The Japanese had experienced racial segregation and discrimination in America both socially and economically and this continued after WW1 in during the Paris Peace Conference in 1919 and Washington Naval Conference in 1921. There was also shortage of land and problem of overpopulation in Japan itself (4).</i>	3-4
L3	Explain factors Award 5-6 marks for 1 explained factor. Award 7-8 marks for 2 explained factors. <i><u>Desire for equality:</u> Despite its role in helping the Allied Powers during WW1, Japan continued to experience discrimination in the form of PPC in 1919 where the Western powers refused to unanimously support a racial equality clause to be included in the covenant of the LON and WNC in 1921 where Japan was made to reduce her naval strength more than USA and Britain (5). These made the Japanese realized that the only way to get equality and respect from the Western powers and to keep Japan's strength comparable to these western counterparts was to pursue an aggressive foreign policy of dominating other countries (6)</i> <i><u>Need for resources:</u> Japan was experiencing an economic crisis internally due to overpopulation (from 45 million in 1900 to 64 million in 1930) and shortage of arable land. This in turn resulted in a shortage of rice in Japan. The Great Depression also aggravated the situation because western countries increased restrictions and taxation on Japanese goods (7). An aggressive foreign policy will allow Japan to acquire more territories and resources to relocate its growing population as well as feed its people (8).</i>	5-8

- (b) "The outbreak of WWII in the Asia Pacific was the result of the American foreign policy towards Japan". How far do you agree with this statement? Explain your answer. [12]

L1	Describes the outbreak of WWII in the Asia Pacific without focus	1-2
	<i>The Japanese attack on Pearl Harbour is regarded as the first step in the outbreak of WWII in the Asia Pacific (1). The Japanese had hoped that the attack on PH will be enough to weaken the USA so that Japan can then embark on its expansion southwards to SEA (2).</i>	
L2	Explains Yes OR No	3-6
	<p><i>Yes: American foreign policy changed from an isolationist one to one that was essentially to check the Japanese powers and ambition in the East (3). Besides cancelling trade treaties with the Japanese, the Americans also placed restrictions on Japanese trade with the USA (4). The Americans also imposed a trade embargo on Japan where they stopped selling important raw materials like steel and fuel to the Japanese (5). The American punitive foreign policy towards the Japanese, therefore, drove the latter to secure these essential raw materials elsewhere in order to sustain their expansionist policy (6).</i></p> <p>OR</p> <p><i>No: The outbreak of WWII in the Asia Pacific was brought about by Japan's need for raw materials in order to sustain its expansionist policy which had started in the late 19th century (3). Japan's desire to be an equal amongst the western powers by invading countries and building empires started in the 19th century with the First Sino-Japanese War in 1894 and in the early 20th century with the Russo-Japanese War (1904) and the annexation of Korea in 1910 as well as the Second Sino-Japanese War in 1931 (5). The ineffectiveness of the LON to check Japan's aggression also contributed to the Japanese decision to start the war in Asia Pacific in order to secure the raw materials it needed (6).</i></p>	
L3	Explains Yes AND No	7-10
	L3 + a balanced conclusion	11-12

3 This question is in the Cold War

- (a) Explain how the USA and the USSR both played a part in causing the Cold War. [8]

L1	Describes the Cold War	1-2
	<i>The Cold War was a period of time where the USA and USSR, who were the 2 most powerful countries in the post-war period, were competing with each other for ideological dominance in the European sphere as well as beyond it.</i>	
L2	Describes factors Award 3 marks for identification without description Award 4 marks for detailed description	3-4
	<p><i>USA: In competing with the USSR for ideological dominance in Europe, USA took steps and measures to limit or reduce the spread and influence of communism by the USSR. This was also carried out in order to protect USA's economic and security needs. Where the USSR were concerned, they were convinced that the USA wanted to exert its democratic-capitalist ideals to the rest of Europe at the expense of USSR's communist model, they too took steps to exert their dominance (3).</i></p> <p><i>USA: In limiting the USSR influence and dominance, the USA carried out a Containment Policy which included the Truman Doctrine and Marshall Plan that were aimed at encouraging western countries to reject USSR communism model through military and economic assistance</i></p> <p><i>USSR: In order to strengthen their hold on western countries under their influence, USSR established a ring of satellite states and thereafter also set up the Cominform and Comecon in order to further unite and strengthen these communist states (4).</i></p>	
L3	Explain factors Award 5-6 marks for 1 explained factor. Award 7-8 marks for 2 explained factors.	5-8
	<p><i>USA: Containment Policy primarily consisted of 2 strategies, Truman Doctrine and Marshall Plan. In Truman Doctrine, USA offered economic and military assistance to Greece and Turkey in order to encourage them to reject the communist model. Following the TD, USA introduced the Marshall Plan where economic and military assistance were promised to all European countries including countries that were already under the influence of communist USSR (5). USA's aggressive approach, especially the MP where it even targeted countries that were already under USSR communist influence, did much to antagonize the USSR and led them to adopt an equally aggressive approach to counter whatever the Americans were doing, this, therefore, strained the relationship even more and escalated the hostility between the 2 powers (6).</i></p> <p><i>USSR: In its attempt to exert its sphere of influence and control in the west, USSR established a ring of satellite states around it. This was viewed as an attempt to expand communist influence by the USA. Subsequently, in response to USA Containment Policy, the USSR also formed the Cominform to unite all the communist states in Europe so that collectively, they are stronger to keep the democratic-capitalist ideals at bay and to cease communication between the democratic and communist countries (7). And to further that, the Comecon was also set up to coordinate trading among only the communist states. This was done so that there is no tie with the democratic states at all (8).</i></p>	

(b) "Gorbachev cannot be blamed totally for the failure of his reforms" How far do you agree with this statement? Explain your answer. [12]

L1	Describes the failure of Gorbachev's reforms without focus	1-2
	When Gorbachev became the President of the USSR in 1985, he realized the existing system and structures within the USSR were not working (1). He identified the command economy and the military expenditure as the underlying causes of the Soviet problem (2).	
L2	Explains Yes OR No	3-6
	<p><u>Yes:</u> Gorbachev's solution comprised of 2 initiatives, Glasnost and Perestroika. Both primarily encouraged decentralization and citizenry participation as a whole to reform, modernize and develop the USSR economy and USSR as a whole. Glasnost which is 'openness' basically encourages freedom of speech and expression and removal of censorship in order to encourage citizens to speak their mind where reforming the economy and society as a whole were concerned and Perestroika (3). Unfortunately, the majority of the citizens embraced glasnost to criticize the government and blame them for the state they were in especially when compared to their western counterparts; these eventually led to protests and demonstrations, demanding the government to be brought down (4).</p> <p>Where Perestroika which means 'restructuring' was concerned, this was a series of political and economic reforms that aimed to modernize and develop the political system and economy through encouraging greater citizenry interests, ideas and participation like entrepreneurship and private business ownership (5). Unfortunately, under Perestroika, the communist government still retained control over the means of production such as trucks and tractors and many officials continued to be corrupted where it was concerned. The effort put in to improve the agricultural infrastructure such as roads were still inadequate to support these initiatives. Very soon the citizens also lost hope in these new initiatives and criticisms against the government increased (6).</p> <p><u>No:</u> Although Glasnost and Perestroika did not lead to the intended outcome, these were not the wrong measures to help develop the USSR. Gorbachev's reforms failed not because of the reforms themselves but rather the deeply entrenched system that the USSR had for decades. The command economy had been in place since Stalin's era and this has caused the entire economy to be stagnant for decades (3). The government made all the decisions and the ground level people can only carry out what they are supposed to do after they received instructions from the government and many times, these instructions would be quite belated and as a result even necessities were insufficient for the citizens (4).</p> <p>The government's emphasis on military manufacturing and financial support for the satellite states also taxed the economy very heavily at the expenses of the livelihood of the citizen (5). The years of stagnation led the citizens to lose faith in the communist government and left them with nothing but disillusionment and a silent desire to get rid of them (6).</p>	
L3	Explains Yes AND No	7-10
L4	L3 + a balanced conclusion	11-12