

# **MARKSCHEME**

**November 2004**

**HISTORY**

**Higher Level and Standard Level**

**Paper 1**

*This markscheme is **confidential** and for the exclusive use of examiners in this examination session.*

*It is the property of the International Baccalaureate and must **not** be reproduced or distributed to any other person without the authorization of IBCA.*

**SECTION A**

**Prescribed Subject 1 The USSR under Stalin, 1924 to 1941**

*These questions relate to Stalin's foreign policy in relation to Germany. The accompanying sources are on pages 2 to 4 in the Source Booklet.*

1. (a) **According to Source A, why did the USSR and Germany work together on military matters?** [3 marks]

Comprehension of Source A will tell candidates that the two countries were regarded as outcasts, USSR for its communism and Germany for allegedly causing the First World War. The USSR, which was technologically backward, wanted to learn from Germany about developing weapons, *etc.*, and Germany wanted to develop her weapons *etc.*, in secret.

Award [1 mark] for each valid point made and slightly developed, to a maximum of [3].

- (b) **What message is portrayed in Source B?** [2 marks]

Source B is a Soviet cartoon. Candidates could observe that the first message is that Hitler is dangerous (knife), secondly he is emerging, (getting out of the cradle), helped by the western powers (the four figures). The date is given as 1933, this could be commented upon. Thirdly there are currency symbols on the figures; this could suggest that the West hoped for financial gain.

Do not expect all the above, but award [1 mark] for each relevant observation, up to [2 marks].

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

2. **Compare and contrast the relations between the USSR and Germany in Source A with those in Source C.** [6 marks]

Source A contains material about the military cooperation of the two countries mainly in the 1930s. Source C is the Nazi-Soviet Pact of 1939.

**In comparison:** both record Soviet – German cooperation, both suggest amicable relations between the two countries, both mention or imply consultation between the two. Both had secret connotations, but the secret clause is not included in Source C.

**For contrast:** Source A is a written published account, Source C consists of the actual terms of official government documents. The collaboration reported in Source A was secret, Source C was published (apart from the secret clause that is not given here), and suggests more open, and closer relations between the two. Source A concerns military matters, Source C is directed (at least on the surface) towards peace. Source A was ongoing, Source C was for 10 years.

Do not demand all of the above. Award [1 mark] to a total of [6 marks] for each comparative point explained clearly. If only one document is discussed award a maximum of [2 marks] and if the two documents are discussed separately award [3 marks] or with excellent linkage [4 marks].

- 3. With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying Stalin's foreign policy in relation to Germany. [6 marks]**

Source D is an official source. Its origin was talks between the governments of the USSR and German Reich to make an official pact or agreement, to share out Poland, after they had defeated it. Its value is that it implies the successful outcome of the invasion of Poland by USSR and Germany, the collapse of the Polish state, noting the actual land division and recording the determination of both states to suppress any Polish insurrections. Its limitation is that it is not known if its clauses were implemented and if opposition continued.

Source E is a transcript of a radio broadcast by Stalin, thus its origin is a speech on the radio by Stalin. Its purpose was to rally the people in face of the invasion of USSR territory by German forces. Its value is that it can be accepted as what Stalin wanted to say and said (ignore remarks about translations *etc.*), that he wanted to warn of the dangers, rally the people, invoke a patriotic response, and suggest some practical measures. Its limitations are that as its purpose was to both allay fear and get the people to stand firm against the invaders, it might not have portrayed the situation as it was. It could be called propaganda. The date is also interesting, about 10 days after the invasion began.

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

4. **Using these sources and your own knowledge, analyse the changes in Stalin's foreign policy in relation to Germany up to 1941.** **[8 marks]**

Analyse suggests that in this mini essay, candidates should discuss Stalin's policies towards Germany, what they were, how they changed and why they changed.

Documentary material that could be used is:

- Source A            military cooperation between the two countries
- Source B            Stalin's opposition to Hitler
- Source C            the alliance between Hitler and Stalin in the Nazi-Soviet Pact, where the two former enemies agree not to join with another power to fight against each other
- Source D            the agreement to dismember Poland, again USSR and Germany acting together
- Source E            Stalin's furious reaction to the invasion of his country, in breach of the Nazi-Soviet Pact

Own knowledge, could include some comments on how the policies and actions of other states, especially those in Europe, affected Stalin's policies towards Germany. Appeasement would be relevant, and the suggestion that Stalin was driven into the Nazi pact after failing to get an alliance with Britain and France. Stalin's entry into the League of Nations and his fear of another invasion from the west, his policies towards Poland and Finland, could be made relevant, as would the large gulf between communism and the Nazis. Some candidates could discuss Stalin's possible refusal of warnings that Hitler was about to invade. There is no reason to go beyond the invasion.

Thus there is much material to use, so do not expect all the above, and credit other relevant material. If only source material or only own knowledge is used, the maximum mark that can be obtained is **[5 marks]**. For maximum **[8 marks]**, expect analysis, synthesis of source material and own knowledge, as well as references to the sources used.

**SECTION B**

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

*These questions relate to Mao Zedong’s (Mao Tse-tung) Hundred Flowers Campaign, 1956. The accompanying sources are on pages 5 to 7 in the Source Booklet.*

5. (a) **What does Source C reveal about Mao’s views of the “Hundred Flowers Campaign”?** **[3 marks]**

Mao maintains that the Hundred Flowers Campaign is not class-based and should be continued. Both the proletariat and the bourgeoisie can benefit from it. Mao then states that it is important that the people (masses) can distinguish beneficial ideas (fragrant flowers) from negative criticism (poisonous weeds). He then goes on to argue that the people should judge the differences between flowers and weeds by referring to the constitution, and finally Mao identifies some of the criteria by which this should be done.

There are four main points here – the campaign is not class based, the need to distinguish flowers from weeds, the basis for judgment is the Constitution, and an outline of the criteria. Award **[1 mark]** for any three of them but only award **[1 mark]** for the criteria, no matter how many are identified.

- (b) **What message is portrayed in Source B?** **[2 marks]**

The flowers represent new ideas and attitudes in China that are being allowed to flourish under the Hundred Flowers Campaign. As the campaign continues these flowers (new ideas and attitudes) are being seen by old-fashioned members of the Communist Party as being critical of the Party and Mao. They therefore attempt to destroy these flowers (new ideas and attitudes).

Award **[1 mark]** for the reference to new ideas and attitudes and **[1 mark]** for answers which indicate that the cartoon is published by the Chinese government which is being critical of “old fashioned” party members who are being over zealous and criticizing the Chinese people for having new ideas.

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

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

Source A clearly indicates that ideas and attitudes should be openly expressed (flowers blooming) and that different opinions are to be encouraged (schools of thought contend). It goes on to say that freedom of thought and debate are to be allowed, that criticism is to be encouraged, and that the focus of this should be art, literature and scientific research.

Source B initially supports Source A, the first part implying that different ideas and opinions are allowed. However, Source B indicates that “old fashioned” Party members opposed these new ideas.

Source E supports Source A by maintaining that Mao wanted criticism and that he genuinely did want the intellectuals and people to “think for themselves”. The second part of Source E reports a different view, that Mao became so convinced of the essential correctness of his own thought that he would find it necessary to suppress views with which he disagreed.

Award **[1 mark]** for each valid point, up to a total of **[6 marks]**. If only two sources are used award a maximum of **[5 marks]**. End-on description of the sources would probably be worth **[3 marks]** if the comparative element is only implicit, and **[4 marks]** with explicit linkage. If the linkage is excellent or detailed material is presented in a comparative framework **[5 or 6 marks]** could be scored.

7. **With reference to their origin and purpose, assess the value and limitations of Source C and Source D for historians studying events in China in the 1950s.** **[6 marks]**

Source C is a speech by Mao in 1957. Its purpose is twofold, firstly to indicate that the Hundred Flowers Campaign is an appropriate means of allowing criticism and should be continued after languishing in 1956, but secondly that this criticism should be confined to constructive comments based on improving China. Mao is attempting to redirect the Hundred Flowers and identify “rightist thinking”. Its value is that it indicates the direction that Mao wants China to move towards and can be seen as a clear statement of government policy. Its limitation is that it is more of a propaganda statement masking Mao’s real intentions to rid China and the Communist Party of those intellectuals and people who have been too critical to him and his regime.

Source D is an extract from a book based on interviews with refugees published in 1980. Its purpose is to demonstrate to the reader what daily life was like in China under Mao. The author has, however, only chosen accounts which are critical of the regime. Its value is that these are eyewitness accounts which indicate the narrators’ perceptions of why they were persecuted. The accounts do provide a snapshot of life in China. The limitations are that these interviews took place almost twenty years after the event, that the narrators themselves are political refugees and therefore have a particular point of view, and that the narrators may be trying to minimize their own role in the Hundred Flowers Campaign.

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



8. Using these sources and your own knowledge, how far do you agree with the statement, “Mao genuinely did want the intellectuals and people to think for themselves” (Source E)? *[8 marks]*

- Source A clearly indicates that people should think for themselves, but only in the fields of art, literature and scientific research.
- Source B shows that initially critical thought was to be allowed, but that this thought was to be later suppressed by “old fashioned” members of the Communist Party. It also links to the ideological shift in direction which Mao introduces in Document C. “Old fashioned” Party members should not be critical of new thoughts and ideas if those follow Mao’s intention for the Party to move in a different direction ideologically.
- Source C shows that critical thought is to be encouraged, but only if it follows that supported by Mao and the Communist Party. The Hundred Flowers Campaign should be continued.
- Source D maintains that anyone who criticized the Party was likely to be denounced even by their best friends, and was punished by the Communist Party.
- Source E argues that initially Mao did want critical thought but that this thought should only agree with what Mao himself believed. Source E states that Mao thought it impossible that any criticisms would not follow this direction.

From candidates’ own knowledge the debate is much more interesting. There are several schools of thought here. One is that Mao really did believe in allowing criticism to prevent the same situation happening in China that had occurred in Hungary in 1956. This argument maintains that Mao was also reacting to the de-Stalinisation speech by Khrushchev in 1956 and trying to redirect his socialist revolution in China. This accounts for his 1957 Speech. Another line of argument, popular in the West, was that the Hundred Flowers Campaign was really a trap. By allowing and exposing criticism Mao would be able to identify his enemies and eliminate them. This thesis can be supported by the results of the massive anti-Rightist campaign that followed in 1957. There is little doubt that, by 1957, the intellectuals had been silenced and popular democracy had been suppressed. Mao had suffered a defeat, and the established Communist party apparatus had benefited.

If only source material or only own knowledge is used, the maximum mark that can be obtained is *[5 marks]*. For maximum *[8 marks]*, expect argument, synthesis of source material and own knowledge, as well as references to the sources used.

**SECTION C**

**Prescribed Subject 3 The Cold War, 1960 to 1979**

*These questions relate to Nixon’s foreign policy of détente. The accompanying sources are on pages 8 to 10 in the Source Booklet.*

- 9. (a) According to Source A, what were Nixon’s objectives for his foreign policy? [3 marks]**

Nixon wanted recognition and to be remembered as a peacemaker. He was offering a conciliatory policy of “peaceful competition” and cooperation to the traditional adversaries of the USA and opening the possibilities to reduce the arms race.

*[1 mark]* for each relevant statement. If the candidate repeats the sentences in the paragraph only award *[1 mark]*.

- (b) What political message is portrayed in Source C? [2 marks]**

The cartoon implies that the United States is willing to participate in a “new game” that involves “a triangle” in which, up until this point, the Soviet Union and China are confronting each other. This is suggested by the triangular board in which the game is taking place and the careful concentration in the faces and movements of China and the USSR (a suggestion of the Sino-Soviet split). Nixon’s demeanor and the holding of the chips in his hands also suggest that he anticipates advantages from the Sino-Soviet confrontation.

Award *[1 mark]* for identifying a valid message and *[1 mark]* for explaining the features of the cartoon implying the message.

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

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

Source B states that the main reason for Nixon's policies is the need to withdraw from the Vietnam War with his policy of Vietnamization. Ambrose also argues that the strategy for achieving a "peace with honor" is to make use of both Moscow and Peking so they will not provide armaments to Hanoi. The policy of "linkage", suggested by Kissinger, implies withholding concessions or offering incentives to achieve its goal. In the author's view, for Kissinger the countries in Asia were "pawns" to move around in the "board of the great powers", and war was a "highly complex game in which the moves were made by Washington, Moscow and Peking".

Source C supports that view visually and by the implied message of the cartoon. Source D also supports the view of Nixon using concessions to one power to achieve his goals. The Joint Communiqué was a declaration of friendship between the US and China, without precedent in the policy of the US toward that country since its revolution, and a veiled warning to the Soviet Union about threats to China's sovereignty and interference in other countries.

If only two sources are used award a maximum of *[5 marks]*. End-on description of the documents would probably be worth *[3 marks]* if the comparative element is only implicit, and *[4 marks]* with explicit linkage. If the linkage is excellent or detailed material is presented in a comparative framework *[5 or 6 marks]* could be scored.

**11. With reference to their origin and purpose, assess the value and limitations of Source A and Source E for historians studying the period of détente. [6 marks]**

Source A is the speech made by Nixon in his first inauguration. Therefore it is a contemporary source and valuable as a direct statement of his intended policies. It is also valuable in that it shows a significant change in the direction of the US foreign policy of cooperation and conciliation with traditional adversaries. This speech is also valuable in that it shows that Nixon, with his reputation as a bitter anti-communist, would be the first president since the beginning of the Cold War able to advocate that approach without being labeled as "communist lover". Its limitations are that given the occasion of its delivery, Nixon will not convey all the reasons and strategies for what he intends to do.

Source E is from Kissinger's memoirs and as such a contemporary source. It is valuable in that he was the major creator of "linkage" and explains the rationale for his policies and discusses also some of the success in the process. Its limitations are that published after the resignation of Nixon and the collapse of détente, he might be trying to justify his actions and therefore not mentioning the limitations and eventual failure of the policies.

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

- 12. Using these sources and your own knowledge, explain what considerations prompted the United States, China and the Soviet Union, to improve their relations. [8 marks]**

Sources suggesting the reasons for the United States motivations include:

- Source A the desire of Nixon to reduce the arms race and to achieve cooperation and not more confrontation
- Source B shows the desire of the US to end the war in Vietnam with “peace and honor” and also the possible advantages of using the Sino-Soviet conflict as leverage for its purposes
- Source C confirms the perceptions of and strategies of the US
- Source D shows one of the major accomplishments of Nixon’s foreign policy: the opening of relations with China which implies not only leverage on the Soviet Union but also trading and opening of markets in a declining economy
- Source E shows the achievements of the SALT treaty and the cooperation with the Soviet Union. It also shows the US playing a significant role in the world stage, a concern that also motivated the policies of Nixon and Kissinger.

Sources suggesting the motivations for China

- Source C one of the main reasons for China was the conflict with the Soviet Union expressed in the cartoon
- Source D shows the achievement of one of the China aims: the support and friendship of the US against any possible aggression by the Soviet Union.

Own knowledge will elaborate about the economic conditions of the US; the perceived decline of US as world power; the challenge from the European policies and Ostpolitik.

Also own knowledge could discuss the reasons for the Soviet Union: a weak economy, challenges from within their own satellites and from China.

There is much material to use, so do not expect all the above, and credit other relevant material. If only own knowledge or source material is used, the maximum mark that could be scored is **[5 marks]**. For maximum **[8 marks]** expect explanation, synthesis of source material and own knowledge, as well as references to the sources used.

---