



MARKSCHEME

November 2005

HISTORY

Higher Level and Standard Level

Paper 1

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SECTION A

Prescribed Subject 1 The USSR under Stalin, 1924 to 1941

These questions relate to Stalin's cult of personality. The accompanying sources are on pages 2 to 4 in the Source Booklet.

- 1. (a) According to Source D why was Tsaritsyn renamed Stalingrad, but the name of Moscow was not changed? [3 marks]**

[1 mark] can be scored for a brief factual answer, that Tsaritsyn was renamed after Stalin because he served in that sector in the Civil War, but he declined to have Moscow renamed after him. A second mark for Tsaritsyn would be that it was felt necessary for Stalin's part in the Civil War to be exaggerated, hence the name change, and the third mark for the explanation that Stalin realised that ordinary party members appreciated his supposed modesty; Moscow to Stalinodar would have been counter-productive for his image.

- (b) What message is conveyed by Source E? [2 marks]**

[1 mark] for a comment about Stalin's claimed success of the first Five Year Plan, or a second for development of either the plan itself, e.g. USSR's need to industrialize, or other valid comment on the poster, e.g. some comments on the figures at the side, representing those who opposed Stalin's policies, their size and position in the poster compared to that of Stalin, etc.

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 views expressed about (a) Stalin and (b) Lenin in Sources A and C.

[6 marks]

Candidates are required to compare and contrast the sources rather than Stalin and Lenin, although some comparison and contrast of them may arise in doing this.

For comparison of Stalin: both Sources A and C state that his virtues were praised, and both indicate that he is revered. Both associate him with Lenin.

For contrast: Source A indicates that the praise, reverence, adulation *etc.* is unwarranted and uses it to imply criticism, and the reference to Lenin puts Stalin in a bad light, whereas Source C gives a full account of all Stalin's qualities and attributes, and intends it to be accepted as truth, and only refers to Lenin in order to highlight Stalin's greatness.

For comparison of Lenin: both appear favourable to Lenin.

For contrast: Source A explains Lenin's modesty, lack of pomp and ceremony, whereas the reference to Lenin in Source C is brief and implicit only, implying that his direction of large numbers of workers and peasants and his cause were remarkable achievements.

Do not demand all of the above. If only one source is discussed award a maximum of **[2 marks]**. If the two sources are discussed separately award **[3 marks]** or with excellent linkage **[4 to 5 marks]**. For maximum **[6 marks]** expect a detailed running comparison/contrast.

3. **With reference to their origin and purpose, assess the value and limitations for historians studying Stalin’s cult of personality, of Source B and Source D**

[6 marks]

Source B

Origin: a speech, delivered to the Seventh Congress of Soviets (a large and important gathering of Communists) in 1935.

Purpose: to praise Stalin, and thus keep himself in favour, at a time when dissident writers were being persecuted.

Value: it reveals the adulation that Stalin was receiving, and the length people, including writers, would go to remain in favour.

Limitations: it was a public speech, saying what the speaker wanted his audience to believe were his views, thus the views expressed may not have been either the speaker’s genuine views of Stalin or true.

Source D

Origin: it is a relatively recent (1997) book, published in Great Britain, written by a respected historian.

Purpose: to inform its readers of Russian history in the twentieth century.

Value: is that it would have been researched, (and should include released material from Soviet/Communist archives), after the end of the Cold War. It is written by an historian, so informed analysis and detailed references would be expected.

Limitations: could be that it covers the whole of the twentieth century, so details of Stalin’s cult could be limited, and it needs to be examined for references, sources consulted and used, *etc.*

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 limitations, in their assessment.

4. **Using these sources and your own knowledge, analyse the results of Stalin’s cult of personality.** **[8 marks]**

Material for results from the sources could include:

- Source A** Outward show, posters, statues *etc.*, association with Lenin, Stalin’s public appearances, indicate the “presence” of Stalin all over the USSR and his use of Lenin’s name to aid his rule.
- Source B** Implicit idea of the necessity for writers and others to praise Stalin, or they would suffer. Congresses *etc.* turned into adulatory sessions.
- Source C** Contemporary Soviet/Russian books reveal state-sponsored cult of personality.
- Source D** Stalin’s craving for adulation, distortion of Stalin’s position prior to his regime resulted in pro Stalin films, renaming of towns/cities *etc.* after him, necessity of having a figurehead, for stability in Soviet Russia.
- Source E** Use of posters when communications and literacy were not universal, the attribution to Stalin of all benefits and achievements. Stalin’s portrait was always large and others were small.

Own knowledge could develop material touched upon in the sources, and perhaps name books, poems, music *etc.* written in his praise. A description could be given of other posters, photographs (some altered), and the large processions, *e.g.* on May Day.

The results of Stalin’s fears and insecurity were that those who refused to comply with the cult could be sent to concentration camps or executed. Finally a conclusion could be reached about the overall effect of the cult on the regime and the future of the USSR.

Do not expect all of the above and credit other relevant material. If only source material or own knowledge is used, the maximum mark that can be obtained is **[5 marks]**. For maximum **[8 marks]**, expect argument, synthesis of 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 industrial developments in the first Five Year Plan. The accompanying sources are on pages 5 to 7 in the Source Booklet.

5. (a) Why according to Source B was there labour unrest in Spring 1957? [3 marks]

Source B attributed the strikes and other forms of labour unrest to the following: as a part of a national labour protest; social strains which implicitly are linked to poor welfare/living conditions; dislike of the bureaucratic attitude of local Communist party officials; hang-over from the Civil War; dislike of the new socialization of industry.

Award **[1 mark]** for each appropriate and well explained reason, up to **[3 marks]**.

(b) What message is conveyed by Source E?**[2 marks]**

Award **[1 mark]** for development of the idea of successful cooperation as expressed in the poster, and/or pleasure in receiving one of the benefits of the Five Year Plan (electricity). Award **[1 mark]** too for pointing out the importance of electricity in the Five Year Plan/Mao's industrial achievements.

6. Compare and contrast the nature of the change from a capitalist to a socialist economy as expressed in Sources A and D. [6 marks]

For comparison: both Sources A and D suggest moderation; both show how previous owners retained some interests, rights and profits; both show that nationalization took place; both say something about light industry.

For contrast: Source A emphasizes heavy industry, Source D is about a woollen factory; Source A refers to plans being agreed in the 1954 Constitution, Source D does not; Source A notes Soviet help and involvement, Source D does not; Source A mentions Five Year Plans, Source D does not. Source D explains how the former owner still lives in his house, Source A does not; Source D mentions government investment, Source A does not.

To conclude both basically agree on government methods, policies *etc.* but Source A gives general details whilst Source D reports the case of one former factory owner.

Do not demand all of the above. If only one source is discussed award a maximum of **[2 marks]**. If the two sources are discussed separately award **[3 marks]** or with excellent linkage **[4 to 5 marks]**. For maximum **[6 marks]** expect a detailed running comparison/contrast.

7. **With reference to their origin and purpose, assess the value and limitations for historians studying industrial developments in the Five Year Plan, of Source C and Source E.** **[6 marks]**

Source C

Origin: a speech by an important party member at an all-China Trade Union Congress.

Purpose: to give information about the outcome of the Five Year Plan, and to prove its success.

Value: as Liu Shaoqi was an important party and government figure, involved in industrial development (candidates should infer this from the fact that he is addressing an important congress, even if they do not know anything about him), his statistics and conclusions should be useful.

Limitations: as a pro Communist/government/Mao figure he could be presenting the party line and exaggerating success.

Source E

Origin: a contemporary propaganda poster by a named artist produced in a large print run, of 10 000.

Purpose: to instruct, educate, and win support for Mao's government: it could also be said that the purpose of the artist was to obtain favour from Mao or his government.

Value: the poster tells us something about the Five Year Plan, *e.g.* that electricity was part of it, but it probably is more useful as a representative of Chinese poster art and propaganda and its use by Mao in a large population much of whom was illiterate, or did not have access to other media for information. Its style could also be commented upon.

Limitation: it is a propaganda poster, and therefore its message is one that Mao's government wanted to be spread widely.

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 limitations, in their assessment.

8. **Using these sources and your own knowledge, analyse in what ways and with what success Chinese industry was transformed into a socialist economy.** **[8 marks]**

Source A For in what ways, moderate take over of private industry, preparation for three years before implementing Five Year Plan, obtaining agreement in Constitution in 1954, learning from Soviet model.

Success – only implicit.

Source B Ways, only implicit in large number of factories, enterprises, *etc.*

Success – this source largely points out problems and lack of success, so should be used fully to counterbalance success.

Source C Ways, increasing production of raw materials, power, and finished products many of them new and concerned with transport, through Five Year Plans.

Success, gives statistics for increased production and glories in modernizing of industry.

Source D Ways, using former capitalists' expertise, then nationalizing industry "moderately".

Success, by taking over former capitalists' factories, *etc.* and retaining their support.

Source E Ways, getting popular support by improving standard of living with electricity.

Success, implicit with the happy looking children and adults.

Own knowledge

This could include more detail of industrial development, some criticism of high-handed methods, and especially details of Soviet involvement, *e.g.* there were more than 150 Soviet run projects, mainly in the interior which was previously devoid of industry. At least 10 000 Russian advisers, technicians *etc.* worked in China during the 1950s, and more than 25 000 Chinese studied in the USSR.

Success will need to be critically addressed from own knowledge. Candidates should know that success was obtained by the Five Year Plan, but because of Soviet withdrawals following the Sino-Soviet split and Mao's policies of The Hundred Flowers and Great Leap Forward, much of the success of the Five Year Plan was soon lost, and not regained until more than twenty years later.

Do not expect all the above material, but for the top marks, answers must show analysis as well as knowledge. If only source material or own knowledge is used, the maximum mark that can be obtained is **[5 marks]**. For maximum **[8 marks]**, expect argument, synthesis of 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 Soviet-Cuban relations between 1962 and 1968. The accompanying sources are on pages 8 to 10 in the Source Booklet.

9. (a) **According to Source C, what gave Castro the confidence to stand up to the Soviets in the mid-1960s?** **[3 marks]**

Balfour says Castro has a new sense of confidence stemming from several factors – the Sino-Soviet split, the lukewarm support being given to the North Vietnamese by the Soviets and the Chinese, the success of the North Vietnamese in resisting US forces, the possibility of being part of a third alignment, and his own prestige among Third World nations and in some sections of Western public opinion.

Do not expect all of the above. Award **[1 mark]** for each sensible suggestion, up to a maximum of **[3 marks]**.

- (b) **What message is conveyed by Source A?** **[2 marks]**

Castro, shortly after the end of the Cuban Missile Crisis, is still angry that a settlement has been reached without him and that rockets were not launched at the US. The Soviets, represented here by Khrushchev, have seemingly moved beyond the crisis, and are celebrating a new achievement in space, ignoring Castro's anger.

Award **[1 mark]** for a clearly stated message and **[1 mark]** for development, or **[2 marks]** for this message clearly stated.

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. Compare and contrast the views of Soviet-Cuban relations expressed in Sources C and D.

[6 marks]

For comparison: both sources point out that Cuban policy and Soviet policy have their differences during the time period. While showing that Castro differed with the USSR, both sources point out that he did so carefully. Source C says, for example, that Castro was careful not to get too close to the Chinese. Both sources also show that the Soviets needed the Cubans, Source C pointing out Cuba's value to the Soviets as a positive influence for socialism in the Third World, with Source D only implying Soviet need for Cuba.

For contrast: Source C emphasizes why Castro is assertive and bases its explanation on diplomatic reasons. Source D is more focused on economics. Source D also suggests that the Cubans need the Soviets more than the other way around. Source D is more focused on economic dependency.

Do not demand all of the above. If only one source is discussed award a maximum of **[2 marks]**. If the two sources are discussed separately award **[3 marks]** or with excellent linkage **[4 to 5 marks]**. For maximum **[6 marks]** expect a detailed running comparison/contrast.

11. With reference to their origin and purpose, assess the value and limitations for historians studying Soviet-Cuban relations in the 1960s, of Source B and Source E.

[6 marks]

Source B

Origin: transcript of an interview Nikita Khrushchev gave after being ousted from power in 1964.

Purpose: to record his memories of his years in office and in this case, of the Cuban Missile Crisis. He is also possibly trying to make his own actions seem less irresponsible or provocative.

Value: lies in the fact that Khrushchev was one of the principal players in the crisis and that it gives his impressions of Fidel Castro.

Limitations: include that Khrushchev does not have access to state papers since he has been deposed and that his memories may be selective or self-serving. We also do not have Castro's "rebuttal" to Khrushchev's version of the conversation.

Source E

Origin: part of an official speech given by Fidel Castro discussing the situation in Czechoslovakia.

Purpose: to explain why the Cuban government is not condemning the Soviet invasion of Czechoslovakia.

Value: lies in the fact it shows that Castro is clearly having difficulties with his decision. He acknowledges that supporting the USSR's actions will upset some people and that the invasion has been tragic for the people of Czechoslovakia. Yet it also shows his continuing desire to do his part for worldwide socialism.

Limitations: other motives are not discussed. Since the speech is public and intended to be seen and heard by the Soviets, Castro's exact personal feelings are not explicitly stated.

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 limitations, in their assessment.

12. Using these sources and your own knowledge, explain the changing nature of Soviet-Cuban relations between 1962 and 1968. *[8 marks]*

Materials from the sources:

- Source A** The cartoon shows Castro's anger about the settlement of the Missile Crisis. It shows that the Soviets have moved on to other concerns and are ignoring Castro's resentment.
- Source B** This source reinforces the cartoon, showing Castro's position versus the view of Khrushchev.
- Source C** Balfour discusses the strain between the two countries and Castro's assertiveness toward the USSR. It also mentions his influence in the Third World, a factor which the Soviet Union could not ignore.
- Source D** By 1966-67 the Soviets are playing a game of "polite blackmail" with the Cubans, trying to influence Cuban behaviour by withholding economic aid. It also shows Castro's continuing resentment of the Soviets by pointing out that Castro refused to accept any blame for Cuba's economic problems, instead blaming the Soviets.
- Source E** The speech shows Castro's dilemma between maintaining Cuban independence in foreign policy and supporting the Soviets in Czechoslovakia.

Own knowledge could include reference to the positive economic relationship established in 1960, between the Soviet Union and Cuba and the political and military support given after the Bay of Pigs. Castro welcomed Soviet missiles by 1962, seeing them as security against invasion from the US and as his country's contribution to the cause of worldwide socialism. When the crisis was settled without him, he felt his pride and Cuban Nationalism had been insulted. Castro felt unprotected and betrayed by the withdrawal of Soviet weaponry. When Castro tried to export revolution to Africa and Latin America, this led to Soviet resentment. By 1968, the state of Soviet-Cuban relations had reached a breaking point.

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