



MARKSCHEME

May 2006

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 industrialization under Stalin. The accompanying sources are on pages 2 to 4 in the Source Booklet.

1. (a) **What evidence is there in Source D to suggest that Stalin’s motive for the mass arrests of the late 1930s was to obtain slave labour?** [3 marks]

Candidates can obtain [1 mark] for each of the following points up to [3 marks]:

- sentences for petty criminals became much harder
- labour camps were expanding
- Yagoda demanded 15 000 to 20 000 “fit prisoners” to finish the Moscow-Volga Canal.

Candidates may quote “sentences for petty criminals suddenly became much harsher as the camps were expanding”. In this case only [1 mark] should be awarded. Award [2 marks] if the candidate has developed their answer.

- (b) **What do you understand by “absurd inefficiency” as used in Source D?** [2 marks]

“Absurd inefficiency” refers to Yagoda demanding an increased number of “fit” prisoners to be sent to prison camps, but not informing the camp commanders.

Award one mark for pointing out problems for camp commanders and prisoners and the second for indicating that camps did not use the prisoners efficiently. [2 marks].

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

2. **Compare and contrast Stalin’s view of industrialization as a war economy as expressed in Sources B and E.** [6 marks]

For comparison:

- both sources also refer to capitalist enemies abroad;
- both indicate that Stalin is conducting a war, Source B in words, Source E by the dominant figure in the poster, the soldier;
- both sources are propaganda;
- both sources regard the Five Year Plan as the solution to Russia’s problems.

For contrast:

- source B shows how Stalin is building up industry in preparation for war; Source E proclaims that a war over enemies has been won with the Five-Year Plan in Four Years;
- it could be deduced that Source B emphasises enemies from within whereas Source E concentrates on enemies abroad;
- source B mentions methods, targets, raw materials, *etc.* Source E does not (although some candidates might see the background as a factory);

- source B mentions a series of Five Year Plans whereas source E only refers to one Five Year Plan.

Do not demand all the above and credit all valid claims. 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 and contrast. Award up to **[5 marks]** if two sources are linked/integrated in **either** a running comparison **or** contrast.

3. With reference to their origin and purpose, assess the value and limitations of Source A and Source C for historians studying industrialization under Stalin.

[6 marks]

Source A

Origin: speech by Stalin to a group of railway workers in 1927, and beginning his industrialization programme.

Purpose: to explain his plans and win support for industrialization.

Value: Stalin was by this time a leading Bolshevik and planning to industrialize, so the speech is valuable in showing how he intended to win support, and the nature of the speech, criticising other countries, suggests that winning support is necessary. He does warn of problems, which also indicates that Stalin expected problems.

Limitations: the speech is propaganda, and gives no practical details of how these policies are to be implemented. It is what Stalin thought would be popular with workers.

Source C

Origin: extract from a book published by an American academic in 1978.

Purpose: to analyse the lives of women in Communist Soviet Russia and to inform readers about their how their lives changed.

Value: it is a clearly focused, analytical text and addresses a defined subject area. It appears to have consulted primary sources. Recognises that official documents have a new perspective.

Limitations: it was written before the Soviet archives were released, and it is not clear how much access the author had to Soviet sources and its content may not be fully informed.

Ideally there will be a balance between the two and each source can be marked out of **[3 marks]**, but allow a **[4/2 marks]** split, and 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, assess Stalin’s methods for a “change-over from a peasant country to an industrial one” (Source A). [8 marks]**

Source material:

- Source A** Stalin proposed to use Soviet/Communist methods, “to produce our own”, not copy other states’ mistakes.
- Source B** Stalin proposed to embark upon industrialization as if he was fighting a war, by fighting inefficiency at home, and enemies abroad, increase heavy industry, and institute Five-Year plans with targets, supervised by Gosplan.
- Source C** Increase the number of women employed in industry.
- Source D** Use slave labour in Labour camps.
- Source E** Industrialize quickly, five years into four, fight enemies with industrial success.

The above should be assessed not just stated.

Own knowledge could include brief analysis of “peasant country” and why industrialization was necessary, but candidates do not need to discuss collectivisation, kulaks, *etc.*; more details of any of the above, *e.g.* of Five-Year Plans, heavy industry – coal, iron steel, electricity; kind of work done by women and slave labour; opposition to industrialization; Stakhanovism; Magnitogorsk; lack of consumer goods; *etc.*

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 assessment, synthesis of source material and own knowledge, as well as references to the source material used.

- N.B.** *Candidates will not be able to use the sources with reference to the “peasant country” as there is limited material. Expect references to “peasant country” in the candidates’ own knowledge.*

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's consolidation of power between 1949 and 1954. The accompanying sources are on pages 5 to 7 in the Source Booklet.

5. (a) Why, according to Source A, was Peking handed over to the Communists? **[3 marks]**

- Chiang did not want to fight/retain power;
- Li put out peace feelers to Mao;
- Chiang wanted to focus on Shanghai;
- strength of Mao and the PLA/Communists better equipped with captured American equipment.

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

- it clearly shows that it is an occasion for rejoicing, shown by the girl's happy expression and bunch of flowers;
- it shows the role of women and peasant workers in the Communist Revolution;
- the large and small red flags indicate a Communist victory;

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

6. Compare and contrast the views about Mao's ideas and policies as expressed in Sources B and D. **[6 marks]**

For comparison:

- both emphasise the importance of land reform: Source B notes that agrarian reform has been carried out in old liberated areas, but not yet in new, and Source D says that Mao regarded peasants as the main revolutionary class, and therefore land reform was needed to win their support;
- both indicate the vast size of China;
- both indicate opposition and problems: Source B speaks of 400 000 bandits, and Source D of denunciations and self- criticisms.

For contrast:

- the emphasis of Source B is economic, on how far Mao has succeeded in introducing a planned economy, tackling employment, unemployment *etc.*;
- source D stresses ideology, with Mao's vision of Marxism (a mixture of Marxist/Leninism and his own thoughts);
- source B suggests that, at least in some areas, there is full support for his regime, with the problem of unemployed workers and intellectuals solved;
- source D mentions errors of ignorance, re-education and labour camps; it also notes sustaining revolutionary momentum and destroying opponents within the Party.

Do not demand all the above and credit all valid claims. 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 and contrast. Award up to **[5 marks]** if two sources are linked/integrated in **either** a running comparison **or** contrast.

7. **With reference to their origin and purpose, assess the value and limitations of Source A and Source C for historians studying Mao's consolidation of power between 1949 and 1954.** **[6 marks]**

Source A:

Origin: extract from a modern, western biography of Chiang Kai-Shek (Jiang Jieshi), Mao's opponent for many years, especially in the Civil War, 1946-1949.

Purpose: to explain and analyse Chiang's life, actions, importance *etc.*

Value: It should also be useful in explaining relations and interaction between the two enemies. As a modern work it should be based on thorough and recent research and has the benefit of hindsight as it is written some time after the Maoist period.

Limitations: as its purpose is to deal in full with Chiang, and explain his actions, impact *etc.* fully, it might not cover Mao adequately or objectively. It is written by a westerner and may therefore lack an insider's view and might not be aware of any cultural perspectives.

Source C:

Origin: a contemporary official document issued by Mao Zedong (Mao Tse-tung), the Party Chairman and de facto head of state, dealing with policy.

Purpose: to inform local Party officials how to deal with counter-revolutionaries, criminals, opponents *etc.* especially in relation to sentencing.

Value: as an official directive from Mao it states his policy and informs readers how he wished offenders to be punished, and how to discriminate between those he considered petty offenders and those he regarded as serious offenders.

Limitations: it could have been sent to present official policy in a favourable light, *e.g.* not too harsh, but it still left much to the judgment of local officials in a vast country. There is no context to the directive.

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, assess the methods used by Mao to consolidate power between 1949 and 1954. **[8 marks]**

Source material:

- Source A** Occupation of Peking, refusal to listen to Moscow and stop fighting; proclamation of People's Republic.
- Source B** Agrarian reform; restoration of order; economic reconstruction; treatment of intellectuals; distinction between old and new liberated areas.
- Source C** Differential treatment between small and serious crimes. Suppression of hard line counter-revolutionaries.
- Source D** Mao's ideology and attempt to obtain ideological uniformity; punishments and campaigns against those who did not conform, purging of opponents within the Party; maintaining revolutionary momentum.
- Source E** Issuing new constitution; use of propaganda posters.

The above points, or at least some of them should be assessed to bring out the strength, weakness, impact *etc.* of Mao's methods.

Own knowledge:

The end date is 1954, therefore the introduction of the first Five Year Plan would be relevant; the Agrarian Reform Law 1950, the Marriage Reform Law 1950, Three Antis, against corruption, waste, and bureaucratism, and Five Antis against bribery, tax evasion, fraud, theft of government property and economic secrets, campaigns; thought reform and treatment of intellectuals; details of the constitution; policies on literacy, stabilisation of economy education and treatment of women.

Thus there is much material to use, so do not expect all the above, but some final overall assessment must be given for full marks. If only source material or own knowledge is used, the maximum mark that can be obtained is **[5 marks]**. For maximum **[8 marks]**, expect assessment, synthesis of source material and own knowledge, as well as references to the source material used.

SECTION C

Prescribed Subject 3 The Cold War, 1960 to 1979

These questions relate to US Cold War policies and the Vietnam War. The accompanying sources are on pages 8 to 10 in the Source Booklet.

9. (a) **Why, according to Source A, was McNamara a supporter of the policy of containment?** **[3 marks]**

According to Source A, McNamara was a supporter of the policy of containment because:

- he considered containment a sensible basis for decisions about national security and the application of Western military force.
- he himself had spent three years during the Second World War helping to turn back German and Japanese aggression.
- after the war he witnessed “the Soviet takeover of Eastern Europe”.
- consequently he had accepted George Kennan’s idea that the West must guard against communist expansion through a policy of containment in which the role of Indochina was essential.

Award **[1 mark]** for each relevant point made to a maximum of **[3 marks]**.

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

[1 mark] could be obtained by stating that the message of the cartoon was that the policy of Vietnamization was not proving effective.

[2 marks] would require some development, such as the figure on the ground, a South Vietnamese soldier, is portrayed as a toy soldier that works only when the US wind him up (*i.e.* with US help), or relevant reference to the expression on Nixon’s face and the immobility of the South Vietnamese soldier, or relevant use of own knowledge about the ineffectiveness of Nixon’s policy of Vietnamization.

Award **[1 mark]** for a plausible suggestion of the cartoon’s message, and **[1 mark]** for explanation up to a maximum **[2 marks]**.

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

10. Compare and contrast the views about the cease-fire agreement as expressed in Sources D and E. [6 marks]

For comparison:

- both indicate that the cease-fire agreement, signed in January 1973, was the outcome of long-running negotiations. (Jones also raises doubts about the effect of Nixon's stepping up air attacks on North Vietnam, which could be presented as a valid contrast);
- both indicate that President Nixon viewed the agreement as "peace with honour".

For contrast:

- in Source D President Nixon claims to have achieved "peace with honour", whereas Professor Jones, in Source E, asserts that the long-drawn out American effort to preserve the Indo-Chinese peninsula from Communism ended in total disaster;
- in Source D, Nixon claims that all the conditions that he laid down had been met. In Source E, however, Jones asserts that the cease-fire agreement amounted to a thinly disguised American defeat;
- in Source D, Nixon claims that the agreement meets the goals and had the full support of President Thieu. In Source E, on the other hand, Jones claims it did not settle the political future of South Vietnam or even attempt to define the cease-fire line;
- in Source D, Nixon asserts that the United States will continue to aid and support South Vietnam; in Source E, Jones makes no mention of support, saying that the feeble and corrupt Saigon government steadily lost authority once the Americans had withdrawn;

Do not demand all the above and credit all valid claims. 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 **[4-5 marks]**. For maximum **[6 marks]** expect a detailed running comparison and contrast. Award up to **[5 marks]** if two sources are linked/integrated in **either** a running comparison **or** contrast.

11. **With reference to their origin and purpose, assess the value and limitations of Source B and Source E for historians studying US Cold War policies and the Vietnam War.** *[6 marks]*

Source B:

Origin: an extract from an answer given by President Eisenhower at a press conference in April 1954.

Purpose: to explain to the US public the strategic importance of Indochina, to warn them of the dangers to the free world of more materials and peoples falling under communist rule, and to prepare them for the possibility that some form of US intervention might be necessary to prevent this happening.

Value: lies in the fact that it is the President emphasising publicly the strategic importance of Indo-China, his support for the Domino Theory, and his case for containing communist expansion – views that became justifications for policies under presidents Kennedy, Johnson and Nixon. Shows that US policy was consistent over time.

Limitations: is a public representation of official policy; is not contemporary to the period.

Source E:

Origin: an extract from a book written by Maldwyn Jones, emeritus professor of American history at the University of London, first published in 1983, with a second edition in 1995.

Purpose: to present an explanatory account of significant events and developments in American history based on detailed research and sound evidence.

Value: lies in the author's academic position and reputation. It appears to have consulted many sources. The second edition has access to Soviet archives after 1991.

Limitations: lie in the fact that the first edition was written less than a decade after the events covered in the extract. The book is a very broad overview of US policy after 1607.

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 to what extent you agree with the statement, “The American effort to preserve the Indo-Chinese peninsula from Communism was long-drawn out and ended in total failure”. (Source E). *[8 marks]*

Source material:

- Source A** Indicates the longevity of the policy of containment (“advanced by George Kennan in 1947”) and that Indochina had long been a necessary part of US containment policy.
- Source B** Shows President Eisenhower’s strong belief in the strategic importance of Indochina and the need to contain communist expansion. Shows that the struggle continues over time through various presidencies.
- Source C** Refers to Nixon’s policy of Vietnamization and shows the weakness of the South Vietnamese army.
- Source D** Shows Nixon claiming that “peace with honour” had been achieved by the cease-fire agreement. It is dated 1973 which shows the length of the conflict and continued US support.
- Source E** Evidence of American failure to preserve the Indo-Chinese peninsula from Communism when reporting the details of the 1973 cease-fire agreement, the withdrawal of the Americans and the unconditional surrender of the Saigon government to the communists in 1975.

Own knowledge could elaborate on the longevity of the American effort and, particularly important, be used to assess whether American efforts ended in “total failure”. Regarding the assessment of extent, own knowledge might include reference to the takeover of communists in Laos and Cambodia as well as Vietnam; the widespread alienation caused by heavy bombing and use of chemical weapons. Also credit reasoned argument that the failure was not as great as sometimes predicted or feared, for instance that changes of regime in Vietnam, Laos and Cambodia were not followed immediately by the possible consequences outlined by President Eisenhower in Source B.

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 argument, synthesis of source material and own knowledge, as well as references to the source material used.
