



# **MARKSCHEME**

**November 2009**

**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 policy of collectivization between 1929 and 1935.*

1. (a) **According to Source C, what were the effects on agriculture of the elimination of the kulaks?** *[3 marks]*

- Lack of employment for the poor peasants.
- Peasants who could farm the land and work hard were turned off it.
- Those who could not farm and would not work inherited the earth as members of collective farms.

Award *[1 mark]* for each valid point made up to *[3 marks]*.

- (b) **What message is conveyed by Source D about agricultural output and state procurement of grain between 1928 and 1933?** *[2 marks]*

- The level of grain harvest between 1928 and 1933 was generally consistent (with the exception of 1930).
- State procurement increased after 1929.
- Grain exports increased significantly in 1930 and 1931.

*N.B.* Award *[1 mark]* for each valid point made up to *[2 marks]*.

*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 on collectivization expressed in Sources A and B. [6 marks]**

For comparison:

- Both sources discuss the grain harvest.
- Both portray a negative view of the kulaks and their actions.
- Both indicate motives behind kulak actions.

For contrast:

- Source A refers to the implementation of the policy, whereas Source B evaluates its progress.
- Source B urges actions or solutions which must be taken against the kulaks, whereas Source A looks at possible causes of problems in the grain harvests.
- Both attribute different motives for sabotage: Source A suggests “unbridled speculation ... an increase in prices three times those fixed by the government”, whereas Source B suggests direct “sabotage”.

Do not demand all 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 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 D and Source E for historians studying collectivization under Stalin. [6 marks]**

**Source D:**

**Origin:** It is a table of statistics from a history book published in 1992 by a reputable British economic historian.

**Purpose:** To reveal a picture of the years of the first Five Year Plan with respect to the policy of collectivization and the agricultural policy adopted by the Soviet government. To reveal information regarding the impact of the policy of collectivization on the people. To criticize Stalin’s policies.

**Value:** The value of these statistics is enhanced by the date of the publication (1992), when access to the Soviet archives was made available. It provides statistical analysis of several different aspects of agricultural production, livestock and state policy towards them.

**Limitations:** The figures were published by a Western source, and reliable statistics for an undertaking of this magnitude (economic figures for the world’s largest agricultural power) may be difficult to confirm reliably. It is common in socialist countries to “massage” production figures although the trends are confirmed by other evidence and statements made by Soviet leaders. The table is incomplete. The book is a general economic history covering 1917 to 1991.

**Source E:**

**Origin:** It is an extract from an American textbook published in 1992 and written by an acknowledged expert (Professor of International Studies at Princeton in the US) on Soviet affairs and the author of a number of books on the USSR.

**Purpose:** The purpose is to examine the impact of Stalin’s policies on the people.

**Value:** It offers an account of the struggle against the peasantry by the regime and an assessment of the impact of that campaign in terms of statistics.

**Limitations:** The observations on the policy of collectivization may be biased in the language used to describe the campaign – including “blighted lives... terroristic collectivization” and that it represented a “monstrous crime(s) against humanity”.

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 the sources and your own knowledge, assess the claim that collectivization was a political success but an economic failure and a human disaster.** [8 marks]

**Material from sources could include:**

**Source A** This comment by Stalin confirms that in his opinion something needed to be done to address the problem of grain production and the lack of support from the kulaks. The *economic failure*, which necessitated the policy of collectivization, was attributed to the kulaks.

**Source B** Again this source sees the blame and the need for a new policy to be placed on the kulaks and the peasantry. The *human disaster* that ensued was brought upon themselves by their failure to fulfill their grain targets, which necessitated drastic action by the Soviet government.

**Source C** The campaign could be seen as a *political success* in that Stalin was able to push through the policy of collectivization without any protests, according to this source, from within his own party or from the country as a whole. It could be seen as an economic failure that peasants who could farm the land and worked hard were turned off it.

**Source D** *Economically*, the policy of collectivization was a *disaster*. Grain harvest dropped dramatically (apart from 1930 which was an exceptional year). The USSR also lost a large percentage of its animal population. Politically, the figures support the policy as a *political success* in that the state was able to secure a steadily increasing percentage of grain supplies from grain procurements in these years. Therefore, some may argue that collectivization had succeeded in its main purpose (a *political success*) which was to provide the resources need for the programme of industrialization in the Five Year Plan.

**Source E** In this source, Khataevich's statement supports both an *economic* and a *political success* in that the collective farm system was established in the USSR. However, the analysis in this source strongly supports the argument that the policy of collectivization as a *human disaster* with figures for deaths caused by the policy given as ranging from a minimum of 3 million to as high as 10 million; a "monstrous crime(s) against humanity" and other very strong and clear value judgments.

**Own knowledge:**

An assessment of the overall picture of the policy of collectivization reveals a mixed picture. Candidates will be aware of the Five Year Plans and the aim of the state to provide money and resources for the industrialization of the USSR from the resources available in the agricultural sector. The abandonment of New Economic Policy (NEP) in the late 1920s and the power struggle between the rightists, (including Bukharin) and Stalin over the policy of collectivization could be mentioned as a political success for the latter. The fact that there was a struggle for power within the Politburo in 1932–1934 was over the disastrous agricultural figures; this helped lead to Kirov's murder and the Purges – a *human disaster*. Robert Conquest maintains that it was a man-made famine and that Stalin knew about the human catastrophe he had created.

It could be construed as a *political success* because the state was able to collect the grain needed to pay for the labour force in the factories and to buy industrial equipment; collectivization thus provided the resources for industrialization. It was also a *political success* in that it curbed the potential power of the mass of the Russian people and brought them under the control of the state. They had been a potential challenge to the Bolshevik regime and by the late thirties, over 95% of the farms had been collectivized; the state no longer had to bargain with the peasantry and now, after collectivization, agriculture would provide resources for the future development of the Russian economic base.

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 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 the ideological transformation of China into a socialist state.*

**5. (a) According to Source A, what had the Party Central Committee and Mao achieved by 1960?** **[3 marks]**

- They had scientifically predicted high speed growth.
- They had achieved faster and better results in building socialism.
- They had discovered a suitable road for the construction of socialism.
- The leaps forward of 1958 and 1959 had been successful.

Award **[1 mark]** for each valid point made up to **[3 marks]**.

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

- An intellectual is being struggled with in the anti-rightist campaign, which was triggered by the 1956 Hundred Flowers Campaign.
- The role of the masses (people) is critical to the socialist transformation of China.
- The indifference of the intellectual compared with the enthusiasm of the students.

Award **[1 mark]** for plausible suggestions of the photograph’s message and **[1 mark]** for an explanation up to a maximum of **[2 marks]**.

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



**6. Compare and contrast the views of Mao Zedong (Mao Tse-tung) and his policies as expressed in Sources B and E. [6 marks]**

For comparison:

- Both sources refer to socialist mass movements.
- Both sources indicate dissatisfaction with, or failure of, policies.
- Both sources indicate that the criticisms can be overcome.
- Both sources mention the importance of the role of the Communist Party in achieving success.

For contrast:

- Source B indicates that the pace of actions was appropriate, while Source E indicates that socialist reforms would be necessary.
- Source E states that the class struggle would be over a prolonged period, while Source B makes no reference to timing.
- Source B focuses on necessary economic reforms, while Source E indicates the economy has been stabilized.
- Source B suggests class struggle should not occur, Source E indicates class struggle necessarily exists.

Do not demand all 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 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 the implementation of socialism in China under Mao Zedong (Mao Tse-tung).** **[6 marks]**

**Source A:**

- Origin: Extract from a newspaper article in *The People's Daily*, Beijing, 1960.
- Purpose: To evaluate Mao's policies since 1958 and convince readers that they have been successful.
- Value: A contemporary account indicating that there was support for Mao's policies and that some people saw that the Great Leap Forward was a success. It indicates what the government wanted people to know.
- Limitations: Published in a Chinese newspaper in 1960 which would have been subject to censorship by the government. A piece of propaganda which ignores the realities of the social and economic effects of the Great Leap Forward, which was clearly a failure.

**Source C:**

- Origin: An anonymous wall poster 2 June 1957, at Qinghua University.
- Purpose: To protest against Mao and the means by which he carried out his policies. To arouse support for those against Mao Zedong (Mao Tse-tung).
- Value: The source expresses the viewpoint of some of the Chinese people. A contemporary source. It reveals opposition to Mao existed.
- Limitations: Opposed to Mao Zedong (Mao Tse-tung) and therefore not objective in its viewpoint. A propaganda document aimed at rallying opposition to Mao Zedong (Mao Tse-tung). The language is very emotive.

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 the sources and your own knowledge, evaluate the success with which Mao Zedong (Mao Tse-tung) transformed China into a socialist state between 1953 and 1964.**

*[8 marks]*

**Material from sources could include:**

- Source A** Very supportive of Mao and refers to the great victories of 1958 and 1959. Sees socialist transformation as a success.
- Source B** Indicates that some comrades were dissatisfied, “complaining all the time” which would indicate dissatisfaction with Mao Zedong’s (Mao Tse-tung) policies and therefore a lack of success. Criticizes the implementation of cooperatives.
- Source C** Strongly critical of the policies and their means of implementation. Mao and the Party have “prostituted” socialism. Mao is a “robber”. Mentions the Hundred flowers campaign – “Oh contending! Oh blooming!” Clearly believes that Mao has failed.
- Source D** Indicates the existence of mass struggles against intellectuals. On the one hand, it shows that there was a need for bringing people into line. But, it does show the role of the people in rectification campaigns.
- Source E** Shows the need in 1962 for a new program “The Socialist Education Program”, which indicates that previous campaigns have not been successful. Shows that class struggles are continuing.

**Own knowledge:**

Could make reference to the First Five Year Plan, the Hundred Flowers Campaign, the anti-rightist movement, the Great Leap Forward and the Three Bitter Years. Candidates could also refer to Mao being replaced as leader and the roles of Deng Xiaoping/Liu Shaoqi in the later period in redirecting Maoist policies. Candidates must make a judgement of whether or not the transformation of China into a socialist state was a success or failure.

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 sources used.

**SECTION C**

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

*These questions relate to Cold War developments in Cuba.*

9. (a) **According to Source A, what were the actions of the United States that Khrushchev believed were necessary for the Soviet Union to remove their missiles from Cuba?** **[3 marks]**

- To remove its “analogous means” (missiles) from Turkey.
- To make a statement respecting the inviolability of Cuba’s borders and its sovereignty.
- A pledge not to interfere in Cuba’s internal affairs.
- A pledge not to invade Cuba itself or make its territory available as a bridgehead for such an invasion.
- To restrain those who might contemplate committing aggression against Cuba, either from the territory of the US or from the territory of Cuba’s other neighbouring states.

Award **[1 mark]** for each valid point made up to **[3 marks]**.

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

- The portrayal of events in Cuba as a contest to determine an eventual winner.
- The card game indicates gamble or risk.
- The concerned look on the world leaders’ faces indicates worry and fear about how the outcome of the game will affect their nations.
- The guns indicate actions being supported by the use of force.
- The absence of Castro in the cartoon reveals the cartoonist’s impression of Castro’s role in the crisis.

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

*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 Castro’s views on Russian motives in the Cuban Missile Crisis as expressed in Sources B and E. [6 marks]**

For comparison:

- Both sources address Soviet policy in Cuba concerning the placement of the missiles.
- Both sources are reflections of events from Fidel Castro.
- Each source indicates that there might be other purposes for the Soviet action than just the protection of Cuba.

For contrast:

- Source B indicates that the placement of the missiles was for the mutual benefit of Cuba and the Soviet Union, while Source E takes the position that this was more for the benefit of the Soviets than of Cuba.
- Source B indicates that the decision-making when dealing with the missiles was a joint process, while Source E indicates that decisions were simply made by the Soviets without Cuban input.
- Source B states the belief that the main objective of the deployment was the protection of Cuba and Source E states that it was not, implying that the removal of missiles from Turkey and the protection of the Soviet Union was the major reason for placement of the missiles.

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 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 A and Source D for historians studying the Cuban Missile Crisis. [6 marks]**

**Source A:**

- Origin:** Official message sent by Premier Nikita Khrushchev to President John Kennedy, on 27 October 1962, during the Cuban Missile Crisis.
- Purpose:** To state officially the Soviet position as to what actions would be necessary on the part of the US to move the Soviet Union to begin removing their missiles from Cuba and end the crisis; to influence US decision-making and to reinforce again the official reasons for the placement of the missiles.
- Value:** This is an official communication between Khrushchev and Kennedy, which states the Soviet government's policy as clarified by the leader of the Soviet Union. It indicates the public rationale for the Soviet position while also incorporating a second position of addressing the US missiles in Turkey. It clearly shows that Khrushchev was willing to attempt some level of negotiation.
- Limitations:** Even though this is an official message from Khrushchev, there is no indication of whether this is his personal position or if this is what the leadership desired. It does indicate some level of negotiation, but clearly seems to place demands on the US for a resolution of the conflict. It does not indicate a method of oversight to ensure that suggested actions will actually occur.

**Source D:**

- Origin:** This is an Intelligence Estimate prepared for the US government by the Central Intelligence Agency (CIA) on 19 October 1962.
- Purpose:** To provide intelligence information and expert estimates as to what the reasons and objectives were for the Soviet actions in Cuba in order to give the administration information with which to determine their reaction to the Soviets placement of missiles in Cuba.
- Value:** This allows historians to see one aspect of the intelligence basis for decision-making during the crisis, which helps them to understand the mindset of decision-makers and to understand better the foundations for the actions they were contemplating.
- Limitations:** These were simply estimates, the intelligence basis for the estimates are not clearly stated. Dated on 19 October it does not provide information on the outcome of the crisis. The source may not be objective as the CIA is under the aegis of the US government. Some candidates may state that the source could have been subjected to censorship prior to publication.

Do not expect all of 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 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 the sources and your own knowledge, analyse the reasons for the Soviet Union's deployment of missiles capable of launching nuclear weapons in Cuba.** *[8 marks]*

**Material from sources could include:**

- Source A** Indicates that the Soviets wanted the US missiles removed from Turkey and a formal pledge from the US that they would respect the borders and sovereignty of Cuba, as well as restrain those who might threaten their sovereignty.
- Source B** Fidel Castro indicates that there were two clear reasons for the placement of the missiles: the political independence and safety of Cuba and military strategy (balance of power with the US) for the Soviet Union and that both were understood by the USSR and Cuba.
- Source C** The symbolism of the political cartoon indicates that this is a battle for world power and that Khrushchev has taken the risk with the idea that he needs to be seen by the rest of the world to be as strong as the US. It is a gamble because he does not know what the US will do, as indicated by the poker hand where neither side knows the cards being held by the other. This document would not indicate that this action was taken to support Cuba, especially since Cuba is clearly not represented in the cartoon.
- Source D** The CIA Intelligence Estimate indicates a number of possible reasons for the Soviet action. Including: to demonstrate that there has been a shift in world balance of forces in their favour, the possibility of using these missiles to bargain for concessions elsewhere, if successful to increase their total strategic capability, to encourage communism worldwide and to discourage anti-communism which they hoped would lead to a decrease in the worldwide influence of the US.
- Source E** Fidel Castro, upon reflection, indicates that in his opinion Khrushchev's attempt to bargain the missiles in Cuba for the US missiles in Turkey was a clear indication that the reason for placing missiles in Cuba was as a bargaining position for the Soviets instead of a serious effort to protect Cuba.

**Own knowledge:**

Candidates could address the issues of Soviets concern about their ability to strike the US successfully from the Soviet Union at this time; the placement of US missiles in locations with easy access to major centres in the Soviet Union; the movement of the Cuban Revolution to a declared socialist nation and the impact this would have on other socialist/communists movements in the region; Khrushchev's attempt to test the new, inexperienced US president; Khrushchev's desire for a show of strength due to the ongoing Sino-Soviet problems and to strengthen his own domestic political position in the Soviet Union.

Do not expect all of 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 the maximum *[8 marks]*, expect argument, synthesis of source material and own knowledge, as well as references to the sources used.

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