



# **MARKSCHEME**

**May 2007**

**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 collectivization under Stalin.*

1. (a) **What do the statistics in Source E on the consumption of foodstuffs and the numbers of livestock, suggest about the lives of peasants between 1928 and 1932?** *[3 marks]*

The first mark should be awarded for a general comment such as that their lives had deteriorated in these, the early years, of Stalin's collectivisation. The other two should be awarded for comments using specific entries that support the above statement. Some suggestions are:

- all foodstuffs decreased between 1928 to 1932, and suggest starvation and famine, and the decrease was especially marked for meat and butter
- the decrease in numbers of livestock (animals) that could be eaten supports this
- the work of the peasants became harder because they had fewer working animals
- the diet became less healthy.

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

- (b) **What do the percentages of peasant holdings collectivised in the USSR between 1930 and 1941, in Source E, suggest about the timing and scale of collectivisation under Stalin?** *[2 marks]*

One mark should be allocated to timing and the other to scale.

- for examples of timing they could comment on the percentage in 1930 and that it took eleven more years to almost complete it, or that the peak period was 1930 to 1932
- for scale, they could comment on the final figure of 98 %, which shows the scale of collectivization (or candidates may use an incremental approach using the statistics)

**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 the views on collectivisation expressed in Sources B and C. [6 marks]**

**For comparison:**

- both indicate increased activity from 1929: B – intensified the campaign and C – intensified forced collectivisation,
- both show resistance to collectivisation: B – refused to sow crops; C – hid grain and refused to co-operate with authorities, rural commissars expelled peasants from the land
- both specifically mention attacks on kulaks: B – Molotov’s campaign; C – resisters labelled kulaks, grain denied them, death penalty for grain theft
- both indicate destruction of rural life: B – 150 000 householders to be deported and C – “expelling them from land their families had farmed for centuries”
- both mention imprisonment, camps and the possibility of death.

**For contrast:**

- B mentions Stalin, C does not
- B gives details of Molotov’s plans; C mentions rural commissars
- C mentions famines
- C mentions the permanent weakening of Soviet agriculture, B not
- B refers to a war between the regime and the kulaks, while C merely shows the kulaks resisting the regime.

Do not expect 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 [4-5 marks]. For maximum [6 marks] expect a detailed running comparison/contrast.

3. **With reference to their origin and purpose, assess the value and limitations of Source A and Source D for historians studying collectivisation under Stalin.** [6 marks]

**Source A**

Origin: Speech by Stalin in 1928, during a pro-collectivisation campaign in Siberia, published in *Stalin* by Dmitri Volkogonov in 2000.

Purpose: To urge his listeners to persecute kulaks and to encourage collectivisation.

Value: It is a speech by Stalin who became the leader of the USSR, urging a policy that he had instigated, so it should express his views and instructions.

Limitations: As a speech to a live audience, it could be what Stalin thought his audience wanted to hear, or what he wanted them to believe, rather than telling the exact or full truth.

**Source D**

Origin: An extract from a private diary, written by a young peasant in 1933, published in *Stalinism* in 2003.

Purpose: To record the writer's hopes, thoughts and feelings.

Value: It is a private source, not written for publication, written by an ordinary person. As he was a peasant who worked with other peasants, the views he expressed about his fellow workers should be informed.

Limitations: As the writer was in favour of collectivisation, his views of his fellow peasants' negative attitudes to collectivisation could be subjective, or represent an age/generation gap.

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 claim in Source B that collectivisation by Stalin was a “war on the countryside”. [8 marks]

The following source material could be used for analysis.

- Source A** Stalin’s reprimands and commands to peasants attending a party meeting. Attacks on kulaks, but promise of 25 % of confiscated grain to them (the peasants). Command to “unify into collective farms” is relatively mild. N.B. early date, 1928.
- Source B** Language of source is hostile, *e.g.* “war against the peasantry”, “offensive against the kulaks”. Peasant opposition suggests war, “declaring war on the regime”. Kulaks to be wiped out – secret police war, brutality, pillage etc. Millions of lives lost. Molotov’s plan.
- Source C** Collectivisation was “forced on the countryside”. Land held for centuries was confiscated. “Vast upheaval, more radical than the revolution” destroyed “rural Russia’s continuity with the past”. Famine, penalties for theft.
- Source D** Support from diary writer for collectivisation. However most peasants had smallholders’ mentality. Indicates general support for collectivisation.
- Source E** Statistics support effects of war, slaughter of animals, famine-like conditions, *etc.*

Own knowledge could include more details on labour camps, exile *etc.* (especially for kulaks), statistics for deaths, more details on peasant resistance and the great famine 1930–32. The poor living conditions, the state of agriculture and the failure of the NEP might be used to argue that change was necessary.

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 maximum [8 marks] expect analysis, synthesis of source material and own knowledge, as well as references to source material 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 mass campaigns: the Three and Five-Antis campaigns and the Hundred Flowers campaign.*

5. (a) **Why, according to Source B, was the Five-Antis campaign designed “not ... to eliminate a class”?** *[2 marks]*

The Five Antis campaign affected merchants and industrialists of the “national bourgeois” class. It did not aim to eliminate them because:

- The skills of factory owners and businessmen were still required to direct their enterprises
- its aim was to change their attitudes and destroy their independence
- the punishments were intended to rectify their thinking rather than eliminate the factory owners and businessmen as a class.

Award *[1 mark]* for each acceptable explanation, up to *[2 marks]*.

- (b) **What messages are conveyed by Source C?** *[3 marks]*

These could include:

- there were many more small firms than medium sized firms in Shanghai
- the percentage of law-abiding employees in small firms was much higher than in medium firms, 76.6% to 42.5%
- there were more serious law breakers in medium sized firms
- the relative scarcity of serious lawbreakers indicates that the vast majority of people were law-abiding
- indicates how thorough the Chinese government was in following up the effects of the Three and Five Antis campaigns.

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

**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 expressed in Sources A and B on the nature of the Three and Five-Antis campaigns.** *[6 marks]*

**For comparison:**

- both were against public offences
- both were against counter-revolutionaries: A – the struggle to suppress counter-revolutionaries; B – used against counter-revolutionaries
- both refer to reporting offenders: A – “report on the guilt of others”; B – “mass denunciations”
- both mentioned the aim to reform and re-educate: A – guilty should be criticised and educated; B – aim to remould their thinking
- both refer to punishing offenders: A – dismissed, imprisoned, shot; B – fined, submitted to psychological pressure, imprisoned.

**For contrast:**

- A was more severe in its punishments than B: A – worst offenders were to be shot, B – imprisoned only
- A was against “people of all walks of life who transgressed”; B was aimed at merchants and industrialists
- B mentions that the skills of factory owners and businessmen were still needed, A does not.
- A mentions 3 offences, B mentions 5 offences, and B is more detailed.

Do not expect 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 *[4-5 marks]*. For maximum *[6 marks]* expect a detailed running comparison/contrast.



7. **With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying Mao’s mass campaigns between 1951 and 1957.** *[6 marks]*

**Source D**

Origin: Speech by Mao, leader of China, in 1957, to his Supreme State Conference.

Purpose: To explain why he introduced his Hundred Flowers campaign.

Value: It is by the leader of the state, explaining an important policy, and why he introduced it. It is a clear indication of the party line. It could also be said to indicate that Mao did face criticism at this stage.

Limitations: The policy had been criticised and the tone does suggest some weaknesses in his reasoning, as though he is having difficulties in justifying himself, so what he says may not be his real reasons for introducing the Hundred Flowers campaign. The speech is directed to a political audience and is clearly a political statement.

**Source E**

Origin: An extract from a modern work on China, published in 1997.

Purpose: As the full title suggests, to explain the recent history of China.

Value: It is a history book, published in 1997, which would allow for an analysis of the period with some objectivity and hindsight.

Limitations: It appears to be a general history of the modern era, so it could lack depth and detail on the mass campaigns. It is still difficult to obtain information on modern Chinese history due to the nature of the State.

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 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 the reasons for, and results of, Mao’s mass campaigns between 1951 and 1957.** *[8 marks]*

**Reasons in Sources:**

- Source A** To get the people to oppose corruption, waste, and unnecessary bureaucracy, both in the party, and in general.
- Source B** To improve and take control of all aspects of the economy, by eradicating bribery, tax-evasion, fraud, theft of government property, and of state economic secrets, and to take over private factories and businesses, but still use the skills of former merchants and industrialists, after they had been re-educated.
- Source D** To allow more freedom of expression in art and science, for economic and cultural development.
- Source E** To curb arrogant and inflexible bureaucrats.

**Results in Sources:**

- Source A** Publicity campaign, denunciations, punishments.
- Source B** State takeover of factories and businesses, merchants and industrialists lost their shops, factories and other businesses and had to work for the state, or be punished.
- Source C** The table is itself a result of the Five-Antis campaign.
- Source D** Allowance of more freedom – briefly.
- Source E** Criticism of the communist system and important communists, so new Anti-Rightist campaign.

Own knowledge of reasons could include Mao’s belief in mass/rectification campaigns, permanent revolution, the nature of China and its people, backwardness, a discussion of whether the Hundred Flowers campaign was a trick by Mao to get his opponents to reveal their opposition, and how Mao thought it would maintain his power.

Results could include more details about punishments and takeovers by the State, effects on Mao’s position, and the Great Leap Forward as a result.

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 maximum *[8 marks]* expect analysis, synthesis of source material and own knowledge, as well as references to source material used.

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

*These questions relate to nuclear disarmament and the SALT I agreements in the 1970s.*

9. (a) **Why, according to Source A, were the superpowers convinced “of the need for arms limitations”?** *[3 marks]*

Source A suggests the following reasons:

- the impact of the Cuban Missile Crisis
- the desire to achieve nuclear parity and fear of MAD
- the high cost of the arms race for both superpowers
- reduce the danger of war.

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

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

Source B is a cartoon published in Time Magazine in 1969. It shows the two superpowers engaged in the early stages of the SALT I talks. The drawing of the MIRVs with their multiple warheads in the shape of snakes with sharp fangs depicts the dangers of nuclear devices. The central location of the MIRV and the fear in the faces of the two men, representing the US and the USSR, indicates that the question of how to handle the MIRVs was a difficult one.

Award *[1 mark]* for each point and appropriate interpretation, up to *[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. In what ways do the views expressed about SALT I in Source C, support the conclusions expressed in source D? [6 marks]**

Both Source C and Source D agree that the SALT I agreements were an initial and significant step for arms limitation and parity and the accomplishment of détente.

Both Source C and Source D agree that the lack of inclusion of the MIRVs was a significant omission. Although Source C only hints at the problem it caused, Source D forcefully argues that it was the lack of will to limit the device that was the cause of the failure of future arms limitations.

Source C is more positive and states that the SALT I treaty froze the military balance between the Soviet Union and the United States. Moreover, it points to one of the reasons why the talks were so necessary: the paradox of the Cold War that assured that each power could destroy the other but only by destroying themselves. It concludes that “In its mad way, this ensured a form of nuclear stability”.

Source D is more sober in its evaluation and indicates that although initially it was a success on parity and on stability in strategic arms limitation, ultimately SALT I failed, and the reasons why are stated.

Do not expect all of the above. If only one source is addressed award a maximum of [2 marks] and if the two documents are discussed separately award [3 marks] or with excellent linkage [4-5 marks]. For maximum [6 marks] expect a detailed analysis of each source.

11. **With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying disarmament attempts up to the end of the 1970s.** *[6 marks]*

**Source D**

Origin: An extract from a book written in 1994 by an American diplomat who was a member of the SALT delegation.

Purpose: To provide information about the complex arguments and settlements that took place during the meetings.

Value: The insights he provides about the Treaty and negotiations. The extract is written (by a member of the delegations) in 1994, twenty years after the event, and it makes a personal assessment of the Treaty.

Limitation: Might be that it represents a justification of the US point of view.

**Source E**

Origin: Taken from a book printed in Great Britain in 1998 by a history lecturer in the University of Exeter.

Purpose: To provide an overview of the Cold War.

Value: It offers an academic assessment of the topic. It was also published in 1998 and could have had access to the Soviet archives.

Limitation: It is a general history of the Cold War and could lack depth, detail and balance. The writer is an American diplomatic historian.

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 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, evaluate the successes and failures of the nuclear disarmament process by the end of the 1970s. *[8 marks]*

**Sources that could be used for success are:**

**Source A** The earlier attempts at nuclear limitation as well as the reasons that compelled the superpowers to reach an agreement.

**Sources C and D** Analyse the SALT I treaty and see it as the first and necessary step for cooperation and as the high point of détente.

**Source E:** The aim of both superpowers to continue détente and reach further agreements about arms control.

Own knowledge could include: that regardless of the limitations of SALT I, the treaty was an indication that the superpowers wanted to move away from dangerous confrontation; the US-Soviet trade agreements brought about by Nixon’s visit to Moscow in 1972 and 1974, and Brezhnev’s visit to Washington in 1973, were symbolic of a new accord among the superpowers.

**Sources that can be used for failures are:**

**Sources A, B, C, and D:** Point to the failures and dangers of the MIRVs as well as to the significant limitation of the agreements that did not include them in the talks.

**Source D:** Argues that problems with SALT I were that, “there was insufficient political will (and perhaps political authority) to ban, or sharply limit, MIRVs”. This failure, according to Garthoff, was ultimately the key to the essential failure in the 1970s to stabilize the military dimension of parity.

**Source E:** States that the problems with the agreements were due to the domestic political difficulties of Nixon and the fact that the superpowers did not intend to abandon the arms race.

Own knowledge might include: the impact of Watergate and the precarious relations between Nixon’s administration and Congress; the perception in the United States that SALT I left the USSR with an advantage in both ICBMs and SLBMs. Nixon’s resignation in October 1974 dealt a fatal blow to the pursuit of arms limitations. Candidates might make reference to tension in the Middle East, the effects of the Brezhnev Doctrine and Cuba but these should be made explicitly relevant to the successes and failures of the nuclear disarmament process.

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 maximum *[8 marks]* expect analysis, synthesis of source material and own knowledge, as well as references to source material used.

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