



MARKSCHEME

May 2008

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.

1. (a) **What, according to Source C, was responsible and what was not responsible for changing women's roles after 1928?** [3 marks]

These could be:

- Stalin's determination to increase industrial output.
- Five Year Plans needed a larger workforce, therefore women were needed to work.
- There was no plan to emancipate women.

Award [1 mark] for each explanation up to [3 marks].

- (b) **What, according to Source C, were the main changes in women's roles?** [2 marks]

- Increased education, childcare provision, and legislation, made it possible for women to work and run a home, which changed their role within the family, as they spent more time at work and less time at home.
- Women became an essential part of the workforce due to Stalin's policy of industrialization.

Award [1 mark] for each relevant point, 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. **To what extent do the figures recorded in the first section of Source D support the views expressed in Source A about industrialization?** *[6 marks]*

The question indicates that **only** the statistics from the **First Five Year Plan** should be used.

The following points could be included:

- Source A mentions rapid industrialization, Source D supports this by demonstrating increases in production.
- The statistics also agree that industrialization was not as rapid as intended as targets were not achieved, notably steel: target 10.3, actual output 5.9.
- Source A notes that state planning was needed, Source D by recording the targets confirms that state planning was introduced.
- Statistics in Source D partly support the statement in Source A that “production in key areas did make an upward surge”. Oil: 11.7 up to 21.4, Coal 35.4 up to 64. Although steel only increased from 4 to 5.9.
- Source A says the first Five Year Plan was not carefully planned and that targets were unrealistic, Source D both supports and refutes these assertions; in the case of oil the target was 22 and 21.4 was achieved, but in steel the target was 10.3 and only 5.9 was achieved.

Do not demand all of the above and credit all valid claims. If only one source is discussed award a maximum of *[2 marks]*. If 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.

3. **With reference to their origin and purpose, assess the value and limitations of Source B and Source E for historians studying industrialization under the Five Year Plans.** *[6 marks]*

Source B

Origin: Speech by Stalin to the Central Committee of the Communist Party, January 1933.

Purpose: Ostensibly to expose damage done by wreckers to industrialization; other motives could be to save himself from criticism or to institute purges.

Value: It indicates what Stalin wanted his audience, Communist Party officials, to hear, and gives an insight into his motives, policies and paranoia, his fear of opposition and determination to find and eliminate enemies. It also suggests that all is not well with industrialization policies under the Five Year Plans. As Stalin was the leader; this could indicate the direction of Soviet policy.

Limitations: As a speech by Stalin it is what he wanted to be believed, which is not necessarily the truth. It is unlikely to explain the truth about industrial shortcomings.

Source E

Origin: Extract from a biography of Stalin, written by Isaac Deutscher, a Polish journalist, economist and historian, who lived in London from 1939.

Purpose: To recount and assess the life of Stalin.

Value: Candidates could use some points given in the brief description of Deutscher, perhaps pointing out that as a one time communist, he should understand his subject. The date of publication, 1965 suggests that he had ample time after the death of Stalin to research his subject, and both date and place of publication indicate there should be no fear of reprisal. Also the extract in the source indicates a balanced view of industrialization.

Limitations: The dates could also be included as a limitation, as could the fact that Deutscher was a Polish journalist, a former communist, had lived for most of his working life in England, which could indicate that he was anti-Stalin. Published in 1965 meant there was limited access to Soviet archives until 1991.

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 marks]* 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 judgment expressed in Source E, that Russia's industrial power was catching up with Germany's, but the standard of living for her people was low.** *[8 marks]*

There are two points to assess in this question, the increase in industrial production, and the poor standard of living for the Russian people.

Source knowledge for increased production could include:

- Source A** Introduction of Five Year Plans, which resulted in increased production.
- Source C** Large number of women working, which expanded the workforce considerably. This had an impact on social institutions, most importantly the family
- Source D** Figures for the first two Five Year Plans, which show great increases in production, especially by 1937.
- Source E** USSR led Europe, except Germany, in industrial production.

Own knowledge on Russia's industrial power could include more details on emphasis on heavy industry, rapid increase of number of factories built and in use; more statistics on production; Magnitogorsk; forced labour; rewards and propaganda; the Stakhanovite movement

Own knowledge on the standard of living could include, rationing, the impact of collectivization, famine, wage differentials, poor housing, conditions in labour camps, and new industrial towns and long working hours.

Do not expect all the above and accept 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 economic reconstruction in industry and agriculture under Mao, 1952–1962.

5. (a) **What, according to Source A, were the successes of the first Five Year Plan?** **[3 marks]**

These could be:

- The change from private property to socialist ownership was effected quickly.
- Rates of growth were good (“respectable”).
- Heavy industry was developed with the help of Russian technicians.
- Light industry and agriculture were not neglected as much as in the Soviet Union.
- For communists, the fact that the state had “the final say” was a success.

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

- (b) **How, according to Source A, did China’s economic policies follow the pattern of Soviet economic policies?** **[2 marks]**

- Cooperatives similar to the Soviet *kolkhoz* were formed.
- Industry concentrated on heavy industry, such as steel and machinery.
- Russian specialists and technicians worked in China.

Award **[1 mark]** for each relevant point made, 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].*

6. **Compare and contrast the views on people's communes as expressed in Sources B and C** **[6 marks]**

Candidates will find more to contrast than compare because of the nature of the sources, and the dates to which they refer.

For comparison:

- Both sources refer to end of individual ownership and the beginnings of collective ownership and communal living.
- Source B notes the enthusiasm that was seen in the new communes, Source C notes points earned and grain distributed.

For contrast:

- Source B says production reached “new peaks”, Source C records famine, eating grass, death and cannibalism.
- Source B describes the enthusiasm and party spirit that greeted new communes, Source C records the misery of party cadres enforcing collectivization.
- Source B rejoices in the common mess halls [canteens], Source C says that they did not serve proper food.
- While Source B refers to “the realization of a long cherished hope”, Source C states that “they took away everything they could find ...”.

Do not demand all of the above and credit all valid claims. If only one source is discussed award a maximum of **[2 marks]**. If 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.

7. **With reference to their origin and purpose, assess the value and limitations of Source D and Source E for historians studying Mao's economic reconstruction.** **[6 marks]**

Source D:

Origin: *Mao: The Unknown Story* is a recent biography of Mao, published in 2005 which, as its title suggests, is based on research aimed to find new material.

Purpose: To give a full account of Mao that could be read by a wide public. The title suggests that it is going to present new evidence which may alter the present perception of Mao.

Value: Its date of publication indicates that it should include recent research, and the name of one of its authors, indicates a Chinese person who would be able to understand spoken and written Chinese for the research. Its content is critical and specific, but references would need to be studied for authenticity.

Limitations: The critical nature of the extract needs to be checked carefully, and again its references examined; there could be bias against Mao.

Source E:

Origin: M Lynch, *The People's Republic of China Since 1949*. Published London, 1998.

Purpose: To inform about agricultural production in China in the years 1954–62. The purpose of the text as a whole is to inform readers about developments in China since 1949.

Value: It gives a clear indication of agricultural production and problems relating to productivity and famine. It is written by a British historian and is therefore relatively objective.

Limitations: The sources of the statistics are not stated, and need to be checked; Chinese government sources are often falsified.

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 marks]** 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 why the “quite respectable rates of growth during the first Five Year Plan” (Source A) were not maintained. *[8 marks]*

Material from sources could include:

- Source B** The rapid development of people’s communes required a higher efficiency and manipulation of labour.
- Source C** Treatment of peasants by cadres, confiscating “everything”, *e.g.* agricultural products and personal possessions; failure of communal canteen to provide food; starvation and death decimated the agricultural work force.
- Source D** Lack of infrastructure rendered Soviet aid unusable; overwork of machinery; failure to follow advice and instructions, often on Mao’s orders; starvation in cities; death total, nearly 38 million between 1958 and 1961.
- Source E** The statistics could be used to indicate the fluctuation of food supplies. Food was more plentiful when Mao interfered less and was in very short supply during the Great Leap Forward.

Own knowledge:

Effect of collectivization through people’s communes, which by 1957 had reduced productivity, Lysenkoism, effects of the Great Leap Forward. Refusal to accept failure and/or blaming local officials, lies and deceit about agricultural and industrial production, as well as arrogance, and rivalry with the USSR, all contributed to the failure to maintain initial “respectable rates of growth”. Mao’s leadership.

Do not expect all the above and accept 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 C

Prescribed Subject 3 The Cold War, 1960 to 1979

These questions relate to the Cuban Missile Crisis of October 1962.

9. (a) Why, according to Source A, was Kennedy successful in handling the Cuban Missile Crisis? [3 marks]

- Kennedy was praised for his “masterful crisis management” and willingness to risk nuclear war.
- According to Dean Acheson JFK's Cuban success was due to “plain dumb luck”.
- According to McMahon the success was also due to Kennedy's instinctive caution, prudence and ability to maintain his “remarkable cool under fire”.
- He resisted the more aggressive suggestions from his military advisers.

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

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

- It clearly shows Khrushchev as being in control of the removal of the missiles (Castro’s “teeth”) from Cuba.
- It also shows that Castro, “as a not very happy patient”, did not have too much to say about it even if he was opposed to it.
- It indicates a literal interpretation that the removal of the missiles would damage the Soviet Union more than Cuba or a satirical interpretation that Cuba would suffer more than the Soviet Union.

Award **[1 mark]** for each relevant point made 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].*

10. Compare and contrast the views about handling the Cuban Missile Crisis as expressed in Sources B and D. [6 marks]

For comparison:

- Both are proposals to deal with the missiles in Cuba.
- Both refer to the need for negotiations to ease tensions.

For contrast:

- Source B implies agreement with the “hardliners” and there could be mention of “brinkmanship” and Source D shows that Kennedy is seeking a peaceful solution and the halting of the arms race.
- In Source D Kennedy shows moderation and respect toward the Soviet Union and his desire to deal through diplomatic channels: *i.e.* the United Nations; he rejects warlike actions and opts for a peaceful solution to a conflict which endangers the world.
- In Source B Acheson proposed that the US should knock out Soviet missiles in Cuba by air strikes, Source D proposes non-violent measures to resolve the situation.
- Source B explicitly mentions the missiles in Turkey, whereas Source D doesn't.

Do not demand all of the above and credit all valid claims. If only one source is discussed award a maximum of **[2 marks]**. If 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 A and Source C for historians studying the Cuban Missile Crisis. [6 marks]

Source A:

- Origin: An extract from a recent book, 2003, about the Cold War.
- Purpose: To provide a broad, interpretative overview of the conflict, one accessible to students of the Cold War.
- Value: It explains key events, trends and themes from some of the most important recent scholarship of the Cold War from a more objective perspective.
- Limitations: As its purpose is to provide a broad interpretation, some issues might not be included and it gives an abbreviated treatment of others.

Source C:

- Origin: An extract of a telegram from Khrushchev to Kennedy on October 26.
- Purpose: It is a personal appeal by Khrushchev to diffuse the crisis by proposing some ways of settling the crisis.
- Value: It originates from the Soviet leader at the time of the crisis. It shows Khrushchev's attempts to conciliate and his fears that an uncompromising position would doom the world to nuclear war. It shows willingness to remove the missiles from Cuba in return for a US pledge not to invade the island.
- Limitations: The letter is undiplomatic and emotional, suggesting that it was written on his own without consultation from his Kremlin advisers and therefore not an official proposal.

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 marks]* split. If only one source is assessed mark out of *[4 marks]*. For maximum of *[6 marks]* candidates must refer to origin and purpose, and value and limitations.

12. **Using these sources and your own knowledge, explain why the Cuban Missile Crisis did not lead to open war between the United States and the Soviet Union.** **[8 marks]**

Source material:

- Source A** Indicates the controversy about Kennedy’s actions, the pressures under which he was working and acknowledges his role in the outcome (“Kennedy’s instinctive caution and prudence ... was instrumental to the peaceful denouement of an affair unparalleled danger”).
- Source B** Shows an alternative view of a “solution” for the crisis, one that expresses a hard-line approach, but hopes in the final sentence that “cooler heads will prevail”.
- Source C** Indicates Khrushchev’s recognition that he might have underestimated Kennedy’s resolve and is backing down from his earlier confrontational rhetoric. It also shows that regardless of the opposition that he might encounter at home, he is unwilling to launch a war in which everybody will lose.
- Source D** Kennedy’s letter shows a very clever manipulation of a situation which allows him to reach a solution to the crisis. He refers only to Khrushchev’s letter of October 26 and responds to it in a moderate and statesmanlike manner.
- Source E** Depicts the “painful task” for both Castro and Khrushchev of removing the missiles from Cuba. For both it is the betrayal of a promise but one that the Russian leader is taking for the sake of peace.

Own knowledge could include:

The contact between Khrushchev and Kennedy in letters and telegrams, the importance of diplomacy and America’s allies, the central issue of Berlin, the roles of Khrushchev and Robert Kennedy, more details about ExCom, the secret agreement to remove the missiles in Turkey, nuclear brinkmanship. Both Kennedy and Khrushchev were fully aware of the potential for catastrophe and were determined to find a solution to the crisis. The inaction of Castro. Luck might have played a role.

Do not expect all of the above and accept 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 source material used.
