Mark Schemes for Stalin’s Social Revolution Past Paper and Discussion

IB Euro

1. **Examine the role of education in *one* single-party or authoritarian state.**

Candidates will probably choose one of the following states for their answer to this question: Nazi Germany; USSR under Stalin; or China during Mao’s regime, but any other single-party state would be valid.

Rulers of single-party states used education for a variety of purposes and in a variety of ways. Education was used to indoctrinate children to believe in and support the ruler, whose ideology was emphasized. Teachers had to belong to the ruling party, and teach according to the ideology. Text books were often changed in order to ensure support for the leader. His cult of personality was fostered.

Often candidates confuse propaganda with education. There were elements of propaganda in education, but education must be assessed (rather than sweeping unsubstantiated generalizations about propaganda being expressed) for a satisfactory answer.

Education was used to improve the economy and standing of some single-party states. This could involve an increase in literacy and teaching more maths, science and technology, thus enabling leaders to point out the benefits they had introduced.

2. **Examine the role of the media in *one* single-party *or* authoritarian state.**

The main areas for candidates to examine are the press, radio and television, and film as they were the chief means of mass communication in the twentieth century. Some others might be relevant, such as posters. Candidates should show how the media was used as propaganda for obtaining and maintaining support for the authoritarian leader. Censorship may also be addressed. Sometimes candidates equate the media with propaganda but whereas the media was a tool of propaganda, it is not synonymous with propaganda. The media was also used as a means of indoctrination. Specific examples and details of media use and its effects on the population should be included. Unsupported generalizations will not score well.

3.

**For what reasons, and with what results, did rulers of single-party states both support and censor the arts?**

Evidence, ideally, is needed from more than one state, and that a thematic approach is more likely to score well, but no particular number of states is asked for. An in-depth analysis of one state might be worth more than a simplistic general survey of many states.

For reasons for supporting the arts (all art forms would be valid), candidates could mention: propaganda; for prestige; to win support and praise from the public at home; to foster nationalism and develop national culture; to deflect criticism from unpopular measures.

Reasons for censoring the arts could include: to stop personal criticism, or criticism of the government/state (for example in plays, films and cartoons); to eliminate “foreign” and unwelcome art forms and styles; to punish artists who did not support the regime and stop the public supporting them.

Results of both support and censorship were similar: a distinct and recognisable style of art; poverty for those artists that did not comply, and wealth and favour for those who did; stifling of originality; widespread use of the arts for propaganda and support for the ruler and the regime; lack of variety and foreign influence in the arts.

4. **Analyse the treatment of religious groups in *two* single-party states, each chosen from a different region.**

Religious policies of single-party states which illustrate the treatment of groups could include: tolerance (for political reasons) and establishing links (such as alliances and treaties, role in education) with the predominant faith of the country; opposition or banishment; attempts at forming “new” faith movements; censorship or outright attempts to eliminate potential opposition.

Analysis should focus upon not only policies and methods but upon the reasons why religious groups were treated in the manner identified.

*If only one state is discussed, or one region, mark out of a maximum of* ***[12 marks]****.*

***N.B*. Answers must be supported with specific detail.**

**5. Evaluate the effects of the policies of *two* rulers of single-party states, each chosen from a**

**different region, on the role and status of women.**

Answers to this question will probably consider the following: the role and status of women in areas

such as education, work and political participation; economic policies that either opened up or

closed off opportunities for employment; family conditions that may or may not have encouraged

women to remain at home; social, economic and political equality/inequality with men; legal rights

*etc.*. Candidates should identify the single-party state and use specific examples and evidence to

support their arguments.