Exercise walk-through

2.2

Paper 2: Cuba under Castro and comparing authoritarian states

International Baccalaureate · IB Diploma · History · SL

World history topics

- plan and write a Paper 2 essay with a **thesis**, argued paragraphs, a **counter-argument** and a **judgement**;
- explain how authoritarian states emerged, consolidated power and ruled, using Germany and Cuba;
- explain the long-term, short-term and trigger causes of the First World War and its effects;
- explain the origins, crises and end of the Cold War and how historians disagree about it.

Authoritarian states (20th century)

- An **authoritarian state** is ruled by one leader or party that does not allow free elections or opposition.
- Questions ask about three stages: its **emergence** (how it came to power), its **consolidation** (how it kept power) and its **policies** (what it did with power).
- You must know at least two states from different regions.
- Germany and Cuba are a common pair.

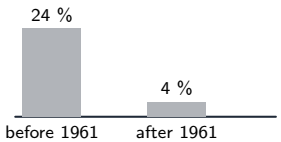
Key terms (2)

- **Détente**: a period of reduced tension between the USA and the USSR in the 1970s.
- **Orthodox view**: in Cold War history, the view that Soviet expansion caused the Cold War.
- **Revisionist view**: the view that US economic interests caused the Cold War.
- **Post-revisionist view**: the view that fear and misunderstanding on both sides caused the Cold War.

Exercises 2.1·2.2

2.1 State **two** reasons why Batista lost support in Cuba in the 1950s. [2]

2.2 Official figures show illiteracy in Cuba falling from about 24 % to about 4 % after the 1961 literacy campaign. Calculate the fall in percentage points, and give **one** reason why a historian should treat the figures with care. [3]



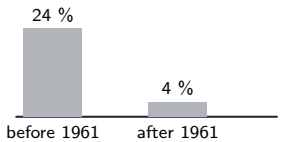
Exercises 2.1·2.2

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2.1

any two: corruption and brutality of his regime, e.g. torture and killing of opponents; he took power in a coup (1952), so he had no democratic legitimacy; resentment of US control of the economy, e.g. sugar and land; poverty and inequality in the countryside

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2.2

$24 - 4 =$ **20** percentage points; they are official government figures, and the regime used the campaign as propaganda; “literacy” may have been measured with a simple test, so the real level of reading may be lower

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Exercises 2.3·2.4

2.3 Explain **two** methods Castro used to consolidate his power, 1959–1965. [4]

2.4 Write **one** comparative paragraph on the use of propaganda in Germany under Hitler and Cuba under Castro. [6]

Exercises 2.3·2.4

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2.3

any two, explained: the CDRs (1960) watched every street, so opposition was reported and dangerous; control of the media: opposition newspapers were closed, so only the revolution's view was heard; social reforms: land reform, literacy and free health care won the loyalty of the poor; using the US threat: the Bay of Pigs (1961) let Castro present opponents as traitors and rally Cubans; a single party: from 1965 the Communist Party was the only legal party

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a clear comparative point in the first sentence; evidence for Germany, e.g. Goebbels, radio, rallies, the Hitler Youth; evidence for Cuba, e.g. Castro's long televised speeches, the literacy campaign's message, posters of the revolution; a similarity explained, e.g. both built a cult of the leader; a difference explained, e.g. Nazi propaganda built hatred of Jewish people, whereas Cuban propaganda focused on the US as the enemy and on social progress; linking words used throughout (whereas, similarly, in both cases)

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Exercise 3.1

3.1 *(Paper 2 style.)* Compare and contrast the ways in which **two** authoritarian states, each from a different region, consolidated their power. [15]

point	Germany	Cuba
force	?	?
propaganda	?	?
policies	?	?

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Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge used as evidence, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: structure: a comparative essay with both states in every paragraph, not one after the other; similarities: both used force: the Gestapo and camps in Germany; the CDRs, prison and exile in Cuba; both

Full solution on next slide

Full solution 3.1

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conclusion: a judgement on whether force or consent mattered more, and how the two states differ

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