



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 3  
BREADTH STUDY 10  
CHANGING LEADERSHIP AND SOCIETY IN RUSSIA,  
c. 1881-1989

1100UK0-1

## INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## UNIT 3

### BREADTH STUDY 10

#### CHANGING LEADERSHIP AND SOCIETY IN RUSSIA, c. 1881-1989

### MARK SCHEME

#### Marking guidance for examiners

#### Summary of assessment objectives for Unit 3

The questions each assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

#### The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

- advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- an assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- the assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

#### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

#### Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **How far do you agree that the 1905 Revolution was the most significant political challenge facing the Tsarist regime between 1881-1914?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether the 1905 Revolution was the most significant political challenge facing the Tsarist regime between 1881-1914. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which the 1905 Revolution was the most significant political challenge facing the Tsarist regime between 1881-1914. In order to reach a substantiated judgement about this issue, candidates may argue that the 1905 revolution was the most significant political challenge as it displayed the vulnerability of the Tsarist regime and it was forced to make political concessions. The response might consider supporting the proposition by considering:

- the 1905 Revolution represented every element of discontent within Russia: military failure, peasant unrest, industrial strikes and Tsarist repression; there were also separatist demands
- the 1905 Revolution did more than anything else to undermine the allegiance of the Russian people to the Tsarist regime
- frightened by the loss of control the Tsar was forced to make political and economic concessions
- the reputation of Tsarism remained tarnished by the events of Bloody Sunday. It was very difficult for the regime to steer a path of modernisation within the framework of an autocracy. Political stability was illusory by 1914
- 1905 and its aftermath represented a real break from Russia's past and a major shift in Russia's political development

Candidates might consider challenging the proposition in the question by arguing that as the 1905 Revolution was made up of a number of uncoordinated events then the political challenge posed by the 1905 Revolution was not that significant. Greater challenges were posed by other political developments. The response might consider:

- the immediate crisis following the 1905 Revolution was averted. Any overt opposition that remained following the granting of concessions was dealt with harshly by repression; the Duma was kept under control through a mixture of skilful handling by Stolypin. Twice it was dissolved early, due to the perceived radical nature of its elected members. Changes to the electoral laws in 1908 delivered a more compliant Duma which created for many a sense that Russia was moving forward. This co-operation with the government gave the impression that a gradual development of democracy in Russia was possible

- the persistence of political extremism throughout the period was a more serious challenge to the Tsarist regime. Political repression and the weakness of the Duma meant that the Tsarist regime was as strong as ever and the extremist tendency of the political opposition was sustained
- liberals were not persecuted in the way radicals were so liberal opposition grew and even permeated court circles; Marxist ideas spread and the SDs were formed in 1898, becoming the Mensheviks and Bolsheviks in 1903. They won converts among the urban working classes in the big cities in early 20th century
- from 1899, there was a Populist revival in the universities and outbreaks of disorder, including the assassination of Minister of Education, Bogolepov in 1901. The founding of the SRs in the same year provided for the organisation of opposition to the regime and further assassinations
- the Tsarist regime had faced the challenge of attempting to restore the effectiveness of traditional forms of government without the bedrock of serfdom
- the impact of the outbreak of the First World War on Russia may be mentioned but candidates should note that the dates in the question end in 1914

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the 1905 Revolution was the most significant political challenge facing the Tsarist regime between 1881-1914.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **‘De-Stalinisation was the most significant political development in Soviet Russia in the period 1953-1989’. Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which de-Stalinisation was the most significant political development in Soviet Russia in the period 1953-1989. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which de-Stalinisation was the most significant political development in the period. In order to reach a substantiated judgement about this issue, candidates may argue that de-Stalinisation resulted in a decisive break with the Stalinist past. The response might consider supporting the proposition by considering:

- in delivering the ‘secret speech’ Khrushchev took a courageous, controversial and risky step in rejecting Stalin’s authority and the abandonment of Stalinism
- there was a reduction in terror after 1953 and some political prisoners were released
- there was a reduction in the power of the party as economic decision making was decentralised in an attempt to create more initiative and creativity in policy
- the fact that Khrushchev was later removed by a vote in the Politburo indicates the significance of de-Stalinisation
- a decisive break with the Stalinist past came in the social and cultural spheres

Candidates might consider challenging the proposition in the question by arguing that in many respects stagnation, reform and eventual collapse were more significant political developments than de-Stalinisation. The response might consider:

- Khrushchev’s ‘secret speech’ was part of a calculated plan to aid and consolidate his own rise to power. Whilst the criticisms discredited the absurdities of Stalinism they did not criticise the current politicians who had been instrumental in them.
- de-Stalinisation was misleading because there was no attempt to dismantle the Stalinist system
- vested interests opposed change and Brezhnev reversed those aspects of de-Stalinisation that had upset the party. Brezhnev tried to paper over the cracks of the Soviet system
- there were significant developments during the Brezhnev era. Brezhnev’s exercise of power was based more on consensus than on fear but there was no withering away of the state. Brezhnev promulgated the doctrine of ‘developed socialism’. In this period Soviet politics became more effective because the government was united and interests groups were able to articulate their views. The cult of the leader was restored in this era.
- under Andropov a more reforming political generation emerged but it was too short lived

- this move to reform found expression under Gorbachev where there emerged a more questioning approach to the Soviet system built by Stalin. He tried to reform the political system within limits. Gorbachev tried to face up to the problems of the Soviet system even if he was incapable of solving them. A weaker-willed leader, who was more concerned with personal position would not have been able to ease the transition of a declining political system into a post-communist Russia
- the impending break-up of the Soviet Union may be regarded by some as the most significant political development, but the period set ends in 1989

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which de-Stalinisation was the most significant political development in Soviet Russia in the period 1953-1989.

### INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

#### **To what extent did social and economic change have a mainly positive impact on Russian society in the period 1881-1989?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case the extent to which social and economic change had a mainly positive impact on Russian society between 1881 and 1989. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the extent to which social and economic change had a mainly positive impact on Russian society between 1881 and 1989. In order to reach a substantiated judgement about this issue, candidates may argue that social and economic changes had a mainly positive impact on Russian society in the period between 1881 and 1989. They may argue that Russia developed a modern and dynamic society by the destruction of the hierarchical and feudal society and the redirection of the economy. The response might consider supporting the proposition by considering:

- economically and socially there were significant positive developments by 1914. Before 1914 the Russian economy was primarily agricultural but there had been some industrial advances fostered by the state. Serfdom was abolished. Under Witte's economic policy 1892-1903 huge investment in heavy industry and railways. In rural areas, the work of the zemstva contributed to an expansion in education. Social stability increased political stability
- economic reforms and an economic boom contributed to positive growth in the early 20<sup>th</sup> century. Stolypin's agricultural reforms helped create a class of more prosperous peasants who were political supporters of the regime. Business people and entrepreneurs benefited
- the NEP of the 1920s represented a move towards a mixed economy and led to more prosperous peasant farmers
- Stalin's policies of planning and centralisation resulted in industrial growth but less so for agricultural growth; Stalin tried to achieve social stability but this was often at the expense of various groups and institutions e.g. the Church and non-Russian peoples
- the Soviet economic system survived the ravages of the Second World War and led to a period of reconstruction. In industrial terms this was successful but this did not extend to the agrarian economy
- decentralisation and the emphasis on innovation under Khrushchev and flexibility under Andropov had some positive effects; Khrushchev's approach to agriculture in the Virgin Lands scheme was more enlightened than collectivization under Stalin
- gradual reform under Gorbachev led to greater economic and social freedom and expression



Candidates might consider challenging the proposition in the question by arguing that social and economic change had a mainly negative impact on Russian society in the period 1881-1989. The response might consider alternate factors such as:

- although there were frequent dramatic changes in the later nineteenth century, much also stayed the same by 1914. Industrial development was concentrated in relatively few areas and was financed by foreign investment. There was a growth in the working classes, urban workers and peasants were squeezed very hard by high indirect taxes and low wages; there was an economic slump after 1902 which led to high unemployment and social tensions in the towns; poor harvests in 1900 and 1902 led to starvation and violence in the countryside
- there was limited reform of the rural economy since many peasants did not take advantage of Stolypin's agrarian reforms - and much farming remained primitive; poor social conditions accompanied economic growth in cities, negating some of its benefits and the regime did little to help. there were still profound limitations to the degree of economic modernisation (as was soon to be shown in Russia's disastrous showing in that war).
- social reforms had limited impact. Workers were increasingly discontented and by 1912 there was a wave of strikes and industrial action. in the countryside there was widespread unrest and Stolypin's reforms were too slow to bring stability; economic and social problems caused by famine, urbanisation and the pressure of rising population
- serfdom may have been abolished in the later nineteenth century but the majority of peasants made few gains. A rising population, inefficient farming and the system of land ownership produced low yields. Also many of the aristocracy declined in wealth
- the experience of industrialization for the people was predominantly grim in the 1890s, 1930s and 1950s. Under both Tsarist Russia and Communism the peasants were squeezed tight and persecuted to finance industrialization
- both the Great War and the Civil War had a devastating effect on the social and economic condition of the Russian people
- state control of industry and agriculture under Stalin stagnated the economic and the human dimension for many Russians
- the development of the black economy after the 1950s was an important element of everyday life in the Soviet Union
- stagnation under Brezhnev in the 1960s and 1970s was very negative

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which social and economic change had a mainly positive impact on Russian society between 1881 and 1989.

## ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 3

Target: AO1

Total mark: 30

Focus: *Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering nearly all of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering the whole of the set period.
B6L	26	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the question set, it demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a supported, balanced and appropriate judgement covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the question set, it demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3

<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” <i>[throwaway / simplistic / bolt-on]</i> judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers