



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

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 2018 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 focussed 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 War Communism had the most significant impact on the lives of the Russian people in the period 1881-1924?

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 that War Communism had the most significant impact on the lives of the Russian people in the period 1881-1924. 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 War Communism had the most significant impact on the lives of the Russian people in the period 1881-1924. In order to reach a substantiated judgement about this issue, candidates may argue that War Communism had a significant impact on the Russian people. The response might consider supporting the proposition by considering:

- War Communism was to become the basis of the Russian economy during the Civil War. Industrial production was planned through the central planning offices run by the government. At its basis was the setting up of a socialist style economy.
- Through the direct orders of the proletarian state all production and distribution was to be arranged on communist principles.
- Key features which affected people's lives under war communism included nationalisation, requisition and rationing.
- The effects of War Communism on people's lives were catastrophic. Peasant uprisings broke out across Russia. The Kronstadt mutiny broke out. Iron production dropped and the rouble became devalued.
- The economy only seemed to function through the Black Market. The economy was on the verge of collapse.

Candidates might consider challenging the proposition in the question by pointing out that War Communism did not have the most significant impact on the lives of the Russian people in the period 1881-1924. The response might consider:

- War Communism was merely a temporary policy brought about by the demands of the Civil War. The measures introduced were largely improvised and short-term. The fact that it was abandoned in 1921 limited its impact. It was a pragmatic response to an emergency situation.
- The NEP had more impact as it made extensive concessions to private enterprise. Major concessions were given to the peasantry to get the economy moving again. This marked the abandonment of a total communist social and economic revolution.
- Vigorous state action, foreign capital and machinery gave Russia a more powerful impetus on the road to industrialisation during the Tsarist regime.

- Socially serfdom had been abolished and had bedded down by 1881. The government had succeeded in its complex task of abolishing serfdom, without provoking rebellions in the period. This huge change had a massive impact on the lives of the Russian people after 1881
- Stolypin by 1914 had tried to establish independent household ownership and to improve the efficiency of agriculture
- The Great War and the subsequent upheavals in 1917 also had a huge impact on the society and economy of Russia in this period

Overall candidates will offer a debate and come to a substantiated judgement regarding the significance of the impact of War Communism on the lives of the Russian people in the period 1881-1924.

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.

‘The most significant changes in the society and economy of Soviet Russia in the period 1953-1989 were made by Khrushchev.’ Discuss.

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 most significant changes in the society and economy of Soviet Russia in the period 1953-1989 were made by Khrushchev. 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 most significant changes in the society and economy of Soviet Russia in the period 1953-1989 were made by Khrushchev. In order to reach a substantiated judgement about this issue, candidates may argue that under Khrushchev there was indeed a major shift in economic and social policy. The response might consider supporting the proposition by considering:

- Khrushchev was a reformer and wanted to make the USSR a more efficient and humane society. Destalinization dismantled some of the controls associated with Stalin. For example, there was a relaxation in censorship.
- Investment in agricultural increased by 250% between 1953-1958 and there was substantial investment in urban housing construction and the production of consumer goods.
- There were some structural changes including the scheme for the regionalisation of industry through ‘regional economic councils’. Collective farms were given more control over their machinery.
- There was major investment in education and the health services and expansion of foreign trade.
- Industrial production increased in the 1950s very rapidly because the USSR invested a greater proportion of its wealth in industry.

Candidates might consider challenging the proposition in the question by arguing that really Khrushchev’s social and economic reforms were really very limited and lacked any real significance. The response might consider:

- Khrushchev recognised that some features of Stalinism had a negative impact on the population. He dismantled some structural and cultural controls, but a complex system of administration still worked within the central planning system introduced by Stalin. Furthermore, there was no overall change in the structure of agriculture, and no serious consideration was given to a market structure rather than Communist priorities.
- Khrushchev tried to increase productivity, initiative and efficiency. But he chose to reform without coercion which meant that his opponents who gained their positions under Stalin, were able to prevent modernisation which gave way to stagnation. His reforms were insufficiently considered and caused more trouble than they worth.

- Brezhnev cannot be analysed as making the most significant changes as he contributed more to economic and social stagnation because he allowed the economic and social system he inherited to continue. His regime occasionally tinkered with different models of assessing economic performance and encouraging initiative but no fundamental reforms to the Stalinist model were attempted. He relaxed censorship, but the essentials of the Stalinist system remained. There was still too much inefficient organisation and management. Labour productivity remained low. The rate of economic growth declined and investment in heavy industry declined. There were still shortages of consumer goods.
- It can be argued that the most significant changes in the society and economy of Soviet Russia come under Gorbachev. Gorbachev believed that if there was to be a significant change in attitudes perestroika and glasnost had to go hand in hand. This was far too demanding an expectation given the remnants of the Stalinist system which pervaded society. Gorbachev not only faced obstruction but also apathy and disillusionment. Gorbachev in essence had to try and make the existing system better. He would not accept the solution of a market economy. The central planning mechanism lay intact and the preceding years of stagnation and reluctance to change helped fuel the economic and social stagnation.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the most significant changes in the society and economy of Soviet Russia in the period 1953-1989 were made by Khrushchev.

INDICATIVE CONTENT FOR QUESTION 3

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 Lenin provide the most effective leadership of Russia 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 Lenin provided the most effective leadership of Russia in the period 1881-1989. 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 Lenin provided the most effective leadership of Russia in the period 1881-1989. In order to reach a substantiated judgement about this issue, candidates may argue that Lenin was the most effective leader in the period. The response might consider supporting the proposition by considering that:

- Lenin exploited the difficult circumstances of 1917 brilliantly but ruthlessly. The consolidation of Bolshevik power influenced attitudes and developments within Russia for generations.
- Lenin had led the Bolsheviks to victory in the Civil War.
- Under Lenin the years after the revolution saw the establishment of a one-party state, employing propaganda and coercion on a major scale.
- Lenin firmly established communist rule in Russia and had prevented the complete disintegration of the old Russian Empire
- Lenin's theories gave generations of communists the confidence that whatever they did was legitimate.

Candidates might consider challenging the proposition in the question by arguing that Lenin did not provide the most effective leadership of Russia in the period 1881-1989. The response might consider that:

- Lenin was responsible for the excesses and chaos of the post- revolutionary period. His authoritarianism prevented the path to democratic government. He was a ruthless, manipulative dictator with utter disregard for human life.
- In many respects the Tsarist regime was a more efficient authoritarian regime and, but for the First World War, it is arguable that it would have survived.
- Stalin transformed Russia from an autocratic state into a totalitarian state. His emergence transformed the governance of Russia. Furthermore the essence of Stalinism survived long after Stalin. Even de-Stalinisation did not remove the remnants of Stalinism. So, in this respect Stalin represented more efficient leadership in the political development of Russia.
- Khrushchev and Gorbachev initiated reforms of the Stalinist system recognising the negative effects of Stalinism on the Russian people. Their effectiveness should be measured against how successfully Russia made a peaceful transition towards post Stalinism and post communism.

- Khrushchev allied a pragmatism to genuine idealism in that he wanted to change people's lives. Destalinization was a brave and statesmanlike move. Gorbachev understood the problems of Russia and wanted to modernise. His 'New thinking'. He talked the language of moderation and reform and he eased the transition of a declining power into the post-communist world without a civil war and without being overly concerned about his own personal power. Gorbachev should be compared favourably with Lenin as an effective leader.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Lenin provided the most effective leadership of Russia in the period 1881-1989.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL QUESTIONS

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be given to certain types of answer.

Band 6 CHARACTERISTICS		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i>
B6H	30	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
B6S	27	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.

Band 5 CHARACTERISTICS		<i>The response is mainly focussed on covering the greater part of the set period and 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.</i>
B5H	25	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
B5S	23	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
B5C	21	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i>

Band 4 CHARACTERISTICS		<i>The response attempts to cover most of the set period and debates discusses 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 supported judgement</i>
B4H	20	The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
B4S	18	The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.

Band 3 CHARACTERISTICS		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
B3S	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.

Band 2 CHARACTERISTICS		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
B2S	6	The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted.

Band 1 CHARACTERISTICS		<i>The response is 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.
B1S	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers