



GCE MARK SCHEME

SUMMER 2019

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 2019 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 Stalin was responsible for the most significant social and economic changes in Russia during the period from 1905 to 1939?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether Stalin was responsible for the most significant social and economic changes in Russia between 1905 and 1939. 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 Stalin was responsible for the most significant social and economic changes in Russia between 1905 and 1939. In order to reach a substantiated judgement about this issue, candidates may argue that Stalin's changes in social and economic policy transformed Russian society and the economy more than any other policies in this period. They may note that:

- Stalin's collectivisation and industrialisation established the norms of life for the Russian people. He established a highly centralised command economy with the priority given to heavy industry;
- Stalin eliminated the peasants as a potentially independent force, resistant to socialist ideology. The peasants were forced out of their individual farms and into collectives. Millions died in the famine that accompanied collectivisation. New industrial towns were built but goods for the ordinary people were in short supply. The Kulaks were eliminated as a class;
- working conditions declined at the same time as inefficiency grew. The population as a whole was exhorted to make sacrifices for a better future and there was no mercy for slackers or doubters;
- Stalin created a cultural system that subordinated all cultural and intellectual life to the political demands of the regime. Cultural expression glorified the leader;
- Stalin produced advances in education and re-established the role of the family.

Candidates might consider challenging the proposition in the question by pointing out that as a result of Stalin's social and economic policies agriculture remained inefficient and the Five-Year Plans were an incoherent experiment and other regimes made changes which saw even more significant social and economic change. They may note that:

- Stalin used the methods of earlier Tsars and Lenin. There was continuity in aspects of social and economic policy;
- there had been considerable industrial development during the latter years of the Tsarist regime, deliberately fostered by the state (for example Witte) as a means of regaining and reinforcing Russia's status as a world power. There was considerable railway expansion, which doubled in size and heavy industry began to expand as well as the financial sector. The government had succeeded in its complex task of abolishing serfdom, without provoking rebellions in the period. Stolypin, by 1914, had tried to establish independent household ownership and to improve the

- efficiency of agriculture. Furthermore, there were scientific and cultural developments. These were important advances within society and the economy;
- the impact of the First World War on the Russian society and economy was significant. The war imposed suffering upon the Russian people. Conscription, for example, caused a scarcity of labour, fuel shortages and food prices rose dramatically. The hardships of war produced riots and strikes in 1917;
  - under Lenin's guidance, the revolutionary government embarked upon a measured policy by which the Russian economy was successfully transformed into a planned socialist system in accordance with Marxist principles; or that Lenin's policies were pragmatic adjustments to circumstances. Between 1917 and 1924, there were three distinct and consecutive periods of economic policy that affected the lives of the people.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Stalin was responsible for the most significant social and economic changes in the period from 1905 to 1939.

## 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 lives of the Russian people were affected more by the reforms of Gorbachev than those of any other Russian leader during the period from 1953 to 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 Gorbachev’s reforms affected the lives of the Russian people more than any other leader in the period from 1953 to 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 Gorbachev’s reforms affected the lives of the Russian people in the period from 1953 to 1989. In order to reach a substantiated judgement about this issue, candidates may argue that Gorbachev’s reforms had the greatest effect on the lives of the Russian people more than any other leader. Candidates may suggest that:

- Gorbachev believed that if there was to be a significant change in attitudes, *perestroika* and *glasnost* had to go hand in hand. Gorbachev in essence had to try and make the existing system better;
- Gorbachev attempted to liberalise Soviet society and encourage efficiency and economic reform;
- Gorbachev believed that citizens had to discuss alternative ways of doing things and people had to take the initiative and become full participants in social and economic life. His attack on alcohol was a symbol for change in the country;
- Gorbachev’s reforms went back to before the NEP and a belief in direct democracy. His reforms were a courageous attempt to face up to the social and economic problems of the Soviet Union. He called for fast paced technological modernisation and increased industrial and agricultural productivity;
- Gorbachev’s reforms actually provided mixed results and the people found themselves in long queues, strikes, some civil unrest. Citizens were not accustomed to the lack of regulation and command.

Candidates may consider challenging the proposition in the question by arguing that in many respects the results of Gorbachev’s social and economic reforms made him more popular outside the USSR than within it. They may also argue that the reforms of other Russian leaders had more effect. They may suggest that:

- this was far too demanding an expectation given the remnants of the Stalinist system that pervaded society. Gorbachev not only faced obstruction but also apathy and disillusionment. There were fears of social instability. The central planning mechanism lay intact and the preceding years of stagnation and reluctance to change helped fuel the economic and social stagnation. Gorbachev would not allow the transition towards a market economy. Furthermore, the challenge of persuading ordinary people to play a bigger role in the economy—and life generally—without telling the truth about what was wrong with the existing system was a substantial one;

- Khrushchev recognised that some features of Stalinism had a negative impact on the population. He dismantled some structural and cultural controls, but the 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. The Stalinist system set narrow limits upon what a leader could achieve. Also he launched a brutal attack on the Church while at the same time reforming the criminal code. His reforms were insufficiently considered and caused more trouble than they worth;
- Brezhnev's contributed to economic and social stagnation because he allowed the economic and social system he inherited to continue. He tried to paper over the cracks. 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. However, the economic decline started earlier.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Gorbachev's reforms affected the lives of the Russian people more than any other leader in the period from 1953 to 1989.

### 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.*

### **How effectively did Russian leaders deal with the political challenges they faced in the period from 1881 to 1989?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case how effectively did Russian leaders deal with political challenges in the period from 1881 to 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 Russian leaders dealt effectively with the political challenges they faced in the period from 1881 to 1989. In order to reach a substantiated judgement about this issue, candidates may argue that most Russian leaders were largely effective in dealing with the political challenges that they faced in the period from 1881 to 1989. They may suggest that:

- the reaction that began during the reign of Alexander III continued into the reign of Nicholas II. The assassination of Alexander II convinced his successor, Alexander III, that concessions were out of the question and he reversed the liberal measures of his father. Effective use of censorship, pogroms and the suppression of nationalist feeling followed;
- the years after Revolution saw the firm establishment of the one-party state, employing propaganda and coercion on a major scale. Lenin, was responsible for the terror that was a part of Soviet rule thereafter. Lenin showed a willingness and insistence on using terror as a political weapon. The Cheka was set up and was the effective instrument for eliminating all potential or real opposition to the regime. It was replaced by the OGPU and the NKVD and eventually the KGB;
- what Lenin had created, his successor Stalin took to new extremes. In the Great Purges of 1934 to 1939, Stalin launched a terror campaign against the entire nation. The secret police imprisoned millions and murdered hundreds of thousands. No one seemed immune from government-sponsored terror, as Lenin eliminated the rivals. He wanted to combat counter-revolution by means of terror. He was effective in doing this;
- At the end of the process, Stalin emerged as dictator with supreme control over the party and a populace that was subservient. This shows evidence of dealing effectively with political challenges;
- A collective leadership took over following Stalin's death and decided that Soviet rule should be less rigid and based more on consent. Attempts to reform the Communist Party structure caused resentment amongst his political colleagues and he was ousted by a coup. Khrushchev chose to reform without coercion;
- Gorbachev was a traditional Soviet leader. Like his predecessors he consolidated his position by promoting supporters and demoting opponents. His purge of the Communist Party was drastic but effective.

Candidates might consider challenging the proposition in the question by arguing that in several cases leaders were not effective in facing political challenges. They may note that:

- Alexander III did not stamp out all opposition. Various groups were active against the regime. The Tsarist regime was oppressive but inefficient, for example, the Populists, Marxists and Social Revolutionaries;
- from the moment that Lenin seized power he wanted to rule, and he purged the party. However, even with this ruthless approach he was unable eradicate internal dissent, and between 1917 and 1918 he agreed to a coalition with the Left Social Revolutionaries. There was some internal dissent;
- The machinery of terror was not well organised during Stalin's dictatorship. Many people were selected at random or denounced. Terror was generated from below as well as above and it is probable that all those who opposed the regime were effectively dealt with by the regime. Stalin's political opponents, for example Bukharin and Kirov retained some influence and this reveals that resistance to Stalin may have been widespread at times within the top ranks of government. If the charges against purge victims were true, then the Soviet Union was riddled with treason. The rapid abandonment of Stalinism shortly following his death suggests that the regime had not dealt effectively with opposition;
- Khrushchev made attempts to lighten communist control. From 1956 the worst excesses of Stalin were removed. These included the excessive use of concentration camps for political opponents. But this emboldened his opponents to risk opposing him. Brezhnev's exercise of power was based much less on fear than on consensus;
- Gorbachev was not powerful/effective enough to overcome all opposition within the Communist Party. He faced obstruction within the administration and apathy from the general population. He failed to appreciate that the political system was held together by coercion and mendacious propaganda.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russian leaders effectively dealt with political challenges in the period from 1881 to 1989.

## UNIT 3: THE BREADTH STUDY MARK SCHEME for 2019

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 awarded to answers showing the appropriate characteristics.

<b>Band 6 CHARACTERISTICS</b>		<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>	
Lucid; convincing; debating			
<b>B6H</b>	<b>30</b>		
		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.	
<b>B6S</b>	<b>27</b>	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.	
<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focused 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>	
Coherent; engaging; debating			
<b>B5H</b>	<b>25</b>		
			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.
<b>B5S</b>	<b>23</b>		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
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>	

<b>Band 4 CHARACTERISTICS</b>		<i>The response attempts to cover most of the set period and 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>
Meaningful discussion; mini judgements		
<b>B4H</b>	<b>20</b>	
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.		
<b>B4S</b>	<b>18</b>	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.
<b>B4C</b>	<b>16</b>	The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b>		<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>
Two sided; listing; assertions		
<b>B3H</b>	<b>15</b>	
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		
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>
Narrative; descriptive; tagged-on		
<b>B2H</b>	<b>8</b>	
The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.		
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b> Brief; undeveloped; largely irrelevant		<i>The response is undeveloped, very brief or largely irrelevant</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the associated theme.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant.
	<b>0</b>	Use for incorrect answers