

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 Russia was well governed in the period 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 that Russia was well governed in the period 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 Russia was well governed in the period 1881-1914. In order to reach a substantiated judgement about this issue, candidates may argue that Russia was well governed in the period 1881-1914. The response might consider supporting the proposition by considering:

- the early part of the period following the assassination of Alexander II was generally stable
- Alexander III was an able ruler in the sense of management and political finesse
- he was prepared to be pragmatic and achieved a degree of tranquillity as Russia settled down to a period of political stability
- Nicholas II survived the revolutionary turmoil of 1905
- political concessions after 1905 and the granting of a Duma and the resilience of Tsarism
- Russia's position in the early years of the war seemed quite stable

Candidates might consider challenging the proposition in the question by arguing that in many respects Russia was not well governed in the period 1881-1914. The response might consider:

- Alexander III ushered in a bleak period of counter reform and repression; increased government interference; the reduction in the powers of the Zemstva
- emergency powers were enhanced for the protection of social order and state security
- Nicholas II continued repression; power still lay with the autocracy
- Nicholas' personality and inadequacy to govern; his decision to enter the First World War
- neither Tsar succeeded in removing the primary causes of internal tension or achieve a wider basis of support

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russia was well governed in the period 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.

How far do you agree that Russia was well governed in the period 1917-1945?

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 Russia was well governed in the period 1917-1945. 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 Russia was well governed between 1917-1945. In order to reach a substantiated judgement about this issue, candidates may argue that Russia was well governed between 1917-1945. The response might consider supporting the proposition by considering:

- the desire for political change by 1917
- Lenin as a political leader; his personal magnetism and charisma; his commitment and belief to his political destiny;
- Lenin's willingness to adapt policy to suit circumstance
- The opportunism of Stalin; the control that he brought to Russia

Candidates might consider challenging the proposition in the question by arguing that in many respects Russia was not well governed between 1917-1945. The response might consider:

- the failings of the Provisional government in 1917
- the chaotic condition of Russia's government during the Civil War
- Lenin's terror; a ruthless manipulative dictator
- personal dictatorship of Stalin reinforced by terror; the total politicisation of life; the dominant reactionary ethos
- Russia remained a dictatorship before and after the Revolution; a one party state

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which Russia was well governed in the period 1917-1945.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>have a specific focus on discussing the key concepts in the question set</i> • <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> • <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> • <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> • <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> • <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> • <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise generally accurate and relevant historical knowledge</i> • <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> • <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> • <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> • <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some accurate and relevant historical knowledge</i> • <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> • <i>offer some comments about the relationships between key features and characteristics of the historical period</i> • <i>attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 was the social and economic life of the Russian people transformed between 1881 and 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 life in Russia was transformed 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 life in Russia was transformed between 1881 and 1989. In order to reach a substantiated judgement about this issue, candidates may argue that social and economic life in Russia was transformed between 1881 and 1989. The response might consider supporting the proposition by considering:

- before 1914 the Russian economy was primarily agricultural but there had been some industrial advances
- the NEP represented a move towards a mixed economy
- Stalin: policies of planning and centralisation: results in terms of growth
- the economic system survived the ravages of the Second World War and led to a period of reconstruction;
- decentralisation and the emphasis on innovation under Khrushchev and flexibility under Andropov
- gradual reform under Gorbachev leading to greater economic and social freedom and expression

Candidates might consider challenging the proposition in the question by arguing that social and economic life was not really transformed. The response might consider alternate factors such as:

- serfdom may have been abolished in the later nineteenth century but the majority of peasants made few gains
- the Great War and the Civil War had a devastating effect on the social and economic condition of the Russian people
- the economic offensive of Stalin; state control of industry and agriculture; stagnated economic and social conditions for many Russians
- the development of the black economy was an important element of everyday life
- stagnation under Brezhnev in the 1960s and 1970s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which the social and economic life of the Russian people was transformed between 1871 and 1989.

ASSESSMENT GRID FOR QUESTION 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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

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2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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ASSESSMENT GRID FOR UNIT 3

Candidates answer one question in Section A and the compulsory question in Section B.

Question	AO1	AO2	AO3
1 or 2	30		
3	30		
Total	60 marks	20% weighting of total mark for qualification	