



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**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 2022 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.

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, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that 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.

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. Third, 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.

AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Evaluate the methods used by Russian leaders in dealing with the political problems that confronted them during the period from 1881 to 1989.

Candidates will offer a supported appraisal of the methods used by Russian leaders to deal with the political problems that confronted them in the context of the period specified. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the methods used by Russian leaders to deal with the problems that confronted them during the specified period were beneficial may include the following.

- During the Tsarist period (Alexander III and Nicholas II) before 1905, a range of repressive measures were used to suppress the activities of various revolutionary groups such as the Decemberists and preserve the integrity of the state.
- Successive governments used spies, informers and repression to curtail revolutionary groups.
- Under Stalin, a favoured method of dealing with opponents was the use of show trials and prolonged periods in labour camps. His personality dominated life in the state.
- Reforms were introduced by a range of individuals across the period to benefit the Russian people these included agricultural reforms and policies (Stolypin and Khrushchev).

Arguments that suggest that the methods used by Russian leaders to deal with the problems that confronted them during the specified period were insufficient may include the following.

- While Alexander III suppressed dissent during his reign, his son was unable to prevent the 1905 revolution.
- Nicholas II conceded limited democracy but was unable to control the Duma and could not avert the 1917 revolution.
- The almost endemic corruption of the post-Stalin soviet era was tackled by Andropov. Other forward-looking policies that were introduced by Gorbachev did not ultimately avert the collapse of the USSR.
- Although the cult of personality was denounced by Khrushchev's de-Stalinisation speech, it re-emerged under Brezhnev.

**“Gorbachev’s rule was the period of greatest political change in Russia.”
Discuss with reference to the period from 1881 to 1989.**

Candidates will offer a supported analysis of the period of Gorbachev’s rule, measuring its significance as a period of political change – in relation to other relevant periods of political change – in Russia during the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Gorbachev’s rule was the period of greatest political change in Russia during the specified period may include the following.

- A consideration of Gorbachev’s inheritance from the previous Soviet leader – Andropov and the problems he faced re continuing corruption and the need for bureaucratic reform.
- Consideration of the policy of Glasnost and the decision to try and implement a new openness and transparency in Soviet government, a concept that had been alien to successive generations of Soviet leaders.
- Perestroika and the attempt to make the Soviet style system of socialism work more effectively for the benefit of all people.

Arguments that suggest that Gorbachev’s rule was not the period of greatest political change in Russia during the specified period may include the following.

- The Tsarist period preceding the First World War saw revolution in 1905 followed by limited democracy.
- The overthrow of the Tsarist monarchy in 1917 and the establishment of the provisional government was a significant development.
- The Bolshevik Revolution in October 1917 brought Lenin to power and changed the direction of policy in Russia by advancing Communism and creating the Soviet Union.
- Stalin drove through significant policies which were matched by unparalleled cruelty, for example the Five-Year Plans and the Gulags.
- Following the death of Stalin, both Khrushchev and Brezhnev, to an extent, modified aspects of the Soviet state and rejected Stalinism.

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“The most significant period of economic growth and social change in Russia occurred during the rule of the Tsars.” Discuss with reference to the period between 1881 and 1989.

Candidates will offer a supported analysis of the economic growth and social change that occurred in late-Tsarist Russia, measuring its significance – in relation to other periods of economic growth and social change – in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the most significant period of economic growth and social change in Russia between 1881 and 1989 occurred during the rule of the Tsars may include the following.

- During the Tsarist period, the Russian economy made significant progress albeit from an extremely low base, there was a steady growth in the small industrial base around some of the larger cities.
- The interventionist policies of Sergei Witte from the 1890s improved the economy: subsidies and tariffs were used to support industry and growth of 8% was achieved.
- Significant railway construction was undertaken, which stimulated industries in distant parts of Russia and helped unify the country.
- Stolypin introduced a range of agricultural reforms that allowed peasants to own land.

Arguments that suggest that the most significant period of economic growth and social change in Russia between 1881 and 1989 occurred after the rule of the Tsars may include the following.

- Following the Bolshevik seizure of power in 1917, the prevailing political credo was Marxism and its emphasis on a planned economy designed to benefit the proletariat.
- All industry and land was nationalised and brought under state control.
- Under Stalin, the economy underwent the seismic changes of the Soviet era: focus could be placed on the planned economy, Stalin’s Five-Year Plans and the process of collectivisation, as well as the campaign against the kulaks.
- Important developments were introduced in the post-war period in agriculture, and in the 1980s there was a gradual liberalisation of economic activity. It could be argued that these had the greater impact on the lives of Russian people.

“The lives of the Russian people were changed more significantly under Stalin than at any other time.” Discuss with reference to the period from 1881 to 1989.

Candidates will offer a supported analysis of the lives of the Russian people, measuring the significance of the changes that occurred to those lives during Stalin’s regime relative to the rest of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the lives of the Russian people were changed more significantly under Stalin than at any other time during the specified period may include the following.

- Candidates may highlight the rapid industrialisation which took place as a consequence of Stalin’s Five-Year plans, and the resulting economic and social dislocation may be highlighted.
- Emphasis could be placed on how collectivisation affected the lives and working practices of the peasantry. The assault on the kulaks, and the consequence of this policy may be examined.
- There was a great emphasis on target setting in industrial production, note the Stakhanovite movement during the second Five-Year plan. The extent to which local officials adhered to the plans could be explored.
- Stalin forced the mass movement and relocation of people across the Soviet Union with devastating consequences.

Arguments that suggest that the lives of the Russian people were changed more significantly during a time other than that of Stalin’s regime, may include the following.

- An alternative view might consider the economic progress made under the various Tsarist governments from 1881, particularly the agricultural reforms of Stolypin.
- The seizure of power by the Bolsheviks in October 1917 imposed Soviet government and state ownership, which had momentous social and economic consequences on the entire population – land and industry was nationalised. The period from 1917 to 1924, arguably, saw much more rapid changes to people’s lives than any other period.
- Following the death of Stalin, greater emphasis was placed on expanding the production of consumer goods.
- The gradual loosening up of the Soviet economy under Gorbachev, with the emphasis of Glasnost and Perestroika brought different changes and a tantalising glimpse of a different economic and social model.