



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### History

## Alternative F: Units 1 and 4

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## General Guidance for Examiners: AS and A2 examination papers

### A: Introduction

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**B: Exemplification of AS Level descriptors****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:**

*Either*

Demonstrates by relevant selection of material some understanding of a range of issues.

*Or*

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

**C: Exemplification of A Level (A2) descriptors**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:***Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

*Or*

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

**Level 2:***Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

*Or*

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

**Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

**Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

**Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

**D: Deciding on marks within a level**

**These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.**

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
  - generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
  - well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.



**Alternative F: Russia and the USSR, 1855-1991****AS Unit 1: Tsarist and Revolutionary Russia, 1855-1917****Question 1****(a) Use Source A and your own knowledge.**

**Explain briefly the importance of the “expectations of land” referred to in Source A.**

*Target: AO1.1, AO2*

L1: Demonstrates basic understanding of the issue using the source, e.g. basic awareness that many Russians wanted land, but answering at a very generalised level. **1**

L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. brief but developed understanding that peasants wanted to own land or escape the burden of redemption payments, particularly since the rise in population in the late nineteenth century had put more pressure on land, and agriculture in most areas was not very productive. Answers which emphasise the “importance” aspect are likely to be at the top of the band. **2-3**

**(b) Use Sources A and B and your own knowledge.**

**Explain how Source A differs from Source B on how Russia should be governed.**

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

*Target: AO1.2, AO2*

L1: Extracts relevant information about the issue from both sources, with limited reference to the context, i.e. summarises the attitudes towards government in the two sources but not utilising “own knowledge” to explain similarities or differences in the views. **1-2**

L2: Extracts and compares information about the issue from both sources, with limited reference to own knowledge, e.g. Source A clearly indicates an expectation that the Government should be genuinely responsive to the wishes of the Duma; whereas the implication of Source B is that the Tsar distrusts the Duma and regards it as a negative force. Own knowledge may indicate why there were differences between the Sources and include references to the political parties which made up the Duma and their policies, incidents such as the Viborg Manifesto etc. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge of the issue and draws conclusions. As Level 2, but a developed answer which makes good use of the Sources and may well use contextual knowledge to examine the history of both dumas, and explain why attitudes towards government were different. A top of band answer may well make a substantiated judgement about the relationship between the Tsar and the dumas. **6-7**

(c) Use Sources A, B and C and your own knowledge.

Explain the importance, in relation to other factors, of the reforms carried out by the government in Russia between 1906 and 1914 in maintaining the stability of the Tsarist regime.

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time/and or place, based on *either* own knowledge *or* the sources. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or*  
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.
- Or*  
Demonstrates, by limited selection of material, *both* from the sources *and* own knowledge, implicit understanding of the relevant issues. These answers, while relevant will lack both range and depth and contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material, *both* from source *and* own knowledge, some understanding of the demands of the question. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* own knowledge, explicit understanding of the demands of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

Balanced answers are likely to focus upon reforms following the failure of the 1905 Revolution, but also consider other factors such as repression as a means of preserving the stability of the regime. The latter may include details such as Stolypin's courts-martial, and later events such as the Lena Goldfields "massacre". Reforms are likely to include a discussion of Stolypin's agricultural reforms. There is also likely to be a discussion of the dumas, and therefore some overlap with part (b). There may be a discussion of other aspects such as economic development. High scoring answers, as part of the "judgement" aspect, may well refer to the debate about how stable the regime actually was on the outbreak of war in 1914, although this approach is not mandatory. However, a high-level answer should evaluate the relationship between reform and "other" factors.

Level 1 answers will be based on loose, unsupported statements e.g. about "reform", but giving no details. Level 2 answers will be mainly descriptive, but will contain a limited explanation of how particular measures affected stability. Level 3 answers will contain some analysis, but are likely to be unbalanced, e.g. focusing on a limited period or dealing with only one particular aspect such as reform or repression. Level 4 answers will be reasonably wide-ranging in evaluating various factors, and Level 5 answers will contain overall judgement.

**Question 2****(a) What was meant by ending “serfdom” in the context of Russia in 1861?***Target: AO1.1*

- L1: Basic or partial definition of the term or concept, largely based on the extract. Basic recognition that the Tsar abolished serfdom in 1861. **1**
- L2: Developed explanation of the term or concept, linked to the context. **2-3**

**(b) Explain why Alexander II carried out a wide range of reforms in the first half of his reign.***Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements. Demonstrates implicit understanding of Alexander II’s reforms by making general and unsupported references to them, without specifically addressing motivation. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material. Demonstrates understanding of Alexander II’s motivation with developed reference to at least two of the measures such as emancipation, army reforms, local government, the judiciary, education, censorship etc. Answers which deal relevantly with “motivation” but which are relatively unspecific on the actual measures will be at the lower end of the band. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, making links or draws conclusions about their relative significance, e.g. Alexander’s supposed “liberal leanings”, his desire to maintain the autocracy etc. Answers may explicitly discuss the “wide range” aspect. **6-7**

- (c) “Despite his reputation as the ‘Tsar Liberator’, Alexander II failed to satisfy the growing mood for change in Russia by the time of his assassination in 1881.” Explain why you agree or disagree with this statement.

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or*  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

A Level 1 answer is likely to contain little more than unsubstantiated assertion about Alexander II or a general mood of dissatisfaction. A Level 2 answer will give more specific examples, for example why some of the reforms like emancipation failed to solve the “problems”, or specific examples of opposition groups such as People’s Will. A Level 3 answer will additionally link the two aspects, detailing the causes of dissatisfaction and relating this to Alexander II’s policies and motives, or possibly challenging the implication that there was a substantial mood for change. A Level 4 answer will be balanced, and cover the whole reign, for example possibly analysing the supposed change during the reign from reform to reaction. There may be a discussion of issues such as whether the Tsar was actually a “Liberator”, and what was the nature of the “mood for change.” Level 5 answers will additionally include a substantiated judgement either in support of, or contradiction to, the statement.

**Question 3**

- (a) **What is meant by describing the February/March Revolution as “spontaneous” in the context of events in Russia in early 1917?**

*Target: AO1.1*

- L1: Basic or partial definition of the term or concept, largely based on the extract. **1**
- L2: Developed explanation of the term or concept, linked to the context. Developed explanation of “spontaneity” in the sense of the Revolution arising from a series of largely uncoordinated incidents such as bread riots and demonstrations, but not arising from a plan. **2-3**

- (b) **Explain why the Tsar was replaced by a Provisional Government during the February/March Revolution.**

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements. Demonstrates understanding that there was a change of government as a result of the Revolution, but gives no clear understanding of why this was so. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material. Demonstrates understanding of at least two specific causes of the change of government. These may relate to various factors such as the Tsar’s realisation that he lacked support; the specific loss of military backing for the regime; the fact that a temporary government was necessary because the events of February/March took people by surprise and there was no easy alternative. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, making links or draws conclusions about their relative significance. As Level 2, but reasonably wide-ranging and making links between the factors chosen. Credit should be given to an analysis of longer-term factors leading to the Revolution, such as problems caused by the War. **6-7**

- (c) **“The weakness of the Provisional Government in 1917 made another revolution more than likely.” Explain why you agree or disagree with this statement.**

*Target: AO1.1, AO1.2, AO2*

- L1: The answers is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisation which could apply to almost any time and/or place. **1-4**
- L2: *Either*  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or*  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4 but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

#### **Indicative content**

A Level 1 answer will basically describe either the events of the Revolution or the activities of the Provisional Government, but not address the specific question or make any links. A Level 2 answer will also be essentially descriptive but will also consider at least at a basic level the causes of the October/November Revolution. A Level 3 answer will consider the causes of the Revolution and also tackle some of the problems of the Provisional Government – however, the answer may be thin on detail or lack balance. A Level 4 answer will select a wide range of relevant material such as the failure to end the war, the failure to implement land reform, the lack of authority of the Government, the activities of the Soviet and the Bolsheviks, events such as the Kornilov Revolt. There will be at least implicit treatment of the issue of “weakness”. A Level 5 answer will explicitly address the question, with substantiation.

**A2 Unit 4: Russia and the USSR, 1881-1985****Section A: Economic Modernisation in Russia and the USSR 1881-1985****Question 1****(a) Use Source B and your own knowledge.****What is meant by “backward technology” at the start of the first Five-Year Plan?***Target: AO1.1, AO1.2*

- L1: Basic definition with limited exemplification, e.g. basic undeveloped understanding that in 1928 Soviet technology was backward by contemporary economic indicators. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn, from either the source and/or own knowledge, that Soviet technology was backward on the eve of the first Five-Year Plan. The Source refers to the fact that the USSR was a “an agrarian and weak” country. It was still predominantly agrarian, but the bulk of farming was on small farms which still used predominantly primitive technology e.g. there were very few tractors, and communications in rural areas were poor. There was an iron and steel industry, but it was relatively unproductive by Great Power standards, and there was a lack of modern machinery, which affected productivity. **2-3**
- L3: As Level 2, with developed reference to both source and own knowledge. Provides some substantive detail which shows clear understanding that one of the fundamental problems of the Soviet economy in the late 1920s was that, despite the recovery of the economy under NEP, there were limits to what was possible because of the technological backwardness of agriculture and industry. Other than in the traditional centres of large-scale industry in Moscow, Leningrad and some other areas, much of industry and agriculture was small-scale and inefficient. There had been only gradual recovery from the years of war and disruption, and foreign investment was limited. **4-5**

**(b) Use Sources C and D and your own knowledge.****How useful are Sources C and D in explaining the development of the Soviet economy in the forty years after the Second World War?***Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. **9-10**

**Indicative content**

Level 1 answers should identify comments from the two sources indicating either economic progress (Source C) or economic decline (Source D), but without explicitly addressing the “how useful” aspect or making an explicit comparison between the sources. Level 2 answers should be able to competently demonstrate explicit understanding of the uses of the two Sources in explaining Soviet economic development – showing good comprehension skills, but lacking depth in own knowledge and having limited awareness of context. The answer may focus on “usefulness” in terms mainly of “value by content”.

Level 3 answers will focus on, for example, the fact that source C is an “official” interpretation by a Party adviser on the benefits of Developed Socialism, putting forward the Brezhnevite interpretation that Soviet economic progress had been continuous since Stalin’s economic revolution – whilst producing generalised statistics which are superficially impressive but difficult to verify and which hide the problems of stagnation, imbalance etc in the Soviet economy. Highlighting issues such as the usefulness of the Source as representative of Soviet propaganda of this period. Source D is useful in partially explaining Gorbachev’s decision to implement perestroika, and showing the change in high level Soviet thinking from twenty years before in that there was now open recognition in at least some high-level quarters that the Soviet economy was not working; and also highlighting the fact that the Soviet propaganda machine was now more “realistic”. Level 4 arguments will be as those in Level 3, but with an explicit and mature comparison between the two Sources and a good understanding of the context of Soviet economic development in this period.

- (c) **Use Sources A, B, C and D and your own knowledge.**  
**Assess the validity of the judgement that “the reality of industrial development in the USSR between 1881 and 1985 was far less impressive than the claims of successive Russian and Soviet Governments.”**

*Target: AO1.1, AO1.2, AO2*

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**
- L2: *Either*  
Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or*  
Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **12-13**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**



**Indicative content**

The focus of the question is on long-term continuity and change of the industrial economy, and the gap between appearance and reality. The reality of Soviet industrial development was that there was a “mini” Industrial Revolution in the late nineteenth century with a conscious attempt by the regime to stimulate industrial development through measures addressed in part (a). These measures had an impact, although Russia’s ranking as a world economic power continued to decline. Under War Communism, industrial development declined; it picked up under NEP but Russia remained an agricultural rather than industrial country. The big change came with Stalin’s economic revolution and the five year plans, which certainly boosted industrial production and provided the basis for an industrial economy and the Soviet success in World War 2. However, after the war the economy began to stagnate, growth rates fell, there was a lack of innovation, and the five year plans proved a clumsy instrument for meeting the needs of a society which had gone through the initial stages of economic revolution. In contrast to this reality, Soviet propaganda until the 1980s focused on the apparent successes: the rise in output, the victory in war, Russia’s superpower status – all backed up by propaganda and apparently impressive figures. This changes when the Gorbachev regime publicly admitted the economic problems as a prelude to perestroika and reconstruction. Higher level answers at L4 and L5 will be wide ranging, covering the whole period, and will deal with both the “reality” and the “propagandist” aspects, although not necessarily to the same extent. L5 answers will show good perspective and a sustained and substantiated judgement.

**Section B: The Stalin Dictatorship and its Legacy 1929-1968**

These questions are synoptic in nature and the rewarding of candidates should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 level of response mark scheme and by the indicative content in each specific mark scheme for each question.

**Standard mark scheme for essays at A2 (*without* reference to sources)**

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

*Or*

Answers implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

*Or*

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

**Question 2**

**To what extent was the collectivisation of agriculture an “economic and social disaster” for the USSR in the period before the Second World War?**

*Target: AO1, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

L1 answers will be assertions or a narrative of the process/effects of collectivisation. L2 will be mainly descriptive or with some analysis, but covering only certain aspects, such as the destruction of the kulak class, and will lack weight, balance or judgement. L3 answers will contain a range of material, but the judgement on the extent to which developments were a “disaster” will be implicit or partial, e.g. looking at the effects from the perspective of only one social group. L4 answers will contain a good range of material, covering both the economic and social impact of collectivisation, and considering the aspects of “success” carefully, for example distinguishing between the personal tragedy of individuals and problems of inefficient returns on the one hand and the success of the regime in securing control of the food supply, control of the peasants, and supporting the industrialisation drive on the other. L5 answers will show good perspective, possibly an awareness of different interpretations, and an appreciation of what “disaster” actually means.

**Question 3**

**“Long-term strengths outweighed short-term weaknesses.” To what extent is this an accurate analysis of the reasons for the USSR’s eventual victory following initial disasters in the Second World War?**

*Target: AO1, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

L1 answers will probably describe some of the events of the war without explicitly addressing the question. L2 answers will address some of the analytical demands, for example distinguishing between strengths and weaknesses, but the range and quality of analysis will be limited. L3 answers will consider a range of issues: for example the weakness of the purged Red Army on the eve of war; the apparent unreadiness and confusion of the army in the face of German attack; the lack of clear direction from the top; the longer-term strengths of the Soviet wartime economy, the bravery and resilience of the Red Army; the support of the Allies, the unified leadership under Stalin. Judgements may be only implicit or partial, whereas in L4 answers they will be much more explicit and wide ranging, possibly also showing some perspective, for example also considering the role of German “mistakes”. L5 answers will be very analytical and sustained in judgement, and deal clearly with the “To what extent” aspect.

**Question 4**

**How successful were Khrushchev's attempts to overcome the problems in the Soviet economic and social system which he inherited from Stalin?**

*Target: AO1, AO2*

Use standard mark scheme for essays at A2 (without reference to sources).

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

L1 answers will be generalised and may contain basic accounts e.g. of Khrushchev's policies, without explicitly addressing the question. L2 answers will contain some limited analysis but will lack weight or balance and may for example focus on Khrushchev's policies or those of Stalin, without relating the two. L3 answers will consider a range of issues, such as the industrial and agricultural legacy of Stalin and the attempts by Khrushchev to improve agriculture and the lot of the peasants, the attempts to achieve more balance and quality in industrial output – but the answers will lack weight, balance or overall judgement. L4 answers will be wide ranging but also explicitly address the issue of "How successful", and therefore show some perspective, probably recognising that Khrushchev tried to tinker with the Stalinist system rather than fundamentally change it. L5 answers will be very sustained and analytical in approach and give substantiated treatment to both economic and social issues, although not necessarily to the same extent.