

KHRUSHCHEV COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Khrushchev

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- The Soviet Union in the early 1950s
- The impact of the death of Stalin in 1953
- The career of Nikita Khrushchev to 1953.

Introduction

Nikita Khrushchev was a lifelong communist who had risen through the ranks of the Party to become one of Stalin's closest advisers. In 1953 he was one of a small group of men who replaced Stalin when the latter died. Within four years Khrushchev had outwitted all of his rivals and emerged as the leader of the Soviet Union. But within another eight years he became the only leader of the Soviet Union to be dismissed.

Why was Khrushchev able to become the leader of the Soviet Union? Why did he fall from power so suddenly? These are some of the questions that you will be answering when you tackle this assignment.

SOURCE A: Part of a history book written in the 1990s

Stalin had turned the Kremlin into his own fortress. No one was allowed in without a special pass. Even photographs were prohibited. Towards the end of 1953 it was reopened to the public; this time all that was needed was a ticket. A New Year's Ball was held for young people and Christmas trees were put up. It became quite an event under Khrushchev

SOURCE B: Part of Khrushchev's 'Secret Speech' made in February 1956

Stalin was a very distrustful man. He could look at you and say 'Why are your eyes so shifty today?' Everywhere and in everything he saw 'enemies' and 'spies'. A situation was created where one could not express one's own will. Whoever opposed was doomed. There were mass arrests and deportations of thousands of people and execution without trial.

SOURCE C: Part of a reported telephone call between Khrushchev and Lazar Kaganovich in July 1957

Kaganovich: Comrade Khrushchev, I have known you for many years. I beg you not to allow them to deal with me as they dealt with people under Stalin.

Khrushchev: Comrade Kaganovich, you will be given a job. You will be able to work and live in peace if you work honestly like all Soviet people.

SOURCE D: A photograph of Khrushchev in a field of maize



SOURCE E: Figures for production of grain in the Soviet Union; these are taken from books published in Britain in the 1980s

	Total Grain Harvest	Output from Virgin Lands
1953	82,500,000 tonnes	26,900,000 tonnes
1955	103,700,000 tonnes	27,700,000 tonnes
1958	134,700,000 tonnes	58,400,000 tonnes
1959	119,900,000 tonnes	43,900,000 tonnes

SOURCE F: Part of Khrushchev's memoirs, which were published in the West in 1971

One reason for the failure of our agriculture to keep pace with the rest of the economy after the war was too much red tape. Sometimes the Ministry's messages were a complete waste of time and energy. It sent out telegrams and inspectors and issued orders, such as 'only drink boiled water'.

SOURCE G: A description of Khrushchev's behaviour at a reception for Marshal Tito, the leader of Yugoslavia; this was written by a British diplomat

He had to be carried out between rows of diplomats and other guests on the arms of Tito and Rankovic, with his feet sketching out the motions of walking without ever touching the ground.

SOURCE H: A description of Khrushchev's way of tackling problems; this was written by a British diplomat

He started with a brainwave, calling for rapid action, which was alien to the thought processes of his more plodding colleagues. This ran the risk of failure and even humiliation. But if it was successful, it would bring big rewards and realise important policy objectives. His impulsive handling of situations was clumsy and counter-productive.

SOURCE I: Part of an article in Pravda listing reasons for Khrushchev's dismissal in October 1964

Hare-brained schemes, half-baked conclusions, boasting, unrealistic aims, making up silly slogans and bossiness.

SOURCE J: A comment made by Khrushchev in 1953

What sort of communism is it that cannot provide sausage?

SOURCE K: A slogan that appeared on placards in Soviet towns in 1962

Turn Khrushchev into sausage meat

SOURCE L: A comment made by Khrushchev after his fall from power; this was published in a book written about Khrushchev in 1982

Perhaps the most important thing I did was just this – that they were able to get rid of me simply by voting, whereas Stalin would have had them all arrested.

Assignment One: Objective 1

1. Why did Khrushchev replace Stalin as leader of the Soviet Union?
(15)
2. Describe how Khrushchev attempted to change Soviet industry and agriculture.
(15)
3. Why did Khrushchev fall from power in 1964?
(20)

Total: 50 Marks

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the differences between Khrushchev and Stalin?
(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about Khrushchev? Explain your answer.
(8)

3. Study Sources D and E

How useful are Sources in helping you to understand why Khrushchev's agricultural reforms failed?
(10)

4. Study Sources G and H

Use Sources G and H, and your own knowledge, to explain why Khrushchev became unpopular with other Soviet leaders.
(12)

5. Study all of the sources

'The most important reason for the dismissal of Khrushchev was that his domestic policies did not work.'

Use the sources and your own knowledge to explain whether you agree with this view.
(14)

Total: 50 Marks

Coursework Assignments Mark Scheme

Khrushchev

Assignment One: Objective 1

1. *Why did Khrushchev replace Stalin as leader of the Soviet Union?*

Target: Causation/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg he outwitted his opponents, he forced them out etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, eg details of his methods, persuaded Malenkov to give up Gen-Sec, used power to appoint supporters, Secret Speech etc. **(6-10)**
- Level 3:** Developed explanation supported by selected knowledge, eg makes links between factors, Khrushchev persuaded Malenkov to give up Gen-Sec of Communist Party and then used this position to install a 'tail', used the Secret Speech to steal a march on his rivals and then used the Praesidium to outflank them etc. **(11-15)**

2. *Describe how Khrushchev attempted to change Soviet industry and agriculture* **(15)**

Target: Key Features/recall of knowledge

- Level 1:** Simple statements supported by some knowledge, eg Virgin Lands, maize, collective farms, regional economic councils etc. **(1-5)**
- Level 2:** Developed statements supported by relevant knowledge, eg details of above, reductions in numbers of kolkhozes, end of MTS, intro of maize, Regional Economic Councils (Sovnarkhozy) given powers to choose production etc. **(6-10)**

Level 3: Developed explanation supported by selected knowledge,
eg understands that Khrushchev was introducing decentralisation and
attempting to break down the command economy etc. **(10-15)**

3. Why did Khrushchev fall from power in 1964? **(20)**

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge,
eg he failed, his reforms did not work, he became unpopular etc. **(1-5)**

Level 2: Developed statements supported by relevant knowledge,
eg details of failures of reforms, Virgin Lands washed away, lack of
initiative, de-Stalinisation etc. **(6-10)**

Level 3: Developed explanation supported by selected knowledge,
eg makes links between factors, de-Stalinisation led to unease with
other leaders, he was also rude and uncouth, controls had to be
restored, Cuba was the final straw etc. **(11-15)**

Level 4: Sustained argument supported by precisely selected knowledge,
eg sets in the context of the 1950s-60s, attempted to challenge the
West, nearly ruined Soviet economy, Cuba a fiasco etc. **(16-20)**

Coursework Assignments Mark Scheme

Khrushchev

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the differences between Khrushchev and Stalin?
(6)

Target: Comprehension of a source

Level 1: Simple statements supported by some knowledge taking the source at face value, eg he let people into the Kremlin, he had Christmas trees etc.
(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, eg K was much more relaxed, he wanted people to enjoy themselves less paranoid etc.
(4-6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about Khrushchev? Explain your answer.
(8)

Target: Cross referencing and evaluation of sources

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg yes they all show that Khrushchev was much more reasonable than Stalin etc.
(1-3)

Level 2: Developed statements supported by relevant knowledge making links between the sources, or setting the source in context, eg Khrushchev was much more trusting, he did not try to eliminate opponents, he was less paranoid etc.
(4-6)

Level 3: Developed explanation supported by selected knowledge and making good comparisons between sources,

eg Source C shows him talking to one of the group that had tried to depose him in 1957, they were all given routine jobs and all survived Krushchev by many years, this supports the impressions of Sources A and B

(7-8)

3. Study Sources D and E

How useful are Sources in helping you to understand why Khrushchev's agricultural reforms failed?

(10)

Target: Analysis and evaluation of sources to assess utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg he tried to plant maize, the Virgin Lands failed etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge evaluating the sources, or setting the sources in context, eg Krushchev introduced maize, he claimed to be an expert on agriculture, the crop failed, the Virgin Lands were soon washed away and production fell etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the nature, origin and purpose of the sources, eg Krushchev had seen maize in the USA and staked his reputation on it, Source D is obviously a propaganda photograph for him to claim the credit, the Virgin Lands was also one of his brainwaves, but which had too little research behind it etc.

(7-10)

4. Study Sources G and H

Use Sources G and H, and your own knowledge, to explain why Khrushchev became unpopular with other Soviet leaders.

(12)

Target: Analysis and interpretation of sources/recall of knowledge

Level 1: Simple statements supported by some knowledge taking the sources at face value, eg he was rash, rude, he failed etc. (1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, eg details of failures in agriculture, industry, Cuba, behaviour etc. (4-6)

Level 3: Developed explanation supported by selected knowledge and making use of sources, eg Khrushchev did not behave in the way that the other Soviet leaders expected him to, he was uncouth and drunk, de-Stalinisation created a situation of uncertainty, they came to see him as unreliable and unpredictable etc. (7-10)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence, eg Khrushchev tried to do too much too quickly, he realised the damage that Stalin's command economy was doing and tried to get rid of it, but he could not carry others with him, added to that was his peasant behaviour etc. (11-12)

5. Study all of the sources

'The most important reason for the dismissal of Khrushchev was that his domestic policies did not work.'

Use the sources and your own knowledge to explain whether you agree with this view.

(14)

Target: Analysis of interpretation of events/recall of knowledge AO3

Level 1: Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, eg yes, the Virgin Lands, industry, maize did not work etc. **(1-3)**

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, eg details of failures of policies or of other reasons etc. **(4-6)**

Level 3: Developed explanation supported by selected knowledge and making positive use of the sources to support or oppose the view, eg the sources do point strongly to the failures of his domestic policies because he attempted a great deal very quickly and became very personally involved with them etc. **(7-11)**

Level 4: Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, eg other factors included, weakening of central control, uncouth behaviour, Cuba etc. **(12-14)**