



---

# **GCE A LEVEL MARKING SCHEME**

---

**SUMMER 2023**

**HISTORY - UNIT 3  
BREADTH STUDIES 3, 5, 8, 9 AND 10:  
NON-BRITISH HISTORY**

**1100UC0-1  
1100UE0-1  
1100UH0-1  
1100UJ0-1  
1100UK0-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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 in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates must answer the compulsory question. 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 the bands and marks that should be given to responses that 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 listed. Assessors must 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. 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.

**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.

		<b>Analysis and evaluation</b>	<b>Judgement</b>	<b>Knowledge</b>	<b>Communication</b>
<b>Band 6</b>	<b>26–30 marks</b>	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.
<b>Band 5</b>	<b>21–25 marks</b>	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.
<b>Band 4</b>	<b>16–20 marks</b>	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.
<b>Band 3</b>	<b>11–15 marks</b>	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.
<b>Band 2</b>	<b>6–10 marks</b>		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.
<b>Band 1</b>	<b>1–5 marks</b>		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.					

## Unit 3 – 1100UC0-1

### Breadth study 3 Reformation and discovery: Europe c.1492–1610

#### SECTION A

#### Theme 2 Exploration and discovery c.1492–1610

0	1
---	---

**Evaluate the impact of Vasco da Gama on exploration and discovery between 1497 and 1524.**

**[30]**

Candidates will offer a supported appraisal of the impact of Vasco da Gama on exploration and discovery in the context of the period specified. Candidates are expected to debate that impact, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the impact of Vasco da Gama was significant during the specified period may include:

- In 1498, da Gama was the first European to establish a safe sea route to India, which had previously only been accessed by dangerous overland routes
- It was the longest ocean journey attempted up to that point, equivalent of circumnavigating the world
- Highly prized Asian spices, such as pepper and cinnamon, could now be brought to Europe in larger quantities and at more affordable prices
- This discovery of this route ultimately precipitated the Portuguese Empire in Asia and Africa

Arguments that suggest the impact of Vasco da Gama was less significant during the specified period may include:

- Bartolomeu Diaz pioneered the route round the southern tip of Africa into the Indian Ocean that was followed by Da Gama. He also helped design new ships for the ocean crossing
- The discoveries of Columbus—firstly of islands in the western Atlantic and then of the mouth of a great river that opened up the Americas for European exploration—had greater potential for European exploitation than the Indies
- Conquistador leaders such as Hernán Cortés and Francisco Pizarro enabled Europeans to rule, colonise and exploit the resources of the Americans, which was much more than was possible in Asia

## Unit 3 – 1100UC0-1

### Breadth study 3 Reformation and discovery: Europe c.1492–1610

0	2
---	---

**“The growth of the merchant classes in western Europe was the most significant consequence of exploration and discovery between 1556 and 1610.” Discuss.** [30]

Candidates will offer a supported analysis of the extent to which the growth of the merchant classes in western Europe was the most significant consequence of exploration and discovery in the context of the period specified. Candidates are expected to debate that significance, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that the growth of the merchant classes in western Europe was the most significant consequence of exploration and discovery during the specified period may include:

- More currency meant more trade and more trade increased the wealth of the merchant classes who were involved in this trading
- This new currency also led to the increasing importance of bankers and banking; monarchs such as Philip II came to rely very heavily on loans from families such as the Fuggers of Augsburg
- There was rising demand for exotic foodstuffs such as pepper and sugar, which had been discovered by explorers. These could make huge profits for traders who were able to get access to these products
- Wealthier merchants could commission further exploration or use their influence to encourage monarchs to explore further, or to protect the shipments of valuable products coming into Europe

Arguments that the growth of the merchant classes in western Europe was not the most significant consequence of exploration and discovery during the specified period may include:

- Colonisation gave European rulers an opportunity to further extend their influence
- It stimulated scientific and technological advance in ship design and navigation
- It changed the balance of power within Europe, giving Spain access to resources that her rivals, for example France, could not match
- Gold and silver from Spain helped to finance Spain's extensive foreign policy commitments in Europe
- The influx of so much new bullion into Europe caused inflation that had serious consequences for the economies of several European countries
- Growing wealth from the exploration and colonisation spurred England on to its own voyages of exploration

## Unit 3 – 1100UC0-1

### Breadth study 3 Reformation and discovery: Europe c.1492–1610

#### SECTION B

##### Theme 1 Religious change and its impact c.1500–1600

0	3
---	---

**“The Council of Trent was the most significant religious development in Europe between 1500 and 1600.” Discuss.**

**[30]**

Candidates will offer a supported analysis of the extent to which the Council of Trent was the most significant religious development in Europe in the context of the period specified. Candidates are expected to debate that significance, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the Council of Trent was the most significant religious development in Europe during the specified period may include:

- The Council allowed for the clarification of Church doctrine to make it clear who did and did not support it
- This clarification would enable the Catholic Church to stem the tide of rebellions against it and form the basis for attempts at expanding its influence in future
- Calling the Council showed that, after decades of prevarication, the Papacy finally accepted that Church doctrine and practice was in need to reform
- The Council was the logical conclusion of the reform movement that had grown up in the 1520s and 1530s, and it satisfied the demands of many of its critics who had remained loyal through the Reformation crisis

Arguments that suggest the Council of Trent was not the most significant religious development in Europe during the specified period may include:

- The influence of Renaissance humanism on studies of the Scriptures
- The publication of Luther’s theses of 1517
- The support—of some of the German princes—for reform, enabled the movement to survive
- The establishment of Calvinism in Geneva ensured the survival and spread of evangelical ideas
- The creation of new religious orders such as the Jesuits enabled the Catholic Church to reconnect with its spirituality, and to prevent further spreading of reforming ideas

## Unit 3 – 1100UE0-1

### Breadth study 5 France: Ancien régime to Napoleon c.1715–1815

#### Section A

#### Theme 2 Politics and government in France c.1715–1815

#### | | | |---|---| | 0 | 1 | |---|---| How effectively did Louis XV deal with the challenges he faced during the period from 1726 to 1774? [30]

Candidates will offer a supported analysis of how effectively Louis XV dealt with the challenges he faced, measuring the strengths and limitations of his response in the context of the period specified. Candidates are expected to debate the effectiveness of his response, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Louis effectively dealt with the challenges he face during the specified period may include:

- During the regency of the Duke of Orléans, the French currency was destabilised, and this was not stabilised until 1726 under the influence of the Controller General
- In the years immediately after 1726, Louis was able to rebuild diplomatic relations with both Spain and Britain and to defuse the threat of immediate conflict with his powerful neighbours
- Louis was able to restore a measure of pride to the French military by overseeing its successes during the war of Austrian Succession, from which tangible overseas gains were made to further French trading interests in north America
- Louis showed considerable awareness of what needed to be done to resolve his financial difficulties and instituted a reform programme and secured a *don gratuit* from the Church. That this reform programme ultimately failed to deliver a secure revenue stream was due to the power of vested interests
- The negotiation by Louis's ministers of the Treaty of Belgrade (1739) led to a significant boost to French trade with the Ottoman Empire and resulted in France becoming the most important European trading nation in the Middle East

Arguments that suggest that Louis did not effectively deal with the challenges he faced during the specified period may include:

- One of the most persistent and long-standing challenges that confronted Louis was how to obtain sufficient revenue from the taxation system given that only the Third Estate had to pay taxes. In this he failed to secure changes to the system and was compelled to borrow money
- The Seven Years War was disastrous for France and resulted in the loss of a significant part of their colonial empire, as well as placing a burden on the national debt
- The rise of the bourgeoisie was a challenge to the notion of absolutism as this group was keen to establish themselves more prominently in the affairs of the nation
- Louis needed the support of the *parlement*, and when they rebelled against the king in the early 1760s this posed a serious threat to the monarchy
- The monarchy was becoming increasingly unpopular and the role of the mistresses helped undermine the institution in the eyes of some people. There was even an attempt to assassinate the king in 175, highlighting Bourbon unpopularity.



## Unit 3 – 1100UE0-1

### Breadth study 5 France: Ancien régime to Napoleon c.1715–1815

#### | | | |---|---| | 0 | 2 | |---|---| To what extent did the monarchy's financial problems between 1763 and 1789 contribute to the outbreak of revolution in France? [30]

Candidates will offer a supported appraisal of the extent to which the monarchy's financial problems contributed to the outbreak of revolution in France in the context of the period specified. Candidates are expected to debate that issue, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the monarchy's financial problems contributed significantly to the outbreak of revolution in France during the specified period may include:

- The burden of direct taxation fell on the Third Estate and this created tension and resentment within the *ancien régime*
- Challenges with finance led to attempts at reform. The failure of these reforms exposed the weakness of the king and his government
- The declaration of bankruptcy brought matters to a head and paved the way for the summoning of the Estates General for the first time since 1614, an indication of the gravity of the crisis
- There was a growing perception of financial mismanagement and extravagance at Versailles, which helped to undermine support for the monarchy. The queen was known by the nickname *Madame Deficit*
- The financial crisis brought into sharp focus other, much deeper, problems within the *ancien régime*.

Arguments that suggest the monarchy's financial problems did not contribute significantly to the outbreak of revolution in France during the specified period may include:

- There were problems with the structure of the *ancien régime*, where political power was denied under the principle of absolutism to the entire Third Estate
- The ideas of the *philosophes* of the French enlightenment undermined the unity and cohesion of the *ancien régime* and offered opponents a critique by which to confront it
- The rising power of the bourgeoisie and their willingness to confront the Absolutist state
- The revolt of the nobility during the Assembly of Notables followed by the revolt of the *parlement*, which seemingly undermined the absolutist state from within
- The decision to summon the Estates General, and the drawing up of the *Cahiers de doléances*, energised the entire nation to the many problems—many of which were long-standing and deep rooted—that needed resolution

### Unit 3 – 1100UE0-1

#### Breadth study 5 France: Ancien régime to Napoleon c.1715–1815

#### Section B

#### Theme 1 French society and economy in transition c.1715–1815

0	3
---	---

**“The most significant social and economic changes in France between period 1715 and 1815 occurred during the rule of Napoleon.” Discuss. [30]**

Candidates will offer a supported analysis of the assessment that most significant social and economic changes in France, in the context of the period specified, occurred during the rule of Napoleon. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the social and economic changes that occurred during Napoleon’s rule were more significant than those occurring at other times during the specified period may include:

- Napoleon was determined to try and end privilege in certain sections of society and threw his weight behind supporting the notion of “careers open to the talent”, irrespective of where an individual came from within society
- The great transfers of land that took place after 1789 trickled down to the French peasantry and created a vast pool of peasant proprietors. These changes were confirmed in the legal and religious reforms passed by Napoleon
- Despite being continually at war during the period of Napoleonic rule, the French economy expanded, partly due to the imposition of the Continental System, which protected it from the cheaper competition of British manufacturing
- The victories gained by Napoleon and his generals, the spreading of the ideas of the French Revolution to other European countries and the creation of new countries, brought about a sense of confidence among much of the French population—*la gloire*—that had not previously been seen. French society considered itself the dominant force in Europe; its culture and taste helped give rise to a style known as the Empire

Arguments that suggest the social and economic changes that occurred during Napoleon’s rule were less significant than those occurring at other times during the specified period may include:

- Opposition to absolutism began to emerge during the reign of Louis XV with the activities of the *parlement* and the ideas of the philosophes of the French enlightenment
- Few upheavals were as seismic as that caused by the French Revolution. The vast social changes it brought in its wake covered religion and society and ended feudalism and the *ancien régime*.
- During the Terror, French economy and society were both rigidly organised for the benefit of the state in order to protect the Republic from its enemies. The currency and patterns of land ownership were also changed as the Church in particular was stripped of its landed estates
- During the revolutionary period, society became much more egalitarian as the privileged estates were abolished along with titles
- The rise of the bourgeoisie during the reign of Louis XV was a significant social development and brought this aspirational class, who were denied any political role, ultimately into conflict with the monarchy

## Unit 3 – 1100UH0-1

### Breadth study 8      The American century c.1890–1990

#### Section A

#### Theme 2      Making of a superpower c.1890–1990

0	1
---	---

**To what extent did the experience of the First World War influence US foreign policy during the period from 1917 to 1950?** **[30]**

Candidates will offer a supported appraisal of the influence the experience of the First World War had on US foreign policy in the context of the period specified. Candidates are expected to debate the level of influence, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the influence of the First World War on US foreign policy was significant during the specified period may include:

- The experience of war and the peace treaties
- The ideas of Woodrow Wilson, especially internationalism and liberalism
- Disarmament and international agreements on finance during the 1920s
- Inspired by Wilson, Franklin D Roosevelt's policy of intervention after 1941, and the formation of the UN
- Truman's support for the UN, and the Korean war decision was interventionist
- America's acceptance of a world role after the 1947 Truman doctrine

Arguments that suggest the influence of the First World War on US foreign policy was less significant during the specified period may include:

- The rejection of the League of Nations by the Senate
- The strength of isolationism in the 1920s
- The Nye Committee and the Neutrality Acts 1934–1937;
- Opposition to Franklin D Roosevelt and the role of America First
- America's role in the Second World War was different to that during the First World War, with close alliances as opposed to an associate power
- The formation of NATO (1949) as a formal alliance

### Unit 3 – 1100UH0-1

#### Breadth study 8      The American century c.1890–1990

0	2
---	---

**How successful was US policy towards communism in Asia during the period from 1945 to 1975?** [30]

Candidates will offer a supported analysis of US policy toward communism in Asia, measuring the strengths and limitations of that policy in the context of the period specified. Candidates are expected to debate the effectiveness of US policy, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that US policy toward communism in Asia was successful during the specified period may include:

- The containment of communism in Korea
- The Geneva summit and the French exit from Vietnam
- The formation of the Southeast Asia Treaty Organization (SEATO)
- Support for Taiwan and the security of islands in the South China Sea
- Nixon's rapprochement with China in 1972

Arguments that suggest that US policy toward communism in Asia was less successful during the specified period may include:

- The failure to prevent the communist takeover in China in 1949
- Stalemate in Korea in 1953
- The involvement in, and escalation of, the Vietnam conflict
- The policy of Vietnamisation and the peace process between 1969 and 1975
- The destabilisation of Cambodia and Laos

### Unit 3 – 1100UH0-1

#### Breadth study 8      The American century c.1890–1990

#### Section B

#### Theme 1      The struggle for Civil Rights c.1890–1990

0	3
---	---

**“The most significant issue affecting civil rights for African Americans between 1890 and 1990 was the supreme court ruling in *Brown v Topeka Board of Education* (1954).” Discuss.** [30]

Candidates will offer a supported analysis of the assessment that most significant issue affecting civil rights for African Americans in the context of the period specified was the supreme court ruling in *Brown v Topeka Board of Education* (1954). Candidates are expected to debate that assessment, considering 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 supreme court ruling in *Brown v Topeka Board of Education* (1954) was most significant issue affecting civil rights for African Americans during the specified period may include:

- The motivation of the Supreme Court under Chief Justice, Earl Warren
- The reversal of previous rulings on Jim Crow laws
- The decision in *Brown II* regarding the speed of implementation
- The significance of desegregation as an issue at the time of the ruling
- The encouragement of the civil rights movement at a crucial time
- It marked the start of a trend of rulings in favour of civil rights
- There was support for affirmative action

Candidates may also counter the statement suggesting that other developments were of equal or greater significance noting:

- The impact of Jim Crow legislation in the late-nineteenth century
- A range of factors, including the First and Second World Wars, and the New Deal
- The Civil Rights movement grew in stature and was significantly advanced by the contribution of Martin Luther King Jr
- Black Power and its ideology were persuasive to many
- The economic gains of the “New South” and desegregation had an impact

## Unit 3 – 1100UJ0-1

### Breadth study 9 Changing leadership and society in Germany c.1871–1989

#### Section A

#### Theme 2 Social and economic impact on the lives of the German people c.1871–1989

0	1
---	---

**“Germany’s social and economic development between 1890 and 1939 was affected more by the First World War than it was by any other issue.” Discuss.** [30]

Candidates will offer a supported analysis of the assessment that the First World War affected Germany’s social and economic development more than any other factor in the context of the period specified. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the First World War affected Germany’s social and economic development more than any other factor during the specified period may include:

- The war led to an unprecedented test of national unity and identity
- The economic effects of the war were complex and far reaching, for example the conscription of labour, which led to substantial military control of the population
- The blockade of Germany led to food shortages, starvation and death
- Restrictions on public assemblies and the use of troops against strikers led to greater social divisions
- The German economy was in trouble by the end of the War as a result of reckless borrowing
- Germany’s pre-war economic confidence and social security, which had been among its most striking features was ruined.

Arguments that suggest the First World War did not affect Germany’s social and economic development more than any other factor during the specified period may include:

- The terms of the Treaty of Versailles led to public disillusionment with the political system (**NB** Some candidates may argue that the Treaty of Versailles ended the First World War, and thus was a part of it. This would be an acceptable approach to the question)
- Germany was transformed economically and socially during the period between 1890 and 1914
- The economic crises of the Weimar Republic had a significant impact on German society and the economy
- While there were signs of recovery between 1924 and 1929, it was patchy: there was over reliance upon foreign investment, and the achievements of the years of relative stability became damaging liabilities when the Depression came in 1929; the Wall Street crash led to the recalling of foreign investment and a worldwide economic depression
- Nazi social and economic policies had both a positive and a negative impact. The Nazis embarked upon a programme of recovery and rearmament that transformed the lives of German people.

**Breadth study 9      Changing leadership and society in Germany c.1871–1989**

**0 2    To what extent did the governments of East and West Germany solve the social and economic problems they faced during the period from 1949 to 1989?    [30]**

Candidates will offer a supported appraisal of the extent to which the governments of East and West Germany solved the social and economic problems they faced in the context of the period specified. Candidates are expected to debate that issue, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the governments of East and West Germany largely solved the social and economic problems they faced during the specified period may include:

- In 1945 Germany had reached *zero point*. By the 1960s it achieved rapid economic recovery, outperforming its rivals in Western Europe
- The Berlin Blockade speeded up the economic reorganisation of the Western Zone of occupation. Under Ludwig Erhard, free enterprise was encouraged and Germany's protective tariffs were nearly halved
- Konrad Adenauer helped the recovery of the West German economy. Marshall Aid and the outbreak of the Korean War furthered this. By the end of his time in power, West Germany had become the most powerful economic state in Europe
- West Germany restructured and met the challenges of a global economy
- In East Germany, Walter Ulbricht brought about an economic revolution. He attempted to build socialism in the GDR through a programme of rapid industrialisation and the collectivisation of agriculture.
- In 1963, the GDR launched the New Economic System, which was intent on decentralisation. Honecker reversed this but embarked on a major housing programme and allowed a degree of religious toleration
- In the GDR, citizens had a high standard of welfare provision

Arguments that suggest the governments of East and West Germany did not solve the social and economic problems they faced during the specified period may include:

- German governments were able to influence events, but the US and USSR ultimately determined the social and economic development of a divided Germany
- Germany still possessed an educated, skilled workforce. West Germany had an ample and relatively cheap labour force on which to base its social and economic recovery
- Erhard's policies led to 3 million unemployed citizens in 1950; however, resolution to this was aided by the Korean War. Big business dominated and farming was heavily subsidised. Further, the development of the welfare state increased state expenditure, which caused problems in the 1980s.
- In the GDR collectivisation proved to be unpopular and economically disastrous
- In order to pay for the first two-year plan, the government decided to increase workloads by 10% without an increase in wages. This led to the uprising of 1953
- Forced collectivisation forced hundreds of thousands to flee the GDR, which was on the verge of economic collapse

## Unit 3 – 1100UJ0-1

### Breadth study 9 Changing leadership and society in Germany c.1871–1989

#### Section B

#### Theme 1 Changing leaderships and regimes in Germany c.1871–1989

#### | | | |---|---| | 0 | 3 | |---|---| How effectively did German leaders deal with the political challenges they faced between 1871 and 1989? [30]

Candidates will offer a supported analysis of how effectively German leaders dealt with political opposition in the context of the period specified. Candidates are expected to debate the effectiveness of these dealings, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that German leaders effectively dealt with political opposition during the specified period may include:

- Bismarck worked with the political opposition to extend Prussian power and maintain the political structures that he valued
- The Kaiser dictated policy to a significant degree through his personal authority, establishing a stable, semi-authoritarian state
- The Weimar Republic was an aberration in the political development of Germany. It was a short-lived democratic period, which saw governance through a parliamentary system for the first time, sandwiched between two authoritarian phases
- The Weimar Republic overcame early threats and between 1924 and 1929 it was politically stable. The economic crash of 1929 undid this and left it unable to withstand political opposition
- Nazi totalitarianism was a new departure in Germany's political development, although there was some continuity with pre-war authoritarianism. Nazism responded to political opposition by attempting to eradicate opposition
- In post-war divided Germany, Konrad Adenauer won the support of the extreme right wing of German politics by allowing around 150,000 officials to return to their posts having been initially dismissed. He also reinforced Anti-communist feeling in the FRG
- In the GDR, one political party was allowed to exist, the SED, and the Stasi would not allow any political opposition.

Arguments that suggest that German leaders did not effectively deal with political opposition during the specified period may include:

- Bismarck's alliance with the National Liberals produced an impressive concentration of forward-looking economic legislation; however, he failed to check the growth of the Social Democratic Party and working-class dissent grew
- The Kaiser's political control was incomplete, even in the period between 1900 and 1905, as he wrestled with many conflicting forces and interests. The political differences that the First World War was intended to heal were not healed and in the final years of the war, Germany was a nation in crisis with a rift between the most conservative and most left-wing elements



- The Weimar Republic was an artificial regime brought into existence by the peculiar circumstances that prevailed in Germany in 1918. It offered the potential for revolutionary upheaval, but the inability of governments to stay in power for more than a few months at a time suggested a lack of direction and authority
- Political opposition in Nazi Germany went underground. Hitler was not an all-powerful dictator imposing his will upon a conciliatory political class, and the Nazi regime was neither centralised nor efficient
- Although Adenauer and Ulbricht were important in the political development of Germany, the US and USSR ultimately determined the political position of Germany.

**Breadth study 10    Changing leadership and society in Russia c.1881–1989**

**Section A**

**Theme 1    Changing leaderships and regimes in Russia c.1881–1989**

**0 1    How significant was the political opposition faced by Russian and Soviet leaders between 1905 to 1953? [30]**

Candidates will offer a supported analysis of the political opposition facing Russian and Soviet leaders, measuring its significance in the context of the period specified, and possibly in the context of other threats and/or problems. Candidates are expected to debate this significance, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that political opposition faced by Russian and Soviet leaders was significant during the specified period may include:

- The 1905 Revolution was a significant enough threat that it led to the issuing of the October Manifesto, through which Nicholas II was forced to make concessions, including the establishment of the Duma
- In 1906, Nicholas also appointed the reformer Stolypin as Prime Minister, which may have indicated a desire to nip further opposition in the bud. However, groups within the Duma consistently criticised government policy
- The First World War exacerbated anti-Tsarist feeling. Nicholas, who had travelled to the Front, left a power vacuum in Petrograd/St Petersburg and was ill informed of how serious the developing situation in the cities was. In early 1917 he was forced to abdicate, and a Provisional Government was established
- By the end of October 1917, the Bolsheviks had seized power and Lenin had established himself as Prime Minister; however, elections in November 1917 would have put the Socialist Revolutionaries into power under Victor Chernov. In January 1918, Lenin refused to hand over power and by the summer of that year, civil war had broken out
- In 1932, the Riutin Platform, one of the most significant anti-Stalin factions, decried both Stalin and his policies. So significant was this threat – in Stalin's view – that it contributed to the Great Terror

Arguments that suggest that political opposition faced by Russian and Soviet leaders was less significant, or had periods of insignificance, during the specified period may include:

- The Tsarist regime offered limited and largely unfulfilled political concessions after 1905; authority continued to be enforced through the police, including the Okhrana, and through censorship, and the 1905 revolution, while a threat, was uncoordinated. After 1911 Nicholas largely disregarded the Duma
- Following the Bolshevik revolution, a one-party state was established through propaganda, and coercion. Lenin exploited the difficult circumstances of 1917 and the consolidation of Bolshevik power influenced attitudes and developments within Russia for generations

- Stalin developed a powerful state system capable of overcoming all opposition. His emergence as sole leader by 1929 marked a significant turning point. He dealt with political opposition using the crudest methods of power politics
- By the end of the 1930s, the powers of the political police had expanded enormously and were backed up a system of prison and labour camps. One pervasive ideology dominated the political landscape

### Unit 3 – 1100UK0-1

#### Breadth study 10 Changing leadership and society in Russia c.1881–1989

**0 2** “Gorbachev’s reforms were the most significant political development in the Soviet Union during the period from 1953 to 1989.” Discuss. **[30]**

Candidates will offer a supported analysis of the assessment that Gorbachev’s reforms were the most significant political development in the Soviet Union in the context of the period specified. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest Gorbachev’s reforms were the most significant political development in the Soviet Union during the specified period may include:

- Under Gorbachev, there emerged a more questioning approach to the Soviet system built by Stalin. He presided over a major attempt to reform the Soviet political system
- He tried to reform the political system within limits and was seen in the West as a refreshing change because he talked the language of moderation and reform. He believed that there should be political change, but that it should be managed by the Communist Party
- Gorbachev tried to face up to the problems of the Soviet system even if he was incapable of solving them. He introduced multi candidate elections in 1987 and thus a degree of democratisation had been introduced to the political system
- A weaker-willed leader, who was more concerned with their personal position, would not have been able to ease the transition of a declining political system into a post-communist Russia

Arguments that suggest Gorbachev’s reforms were not the most significant political development in the Soviet Union during the specified period may include:

- Gorbachev’s reforms reflected a mixture of the old and the new. He tended to react to events instead of implementing a clear and coherent strategy
- Khrushchev took a more courageous, controversial and risky step in rejecting Stalin’s authority and the abandonment of Stalinism. There was a reduction in terror and some political prisoners were released. There was a more collective approach towards government. The fact that Khrushchev was removed by a vote in the Politburo indicates the significance of de-Stalinisation
- Vested interests opposed change and Brezhnev reversed those aspects of de-Stalinisation that had upset the Party. Brezhnev tried to paper over the cracks of the Soviet system
- There were significant developments during the Brezhnev era. His exercise of power was based more on consensus than on fear but there was no withering away of the state
- Under Andropov, a more reforming political generation emerged but it was too short lived

**Breadth study 10      Changing leadership and society in Russia c.1881–1989**

**Section B**

**Theme 2      Social and economic impact on the lives of the Russian people c.1881–1989**

**0 3      To what extent did Russian and Soviet leaders deal effectively with the social and economic challenges of the period between 1881 and 1989? [30]**

Candidates will offer a supported appraisal of the extent to which Russian and Soviet leaders dealt effectively with social and economic challenges in the context of the period specified. Candidates are expected to debate that issue, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest Russian and Soviet leaders dealt effectively with the social and economic challenges during the specified period may include:

- During the Tsarist regime there was considerable change, for example there was considerable industrial development and the abolition of serfdom
- Under Lenin, War Communism and the NEP were developed
- Stalin introduced the Five-Year Plans, and the collectivisation of agriculture, committing the Soviet Union to the path of a planned economy. Unemployment disappeared during this time
- Khrushchev recognised that some features of Stalinism had a negative impact on the population. However, there was no overall change in the structure of agriculture, although there was investment in it, as there was in urban housing, education and welfare
- Brezhnev tried to paper over the cracks, his regime tinkering with different models of assessing economic performance
- Gorbachev believed that if there was to be a significant change in attitudes, hence *perestroika* and *glasnost*

Arguments that suggest Russian and Soviet leaders did not deal effectively with the social and economic challenges during the specified period may include:

- During the Tsarist period, industrial development was uneven and there were very few attempts to improve urban conditions
- War Communism had a substantial cost: the Russian economy had collapsed, industrial production was at its lowest level for decades, and millions starved as the agrarian economy failed
- Detailed planning in the Stalinist era discouraged initiative. Stalin's forced agrarian revolution condemned Soviet agriculture to decades of stagnation and cost millions of lives
- Khrushchev chose to reform without coercion, which meant that his opponents who gained their positions under Stalin, were able to prevent modernisation. He also 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 that he inherited to continue
- Gorbachev not only faced obstruction but also apathy and disillusionment