

A-LEVEL HISTORY



AT NEWCASTLE SIXTH FORM COLLEGE

MAKE YOUR
Best
EVEN BETTER!



NAME:	
MEG:	

SKILLS:	30 MARK INTERPRETATION QUESTIONS 25 MARK THEMATIC QUESTIONS
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Russia and its Rulers 1855-1964 - Stretch and Challenge

EXAM SPECIFICATION: 30 Mark DEPTH STUDIES

Depth Studies: Russia and its Rulers 1855–1964

Key Topics	Content: Learners should have studied the following:
Alexander II	<ul style="list-style-type: none"> <input type="checkbox"/> The effects of the Crimean War <input type="checkbox"/> The aims of Alexander II's domestic policies; the nature of his government; changes in central administration <input type="checkbox"/> The extent and impact of domestic reform <input type="checkbox"/> The extent and effectiveness of opposition <input type="checkbox"/> Changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social change
Provisional Government	<ul style="list-style-type: none"> <input type="checkbox"/> Main domestic policies of the Provisional Government; the nature of the government; methods of repression and enforcement <input type="checkbox"/> The extent and impact of reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions, limitations on personal, political and religious freedom; extent of economic and social changes <input type="checkbox"/> The impact of the continuing war; reasons for the overthrow of the Provisional Government
Khrushchev in Power	<ul style="list-style-type: none"> <input type="checkbox"/> The aims of Khrushchev <input type="checkbox"/> The nature of his government; opposition, methods and enforcement of repression in Russia and its satellites <input type="checkbox"/> The extent and impact of reform; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; <input type="checkbox"/> Extent of economic and social changes including economic planning and the Virgin Lands Scheme; the impact of the Cold War; Khrushchev's fall.

Answering interpretation questions

You will answer one question requiring an evaluation of two historians' interpretations and judge which is more convincing. The question will relate to one of the three in-depth topics.

You must assess the strengths and limitations of each interpretation using your own knowledge and by placing the passages within the wider historical debate.

You must read carefully to identify exactly what each passage argues about the issue in the question. Those who summarise the general viewpoint rather than analysing how each interpretation addresses the specific issue will not score highly

You must evaluate using your own knowledge to test the strengths and weaknesses of each interpretation.

You must give a clear, supported judgement to reach the higher levels.

EXAM SPECIFICATION: 25 MARK THEMATIC STUDIES

Thematic Study: Russia and its Rulers 1855–1964

Key Topics	Content: Learners should have studied the following:
Nature of Government	<input type="checkbox"/> Autocracy, dictatorship and totalitarianism <input type="checkbox"/> Developments in central government and local government <input type="checkbox"/> Methods of repression and enforcement; the extent and impact of reform <input type="checkbox"/> The nature, extent and effectiveness of opposition
Economy and Society	<input type="checkbox"/> Changes to living and working conditions of urban and rural people <input type="checkbox"/> Emancipation, Land Banks, famines, NEP, collectivisation and the Virgin Land scheme, <input type="checkbox"/> The impact of industrial growth under the Tsars, War communism, NEP and the Five Year Plans on industrial workers <input type="checkbox"/> Limitations on personal, political and religious freedom; reasons for and extent of economic and social changes.
War and Revolution	<input type="checkbox"/> The effects of the following wars on government, society, nationalities and the economy: the Crimean War, the Russo-Japanese War, 1905 Revolution, 1917 Revolutions, First World War, Second World War, the Cold War.
Empire, USSR, Nationalities and Satellite States	<input type="checkbox"/> Extent of control (religious, political, social) <input type="checkbox"/> The Polish Revolt 1863; expansion in Asia; Russification; Finland; the Baltic provinces <input type="checkbox"/> Impact of the First World War and the Treaty of Brest Litovsk; Russo-Polish War; Communist advance into Eastern and Central Europe after the Second World War. <input type="checkbox"/> Consistency of control and implementation of policy across USSR/Empire

Answering thematic questions

You will answer two of three essay questions.

Thematic essay questions typically ask you to judge turning points, continuity, causes, or a quoted view of the period. Answers must cover the whole period overall, touching on every leader across the two paragraphs.

You must: Address the exact demands of the question; Use accurate, relevant knowledge; Be analytical and well structured; Reach a supported judgement; Show synthesis across the whole period.

Synthesis is central to this Unit. Strong answers use a thematic, not chronological, structure. Each paragraph should explore a theme linked to the question and compare events across the period, explaining similarities, differences, continuity, and change. Simply listing events is not synthesis—links and explanations are essential.

EXAM QUESTION TECHNIQUE: YOUR 30 MARK QUESTION STRUCTURE

For this question, you will need to write 3 paragraphs

Paragraph 1: Analyse and evaluate Interpretation A	Paragraph 2: Analyse and evaluate Interpretation B	Conclusion: Compare and link sources to make a judgement
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How do we structure our paragraphs?

Mini Judgment	How convincing overall?	Repeat for Interpretation B
Claim 1	What does the Interpretation claim? (Select a quote)	
Evaluation	judgment of the interpretation linked to the question using evaluative language. Rank how convincing compared to the other claims.	
Evidence	use your own knowledge to support or challenge the quote.	
Analysis	link back to the question.	
Claim 2	What does the Interpretation claim? (Select a quote)	
Evaluation	judgment of the interpretation linked to the question using evaluative language. Rank how convincing compared to the other claims.	
Evidence	use your own knowledge to support or challenge the quote.	
Analysis	link back to the question.	
Claim 3	What does the Interpretation claim? (Select a quote)	
Evaluation	judgment of the interpretation linked to the question using evaluative language. Rank how convincing compared to the other claims.	
Evidence	use your own knowledge to support or challenge the quote.	
Analysis	link back to the question.	
Mini Judgement	using evaluative language	

★ You should **NOT** evaluate the provenance of the Interpretation. Comments on the author and their background will not gain marks ★

EXAM QUESTION TECHNIQUE: YOUR 25 MARK QUESTION STRUCTURE

For this question, you will need to write 4 paragraphs

Introduction: Outline factors, judgment - Evaluative Language	Factor 1: Detail, analyse and synthesis – Analytical Language	Factor 2: Detail, analyse and synthesis – Analytical Language	Conclusion: Judgement fully explained/substantiated.
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How do we structure our paragraphs?

Opening sentence – factor and judgement	Identify the factor you are using and provide a judgement.	Repeat for Factor 2
Example 1 - Detail	Use specific details (Always start with named leader/event. If none named, use the one you think is most important.)	
Analysis	How does the evidence support or challenge the statement.	
Comparative Hinge Sentence	Link using comparative language: Similar, Different, In contrast, Better, Worse, More, Less, Greater change, Limited change.	
Example 2 - Detail	Use specific details	
Analysis	How does the evidence support or challenge the statement.	
Synthesis	Directly compare the two leaders using comparative language. Make a judgment and explain your reasoning. (If a leader or event is named, then you should always compare the them.)	
Comparative Hinge Sentence	Link to previous leader unless there is a named leader in the question.	
Example 3 - Detail	Use specific details	
Analysis	How does the evidence support or challenge the statement.	
Synthesis	Directly compare the two leaders using comparative language. Make a judgment and explain your reasoning. (If a leader or event is named, then you should always compare the them.)	
Mini-judgement	Link back to the Question. Confirm your judgment.	

ALEXANDER II: THEMES

Nature of Government

What type of leader was Alexander II?

How did the Tsar change the structure of government?
(Central/Local)

How did Alexander II control his people?

Economy and Society

How would you describe the Russian agricultural economy?

How would you describe the Russian industry?

What was the status of the peasantry?

War and Revolution

What war was Russia involved in, and how successful was it militarily?

What was the impact of war on Russia?

Empire

How did Alexander II seek to strengthen Russia's influence over the empire?

What happened in Poland?

What happened in Finland?

30 MARK INTERPRETATION SKILLS: ALEXANDER II

Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the domestic effects of the Crimean War.

Passage B

The Crimean War, especially the capture of Sebastopol, had revealed how deep-seated Russia's problems were. At home, discontent had grown among all classes, including the nobility. Russia was seen by many to be hopelessly backward. Clearly, there was an urgent need for some kind of restructuring. For those wanting change, Alexander's new reign got off to a promising start, with a range of reforms. Russian defeat had been the catalyst for fundamental change, and Alexander moved enthusiastically to pass reforms. Alexander had deep concern for his people, and he recognized that there had to be changes in the governmental system. The gentry had lost much of the legal basis for their control of the peasantry, but central government could not fill the void. The changes to local government provided new opportunities for many people who had not been involved in political life before. Before the reforms, the poor's chances of justice were remote, but the courts were now open to the public. Alexander also allowed a relaxation of central control in some regions. The far-reaching reforms almost ground to a halt in the later 1860s. Perhaps Alexander's enthusiasm for reform was over, his mind changed by the first serious attempt on his life. One area that saw very little reform was the financial policies of the government. Despite the reforms, the political climate in Russia grew more threatening for the regime. The new openness encouraged by the reforms aroused expectations which the Tsar would never be able to satisfy.

Adapted from P. Oxley: Russia 1855–1991: From Tsars to Commissars, published in 2001.

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

30 MARK INTERPRETATION SKILLS: ALEXANDER II

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the extent to which Alexander II's government remained autocratic despite his reforms.

Passage A

Although Alexander II introduced a series of reforms that appeared to liberalise Russia, the essential character of his government remained firmly autocratic. The tsar continued to exercise supreme authority, and no reform challenged the principle of autocracy itself. The new institutions — the zemstva, reformed courts, and universities — operated only within boundaries set by the state, and their powers could be curtailed whenever they threatened central control. Press freedoms were limited, political organisations were forbidden, and the secret police continued to monitor dissent. Even emancipation preserved the state's dominance over the peasantry through the commune and redemption payments. Alexander II's reforms therefore represented controlled adjustments designed to strengthen autocracy, not weaken it.

Adapted from Hugh Seton-Watson, *The Russian Empire 1801–1917*, 1917

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

30 MARK INTERPRETATION SKILLS: ALEXANDER II

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the extent to which opposition limited Alexander II’s ability to reform Russia.

Overall, Passage A is fairly convincing because it shows that opposition played an important role in limiting Alexander II’s reforms, although some points are not fully developed. The passage claims that the nobility “resisted changes that threatened their authority,” which is convincing because nobles did fear losing control after emancipation, but the passage does not explain how widespread this resistance actually was. This weakens the argument slightly, as it does not fully show that noble opposition alone restricted reform to a significant extent. The passage also states that bureaucrats opposed reform because “loosening state control would undermine stability,” and this is somewhat convincing since the bureaucracy was notoriously conservative. A third claim is that radical groups and assassination attempts made the tsar “increasingly cautious,” which is plausible because the 1866 attempt did push him towards reaction, yet the passage exaggerates the extent to which radicals shaped policy, as they were still a small minority. This limits how convincing the argument is about opposition being the main barrier to reform. Overall, Passage A is reasonably convincing, but its lack of detailed evidence makes it only partly convincing about the extent to which opposition restricted Alexander II’s reforms.

Annotate the model answer above. Can you identify the following?

MINI-JUDGEMENT	QUOTATION	EVALUATION	EVIDENCE	ANALYSIS	Q-E-E-A x3	MINI-JUDGEMENT
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Mark Scheme		
L	Description	M
1	General own knowledge – not directly relevant to the Q. Basic description of the sources.	1-5
2	Describes the source. Analysis/evaluation weak – driven by information in source not own knowledge.	6-10
3	Partial evaluation – some limited analysis of the interpretation using limited own knowledge.	11-15
4	Mostly focused on the Q. Some evaluation with use of mostly relevant own knowledge	16-20
5	Good focus on the Q. Supported analysis and evaluation using relevant own knowledge.	21-25
6	Very good focus on the Q. Thorough and sustained analysis and evaluation using specific and detailed own knowledge.	26-30
Overall Mark		

USING THE MARK SCHEME:
What level/mark would you award the response?
What has the student done well?
What could the student do to improve?

30 MARK INTERPRETATION SKILLS: ALEXANDER II

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the impact of the domestic policies of Alexander II.

Passage B

When Alexander II became Tsar in 1855, the Russian state was in desperate need of fundamental reform. The programme of reforms introduced by him was radical in comparison with previous Russian experience, but it did not go far enough. The government's commitment to modernise Russia through a process of westernisation was moderated by its concern to perpetuate the interests of its ruling social class. This approach alienated the intelligentsia and, in doing so, undermined the stability of the regime, compelling it to rely on repression for its preservation. Significant though the reforms were, they failed to create popular support for the Tsarist regime. The Edict of Emancipation freed serfs from their feudal obligations and allotted land for their needs. Landlords received compensation from the state in the form of Treasury bonds. The peasants were then indebted to the state and obliged to make redemption payments to the village mir. Peasants were incredulous that they had to pay for the land which they thought belonged to them because they had always worked it. Many, believing that the real terms of the Emancipation had been concealed by their landlords, rioted in protest. The Emancipation was certainly onerous. The peasants lost on average 4.1% of their pre-1861 agricultural holdings. In the more fertile regions the situation was far worse. There was little investment in industry and agriculture following Emancipation, and the persistence of obsolete agricultural techniques made the central problem of low yields even worse. Serfdom was a medieval method of social control upon which the autocracy and nobility had become reliant. The government sought to perpetuate a similar level of control after 1861. The terms dictated that the village mir controlled the movement of the peasants. It is clear that the abolition of serfdom did not facilitate the optimum conditions for Russia's economic advancement.

Adapted from: C.P. Watts, History Review, published in 1998

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

ALEXANDER III: THEMES

Nature of Government

What type of leader was Alexander III?

How did the Tsar change the structure of government?
(Central/Local)

How did Alexander III control his people?

Economy and Society

How would you describe the Russian agricultural economy?

What changes were made in industry?

What were the living and working conditions of the peasantry?

What were the living and working conditions of the urban workers?

Empire

How did Alexander II seek to strengthen Russia's influence over the empire?

What happened in Poland?

How did the Tsar expand the empire?



ALEXANDER III: SYNTHESIS

Synthesis

Nature of Government – Repression

‘Throughout the years from 1855 to 1964 the methods of repression and enforcement used by Russian governments remained consistent.’ How far do you agree?



Alexander II - Detail

Link the two leaders using comparative language.



Alexander III - Detail

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

Synthesis: Directly compare the two leaders using comparative language.

NICHOLAS II: THEMES

Nature of Government

What type of leader was Nicholas II?

How did the Tsar change the structure of government?
(Central/Local)

How did Alexander II control his people?

Economy and Society

How would you describe the Russian agricultural economy?

How would you describe the Russian industry?

What was the status of the peasantry?

What was the status of the urban workers?

War and Revolution

What wars were Russia involved in, and how successful was it militarily?

What was the impact of war on Russia?

Empire

How successful was Nicholas II at keeping Russia's influence over the empire?

What happened in Poland?

What happened in Ukraine?

NICHOLAS II: SYNTHESIS

Synthesis

War and Revolution – Working Conditions

The Crimean War had a greater impact on the living and working conditions of rural people than any other war between the years 1855-1964. How far do you agree?



Alexander II - Detail

Link the two leaders using comparative language.



Nicholas II - Detail

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

Synthesis: Directly compare the two leaders using comparative language.

PROVISIONAL GOVERNMENT: THEMES

Nature of Government

How did the PG rule?

How did the PG change the structure of government?
(Central/Local)

How did PG control his people?

Economy and Society

How would you describe the Russian agricultural economy?

How would you describe the Russian industry?

What was the status of the peasantry?

What was the status of the urban workers?

War and Revolution

What wars were Russia involved in, and how successful was it militarily?

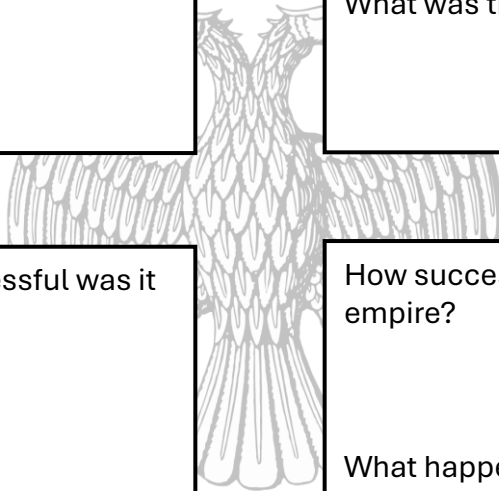
What was the impact of war on Russia?

Empire

How successful was PG at keeping Russia's influence over the empire?

What happened in Poland?

What happened in Ukraine?



30 MARK INTERPRETATION SKILLS: PROVISIONAL GOVERNMENT

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the reasons why the Provisional Government failed to maintain authority between February and October 1917.

Passage B

The collapse of the Provisional Government was the result of deliberate and systematic Bolshevik subversion rather than the government's own shortcomings. Throughout 1917, the Bolsheviks exploited the freedoms granted after the February Revolution to build a disciplined revolutionary apparatus. They infiltrated soviets, trade unions, and military units, using propaganda to undermine confidence in the government and the war effort. Their slogans were designed to inflame discontent and delegitimise the existing order. By October, the Bolsheviks had gained control of key institutions in Petrograd, including the garrison and the Military Revolutionary Committee. The Provisional Government was isolated and unable to defend itself because the Bolsheviks had successfully paralysed its supporters and neutralised its authority. The October seizure of power was therefore not the inevitable result of social pressures but the outcome of a calculated conspiracy executed by a determined minority.

Adapted from Richard Pipes, *The Russian Revolution*, 1990

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

30 MARK INTERPRETATION SKILLS: PROVISIONAL GOVERNMENT

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the reasons why the Provisional Government was overthrown.

Overall, Passage B is highly convincing because it presents a clear argument that worker unrest and Bolshevik organisation were decisive in the Provisional Government’s overthrow. The passage first claims that workers “no longer believed in the capacity of the government to honour its pledges,” which is persuasive because by September 1917 the government had failed to resolve food shortages, inflation, or the war, all of which eroded its legitimacy among urban labourers. This loss of confidence was crucial, as workers increasingly looked to the soviets rather than the government for solutions, demonstrating how economic collapse translated into political rejection of the regime. The passage also argues that the strikes “profoundly changed the nature of the strike,” which is convincing because the scale of industrial unrest — including the railway strike that paralysed transport — directly undermined the government’s ability to maintain order or supply the cities. This supports the interpretation that the Provisional Government was overwhelmed by social and economic forces it could not control, making its collapse far more likely. A third claim is that the Bolsheviks “brilliantly exploited the situation” through the Military Revolutionary Committee, and this is convincing because the MRC coordinated the seizure of key installations on 24–25 October, turning widespread discontent into a disciplined insurrection. This shows that Bolshevik agency was essential in converting structural weakness into political overthrow. Overall, Passage B is a strong and persuasive interpretation because it effectively links worker radicalisation with Bolshevik strategy, offering a coherent explanation for why the Provisional Government fell..

Annotate the model answer above. Can you identify the following?

MINI-JUDGEMENT	QUOTATION	EVALUATION	EVIDENCE	ANALYSIS	Q-E-E-A x3	MINI-JUDGEMENT
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Mark Scheme		
L	Description	M
1	General own knowledge – not directly relevant to the Q. Basic description of the sources.	1-5
2	Describes the source. Analysis/evaluation weak – driven by information in source not own knowledge.	6-10
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6	Very good focus on the Q. Thorough and sustained analysis and evaluation using specific and detailed own knowledge.	26-30
Overall Mark		

USING THE MARK SCHEME:
What level/mark would you award the response?
What has the student done well?
What could the student do to improve?

30 MARK INTERPRETATION SKILLS: PROVISIONAL GOVERNMENT

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the reasons why the Provisional Government was overthrown.

Passage A

The collapse of tsardom had left a power vacuum. Although the Provisional Government held office between February and October 1917 it never held power. It lacked the ruthlessness that the desperate situation demanded. The Provisional Government failed to appreciate the common view on the land question. It had been a chief role in peasant unrest since the emancipation of the serfs. When the government failed to carry out a major land redistribution the peasants in many parts of Russia took the law into their own hands and seized the property of local landlords. Disturbances in the countryside occurred daily in 1917. It would be appropriate to describe this as a national peasants' revolt. The Provisional Government had no real answer to the land problem. Unable to fight the war successfully and unwilling to introduce the reforms that might have given it popular support, the Provisional Government tottered towards collapse...The failure of the Provisional Government followed from its political failure over the previous eight months. It was not that the Provisional Government had been bitterly rejected by the Russian people. It was more a matter of its inability to arouse genuine enthusiasm. Kerensky's government had come nowhere near to solving Russia's problems. Its support had evaporated. Economically incompetent and militarily incapable, the Provisional Government was not worth saving.

Adapted from M. Lynch, From Autocracy to Communism Russia 1894–1941, published in 2008.

<p>Claim: What does the Interpretation claim?</p>	<p>Quote 1:</p>	<p>Quote 2:</p>	<p>Quote 3:</p>
<p>Evaluation: How convincing?</p>			
<p>Evidence: Use your own knowledge to support or challenge the quote.</p>			
<p>Mini Judgment: How convincing overall?</p>			

PROVISIONAL GOVERNMENT: SYNTHESIS

Synthesis

Nature of Government – Central Government

‘There was little political change in Russia’ How far do you agree with the view from 1855-1964?



Alexander II - Detail

Link the two leaders using comparative language.



Alexander III - Detail

Link the two leaders using comparative language.



Nicholas II - Detail

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

Provisional Government - Detail

Synthesis: Directly compare the leaders using comparative language.

30 MARK INTERPRETATION SKILLS: PROVISIONAL GOVERNMENT

Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the impact of the First World War on the Provisional Government's failure to survive in 1917.

Passage B

While the war undoubtedly strained the Provisional Government, it was not the primary cause of its collapse. The government's real weakness lay in its internal divisions and its failure to construct a coherent political programme. Ministers disagreed fundamentally over land reform, workers' rights, and the future structure of the state. These disputes paralysed decision-making and prevented the government from responding effectively to crises. The war merely exposed these deeper problems. Even if Russia had withdrawn from the conflict, the government would still have faced mounting opposition from workers, peasants, and national minorities who saw little improvement in their conditions after February. The Bolsheviks succeeded not because of the war alone, but because the Provisional Government failed to offer a compelling alternative vision for Russia's future.

Adapted from Christopher Read, *From Tsar to Soviets*, 1996

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

LENIN: THEMES

Nature of Government

How did Lenin rule?

How did Lenin change the structure of government?
(Central/Local)

How did Lenin control the people?

Economy and Society

How would you describe the agricultural economy?

How would you describe the industrial economy?

What was the status of the peasantry?

What was the status of the urban workers?

War and Revolution

What wars was the Soviet Union involved in, and how successful was it militarily?

What was the impact of war on the Soviet Union?

Empire

How successful was Lenin at keeping Russia's influence over the empire?

What happened in Poland?

What happened in Ukraine?

LENIN: SYNTHESIS

Synthesis

War and Revolution – Agricultural Economy

Wars and revolutions always hindered Russia’s economy. How far do you agree?



Alexander II - Detail

Link the two leaders using comparative language.



Lenin - Detail

Link the two leaders using comparative language.



Nicholas II - Detail

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

Provisional Government - Detail

Synthesis: Directly compare the leaders using comparative language.

STALIN: THEMES

Nature of Government

How did Stalin rule?

How did Stalin change the structure of government?
(Central/Local)

How did Stalin control the people?

Economy and Society

How would you describe the agricultural economy?

How would you describe the industrial economy?

What was the status of the peasantry?

What was the status of the urban workers?

War and Revolution

What war was the Soviet Union involved in, and how successful was it militarily?

What was the impact of war on the Soviet Union?

Empire

How successful was Stalin at keeping Russia's influence over the empire?

What happened in Poland?

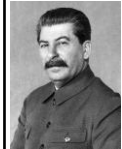
What happened in Ukraine?

LENIN: SYNTHESIS

Synthesis

Economy and Society – Industrial Economy

There was limited economic development in the period of 1855 to 1964. How far do you agree?



Stalin- Detail

Link the two leaders using comparative language.



Lenin - Detail

Link the two leaders using comparative language.



Nicholas II - Detail

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

Provisional Government - Detail

Synthesis: Directly compare the leaders using comparative language.

KHRUSHCHEV: THEMES

Nature of Government

How did Khrushchev rule?

How did Khrushchev change the structure of government?
(Central/Local)

How did Khrushchev control the people?

Economy and Society

How would you describe the agricultural economy?

How would you describe the industrial economy?

What was the status of the peasantry?

What was the status of the urban workers?

War and Revolution

What war was the Soviet Union involved in, and how successful was it militarily?

What was the impact of war on the Soviet Union?

Empire

How successful was Khrushchev at keeping Russia's influence over the empire?

What happened in Yugoslavia?

What happened in Hungary?

30 MARK INTERPRETATION SKILLS: Khrushchev in power

Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the reasons for Khrushchev's fall from power.

Passage B

Khrushchev's position was weakened by increasing pressure, both at home and abroad, to live up to his own tough rhetoric on foreign policy. Since the late 1950s, the Soviet-American relationship had begun to sour once again. Confident that the increasing Soviet nuclear capability would raise doubts about the reliability of the American deterrent, Khrushchev seized the opportunity to alter the delicate balance in Europe in the Soviet Union's favour. Ironically, the result of Khrushchev's actions was a propaganda defeat at home for Khrushchev personally. His position as Premier was further worsened when the Cuban Missile Crisis resulted in an apparent Soviet defeat and American victory. One of its effects was to cause an escalation in the Soviet arms build-up. Kennedy's policy toward the Soviet Union during and after the Cuban Missile Crisis was that he was certainly not willing to concede defeat, or risk the appearance of defeat, to the USSR in any field. On the Soviet side, Nikita Khrushchev retained leadership for only a short time after the Cuban Crisis before he was removed from his duties by the Politburo. The new collective leadership blamed Khrushchev for, among other things, his reckless gamble in Cuba. However, more significant in Khrushchev's fall was the new leadership's desire to accelerate the Soviet nuclear build-up in order to reach parity with the United States. They were determined that the Kremlin would never again confront the United States from a standpoint of strategic inferiority.

A. Best, J. Hanhimaki, J. Maiolo and K. Schulze, *International History of the Twentieth Century and Beyond*, published in 2008.

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

30 MARK INTERPRETATION SKILLS: Khrushchev in Power

Evaluate the interpretations in both of the two passages. Explain which you think is more convincing as an explanation of the reasons for Khrushchev’s fall from power.

Overall, Passage B is fairly convincing because it highlights how Khrushchev’s foreign policy difficulties contributed to his fall, although some of its points are not fully developed. The passage first claims that Khrushchev’s position was weakened because he had to “live up to his own tough rhetoric on foreign policy,” which is convincing to an extent since Khrushchev did make bold statements about Soviet strength, but the passage does not really explain how this rhetoric directly led to his removal. This makes it harder to see the exact link between his public statements and the reasons for his fall from power. The passage also argues that the Cuban Missile Crisis resulted in an “apparent Soviet defeat and American victory,” which seems convincing because the withdrawal of missiles was seen as humiliating, but the passage does not explore how far this humiliation actually influenced the Politburo’s decision to remove him. Without this, the argument feels a bit incomplete in showing how the crisis translated into political consequences. A third claim is that the new leadership wanted to “accelerate the Soviet nuclear build-up,” which is plausible because the USSR did seek parity with the United States, but the passage does not clearly show why this desire meant Khrushchev personally had to be removed. This weakens the argument about causation, as it does not fully explain why nuclear policy disagreements were enough to justify his dismissal. Overall, Passage B is somewhat convincing, but its explanations lack depth, making it only partially persuasive about why Khrushchev fell from power.

Annotate the model answer above. Can you identify the following?

MINI-JUDGEMENT	QUOTATION	EVALUATION	EVIDENCE	ANALYSIS	Q-E-E-A X3	MINI-JUDGEMENT
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Mark Scheme		
L	Description	M
1	General own knowledge – not directly relevant to the Q. Basic description of the sources.	1-5
2	Describes the source. Analysis/evaluation weak – driven by information in source not own knowledge.	6-10
3	Partial evaluation – some limited analysis of the interpretation using limited own knowledge.	11-15
4	Mostly focused on the Q. Some evaluation with use of mostly relevant own knowledge	16-20
5	Good focus on the Q. Supported analysis and evaluation using relevant own knowledge.	21-25
6	Very good focus on the Q. Thorough and sustained analysis and evaluation using specific and detailed own knowledge.	26-30
Overall Mark		

USING THE MARK SCHEME:
What level/mark would you award the response?
What has the student done well?
What could the student do to improve?

30 MARK INTERPRETATION SKILLS: Khrushchev in power

Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the nature of Khrushchev's government in the period 1956 to 1964

Passage B

Khrushchev fostered a relationship between the political system and society which involved full participation of the populace in political life. It is also reflected in attempts, sponsored by Khrushchev, to open up decision-making procedures to popular scrutiny and participation, a process hailed as reflecting the withering away of the state.

Although the encouragement of popular participation in the forms Khrushchev encouraged may have brought the system closer to some of its ideological socialist roots, its immediate political impact was to call into question the role and position of office-holders at all levels of the system. By opening issues up to public scrutiny, Khrushchev automatically exposed decision-makers at all levels to the same scrutiny. If previously decisions had originated from the anonymity of closed committee meetings, then the opening of those meetings eliminated any anonymity. Furthermore, public scrutiny could lead to public accountability, and therefore to a much more uncertain and perhaps even dangerous environment for officials to operate in. When confronted by opposition in the Party Presidium, Khrushchev sought to circumvent this by ignoring this body and appealing directly to the Central Committee, or by announcing a decision in public in an attempt to lock the Presidium in behind him. Why was Khrushchev able to pursue such policies? The power he was able to exercise over personnel disposition enabled him to promote supporters in such a way as to consolidate his personal power base. As such, he used the same technique as that which had been used with such effect by Stalin.

Adapted from: Graeme Gill, 'Khrushchev and Systemic Development', in Khrushchev and Khrushchevism, published in 1987.

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

LENIN: SYNTHESIS

Synthesis

Empire, Nationalities, USSR, minorities – Poland

Khrushchev maintained the greatest levels of control of the satellite states in the period 1855-1964. How far do you agree?



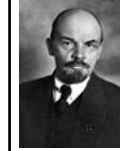
Alexander II - Detail

Link the two leaders using comparative language.



Khrushchev - Detail

Link the two leaders using comparative language.



Lenin- Detail

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

How does the evidence support or challenge the statement?

Provisional Government - Detail

Synthesis: Directly compare the leaders using comparative language.

30 MARK INTERPRETATION SKILLS: Khrushchev in power

Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of Khrushchev's domestic policies on rural and urban living conditions.

Passage A

The long-term neglect of agriculture under Stalin and the inherent weakness of the USSR's agricultural machinery and chemical industries posed serious economic obstacles to further progress under Khrushchev's rule. The fact was that both the urban population and disposable incomes (that is, the money in people's pockets) were growing faster than agriculture could meet their demand for food. This was partly because the poor quality of Soviet consumer goods meant that people, when they had money, chose to buy extra food instead. It was also in part because many of Khrushchev's social policies benefitted the poorer sections of society, and the poor spend a higher share of their income on food than do the better off. But it was also due partly to the failure of Khrushchev's policies, in particular the increased pressure he put on the peasants in general towards the end of his reign. All these factors meant that the demand for food went up faster than the country could grow it.

Khrushchev's solution was to make more bureaucratic adjustments, reorganising the ministries here, or reorganising the Communist Party there. But these measures failed to improve the living conditions of Soviet citizens because he could not solve the essential problems: improving peasant morale and incentives, and giving them better equipment and investment resources with which to work.

Adapted from: D. Filtzer, *The Khrushchev Era, De-Stalinisation and the Limits of Reform in the USSR, 1953-1964*, published in 1993.

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

30 MARK INTERPRETATION SKILLS: Khrushchev in power

Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of Khrushchev's domestic policies on rural and urban living conditions.

Passage B

Back in August 1953, Khrushchev had told a meeting of agricultural activists that the Soviet Union was gradually moving from socialism toward communism. He then added a little anecdote. He had said the same to a group of peasants, and one had commented: 'well under socialism we have no pancakes, will there or won't there be pancakes under communism?' Khrushchev was determined that as the move towards communism accelerated under his watch, there would indeed be pancakes. The agricultural situation in 1958 was good. The Virgin Lands Campaign seemed to have paid off. The Soviet people not only needed to be fed, they needed to be housed. Large-scale housing construction was a priority of Khrushchev's government. The policy was aimed at creating conditions which would benefit families and workers by improving urban areas with cost-effective construction. The new areas would give workers access to services that would improve living standards. New construction methods were developed to meet increasingly ambitious urban targets. The government promised to resolve the housing shortage within ten years. Khrushchev understood that quantity was more important than quality. As he later recalled, 'we limited ourselves to the task of creating minimally acceptable conditions in the lives of residents, we made this decision consciously.'

Adapted from: G. Swain, Khrushchev, published in 2016.

Claim: What does the Interpretation claim?	Quote 1:	Quote 2:	Quote 3:
Evaluation: How convincing?			
Evidence: Use your own knowledge to support or challenge the quote.			
Mini Judgment: How convincing overall?			

25 MARK THEMATIC SKILLS: PLANNING FACTORS

Identify two suitable factors to answer the questions

There was little political change in Russia' How far do you agree with the view from 1855-1964? [25 marks]

Factors

--	--

Witte's policies had the most significant impact on the lives of industrial workers in the period 1855-1964. How far do you agree? [25 marks]

Factors

--	--

Wars and revolutions always hindered Russia's economy. How far do you agree? [25 marks]

Factors

--	--

The policy of Russification was never fully enforced. How far do you agree? [25 marks]

Factors

--	--

Khrushchev maintained the greatest levels of control of the satellite states in the period 1855-1964. How far do you agree/? [25 marks]

Factors

--	--

WWII had the greatest impact in the years 1855-1964. How far do you agree? [25 marks]

Factors

--	--

There was limited economic development in the period. How far do you agree? [25 marks]

Factors

--	--

The Communists demonstrated greater efficiency in dealing with opposition than the Tsars. How far do you agree? [25 marks]

Factors

--	--

25 MARK THEMATIC SKILLS: PLANNING FACTORS

Identify two suitable factors to answer the questions

Opposition was more effective in the period after 1917 than before/ How far do you agree? [25 marks]

Factors

Factors	

To what extent did the Tsars demonstrate greater failings in agricultural policy in the period 1855-1964? [25 marks]

Factors

Factors	

The First World War was the most important event affecting the development of the Russian Empire in the period from 1855-1964. How far do you agree? [25 marks]

Factors

Factors	

It was the Tsars, rather than the Communists, who exercised the most repressive methods of control over the Empire in the period. How far do you agree? [25 marks]

Factors

Factors	

To what extent did the Russian leaders demonstrate consistent limitations on personal, political and religious freedoms across the period?

Factors

Factors	

Conflict always led to major changes in the governments of Russia in the period from 1855-1964. How far do you agree? [25 marks]

Factors

Factors	

The most impactful change to living and working conditions occurred following 1917. How far do you agree? [25 marks]

Factors

Factors	

To what extent did the Tsars demonstrate greater consistency in reform? [25 marks]

Factors

Factors	

25 MARK THEMATIC SKILLS: NATURE of GOVERNMENT

Factor: Opposition

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: NATURE of GOVERNMENT

Factor: Local Government

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: NATURE of GOVERNMENT

Factor: Central Government

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: NATURE of GOVERNMENT

Factor: Reform

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: NATURE of GOVERNMENT

Factor: Repression

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: NATURE of GOVERNMENT

Factor: Ideology

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: WAR and REVOLUTION

Factor: Industrial Impact

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: WAR and REVOLUTION

Factor: Agricultural Impact

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: WAR and REVOLUTION

Factor: Urban Impact

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: WAR and REVOLUTION

Factor: Rural Impact

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: WAR and REVOLUTION

Factor: Political Impact

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: ECONOMY and SOCIETY

Factor: Agricultural Economy

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: ECONOMY and SOCIETY

Factor: Industrial Economy

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: ECONOMY and SOCIETY

Factor: Famine

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: ECONOMY and SOCIETY

Factor: Urban Living and Working Conditions

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: ECONOMY and SOCIETY

Factor: Rural Living and Working Conditions

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: EMPIRE, NATIONALITIES, USSR, MINORITIES

Factor: Poland

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: EMPIRE, NATIONALITIES, USSR, MINORITIES

Factor: Ukraine

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: EMPIRE, NATIONALITIES, USSR, MINORITIES

Factor: Jewish

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: EMPIRE, NATIONALITIES, USSR, MINORITIES

Factor: Personal, religious, and cultural

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: EMPIRE, NATIONALITIES, USSR, MINORITIES

Factor: Political control

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?

25 MARK THEMATIC SKILLS: EMPIRE, NATIONALITIES, USSR, MINORITIES

Factor: Personal control

RUSSIA AND ITS RULERS: THEMATIC GRAPH

ALEXANDER II

ALEXANDER III

NICHOLAS II

PG

LENIN

STALIN

KHRUSHCHEV



Significant

Insignificant

Can you identify any patterns?
