

THE FEBRUARY REVOLUTION COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

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

You may also adapt these assignments if wished by:

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

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

Management of the assignment:

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

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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

The February Revolution

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

- Russia before the First World War; politics, society and economy
- Opposition to the Tsarist Rule: Socialists and Socialist Revolutionaries
- Impact of the First World War on Russian government and society
- 1917: reasons for the fall of the Tsar.

Introduction

In February 1917 Tsar Nicholas II of Russia abdicated. He was the last member of the Romanov family to rule Russia. Nicholas had always been determined to maintain the authority of the Tsar, yet in early 1917 he gave in almost without a fight.

The most important events of February 1917 took place in Petrograd (St Petersburg) which was then the capital of Russia. Why was the Tsar unable to prevent the Revolution? Why did the absolute ruler of one of the largest countries in the world give up his throne so easily? These are some of the questions that you will investigate in this assignment.

SOURCE A: from a report by a member of the Okhrana – the Russian Secret Police; he was describing the situation in Petrograd in early 1917

The workers were on the verge of despair. It is thought that the slightest explosion will result in uncontrollable riots. The cost of living has trebled; it is impossible to find food; the time spent queuing for hours outside shops has become unbearable.

The movement which has started has flared up without any party preparing for it and without any preliminary discussion of a plan of action. Now everything depends on the behaviour of the military units; if they do not join the working class, the movement will quickly subside; but if the troops turn against the government, then nothing can save the country from revolutionary upheaval.

SOURCE B: from the diary of Sybil Grey, a British nurse working in Petrograd in 1917

February 21: Today a poor woman entered a bread shop and asked for bread. She was told there was none. On leaving the shop, seeing bread in the window, she broke the window and took the bread. An army general, passing in his car, stopped and told her off. A crowd gathered and smashed his car and then paraded in the street demanding bread.

SOURCE C: a photograph taken in Petrograd on ‘International Women’s Day’, February 23 1917



SOURCE D: estimates of the numbers of workers on strike in Petrograd in 1917; these figures were compiled by a British historian in the 1980’s

Date	No. of workers
21 February	20,000
22 February	30,000
25 February	250,000
27 February	350,000

SOURCE E: from *'The History of the Russian Revolution'*, by Leon Trotsky. Trotsky was a leading revolutionary; he probably wrote this as events were taking place in 1917

One half of the industrial workers of Petrograd are on strike on 24 February. The workers come in the morning; instead of going to work they hold meetings; they begin processions towards the centre of the city. The slogan 'Bread' is drowned out by louder slogans, 'Down with autocracy!' 'Down with the war!'

Around the barracks and lines of the soldiers stood groups of working men and women exchanging friendly words with the soldiers.

SOURCE F: from a letter from the Tsarina dated 24 February, 1917.

There is a hooligan movement, young people run and shout that there is no bread simply to create excitement, along with workers who prevent others from working. If the weather were very cold they would probably stay at home. But this will all pass and become calm if only the Duma will behave itself.

Assignment One: Objective 1

1. Explain why conditions in Russia got worse in the years 1914-1917. **(15)**
2. Describe the situation in Petrograd at the beginning of 1917. **(15)**
3. In February 1917 units of the Russian Army in Petrograd began to disobey orders. How important was this in bringing about the abdication of Nicholas II on March 2 1917? Explain your answer. **(20)**

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A.

What can you learn from Source A about events in Petrograd in early 1917? (6)

2. Study Sources A, B and C.

Do Sources B and C support the evidence of Source A about the situation in Petrograd in early 1917? Explain your answer with reference to each of the sources. (8)

3. Study Sources C, D, and E.

How useful are these sources as evidence of growing unrest in Petrograd in February 1917? (10)

4. Study Sources E and F

Use the sources, and your own knowledge, to explain why the situation in Petrograd began to get out of hand in late February 1917. (12)

5. Study all the Sources.

‘Tsarism collapsed at the beginning of 1917 because Nicholas was a weak Tsar who did not listen to his advisers.’

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

(Total: 50 marks)

Coursework Assignments Mark scheme

The February Revolution

Assignment One

1. *Explain why conditions in Russia got worse in the years 1914 - 1917.* (15)

Target: Causation/recall of knowledge

Level 1: Simple statements giving reasons for the worsening of conditions supported by some knowledge, e.g. the effects of the war, shortage of food, lack of medical facilities etc. (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge, e.g. the war led to a breakdown in the transport system, Russian industry could not support the war effort, it made earlier grievances worse etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of the sequence of events in the years from 1914 to 1917 and the links between them, e.g. the war was begun without any realisation of the effects that it would have, it was seen as a way of uniting Russia, earlier reforms had not yet taken effect, this coupled with military defeat made the situation very unstable. (11-15)

2. *Describe the situation in Petrograd at the beginning of 1917* (15)

Target: Key features/recall of knowledge

Level 1: Simple statements offering some details, e.g. shortages, unrest, strikes etc. (1-5)

Level 2: Developed statements supported by relevant knowledge eg there were shortages of bread and other foodstuffs, there were strikes in the key industries, e.g. the Putilov works, there was growing unrest in the army etc. (6-10)

Level 3: Developed explanation showing understanding of the significance of the situation, e.g. clearly support for the Tsar was waning, the Tsarina was unpopular because of Rasputin, the authorities were losing control of Petrograd. (11-15)

3. *In February 1917 units of the Russian Army in Petrograd began to disobey orders. How important was this in bringing about the abdication of Nicholas II on March 2 1917? Explain your answer.* (20)

Target: Reaching a judgement about a key feature in causation/recall of knowledge

Level 1: Simple statements giving some reasons supported by some knowledge, e.g. yes, it was important; it meant that the Tsar could not put down unrest, strikes, etc. (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge e.g. the Army was the main method of maintaining support for the Tsar, if it mutinied there was no way that the Tsar could restore his authority, etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing some understanding of the degree of importance of the mutiny, e.g. refers to the nature of the Tsar's government and to his constant need for military support, hence the mutiny was crucial to his downfall. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge which explores the degree of importance of the mutiny in the context of other factors, e.g. shows understanding of the Army was mostly formed of peasants and that they were traditionally the most conservative element in Russia, the mutiny, therefore, had a symbolic significance, which went beyond the event of February 1917; relates loss of support in army to war failures and deprivation.

(16-20)

Coursework Assignments Markscheme

The February Revolution

Assignment Two

1. *What can you learn from Source A about events in Petrograd in early 1917?* (6)

Target: Comprehension of and inference from a source

Level 1: Information taken from source at face value, e.g. despair, cost of living, queuing etc. (1-3)

Level 2: Inferences from the source, e.g. the significance of these events, what they tell us about the Tsar and the government of Russia etc. (4-6)

2. *Do Sources B and C support the evidence of Source A about the situation in Petrograd in early 1917? Explain your answer with reference to each of the sources.* (8)

Target: Analysis and cross referencing of sources

Level 1: Simple statement matching details of content taken at face value from Source B and C e.g. examples of unrest, food shortages, women protesting etc. (1-3)

Level 2: Developed statement that cross refers explicitly in terms of the content, e.g. Sources B and C both indicate the importance of women, Source B gives example of crowd protest. (4-6)

Level 3: Developed explanation using the nature of all three sources to reach a conclusion, e.g. Sources B and C both show reasons for discontent but Source B gives specific evidence of incidents found in Source A. Source B is by an independent witness commenting on a disruption by a government agent. (7-8)

3. *Study Source C, D and E. How useful are these sources as evidence of growing unrest in Petrograd in February 1917?* (10)

Target: Evaluation of sources for utility

Level 1: Simple statement about utility based on content or nature of sources, eg Source C shows demonstrations, Source D shows strikes etc. (1-3)

Level 2: Developed statements about utility drawing inferences from nature of sources e.g. there was a high degree of unrest because all the sources refer to it, two of the sources date from 1917 and the third is a table of figures, Source E written by a leading revolutionary in Petrograd at the time. (4-6)

Level 3: Developed analysis of the utility of all three sources using both nature and content e.g. the table gives a clear picture of the way that unrest grew very suddenly, this supports the evidence given in Source E though Trotsky may be trying to give an exaggerated impression etc., photograph not necessarily evidence of desperation in Petrograd, etc. (7-10)

4. *Use the sources, and your own knowledge, to explain why the situation in Petrograd began to get out of hand in late February 1917.* (12)

Target: Evaluation of sources and recall of knowledge to explain difference causation

Level 1: Simple statements using the sources at face value supported by some knowledge, e.g. Source E is by Trotsky and says the situation was out of hand, Source F is by the Tsarina, she says it is not etc. (1-3)

Level 2: Developed statements making inferences from the sources supported by relevant knowledge, e.g. they both admit that there is trouble, but only Trotsky sees what is actually happening etc. (4-6)

Level 3: Developed explanation using the sources as evidence and supported by selected knowledge, eg the Tsarina

was writing to her husband and was trying to reassure him that the warnings of Rodzianko were unnecessary, she misunderstood the situation, Trotsky had a better view of what was going on and his description is borne out by the facts etc.

(7-10)

Level 4: Sustained explanation making use of sources and well-selected own knowledge. e.g. account of events of February, analysing key factors, such as attitude of Tsarina, of soldiers etc.

(11-12)

5. *'Tsarism collapsed at the beginning of 1917 because Nicholas was a weak Tsar who did not listen to his advisers'. Use the Sources, and your own knowledge, to explain whether you agree with this view.*

(14)

Target: Analysis of interpretation of events (AO3)

Level 1: Simple statements offering points in support using sources or own knowledge, eg he ignored Rodzianko and the Okhrana agent etc., he was weak and always changed his mind etc.

(1-3)

Level 2: Developed statements offering points in support of choice using sources and supported by relevant knowledge, eg specific instances quoted such as the influence of Rasputin, Tsar's readiness to believe the Tsarina rather than Rodzianko etc.

(4-6)

Level 3: Developed explanation giving a judgement about view making confident use of sources and supported by appropriately selected knowledge, e.g., This is a valid view because the Tsar's weakness was a major factor in his downfall, as is shown in the sources by his failure to act, possible reference to him as C-in-C of Army, the degree of influence that Rasputin had acquired, even the Okhrana agent believed that things had gone too far.

(7-11)

Level 4: Sustained argument giving reasoned choice using the sources as evidence and supported by precisely selected knowledge, which critically evaluates the significance of the Tsar's weakness, e.g. while it played a major role it was not the only factor as the sources clearly show, the mutiny of the Cossacks and the problems of supply were also vital as was the Tsar's decisions to become C-in-C of the Army in September 1915 and failure in war etc.

(12-14)