

**RUSSIA
1914 TO 1917
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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Russia 1914 to 1917

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 the economy
- Opposition to Tsarist rule: Liberals, Socialists and Socialist Revolutionaries
- Impact of the First World War on Russian government and society.

Introduction

In August 1914 Russia went to war with Germany. Many Russians expected this to be a short, victorious war, but it turned out to be the exact opposite. The Russian Army lost a series of battles, and in March 1917 Tsar Nicholas II was forced to abdicate. Why did a war which started with great optimism finish in disaster for the Russian royal family? This is one of the questions that you will be asked to answer in this assignment.

The events of 1917 in Russia were to have completely unforeseen effects throughout the world; why did this happen? What was it about Russia in the years from 1914 to 1917 that produced such profound consequences which were to affect the lives of almost all the people who lived during the twentieth century?

SOURCE A: Written by the daughter of the British Ambassador to Russia, she was describing events in August 1914

The processions in the streets carried the Tsar's portrait, framed in the flags of the Allies, the bands everywhere played the National Anthem; the long lines of khaki-clad figures who marched away, singing and cheering; tall, bronzed men with honest open eyes, with child-like faces and a trusting faith in the little Father and a sure and certain hope that the saints would protect them and bring them back to their villages.

Those first days of war! How full we were of enthusiasm, we dreamt dreams of triumph and victory! The Russian steamroller! The British Navy! The French guns. The war would be over by Christmas and the Cossacks would ride into Berlin.

SOURCE B: Written by the daughter of the British Ambassador in December 1914

War! There was no cheering crowds about the streets, no flags carried around in procession, no band playing the National Anthem outside the window. Only silent throngs on the Nevski Prospekt reading the telegrams posted up on shop-windows, girls in nurses' dresses hurrying to duty, women in mourning, bands of wounded soldiers being taken round the town.

SOURCE C: A photograph taken in 1914 showing a Russian field hospital



**SOURCE D: From the memoirs of Mikhail Rodzianko, the President of the Duma in 1916.
His memoirs were published in 1923**

The influence of Rasputin on the Tsarina, which affected through her the entire policy of the government, grew to fantastic limits. One need only recall the ministerial changes. From the autumn of 1915 to the autumn of 1916, there were five Ministers of Internal Affairs and four Ministers of Agriculture. There was confusion, there were contradictory orders, there was no firm will, no decisiveness, no single definite policy for victory.

SOURCE E: From letters from the Tsarina to the Tsar in 1916

Now before I forget, I must give you a message from our Friend (Rasputin) based on what he dreamed in the night. He begs you to order an advance near Riga, otherwise the Germans will settle down so firmly that it will cost endless bloodshed.

All my trust is in our Friend who only thinks of you, my Baby and Russia. Guided by him he shall get through this heavy time. My sweet, you must back me up, for your baby's sake.

SOURCE F: From the report of a commission led by Vladimir Roudenev, which investigated aspects of the Tsars regime, including Rasputin, after the Revolution in March 1917

Rasputin was a man of large heart. He kept open house, and his lodgings were always crowded with a curiously mixed company. The investigation disclosed an immense amount of evidence concerning the petitions carried by Rasputin to Court, but all of these referred merely to applications for positions, favours, railway concessions and the like.

SOURCE G: A cartoon published in Russia in 1916



SOURCE H: From a report written by an agent of the 'Okhrana' in early 1916

The filthy gossip about the Tsar's family has now become the property of the street. We must also note the extreme feelings of disrespect for the person of Her Majesty the Empress, the widespread feeling against her as a 'German'.

SOURCE I: A photograph of Rasputin surrounded by 'ladies of the aristocracy'. It was published in newspapers in Europe and the USA, suggesting that this was Rasputin's aristocratic harem.



Assignment One: Objective 1

1. Describe reactions in Russia to the outbreak of war in 1914. (15)

2. Why did the Russian army suffer such heavy defeats in the first years of the war? (15)

3. How important was the war in bringing about the Revolution of March 1917? (20)

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A
What can you learn from Source A about the reactions in Russia to the outbreak of war in 1914? (6)

2. Study Sources A, B and C
Sources A and B were written by the same person. Use Source C, and your own knowledge, to explain the change in attitudes to the war shown in source B. (12)

3. Study Sources D, E and F
Do Sources E and F support Rodzianko's statement that the influence of Rasputin affected 'the entire policy of the government'? (8)

4. Study Sources G, H and I
How useful are these sources for explaining how Rasputin's influence made the Tsar and Tsarina unpopular? (10)

5. In 1996 a historian wrote, 'Rasputin's death changed little. He was not the main cause of unrest in Russia in 1917.'

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

(Total: 50 marks)

Coursework Assignments Mark Scheme

Russia 1914 - 1917

Assignment One: Assessment Objective 1

1. *Describe reactions in Russia to the outbreak of war in 1914.* (15)

Target: Key features / recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g., it was greeted with enthusiasm, the Russians thought that they would win, they thought that the Russian army was invincible, etc. (1-5)

Level 2: Developed statements explaining reasons supported by relevant knowledge, e.g., the Russian army was thought of as the steamroller, it was a way of uniting the country, it was a chance to put right the problems of the pre-war period, it was believed that the war would only last a few months, etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge, e.g., the pre-war period had been one of unrest and humiliation as a result of the Russo-Japanese war, the outbreak of war was seen as an opportunity to put all of that behind and concentrate upon the unity of the country and a return to traditional values, etc. (11-15)

2. *Why did the Russian army suffer such heavy defeats in the first years of the war?* (15)

Target: Causation / recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g., it was under prepared, a short war was expected, there were few supplies etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g., details of problems of supply, Russian industry, tactics used in 1914, egg, rapid advance into Poland and East Prussia, etc. (6-10)

Level 3: Developed statements supported by appropriately selected knowledge, e.g., Russian tactics were based on the use of the bayonet, they had few machine guns, most volunteers had little military training, they did not observe radio silence in August 1914, etc. (11-15)

3. *How important was the war bringing about the Revolution of March 1917?* (20)

Target: Assessment of consequence / recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g., he became less popular, people began to distrust the Tsar, he was shown to be incompetent etc. (1-5)

Level 2: Developed statements explaining effects supported by relevant knowledge, e.g., the failure of the army made the Tsar less popular, the Tsarina became hated because she was German and because of her relationship with Rasputin, peasants began to distrust the Tsar, etc. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge, e.g., the decision of the Tsar to assume command of the army in 1915 was crucial as he could no longer blame anyone else, this led to the army becoming disaffected which was the main factor in the success of the revolution, the rumours about the Tsarina were accentuated as she was German, etc. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge, e.g., showing understanding of the wider context, that the royal family was already unpopular before the war, but that the war had engendered a sense of patriotism, which was evaporated by the events of the war and in particular by the Tsar's decision to become Commander-in-chief in 1915, this was coupled to the increasing unpopularity of Rasputin which in turn rebounded upon the Tsarina etc.

(16-20)

Coursework Assignments Mark Scheme

Russia 1914 – 1917

Assignment Two: Objectives 2 and 3

1. *Study Source A. What can you learn from Source A about the reactions in Russia to the outbreak of war?* (6)
- Target:** **Comprehension and inference from a source**
- Level 1:** Simple statements using the sources as information, e.g., it would be over by Christmas, soldiers marching away, etc. (1-3)
- Level 2:** Developed statements making inferences, e.g., there was a lot of support for the Tsar, patriotism, nationalism, the nation was united, etc. (4-6)
2. *Study Sources A, B and C. Sources A and B were written by the same person. Use Source C and your own knowledge to explain the change in attitudes to the war shown in Source B.* (12)
- Target:** **Analysis of sources / recall of knowledge to explain change**
- Level 1:** Simple statements using the sources as information or some knowledge, e.g., it was later in the year events had changed, the war had not gone well, etc (1-3)
- Level 2:** Developed statements making inferences from the sources supported by relevant knowledge, e.g., the Russian army had been defeated and had suffered many casualties, Russia was not prepared for the real nature of the war, medical treatment was primitive, etc (4-6)
- Level 3:** Developed explanation using the sources as evidence supported by selected knowledge, e.g., Source A was written in August before the true nature of the war was realised, most people expected a short war, by December, the full impact of the war was understood, A and B were written by someone who was there at the time, there were very heavy casualties in the first battles and Russian hospitals could not cope, etc. (7-10)
- Level 4:** Sustained argument using the sources as evidence and supported by selected knowledge, e.g. sets the war in the context of 1914, Russian beliefs about the steamroller opportunity to recover from the pre-war problems etc. (11-12)

3. *Study Sources D, E and F. Do Sources E and F support Radzianko's statement that the influence of Rasputin affected 'the whole policy of the government'?* (8)

Target: Analysis and cross-referencing of sources

Level 1: Simple statements using the sources as information and observing similarities, e.g. yes, E suggests influence, but F does not, etc. (1-3)

Level 2: Developed statements making inferences from the sources, e.g. clearly Rasputin had considerable influence over the Tsarina, but it seems according to F that his influence was limited to certain matters. (4-6)

Level 3: Developed explanation using the sources as evidence, e.g. most sources from persons in authority; in Source E the Tsarina is writing to the Tsar, Source F is from a report written by someone who investigated the influence of Rasputin; although Source E suggest real influence, F is more likely to give a balanced picture, etc. (7-8)

4. *Study Sources G, H and I. How useful are these sources for explaining how Rasputin's influence made the Tsar and Tsarina unpopular?* (10)

Target: Analysis and comprehension of sources / evaluation of utility

Level 1: Simple statements using the sources as information OR own knowledge, e.g. he had too much influence, he was connected with many scandals, etc. (1-3)

Level 2: Developed statements making inferences from the sources, e.g. Rasputin had gained increasing influence over the royal family since the Tsarevitch's haemophilia in 1905, this became more obvious and more significant after the outbreak of war, people obviously believed that he had real influence, etc. (4-6)

Level 3: Developed explanation using the nature of the sources, e.g. the cartoon shows the relationship of Rasputin to the royal family was widely known, this is supported by the Okhrana report, which suggests that scandal was widespread, the agent would have no reason not to tell the truth, the photograph gives a common picture of Rasputin as a womaniser, etc. (7-10)

5. *In 1996, a historian wrote, ‘Rasputin’s death changed little. He was not the main cause of unrest in Russia in 1917.’
Use the Sources, and your own knowledge, to explain whether you agree with this view of events in Russia.*

(14)

Target: Analysis of sources /evaluation of an interpretation (AO3)

Level 1: Simple statements using the sources as information OR some knowledge, e.g., it was the losses, defeats, lack of supplies, poor organisation, etc. (1-3)

Level 2: Developed statements using the sources as information and relevant own knowledge, e.g., Rasputin aroused some hatred, but Russia was a backward country with insufficient industry to fight a major war, the army was under-prepared and did not have enough weapons or ammunition, the railway network was poor and there were too few locomotives, etc (4-6)

Level 3: Developed explanation using the nature of the sources supported by appropriately selected knowledge, e.g., the sources clearly point to the influence of Rasputin and this highlighted the weakness of the Tsar and his incapacity for governing, the real causes of unrest was the lack of preparedness of the Tsar’s government for a long war, etc. (7-11)

Level 4: Sustained argument using the sources as evidence supported by precisely selected knowledge, e.g., whilst the lack of organisation and preparedness was the major factor in the collapse of Tsarist Russia, as is apparent in Sources C, there is no doubt that Rasputin was a significant factor in the final breakdown of royal authority in 1916; as Source H implies, the central issue was the inherent weakness of autocracy, etc. (12-14)