



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

RUSSIA IN TRANSITION, 1914-1924

4273/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on the paper as a whole. These are questions 1(e) and either 2 (d) and 3(d). There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4273/01 – RUSSIA IN TRANSITION, 1914-1924

MARKING SCHEME

SECTION A

Question 1(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about conditions in Russia by 1921?** [2]

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

Children were starving

They look as if they have had little food for some time

There was a famine, a severe shortage of food

The children are extremely poor being dressed in just rags

Conditions were very bad in 1921

Question 1(b)

Target:	Understanding of source material; recall and development of knowledge		
Mark allocation:	AO1	AO2	AO3
4	2		2

Question: **Use the information in Source B and your own knowledge to explain why the White forces were weak during the Civil War.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; uses content of source only** [1-2]

Eg: they were not united; they did not fight as one force; the Bolsheviks picked off each White group one by one.

LEVEL 2 **Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge / context for highest mark.** [3-4]

Eg: they were weak because they lacked unity; they were made up of many different nationalities; they possessed a geographical weakness, only controlling the edges of the Russian empire; they did not control the cities or the railway lines; they were helped by foreign powers but they each had their own motives and did not work together; the Bolsheviks were able to defeat each White group one by one; the Whites lacked strong leadership.

Question 1(c)

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that the Bolshevik policy of War Communism was unpopular with the peasants?** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1-2]

Eg: it shows it was unpopular because the peasants have to be forced into doing what the Red soldiers tell them; the soldiers are using guns; the peasants do not look happy.

LEVEL 2 **Develops content of source with an attempt at a judgement on the extent of support for the view.** [3-4]

Eg: the poster shows the Red soldiers using force to put the policy of War Communism into action; they are seizing food/animals from the peasants at gun point; the peasants resented having to give up their food supplies to feed the Red Army; however, the poster was produced by the Whites during the Civil War and so it is biased.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: the poster is a propaganda poster produced by the Whites; its aim was to show how the policy of War Communism was unpopular with the peasants; it shows the use of force/violence by the Red soldiers; the peasants have to submit at gunpoint

Question 1(d)

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the contribution of Trotsky to the success of the Red Army in the Civil War?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases content of source. [1-2]

Eg: it is important because it says that Trotsky had a special train which he used to visit the Red Army; his visits made the soldiers feel better.

LEVEL 2 Considers usefulness of the source in terms of its content only.
OR
Deals with some aspects of content; refers to authorship. [3]

Eg: the source says that Trotsky used a special train which acted as his mobile headquarters; he was constantly on the move visiting his troops at the front; such visits greatly boosted morale; the train brought supplies to the front, carried troops and enabled Trotsky to keep in constant communication through the use of the radio; it shows that Trotsky was very active and cared for his men.

Deals with content of source well and begins to consider origin or purpose of the source. [4]

Eg: as above, and notes that the source comes from a school textbook 'Communist Russia' written by T. Fiehn and C. Corbin.

LEVEL 3 Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source. [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of issues such as content, origin and purpose of source. [6]

Eg: the source highlights Trotsky's contribution to the leadership of the Red Army; his presence at the front line spurred on his men; he was a good orator who encouraged and persuaded his men to fight on; he realised the importance of the railway, and he used his special train as an effective mobile headquarters; the source suggests he made a significant contribution to the success of the Red Army; the source is secondary and is taken from a school textbook published in 2002; entitled 'Communist Russia under Lenin and Stalin' it is likely to be a detailed study; it is written by two historians – T. Fiehn and C. Corbin – who were writing with the benefit of hindsight; they have had time to research and reflect; as it is a school history textbook it is likely to offer a balanced viewpoint.

Question 1(e)

Target:	Recognition and explanation of different historical interpretation; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about the reasons for the execution of Tsar Nicholas and his family in July 1918?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; may contain irrelevancy.

The Level 1 description for quality of written communication may be considered here. [1-2]

Eg: Source E says that the local Soviet decided to shoot the Tsar; Source F says that it was Lenin who ordered the Tsar to be shot.

LEVEL 2 Starts to explain the different views in terms of either their content or their authorship; limited development is seen.

The Level 2 descriptor for quality of written communication may be considered here. [3-4]

Eg: Source E says that White forces wanted to snatch the Tsar so the local Soviet shot him and sent his wife and son to a secret place; Source F says that Lenin took the decision to kill the Tsar because he was a continual problem; he could unite the White forces and he might receive help from foreign powers; Lenin, therefore, authorised the shooting of the Tsar and all his family; the answer may make vague references to the authors – Source E is from a Bolshevik source and Source F is by an historian.

LEVEL 3 Explains the difference in the views with clear reference to both content and authorship.

The Level 3 descriptor for quality of written communication may be considered here. [5-6]

Eg: Source E spells out that as the White forces were approaching Ekaterinburg, there was a fear by the Reds and Tsar might be snatched back; the local Soviet wanted to avoid this, so took the decision themselves to have the Tsar shot; the source says the rest of the family were sent off to a secret location; this is an official announcement by the Bolsheviks; they are attempting to justify what they have done and not telling the whole truth. Source F says that while the Tsar lived he was a continual problem for the Reds; he was a rallying point for the White forces and he could attract support from foreign powers; Lenin, therefore, took the decision to order the execution of the Tsar and his family; this source was written by an historian and we published in a GCSE textbook in 1996; it is a researched viewpoint.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated.

The Level 4 descriptor for quality of written communication may be considered here. [8]

Eg: Sources E and F do not match in their accounts of who took the decision to execute the Tsar; why this was done and the number of persons shot. Source E is the official version of events announced by the Bolshevik party; they claim that it was the local Soviet who took the decision to kill the Tsar because White forces were approaching Ekaterinburg and that they only shot the Tsar; the source does not give the full picture – Lenin's role is not mentioned and the death of the German-born Tsarina is not mentioned so as not to influence peace talks. Source F, in contrast, says that it was Lenin who authorised the killing of the Tsar and his whole family; Lenin saw the Royal Family as a continual problem for the Reds as they acted as a rallying point for White forces; the Tsar could also attract foreign support; Lenin wanted to eliminate this threat; Source F is the view of an historian writing in a GCSE history textbook in 1996; T. Fiehn would have researched this event and he is writing with the benefit of hindsight, having had time to reflect; his view is likely to be more balanced and truthful; the circumstances under which both sources were produced explain why they differ so much in their accounts of the reasons for the killing of the Tsar and his family.

SECTION B

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about the influence of Rasputin?** **[2]**

Use 0 for incorrect or irrelevant answers.

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

*It shows the Tsar and Tsarina sitting on Rasputin's knee;
 Rasputin is seen as the bigger figure who has his hands around the Tsarina;
 Rasputin looks evil, the Tsar and Tsarina are smiling at him as if they respect him;
 It gives the impression that Rasputin is controlling them.*

Question 2(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the Kornilov Plot of 1917.** **[5]**

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made.** **[1-2]**

Eg: it was an attempt by Kornilov to overthrow the government; Kornilov wanted to take charge.

LEVEL 2 **A more detailed description with up to two accurate points made.** **[3-4]**

Eg: General Kornilov planned to march on Petrograd and overthrow the government; the Prime Minister Kerensky was forced to arm the Bolsheviks to help repel the attack; the coup failed and Kornilov was arrested; the Bolsheviks refused to hand back their guns; the event made the Bolsheviks stronger.

LEVEL 3 **A fully developed description with three or more accurate points made.** **[5]**

Eg: General Kornilov was the Supreme Commander-in-Chief of the Russian armed forces and he was angry at the decision to end Russia's involvement in the war; he wanted to continue the war with Germany without government interference; he planned to march on Petrograd to take charge of the government and set up a military dictatorship; the Prime Minister Kerensky had no army to defend Petrograd and was forced to arm the Bolshevik Red Guards; Marensky released Bolsheviks arrested during the July Days; railway workers went on strike and prevented Kornilov's troops from approaching Petrograd; the coup failed and Kornilov was arrested; the Red Guards refused to hand back their guns; the event increased the power of the Bolsheviks.

Question 2(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why there was a revolution in Russia in February 1917.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: people wanted a change; they were fed up with the rule of the Tsar; there was hardship at home; people were fed up with the war.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: Russia's poor performance in the First World War; growing economic hardship at home; increasing industrial unrest in towns and cities; increasing criticism of the Tsar's handling of the war; increasing unpopularity of the rule of the Tsarina and Rasputin; mutiny of the Petrograd soldiers.

Question 2(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why many Russians disliked the Treaty of Brest-Litovsk.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]

Eg: they disliked the harsh terms; they thought Russia was treated unfairly; Russia had to give up large amounts of land and people.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]

Eg: the terms were considered to be very harsh; Russia lost 26% of its population (62 million people), 27% of its arable land, 26% of its railway mileage, 74% of its iron and coal; land lost included Finland, Estonia, Latvia, Lithuania, part of Poland, Ukraine and Georgia; Russia had to pay compensation of 3 billion roubles to Germany and Austria-Hungary; it was seen as a great humiliation; a high price to pay to leave the war.

Question 2(d)

Target:	Recall and deployment of knowledge; analysis of key events, quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Was the weakness of the Provisional Government the main reason for the Bolshevik victory in the Revolution of October 1917?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, simple response which offers little support.** [1-2]

The Level 1 descriptor for quality of written communication may be awarded here.

Eg: yes, because the Provisional Government had little power; it faced too much opposition; it was unable to defend itself; the Bolsheviks were too strong.

LEVEL 2 **To distinguish between 3 and 5 marks, apply the following framework:** [3-5]

For 3-4 marks: A basic one-sided answer with some contextual support
OR a very weak two-sided answer with limited contextual support

For 5 marks: A reasoned one-sided answer with contextual support
OR a weak two-sided answer with some contextual support

The Level 2 descriptor for quality of written communication may be considered here.

Eg: the Provisional Government was weak and it lacked the power to enforce its decisions; some of its actions were unpopular; it faced constant problems with the Petrograd Soviet; it faced strong opposition from the Bolsheviks; Lenin was a strong leader.

LEVEL 3 **To distinguish between 6 and 8 marks, apply the following framework:** [6-8]

For 6-7 marks: A developed one-sided answer with good contextual support
OR an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: the Provisional Government had serious weaknesses; it had no army of its own; it was in competition with the Petrograd Soviet; its powers were, therefore, limited; some of its policies were unpopular such as the decision to continue the war. however, it was a combination of factors that led to the Bolshevik victory in October 1917; the Bolsheviks had strong leaders in Lenin and Trotsky; Lenin pushed for revolution against opposition from some Bolsheviks; Trotsky directed the Red Army; the Petrograd Soviet had control of the army under Order Number One; during this period of Dual Power the Provisional Government was the weaker of the two.

LEVEL 4 **To distinguish between 9 and 10 marks, apply the following framework:**
[9-10]

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: yes, the weakness of the Provisional Government was a key factor in its downfall; it lacked political authority and it was in constant battle with the Petrograd Soviet during this period of Dual Power; it did not have an army of its own, unlike the Petrograd Soviet which exercised authority through the use of Order Number One; its policies were unpopular – decision to continue with the war and not to grant land to the peasants; it was blamed for the increasing failures in the war and for the growing shortage of food and fuel; the Bolshevik forces were growing stronger after the Kornilov Plot; they were well led under Trotsky; his reforms created a strong disciplined force; Lenin provided intellectual leadership, insisting that the time was right for revolution; he was the driving force behind the October Revolution overruling objections; a combination of reasons explain why the Bolsheviks secured victory in 1917, but the weakness of the Provisional Government was a key factor.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about events at Kronstadt?** [2]

Award one mark for one relevant section from the source
Award two marks for two relevant selections from the source

The following can be credited:

It took place during March 1921 during the winter months when the river had frozen over;

It shows Red Army soldiers crossing the frozen river;

The soldiers are carrying guns;

They are attacking the sailors on Kronstadt island.

Question 3(b)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the main features of the New Economic Policy** [5]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer with a weak or implied point made. [1-2]

Eg: it was a policy introduced by Lenin; he hoped it would improve Russia's economy; it allowed people more freedom.

LEVEL 2 A more detailed description with up to two accurate points made. [3-4]

Eg: it was introduced by Lenin in 1921; it replaced War Communism; it was designed to allow less state control and a more free market economy; farmers and small factory owners were allowed to keep profits; it led to the emergence of Nepmen; it boosted the economy; some Bolsheviks did not like the NEP.

LEVEL 3 A fully developed description with three or more accurate points made. [5]

Eg: the NEP was introduced because of the unpopularity of War Communism and the rebellion at Kronstadt; the NEP was announced by Lenin at the Tenth Party Conference in March 1921; it aimed to reduce central government control over aspects of the economy; it ended requisition squads and set up a free market economy; peasants could sell surplus grain on the open market; small factories were returned to their former owners; traders could make profits (Nepmen)' Lenin viewed the NEP as a temporary measure; it was successful in boosting the economy but it was viewed by some as a betrayal of Communist ideals and a retreat back to capitalism.

Question 3(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
10	2	2	

Question: **Explain why the Cheka were important in the new Communist state.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: they were used to control the population; they had the power to arrest and kill people; they acted as the Communist Party's own police force.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]
Eg: they were used to ensure loyalty to the Communist regime; they were used to search out, arrest, torture and execute anyone who appeared disloyal to the Bolsheviks; they were used during the Red Terror to round up Bolshevik opponents; they were used to intimidate people and force them to respect the new Communist state.

Question 3(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why Stalin won the power struggle to succeed Lenin.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; only one reason given OR description only. [1-2]
Eg: Stalin had more support from within the Communist Party; he did not play fair with Trotsky; he told Trotsky lies about the funeral.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3-4]
Eg: as General Secretary of the Communist Party, Stalin used his position to appoint his own supporters into positions of importance; he discredited Trotsky; upon Lenin's death, Stalin gave Trotsky false information about the date of the funeral; Trotsky's failure to attend the funeral made him look disrespectful and lost him support; Stalin played the part of chief mourner; ideological differences between the two men – Trotsky was seen as being too intellectual.

Question 3(d)

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How successful had Lenin been in establishing a Communist system of government in Russia by 1924?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; simple response which offers little support. [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: yes, the Reds had won the Civil War; a Communist government now ruled the country; no other parties were allowed.

LEVEL 2 To distinguish between 3 and 5 marks, apply the following framework: [3-5]

For 3-4 marks: A basic one-sided answer with some contextual support
OR a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support
OR a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: answers will tend to agree that Lenin had been successful in establishing a Communist state; he had secured the Bolshevik takeover of power; the Reds had achieved victory in the Civil War; a new Communist state had been established; Russia had only one political party – the Communists.

LEVEL 3 To distinguish between 6 and 8 marks, apply the following framework: [6-8]

For 6-7 marks: A developed one-sided answer with good contextual support
OR an unbalanced two-sided with contextual support.

For 7 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Lenin had succeeded in laying the foundations of a Communist state; having secured the Revolution by defeating the Whites in the Civil War. Lenin had established the main organs of Communist government – a one-party state; the opposition was eliminated; there was control of the press through censorship and propaganda; reforms had imposed Communist ideology regarding women, education, the church; however, Lenin had been less successful in some areas – the introduction of the NEP and the use of the Cheka to enforce conformity.

LEVEL 4 **To distinguish between 9 and 10 marks, apply the following framework:**
[9-10]

For 9 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: answers will provide a reasoned evaluation covering a broad range of factors to illustrate success or otherwise; Lenin had established the Communists in power after their success in the Civil War; he had gone on to establish the main organs of power – the Sovnarkom, the CPSU, the Politburo and the Orgburo, the Comintern; Russia was renamed the USSR; a one-party state was created; opposition was dealt with by the Cheka; Communist ideology was imposed through propaganda and censorship; Communist reforms were introduced to control education and the church; women were allowed greater freedoms and opportunities. However, Lenin was less successful in certain areas – he was forced to abandon War Communism and introduce the NEP; many saw the NEP as a betrayal of true Communist ideals, a return to capitalist values; the Cheka still had to be used to impose order and conformity; there was uncertainty over the succession – a struggle between Trotsky and Stalin over ideology. Overall, he was generally successful but there were some weaknesses.