



# **GCSE MARKING SCHEME**

**SUMMER 2013**

**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 2013 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 particular questions. These are question 1(e) and either 2(d) or 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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

## QUESTION 1

## Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about religion in Communist Russia in 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:

*The Red soldiers are removing things from the church*  
*There are lots of Red soldiers involved*  
*The Reds are not being stopped*  
*Decorated items are being taken such as, a statue of a saint*

## Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>		<b>2</b>

Question: **Use the information in Source B and your own knowledge to explain why there was an uprising at the Kronstadt naval base in March 1921.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Paraphrases content; weak use of content only.** [1-2]

*Eg: Life under the Communists was more 'terrible than death'; men felt they had not received what they had been promised.*

**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: Worsening economic conditions made 'life more terrible than death'; there was a demand for better working conditions and an end to the hated War Communism; they felt that Communism had not delivered its promises, and as loyal supporters of the Revolution they expected better.*

**Question 1 (c)**

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

Question: **How far does Source C support the view that propaganda was important in developing the Communist state?** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It shows that propaganda was used because the carriages of the trains show communist images; there are soldiers pointing guns at the men with the top hats who look rich.*

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

*Eg: The source supports the view that the use of propaganda was important in developing the Communist state. The trains would travel throughout the country to get support and for the peasants to get the right message. Different forms of propaganda were used by the Communists. The train's carriages included posters, films, theatre groups acting out plays which would contain strong principles of Communism. The train stopped and brought literacy and new ideas to the peasants. The fact that unusual ways of promoting their ideas was undertaken shows the importance of propaganda to the Communists.*

**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.** [4-5]

*Eg: The source certainly supports the view as it shows that the use of propaganda was widespread. The fact that these trains stopped at different stations/places shows how propaganda was extremely important to win support. Posters like those on the train were designed to win loyalty to the new regime and to spread the Party message with 'Red Moscow at the end of the world revolution'. Posters became important where much of the population could not read or write especially most peasants. Therefore the source is clear evidence to support the view that propaganda was important in developing the communist state.*

**Question 1 (d)**

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

Question: **How useful is Source D to an historian studying Lenin's leadership?** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source D is useful because it tells us that Lenin is the founder of Bolshevism, he was a revolutionary, he was evil. He was one of the most sinister figures ever.*

**LEVEL 2** **Considers usefulness of the source in terms of its content only.**  
**OR**  
**Deals with some aspects of content; copies/paraphrases attribution.** [3]

*Eg: The source says that Lenin was an evil man, one who represented darkness and he was responsible for spilling blood. He was a revolutionary and he caused many deaths and was never satisfied. He was the leader and the reason why Russia became a Bolshevik/Communist country. He was responsible for creating a one party state. When he died he had not named a successor and this caused problems which set up the power struggle between Trotsky and Stalin. The source is from a British newspaper.*

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

*Eg: Answers will include some of the information above with reference to the fact that the author considers he was an evil man responsible for the creation of a Bolshevik country. The newspaper is anti-communist. They may mention the concept of western bias towards Communism.*

**LEVEL 3:** **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

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

*Eg: The source gives us a one sided view of Lenin and his leadership of Russia. Lenin is portrayed as an evil man, he has evil motives, he is sinister and he is one who has darkened the world with revolution and death. The source is in a British newspaper, the one that politically does not support Lenin and what he has done in Russia. Britain helped the Whites to fight the Reds, Lenin and Trotsky's army in the civil war. It is a primary source but biased against Lenin; it shows no respect for Lenin who has just died. The newspaper's purpose is to discredit Lenin and what he has done. The newspaper is anti-Communist but the source has use in showing how the leader of Russia was viewed by many western governments.*

**Question 1 (e)**

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

Question: **Why do Sources E and F have different views about Lenin's New Economic Policy?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

*Eg: Source E does not agree with the New Economic Policy; Source F says that the NEP is good because living conditions have improved as a result of it.*

**LEVEL 2** **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]

*Eg: Source E shows us that an important leading Bolshevik is against Lenin's New Economic Policy. Source F informs us of all the good things that the New Economic Policy has done regarding the conditions in Moscow. People's houses are restored refurbished. There are plenty of places to eat and drink. Industrial workers are better off. Source E is a memory and Source F is written by historians.*

**LEVEL 3** **Explains the difference in the views with clear reference to both content and attributions.** [5-6]

*Eg: Source E clearly shows that many Bolsheviks were opposed to the NEP. They saw it as returning Russia to a capitalist system. The author is obviously opposed to the policy and the language used suggests he is bitter. His interpretation is very personal and based on his political views. Source F clearly shows that times are much better as a result of the New Economic Policy. Living conditions improved enormously also a variety of shops, places to eat and the peasants were able to sell their produce possibly in markets and make money for themselves and there was a capitalist way of life. Private trade was allowed which the Bolsheviks would not have agreed with. Source F shows the effect on life in Moscow, like 'paradise' in comparison to 1920/21 before Lenin introduced the NEP. This source has been written by historians who have researched this for a school text book first published in 2002.*

**LEVEL 4**      **Developed explanation with good support from the sources and own knowledge; detailed consideration of the attributions 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 attributions of each source; answer is sophisticated and integrated.** [8]

*Eg: Sources E and F clearly give different views on Lenin's New Economic Policy. They differ in that one tells us that the NEP was wrong to be introduced into Russia whilst the other gives us the positive results of the NEP. Source E is typical of the view of the NEP held by many Bolsheviks. Serge is highly critical of the return to the capitalist system. Candidates may note that he is making his interpretation while in exile from Russia. Die-hard Bolsheviks such as Serge believed that to introduce the NEP was a betrayal of what they had fought for in the Revolution of 1917. Source F, in contrast, writes about the positive consequences of Lenin's NEP, dilapidated houses refurbished, places to shop for consumer goods, to eat and drink out. Although it mentions that industrial workers were relatively better off because they were paid regularly, it does cast some doubt. In fact, industrial development did not match up to the speed of agricultural recovery under the NEP. Source F is written by two historians, C. Corin and T. Fiehn, who have researched and used interviews of people who experienced and witnessed what it was like at the time to reflect, their work would likely be balanced. The circumstances under which both interpretations were produced and the type of people involved explain why they are different on the subject of Lenin's New Economic Policy.*

## QUESTION 2

### Question 2 (a)

<i>Target:</i>	<i>Recall and selection of knowledge; understanding of key historical features</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>5</b>	<b>4</b>		

Question: **Describe how Lenin established a new Communist state immediately after the October Revolution in 1917.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Temporary power was set up mainly under the Bolsheviks; elections would be held as so Lenin would keep the support of the people; decrees/laws were passed; the Cheka was set up; other parties were banned, censorship of non-Bolshevik Communist newspapers.*

**LEVEL 2**      **A more detailed and accurate description.** [3-4]

*Eg: Sovnarkom, a temporary Council of People's Commissars, was set up to rule containing mainly Bolsheviks; key men such as Trotsky and Stalin headed the departments; elections for support were held; laws/decrees were passed. Candidates may refer to a number of policies that kept Communists in control such as the Cheka. Control also came by pleasing the people; land which belonged to the Tsar, the Church and the nobility was re-distributed and there was an end to the First World War; Lenin carrying out his April Thesis promises thus winning support and keeping control.*



**Question 2(b)**

<i>Target:</i>	<i>Recall and deployment of knowledge; explanation of key historical features and characteristics</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>5</b>	<b>2</b>	<b>3</b>	

Question: **Explain why the Provisional Government was weak.** [5]

Use 0 for incorrect or irrelevant answers.

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

*Eg: It had limited power, it had to share power; it could not do much; it faced many rivals for power.*

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

*Eg: The Provisional Government was seen as just a caretaker government, a temporary one; it was in direct competition with the Petrograd Soviet; Feb-Oct 1917 witnessed a period of Dual Power which was difficult to operate; the Soviets had control over the armed forces; the Provisional Government wanted to continue the war; the Soviets did not.*

**LEVEL 3 Full explanation: focussed and explaining a range of factors.** [5]

*Eg: Answers will contain some of the Level 2 information above along with Order Number 1 explained; the Kornilov Plot and its impact; the storming of the Winter Palace and how poorly defended it was by the Provisional Government under Kerensky and how he fled; he could not get an army to defend the Winter Palace.*

**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>4</b>	

Question: **How important was the Russian royal family during the First World War?** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

*Eg: The royal family was important because the Tsar led the Russian army; the Tsarina took charge of ruling the country; the influence of Rasputin, the country suffered economically which led to the unpopularity of the royal family.*

**LEVEL 2** **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

*Eg: The royal family was very important: the Tsar was an autocrat and the importance of this in ruling Russia; he took charge of the army in August 1915 and from then he was blamed for the constant defeats; he eventually abdicated in March 1917; the Tsarina was in charge at home but under the influence of Rasputin; rumours of an affair; Rasputin and the important part he played in selecting ministers; the nobility and their view on the royal family during the war.*

**LEVEL 3** **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation. [5-6]**

*Eg: Many members of the royal family played an important role in the war. The role of the Tsar was important in that he put himself in charge as the commander in personal charge of the war on the front line; he was brave and he continued to fight on despite desertions/failures. He took the blame for Russia's military failures and he was labelled a weak incompetent leader. There will be discussion on his autocratic power, which many did not like especially those wanting a Duma. This may have been important to his downfall during the war. His failures led to discontent amongst the populace at home. The part played by the Tsarina Alexandra is important she had to rule the country in his absence, frequent changes of ministers made it difficult to co-ordinate policies; this proved important it led to discontent amongst the nobility; rumours of an affair with Rasputin who presumably cured her son Alexis of haemophilia. Rasputin's hold on the royal family is very important; but is not the focus of the question. A balanced judgement needs to be given on the royal family and the extent to which they were important during the war.*

### QUESTION 3

#### Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
<b>13</b>	<b>4</b>	<b>6</b>	<b>3</b>

Question: **Was the victory of the Reds in the Civil War 1918-1921 mainly due to their determination and leadership?** [13]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; simple explanation which offers little support; poor quality of written communication.** [1-2]

*Eg: Yes, because the Reds were well led, it had better leaders who were determined to win; it was a strong fighting force, the Red army was stronger than the Whites who had poor leaders.*

**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.

**At Level 2, quality of written communication will be sound, with some faults.**

*Eg: Strong leadership played a key part in the victory of the Reds. Trotsky's reforms had transformed the Red Army making them strong and determined to win this war, it was well disciplined. The Red Army had Lenin and Trotsky as their leaders and they were experienced men: the Whites were a much weaker force, they lacked strong leadership; they were made up of many different forces each with their own leaders, who had different aims; they also did not get on with each other, the Reds had one aim and were determined to work together to achieve this.*

**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.

**At Level 3, quality of written communication will be good, with few faults.**

*Eg: The chief reason for victory was the strong leadership of Trotsky who rallied the Reds; Lenin also played his part - he gave intellectual leadership and through his speeches he could boost morale and spread the Communist message. Trotsky had reformed the Red Army and created an efficient fighting machine. He gave them the determination to win. The White Army on the other hand were scattered; they also argued amongst themselves; they were poorly led, foreign support was patchy, their campaigns were not co-ordinated, they lacked the advantages of the Red Army who had the railway network to move troops and food supplies. They lacked the enthusiasm of the Reds and their determination for success especially after the murder of the Tsar and his family.*

**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.

**At Level 4, quality of written communication will be very good, with very few faults.**

*Eg: A combination of factors contributed to the victory of the Reds but the strong leadership of Lenin and Trotsky was crucial to their success. Trotsky was the architect who drilled the Red Army into an effective fighting force through strict discipline. Lenin's policy of War Communism meant the Red Army was always well fed and had sufficient weapons to win the war. Trotsky's use of the train in getting to where he was, was also important. The Reds had other advantages such as their geographical position, their control of the railway network they were in control of the industrial cities. The Whites lacked many of these strengths and suffered from poor leadership from Kolchak, Deikein, Wrangel and half-hearted support from foreign armies such as Britain and France. The Communist state was determined that the revolution of October 1917 was not won for nothing and this determination was crucial in winning the Civil War.*

**Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.