



GCSE MARKING SCHEME

SUMMER 2014

**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 2014 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:

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

QUESTION 1

Question 1 (a)

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

Question: **What does Source A show you about the Bolsheviks in the November 1917 election?** [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 Bolsheviks came second with 175 seats.

They lost to the Social Revolutionaries.

They beat 4 other political parties, e.g. the Mensheviks.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why the February Revolution took place in Russia in 1917?** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Copies or paraphrases content; weak use of content only.** [1-2]

Eg: People were unhappy with conditions; the government were not in control; workers strikes are happening everywhere; the transport system was ineffective.

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: The capital Petrograd was in anarchy with lack of law and order; the government were not in control; economic conditions were bad with shortages of basic needs, especially food and fuel; strikes by workers the Putilov steelworkers who were unhappy that pay talks had broken down; soldiers mutinied and refused to fire on the workers. The war was going badly

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 Soviets were more powerful than the Provisional Government in ruling Russia after March 1917?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: The soviets are workers and soldiers, committees are chosen in companies, battalions and military service, it is from Order No1, there is a Provisional Government.

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

Eg: Yes because the Soviet of Workers and Soldiers Deputies have made the decisions, committees are chosen by them; Order No1 will be mentioned which gave control of the Russian military services to the Petrograd Soviet this meant that real power lay with them not the Provisional Government. An explanation will be given stressing the extent of the soviets power in that they would only accept the orders of the Provisional Government if they thought they were appropriate, therefore implying they were in charge in this dual government.

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: As above but more on the judgement, the Petrograd Soviets had control over other areas such as factories, the railways power supplies, the extent of power was wide ranging; the fact that the soviets did work with the Provisional Government in the beginning irrespective of Order No1 but the Bolsheviks within the Soviet disagreed with the Provisional Government's decision to continue the war and their refusal to give land to the peasants showed that the Petrograd Soviet did not perhaps have absolute power in governing Russia. Kerensky's role could be added as being important.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying the Russian Government during the First World War?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Useful because it tells us about the chaos that existed and the influence of Rasputin; also that there were many changes; there will be little explanation of these factors.

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: Useful because of its content; refers to the influence of Rasputin on the Tsarina; frequent changes of ministers; contradictory orders issued; lack of decisiveness and no single consistent line of policy. Reference to the time it happened during the First World War. Students may briefly allude to the attribution that this was a view of a Liberal opponent.

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

Eg: Includes the indicative content above. The importance of the influence of Rasputin in matters will be more detailed. The time it occurred might be discussed when Russia was still in the First World War and the Tsar was in command of the army. The fact that he is an opponent of the Tsar's Government will be discussed. The concept of bias will be briefly mentioned.

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: Useful because of its content and attribution; discusses the factors mentioned in the level above in full; concludes that they were the views of a Liberal opponent; he was bound to be biased in his interpretation and was likely to blacken the picture of administrative chaos. He had possibly other intentions why he found faults with the government, he wanted a Liberal controlled Duma. It is primary evidence, memories written 10 years later; also this was after the Tsar had been murdered and there is no apparent threat in publishing the work; he is being honest in his views. Students may refer to the fact that this is one man's view a politician who wanted to change the government to make Russia a better country and who could not stand Rasputin "there were dark forces destroying the throne". The source has been published which in itself therefore gives some credence to the work.

Question 1 (e)

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

Question: **Why do Sources E and F have different views on the role played by Lenin in the October Revolution in 1917?** [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source E informs us that Lenin did little or nothing for 3 days before the attack, Source F implies that he was the leader without him the Bolshevik coup might even have failed.

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 is from notes taken by an American journalist they inform us that Lenin seemed to play little or no real part in the events leading up to the Revolution; the plans were also slowly put forward. Source F written in a biography about him tells us that his instructions were carried out with military precision, it was Lenin that felt that the moment was right to take over even though other Bolsheviks thought otherwise.

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

Eg: Source E's interpretation shows that Lenin got into violent arguments over the uprising this was not made known at the time, the American journalist Bessie Beatty who was there at the time mentions in her notes an article for a San Francisco newspaper that even important leading Bolsheviks Kamenev and Zinoviev spoke strongly against the uprising, a disaster questioning Lenin's judgement. Source F's interpretation informs us everything went like clockwork carried out with military precision Lenin's instructions being carried out fully, his part therefore being instrumental in the October Revolution success. Source E writes Lenin did little or nothing, success was really due to Trotsky's role and other factors whilst Source F informs us that he was a genius and without him the coup might have failed. Source F is from a historian who has researched Lenin and written a biography on Lenin. The interpretations are different in their conclusions on the role Lenin played.

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 interpretations differ in that one informs us that Lenin played an insignificant part in Bolshevik success whilst the other tells us that he played a vital role on why the uprising was a success. Source E does not portray Lenin as an active participant in the lead up to the uprising; he did little or nothing the final success being due to Trotsky's role as the commander of the Red Guards directing the troops who undertook the storming of the Winter palace and seized power. Other factors might include the weakness of the Provisional Government, Bessie Beatty is an American journalist making notes, for an article for a San Francisco newspaper, her job being to inform the American public on what was going on in Russia at this time. It is primary information, an account describing a somewhat hectic situation that leads up to the attack. She is being somewhat critical of Lenin's role. Information on observations and witnesses would be given. Source F is the work of a communist historian who has taken time to write a biography about Lenin; he would have researched information from the time using primary and secondary sources to make judgements and has had time to reflect. Lenin is portrayed as a kind of hero timing the coup well, his planning and instructions being carried out with military precision; a leader of the masses. It tells us that the uprising would have failed but for this contribution. Source F is official and has been published in 1976 which gives the work a certain amount of credence, he is a communist historian and wants to give a positive picture of the man he believed to be the main reason for the birth of communism perhaps exaggerating the importance of Lenin; the circumstances and who the authors are explain why they differ in their interpretations on the role Lenin played in the October revolution 1917.

QUESTION 2

Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the part played by White Armies during the Civil War.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: They attacked the Reds from different directions, they were independent armies, they were not well led and could not keep in contact with each other, the White army in Russia were helped with troops from over a dozen foreign countries e.g. Britain, France, the Czech legion.

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

Eg: There were different military campaigns, examples being in 1919 White forces under Kolchak invaded eastern Russia and advanced as far as Kazan, the British, French and US forces helped them from the north capturing Murmansk and Archangel; the Czech legion had been involved on the Trans-Siberian railway in 1918; the Whites lacked unity they sometimes fought amongst each other, ultimately they were not successful.

Question 2(b)

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

Question: **Explain why the Bolsheviks murdered Tsar Nicholas and his family.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Because the Bolsheviks did not like the Tsar and his family; the Reds wanted to kill them; they did not want the Tsar rescued by the Whites; they were afraid that they might escape, some felt he had ruined Russia and deserved to die.

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

Eg: The Tsars continued existence posed a threat to the Bolsheviks as he was the focus of White plans to put him back in power; the Tsar and his family had been moved to Ekaterinburg in the Ural mountains and the White army were making their way towards Ekaterinburg, they did not want him to fall into White hands. They did not want him to rule again. The Bolsheviks did it to lower the morale of the White armies.

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

Eg:As above, students could add that it was Kolchak's White army that were advancing towards Ekaterinburg in July 1918 also the Czech legion was surrounding the city and could rescue them; the local Checka which had become more and more brutal led by Yakov Yurovsky took over and he was only carrying out orders to murder the Tsar and his family; it was a declaration of terror and a statement that from now on individuals would count for nothing in the civil war; the local Bolsheviks had only a few hundred Red guards and had little chance to evacuate the Romanovs safely. The Tsar could become an even greater focal point for opponents of Bolsheviks. The Tsar and his family were shot to end the Romanov dynasty, if he was saved the Bolsheviks feared that he would become leader of the White Armies, they did not want to take that risk; the October Revolution would have been carried out all for nothing in the end.

Question 2(c)

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

Question: **Why was War Communism important in helping the Reds to win the Civil War?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Red Army were kept supplied with food and weapons and this helped them to win the war; it was Lenin that introduced the policy; it was about the equal sharing of wealth.

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: War Communism was a policy to meet the needs of the Red army fighting the civil war the fact that they were well fed and had weapons affected the outcome of the war so Lenin's policy of War Communism was important to the Reds success in the Civil War. Control of economy was an important factor in achieving success for the Reds; War Communism was responsible to gear the economy towards winning the war, under this policy workers were subjected to army style control; it helped the Reds to be a disciplined force, state control ensured that the Reds received vital supplies to win the war therefore it was an important contributory factor to the Reds success.

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

Eg: As above, the policy was characterised by extensive nationalisation, which was very important to success, the Vesenkha decided what major industries should produce this would mean that the Reds would receive weapons and supplies to help them win the civil war; the army's needs were top priority; requisition squads headed by the Cheka seized surplus food from the peasants, this however had its drawbacks. Other reasons why the introduction of War Communism was important, the country was in an economic crisis, also it fell in line with the Bolsheviks long term aim to abolish private enterprise and applying communist ideology the equal sharing of wealth. Students will possibly bring in the fact that this policy was abandoned soon after the Reds won the civil war therefore it was perhaps only a temporary measure to ensure the Reds were successful and proved effective at the time.

QUESTION 3

Question 3

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

Question: **Did the Communists have total control over all aspects of life in Russia by 1924?** [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, the Communists had total control over the country by the time of Lenin's death in 1924; they had defeated the Whites, there was no opposition; critics were arrested.

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: The Communists exercised control over most aspects of life in Russia by 1924; they had political control - Russia was a one party state and the secret police dealt with any opposition; the Party imposed censorship and used propaganda; it attempted to spread its control over social and cultural aspects of Russian life, religion, education and culture itself.

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: On the whole, the Communists did exercise total control, especially in the political domain via a one party state and the use of the Cheka to hunt out any opposition; however on the economic front Lenin was accused of abandoning Communist principles with the NEP as it allowed private wealth; Lenin was unable to ban the church and so had to reach a compromise; the attempts to secure equality for women proved slow to implement in some areas due to traditional attitudes; control of education was relatively successful; control over cultural activities and the arts met with mixed success.

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: Lenin brought the country through great change and established foundations of a communist state. Students will write a balanced answer; he kept the Communist Party in power but failed to achieve the purity he desired; the NEP was a 'step back' here he took away an element of party control over the economy, he had some important Bolshevik members betray Communist principles; politically the USSR was a one party state with real power in the hands of the Politburo and the Orgburo; the Cheka Russia's secret police hunted down and dealt firmly with any opposition stability and the security of the state was important; he had destroyed the power of the trade unions, this backs up the element of control; exercised control over education with the Young Communists League (the Komosol); suppressed religion but could not ban religion outright, an example of mixed success, women were made equal, an example being Alexandra Kollontai the first female member of any European government. Propaganda and censorship was used as effectively as possible to carry the right messages however there was to an extent stability over the country it failed however to groom a successor when Lenin died. Therefore one could question the fact that the Communists had total control over all aspects of Russian life.

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

Level	Performance descriptions
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.