



**GCSE MARK SCHEME**

**SUMMER 2015**

**HISTORY - STUDY IN-DEPTH  
RUSSIA IN TRANSITION, 1905-1924  
4272/04**



## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 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(c) and 3(b). 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 4272/04

## UNIT 2: STUDY IN-DEPTH

## RUSSIA IN TRANSITION, 1905-1924

## MARKING SCHEME

## QUESTION 1

## Question 1 (a)

| Target:          | Understanding of source material |     |     |
|------------------|----------------------------------|-----|-----|
| Mark allocation: | AO1                              | AO2 | AO3 |
| 3                | 1                                |     | 2   |

Question : **Use Source A and your own knowledge to describe the main features of the Civil War in Russia.** [3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, paraphrasing or brief description of source only. [1]

*Eg: the Tsar and his family were murdered, the Whites held a lot of territory; the Bolsheviks held Moscow and Petrograd.*

**LEVEL 2** Brief description of the source with some own knowledge or detailed description of the source. [2]

Detailed description of the source and own knowledge. [3]

*Eg: the Reds / Bolsheviks held the central section including the key cities of Petrograd and Moscow the industrial areas, they were attacked on several fronts by foreign armies who supported the Whites, the Reds used the railways however the Czech legion took over a section of the Trans-Siberian railway; Polish forces attacked the Reds from the west; a key event was the murder of the Tsar and his family in Ekaterinburg where they were shot by Red soldiers in the cellar of a house. Leaders may be mentioned.*

**Question 1 (b)**

|                  |  |          |     |
|------------------|--|----------|-----|
| Target:          | Recall and deployment of own knowledge |          |     |
| Mark allocation: | AO1                                    | AO2      | AO3 |
| <b>6</b>         | <b>2</b>                               | <b>4</b> |     |

Question: **Explain why the Civil War started in 1918.** [6]

Use 0 for incorrect or irrelevant answer.

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

*Eg: because many did not like the Bolsheviks / Communists; some people wanted the Tsar back ruling the country; the Bolsheviks, the Reds wanted full control in the country.*

**LEVEL 2** **More detailed and accurate explanation; giving more than one reason.** [3-4]

*Eg: Lenin's reforms were unpopular with the Whites; people were opposed to the Peace Treaty signed by the Bolsheviks in surrendering to the Germans in WW1; there was economic hardship in the country; landowners were angry that their land was seized by the peasants; the Bolsheviks had lost the election but wanted to hold on to power after the November 1917 Revolution.*

**LEVEL 3** **Full explanation which is focused and explains a range of reasons.** [5-6]

*Eg: There were many reasons for the outbreak of the Civil War. The signing of the Treaty of Brest – Litvosk in March 1918, this so called 'robber peace'; the Allies who supported the Whites wanted to reopen the eastern front; there were monarchists who wanted the return of the Tsar as ruler; the Kerenskyists the return of the Constituent Assembly; different factions formed the White army the Bolsheviks wanted to hold on to the power that they had achieved during the successful revolution; people like Lenin and Trotsky were confident of success against the Whites, they believed in what they were fighting for.*

### Question 1(c)

|                  |   |     |     |
|------------------|---|-----|-----|
| Target:          | Analysis and evaluation of source material; reaching supported judgements |     |     |
| Mark allocation: | AO1   | AO2 | AO3 |
| 8                |   |     | 8   |

Question: **Why do Sources B and C have different views about the role of Trotsky in the Russian Civil War?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources, or brief reference to authors. [1-2]

*Eg: Source B tells us that he created the Red Army and made them a feared fighting force; he was essentially the reason for victory. Source C however tells us he created opposition in his own party, he played no real part in the victory.*

**LEVEL 2** Starts to offer a limited explanation of difference in terms of either the content or the authorship of the sources. [3-4]

*Eg: The sources say different things about the contribution of Trotsky to Red success in the Civil War. Source B tells us positive aspects regarding Trotsky's role, his presence on the train, his discipline of the Red army, vital to success. Source C tells us that his role is exaggerated by his followers; he created bitterness, opposition within; other factors were more important to the success.*

OR

*The sources say different things because they are written by different people at different times. Source B is from a Bolshevik who was writing his memories and was a follower of Trotsky who was there at the time. Source C was written by an historian has researched the event a book written in 1987.*

**LEVEL 3** Examines more fully the difference in the views with clear reference to both content and authorship of the sources; some analysis of each view is seen. [5-6]

*Eg: There is a lot of difference in the views and attitude to the part played by Trotsky in the Russian Civil War. Source B tells us that his role is important to the success, vital in ensuring victory. His presence where the fighting was at its fiercest arriving on the famous train lifted the troops morale. Some analysis on the methods he used in creating the Red army will be given. Source C presents a different picture on why the Reds were successful other factors such as Lenin's War Communism and White weakness. Source C does not credit much to Trotsky, followers exaggerate his importance in the success, a biased view; bitterness and opposition may be mentioned. The reason for the difference being that Source B was written by V. Serge a follower of Trotsky, it is primary evidence; Serge believed in the Bolshevik revolution writing his memories in 1945. Whereas Source C was written by a modern historian E. Mawdsley who has researched the event and produced an historical book on the Civil War published in 1987.*

**LEVEL 4**      **Balanced and developed explanation of the difference in the sources; good analysis of the authorship of the sources and use of contextual knowledge.** **[7-8]**

*Eg: The two sources provide clearly contrasting views about the role of Trotsky in the Russian Civil War. Some information in level 3 descriptor will be included regarding the content differences and on their authorship. More of the students own knowledge will be given. Source B gives facts on what Trotsky did and his determination not to let the Whites win to preserve what they had achieved in the October Revolution 1917. Source C will draw on the other factors being significant perhaps more than Trotsky such as why War Communism led to Red success and why the White armies were considered weak, some might draw on Russian patriotism against foreign intervention. The authorship of each source will be discussed fully, Source B on why it possibly is a biased view but from someone who had experienced the war itself and the consequences. Source C on how the historian would have gathered the information and the fact that it is a book specifically on the event itself. Students will possibly try to question the authenticity of either one or both sources and come to a judgement on Trotsky's role in the Russian Civil War using the positives and negatives.*

## QUESTION 2

### Question 2(a)

|                  |   |     |     |
|------------------|---|-----|-----|
| Target:          | Recall and selection of knowledge; understanding of key historical features |     |     |
| Mark allocation: | AO1   | AO2 | AO3 |
| 4                | 2   | 2   |     |

Question: **Describe how the lives of women had changed under Communist rule.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: things were better; women became equal, they gained rights, they were educated.*

**LEVEL 2** **More detailed and accurate understanding shown.** [3-4]

*Eg: granted equality with men; equality was shown in the workplace; Marriage Law; divorce made easier; abortion made legal; creation of Women's Dept. of Sovnarkom. Alexandra Kollontai became the first female member of any European government. Progress of change was however slow as attitudes and traditional images of the family unit proved difficult to break down.*

## Question 2 (b)

|                  |  |          |     |
|------------------|--|----------|-----|
| Target:          | Recall and deployment of knowledge; explanation of key historical features and characteristics |          |     |
| Mark allocation: | AO1  | AO2      | AO3 |
| <b>6</b>         | <b>2</b>   | <b>4</b> |     |

Question: **Explain why Stalin won the power struggle to succeed Lenin.** [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: several men wanted to become the new leader after Lenin; Lenin's health began to fail, he suffered a series of strokes, Stalin became a strong challenger for leader; Stalin was a key member of the Communist party.*

**LEVEL 2** **More of a detailed and accurate explanation; gives more than one reason.** [3-4]

*Eg; Lenin's refused to name a successor; Lenin and his illness caused a struggle for future leadership between Trotsky, Stalin, Kamenev and Zinoviev; Lenin wrote his political testament outlining his thoughts he was so concerned to get it right, Stalin outmanoeuvred others using his position as General Secretary to appoint his supporters to positions of importance, serious rivalry took place between Stalin and Trotsky.*

**LEVEL 3** **Full explanation which is focused and explains a range of reasons.** [5-6]

*Eg: Lenin's illness /stroke in May 1922 prevented him taking an active role in government, Stalin, Zinoviev and Kamenev opposed Trotsky in the Politburo because they saw him as the most likely to succeed Lenin. Lenin aware of the tension dictated his Testament outlining the strengths and weaknesses of the men who might succeed him; he wanted collective leadership; in 1923 two main contenders were Stalin and Trotsky, Stalin used methods in removing opposition; Lenin's relationship with Stalin worsened he had been rude to Lenin's wife; after the death of Lenin in January 1924 Stalin cunningly persuaded key members of the central committee to keep Lenin's political testament secret for the sake of party unity, at the funeral Stalin the chief mourner told Trotsky who had been ill had the wrong date for the funeral making Trotsky be seen as arrogant and disrespectful and Stalin to be seen as the natural heir. Trotsky went into exile.*

**Question 2 ( c )**

|                  |  |     |     |
|------------------|--|-----|-----|
| Target:          | Selection of knowledge; analysis of key concepts |     |     |
| Mark allocation: | AO1  | AO2 | AO3 |
| 8                | 2  | 6   |     |

Question: **Why was the New Economic Policy (NEP) important for Russia between 1921 and 1924?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer ; lack of focus, or description only.** [1-2]

*Eg: it solved many problems; it made the country better; it boosted the economy; because Lenin introduced it; for recovery.*

**LEVEL 2 Answer which begins to address the concept of importance. Answers will mostly tend to describe.** [3-4]

*Eg: it was important for most of the Russian people and the country because it put an end to the hated policy of War Communism; it introduced elements of a free market economy; it allowed people /peasants to make and keep any profit from their business; it served to stimulate economic recovery; the Kronstadt mutiny by the loyal sailors was the 'flash that lit up reality'.*

**LEVEL 3 Accurate answer which focuses on the concept of importance with some contextual support.** [5-6]

*Eg: it was very important to Russia in securing economic recovery after the hardships of War Communism and the Civil War, some breathing space after almost eight years of war; it met Russia's urgent need for food; it showed that Lenin was prepared to get the country back on its feet introducing a policy that brought some opposition from his own party; it ushered a period of recovery more so in agriculture than industry, grain requisitioning was abolished this pleased the peasants; people could use money again and a new rouble was introduced.*

**LEVEL 4 Detailed analysis of the key concept within the historical context; provides a reasoned evaluation of extent of change.** [7-8]

*Eg: it was extremely important and necessary at the time in order to win back the support of the Russian people who were feeling the effects of War Communism and the Civil War, opposition grew in the countryside and in the cities; there were food shortages and famine in 1921 when an estimated seven million died; the loyal Kronstadt sailors had triggered off the change of policy; it was important for the peasants who were now allowed to sell their surplus of grain for profit again, those who increased their food production would pay less tax; private trade was restored thus food and goods could flow freely throughout the country; small workshops and factories were given back to their owners; shoes, nails and clothes were available for the people; traders could make profit the Nepmen; it aimed to reduce central government control over aspects of the economy. Key industries such as coal and steel remained under state control. Electrification became the key to economic growth. It was important to the country and the people to see that Lenin was prepared to modify his Communist principles to help them to solve their problems and survive but he did view it as a temporary measure looked upon by the die hard Communists as a betrayal of their ideals and a retreat to capitalism. It lasted until 1928; the Russian people and country were by then better off.*

### QUESTION 3

#### Question 3 (a)

|                         |  |     |     |
|-------------------------|--|-----|-----|
| <i>Target:</i>          | <i>Recall and deployment selection of knowledge;</i> |     |     |
| <i>Mark allocation:</i> | AO1  | AO2 | AO3 |
| <b>4</b>                | <b>4</b>   |     |     |

Question: **Outline briefly the main events of the 1905 Revolution.** **[4]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer, listing weak or implied points.** **[1-2]**

*Eg: it was a revolution: protesters were shot at by troops; people were killed.*

**LEVEL 2** **Deploys a more accurate and focused list of factors.** **[3-4]**

*Eg: it was known as the Bloody Sunday Massacre on 22<sup>nd</sup> January 1905; Father Gapon led a crowd of c.200,000 to the Winter Palace, St. Petersburg to deliver a petition to the Tsar listing their grievances; they were fired on by troops; there were 96 deaths and 333 wounded.*

### Question 3 (b)

|                  |  |     |     |     |
|------------------|--|-----|-----|-----|
| Target:          | Recall and deployment of knowledge; explanation of key historical features and characteristics |     |     |     |
| Mark allocation: | AO1  | AO2 | AO3 | SPG |
| 15               | 4  | 8   |     | 3   |

Question: **Was the unpopularity of the Tsar and Tsarina the most important reason for Revolution in Russia? [12+3]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; basic response which offers little support. [1-3]**

*Eg: revolution took place because people disliked the Tsar and Tsarina; they ruled badly; they were unpopular and the people wanted a different system of ruling the country, a government to rule, this was the most important reason, or answers will dismiss the key issue and claim that the provisional government, conditions in general were responsible.*

**LEVEL 2 Answer begins to discuss the issue set in the question. [4-6]**

**To distinguish between 4 and 6 marks apply the following:**

**For 4 marks :** A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

**For 5-6 marks:** A developed one-sided answer with some contextual support **OR** a weak two-sided with some contextual support. Award the higher mark for the degree of contextual support.

*Eg: Answers will tend to describe the different opposition in reference to why the Tsar and the Tsarina were unpopular from 1905 to 1917; brief reference to reasons for Bloody Sunday; Stolypin's necktie; failure of the dumas; the Tsar being an autocrat; the failures in the wars against Japan then the part the Tsar played in the First World War which eventually led to his abdication. Other issues will be mentioned such as Rasputin's influence over the Tsarina; the role of Lenin and the Bolsheviks; the unpopularity of the Provisional government after March 1917.*

**LEVEL 3**      **Answer is mainly a reasoned analysis of the issue set in the question.** **[7-9]**

**To distinguish between 7 and 9 marks apply the following:**

**For 7 marks:** A very good one-sided answer with contextual support **OR** an unbalanced two - sided response with contextual support.

**For 8- 9 marks:** A reasoned and developed analysis of the issue but lacking some detail balance.

Award the higher mark for the degree of contextual support.

*Eg: Answers will begin to offer a judgement with good reasoning. Answers will identify a number of important reasons and developments that led to Revolution in 1917. Answers may agree that the Tsar and the Tsarina were unpopular during different stages between 1905 and 1917 was the most important reason for Revolution in 1917; his system of autocracy; the consequences of Bloody Sunday; his appointment of Stolypin, his failure to carry out promises made in the October Manifesto; the Fundamental Laws; defeats in the First World War; reliance on Rasputin; creating opposition which led to the Tsar's abdication in March 1917. Some may refer to the fact that when war was declared they were popular, a show of patriotism. However other issues may be given; the different political parties; leaders and their beliefs; discontent with social and economic conditions; the experiences of the First World War; certain events such as in Petrograd during February 1917; dual government and rivalry; the failings /weakness of the Provisional Government.*

**LEVEL 4**      **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

**To distinguish between 10 and 12 marks apply the following:**

**For 10 marks:** A developed, reasoned and well substantiated analysis with good balance, using mostly accurate and relevant contextual support.

**For 11-12 marks:** A developed, reasoned and well substantiated analysis with good balance, using fully accurate and relevant contextual support. Award the higher mark for the quality of contextual support.

*Eg: Answers will clearly evaluate the issue in the question. Answers may agree that the unpopularity of the Tsar and the Tsarina was the important reason for Revolution in 1917; the period of time from 1905 to his abdication in March 1917 will be discussed fully in relation to the question set ( see level 3). Students will analyse and evaluate the key events and make sophisticated judgements on those. However answers will debate other relevant issues that will form a counter argument such as political, the ambitions and growth of the Bolsheviks in trying to win over the masses and the period of dual power; the social and economic factors for discontent, the effects of war; inflation, unemployment, bad harvests, the need for land amongst the peasants. The influence of leading figures such as Stolypin, Kerensky, Lenin and Trotsky as the reason why Revolution broke out 1917. There must be a strong degree of historical perspective to gain this level. Long term causes and immediate ones will be discussed.*

**Examiners are 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><br>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><br>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><br>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.        |