GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 2 - STUDY IN-DEPTH
RUSSIA IN TRANSITION, 1905-1924

4272/04
INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners’ conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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’ conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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 2(c) and question 3. 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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</tbody>
</table>
### Question 1(a)

**Target:** Understanding of source material; recall of own knowledge

<table>
<thead>
<tr>
<th>Mark allocation</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
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<tr>
<td><strong>3</strong></td>
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<td>2</td>
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</table>

**Question:** Use Source A and your own knowledge to describe the role of Trotsky in the Civil War.  

Use 0 for incorrect or irrelevant answers.

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

Eg: Source A shows that Trotsky arrives on a train; he is met by supporters; one is waving a flag; he is addressing his army; he is important and a leader.

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

Detailed description of the source and own knowledge.

Eg: Source A shows he uses the train to keep contact with his army; he is welcomed by his army; Trotsky was Commissar of War; he was pivotal to the Red victory; more about the use of the train may be given as the modern cavalry; he went where the fighting was the fiercest at the front; he endorsed discipline and won respect from his troops; his rallying speeches improved the morale of his troops; he carried munitions, excellent motor cars and even a printing shop for propaganda on his war train.
Question 1(b)

**Target:** Recall and deployment of knowledge; explanation of causation of an historical event

**Mark allocation:**
- AO1: 6
- AO2: 2
- AO3: 4

**Question:** Explain why the White Armies were not united during the Civil War. [6]

Use 0 for incorrect or irrelevant answers.

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

*Eg: limited answer giving one reason; they were made up of different groups with different aims: they argued amongst themselves; they could not work together.*

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

*Eg: some development shown; they were made up of different political parties with different beliefs and aims; some wanted the Tsar restored others wanted the return of the Constituent Assembly; they were spread out and lacked communication with each other; the White generals did not get on with each other; they argued and there was no evidence of an united front.*

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

*Eg: a developed answer with a number of reasons; the above may be mentioned; the range of reasons could refer to the political aspects of why they lacked unity; the geographical spread made it difficult for the armies to work and fight together; the lack of organisation led to their failure in coordinating any military strategy; the White generals did not trust one another; an example that other generals were suspicious of Kolchak's motives and intentions; there was indiscipline and corruption in the armies; foreign powers were involved for their own interests such as gaining valuable territory.*
Question 1(c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Analysis and evaluation of source material; quality of written communication</th>
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<tr>
<td>Mark allocation:</td>
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Question: Why do Sources B and C have different views on why there was opposition to Lenin and the Bolsheviks in 1918? [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 Lenin closed down the elected Assembly; the Red guards killed them. Source C tells us it was the signing of the Treaty of Brest-Litovsk that led to loss of land and hunger. The authorship may be copied.

LEVEL 2 Starts to offer a limited explanation regarding the extent of difference in terms of either the content or the authorship of the sources. Very limited on both content and authorship. [3-4]

Eg: The sources say different things on why there was opposition to Lenin and the Bolsheviks in 1918. Source B informs us about Lenin closing down the Constituent Assembly when the elected Social Revolutionaries met for the first time; the treatment handed out by the Red Bolshevik Guards when they demonstrated. Source C informs us that the Treaty of Brest-Litovsk caused loss of land and food shortages, most of the grain; the people were unhappy with what Lenin had surrendered in signing the Treaty.

OR

The sources say different things because they are written by different people at different times. Source B is from a Social Revolutionary who personally experienced the event; he is writing an article telling us about the event in a newspaper years later. He fled Russia in 1918. Source C is from a British historian renowned for his work on Russian history; he has obviously researched the topic; his work was published in 1996.

LEVEL 3 Examines the extent of 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 presented as to why there was opposition. Source B refers to the political reasons and the way they are treated by Lenin's Bolshevik Red Guards; the people of Russia were promised an election which took place in December 1917 however the result was not what they had expected; the Social Revolutionaries gained more of the seats; the Bolshevik response is brutal and violent; a step which led to the civil war. Source C refers to the peace Treaty of Brest-Litovsk signed under Lenin's orders; because of this there are serious economic consequences for the Russian people under its terms, the loss of land, the Ukraine being the place where they got most of their grain, hunger due to food shortages is stressed as cities loss of skilled industrial workers, ironically the Red guards
are well fed. The authorship of B is from a political opponent of the Bolsheviks who was present on the day, primary evidence he might exaggerate what happened recalling the event for a newspaper article in 1948 at the time of the Cold War. He was presumably afraid and went into exile. The authorship of C is a British historian who would have studied and researched the events thoroughly and with reference to the title he reviewed the peoples evidence of what it was like in Russia at the time, the “Peoples' tragedy”.

**LEVEL 4**

Balanced and developed explanation of the extent of difference in the sources; good analysis of the authorship of the sources and USE of own knowledge. [7-8]

Eg: The two sources provide clearly contrasting views about why there was opposition in 1918. Source B outlines the political reasons why the people were unhappy with Bolshevik rule implying that a battle or civil war was imminent; democracy that had been promised by Lenin and the Bolsheviks had been destroyed at its first outing. The use of force by Lenin, something he might use again if things did not go his way; the intimidation of the Red Guards and the shooting and murder of over 100 supporters of the Social Revolutionary party the main rival party; reference to his previous decrees that were also unpopular and now that all parties were banned would lead to a one party state with total power. Reference to his exile will be given. Source C will outline the surrender treaty and the harsh terms imposed on the country that affect the people in general, the humiliation and the effect on them personally as the book is titled “A Peoples tragedy” their main concern is starvation and death; Ukraine grain is lost leading to why they are against Lenin and the Bolsheviks/Communists (pushed the country deeper into a civil war), they have to pay high prices for any food to the black market paying the Red Guards who are well fed. The authorship will be discussed fully. Source B referring to the fact that Chernov is an opponent and the leader and therefore may exaggerate the situation, personal experience will be pointed out; the article is written in 1948 there is no reason to lie. The article reflects the time after Lenin had succeeded in the October Revolution and he was stamping his authority on the country and did not want to lose power, he might have seen Chernov as a possible threat to Communist rule, the article is to inform people what really happened at the time as Lenin had passed a decree banning non-Bolshevik newspapers. Source C is British historian Orlando Figes writing an educational book on the years 1891-1924 reflecting the turbulent times in Russian history ending with Lenin’s death. Researched work that has the benefit of hindsight and has been published in 1996 after years of finding and investigating the evidence available he forms judgements. Figes describes the events as the “Peoples tragedy” issues that matter to the people; the need for the basic necessity food. His work from this extract tells us the consequences of surrender in the Treaty of Brest-Litovsk. His credence being that Russian history is his specialist field.
Question 2 (a)

<table>
<thead>
<tr>
<th>Target: Recall and deployment of knowledge; understanding of historical features</th>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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Question: Describe the power struggle to replace Lenin as leader. [4]

Use 0 for incorrect or irrelevant answers

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

_Eg: brief answer given; there were two main contenders Trotsky and Stalin; Lenin was ill; the Testament had been written; many of the most important communists decided to oppose Trotsky; Trotsky’s non-attendance at Lenin’s funeral; Stalin won._

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

_Eg: the leadership power struggle involved key communists; Lenin wanted collective leadership involving Politburo members in Stalin, Trotsky, Zinoviev and Kamenev; Lenin’s views on Trotsky and Stalin may be given; Stalin used his position as General Secretary to appoint his own supporters; recommendations were made in Lenin’s political Testament; Stalin’s tactics in discrediting Trotsky telling the wrong funeral date therefore portraying Trotsky in a bad light; also how he cleverly played off his rivals against each other; promoting ‘Socialism in One Country’, winning popular support within the Communist party. By 1929 Stalin was in full control._
Question 2(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of causation of an historical event</th>
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<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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Question: Explain why the New Economic Policy (NEP) was introduced in 1921. [6]

Use 0 for incorrect or irrelevant answer.

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

Eg: conditions were bad in Russia; the people were starving; things were desperate after the Civil War such as cannibalism; the unpopularity of War Communism; there was growing opposition to Lenin and his Communist government.

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

Eg: the effects of War Communism will be stressed, like the peasants growing less grain and breeding fewer animals because they were producing for the state; the impact of famine resulting in about seven million deaths; bread rationing, growing opposition in both countryside and cities; the use of the Cheka in grain requisitioning and their brutal manner; the severe winter of 1921 resulted in strikes in cities, conditions in the so called military style factories; the change in attitude of the Kronstadt sailors to the communist regime. Lenin was concerned that he was losing touch with people who had been loyal to him in October 1917.

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

Eg: consequences of Lenin’s War Communism policy will be given; the growing opposition of the peasants in the countryside with reasons; serious revolts in areas such as the Tambov region; the protests endorsed by the Kronstadt sailors who stage a mutiny, communist terror, despotism, dictatorship and the loss of basic human rights being reasons for Lenin to change his economic policy, the mutiny being ‘the flash that lit up reality’; the demands of the protesters came as a shock to Lenin who wanted no opposition; the discontent of the workers in the cities who left the big cities 70% from Moscow; the death penalty was the punishment for striking; Lenin came to realise he would have to meet Russia’s urgent need for food, a Workers’ Opposition group had grown, Soviets without Communists.
Question 2(c)

Target: Analysis and evaluation of concept of change and continuity; recall and deployment of knowledge; explanation of key features of an historical period

Mark allocation: AO1 2 AO2 6 AO3

Question: Why were the policies of the Communists significant in changing the lives of the Russian people by 1924? [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, lacks focus or description only. [1-2]

Eg: there were a lot of changes; the women were now equal; children were taught communist ideas; the arts became more modern; propaganda played its part; the NEP met Russia's need for food. Perhaps only one of the above may be mentioned but would be limited and basic.

LEVEL 2 Answer begins to address the concept of change/importance, will mostly describe. [3-4]

Eg: the students may reflect on some aspects of society they should refer to at least two or show development of one to get into Level 2; policies were made that affected different sections of society; women gained equality with men, the traditional role of the woman changed this was extremely significant to them, Lenin's laws had included divorce which made it far easier to get a divorce, no longer were women the property of their husbands; maternity leave and they made abortion legal; there was more control over education making important changes in the life of each child, the content of the syllabus changed to include compulsory learning about the history of revolution and communism; art for the people was being reflected in the designs of buildings, streets clothes and even furniture; religion was suppressed by the communists affecting the priest.

LEVEL 3 Answer focuses on the concept of change or continuity with some contextual support. [5-6]

Eg: Students should reflect on a number of policies regarding how peoples lives had changed; and whether they were significant, there may be analysis of changes for the better and a counter argument, that they were not or even made worse; life for women had changed under the Marriage Law of 1917 and they had been made equal which was important to them as human beings in employment; however during the NEP women were forced from skilled to unskilled work mainly in textiles and domestic service or unemployment; the communists stressed the equality of women in politics but in reality women had made little progress because of male chauvinism; changes in education; schools were controlled with the idea of universal schooling; pioneers and the Komsomol were set up it was important for the communists to indoctrinate children and prepare them for entry into the Communist party; other aspects such as religion arts and culture may be referred to. The extent of the significance of different policies that brought changes to the lives of Russian people will be given the top mark.
LEVEL 4

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

Eg: the content and reasons from Level 3 descriptor will be given with more evaluation; a range of different experiences of change with extent of the significance of those policies; the life of women will cover marriage, employment and politics, Lenin felt that the Soviet government had done more than any other country to emancipate women; in 1919 the USSR had the highest marriage rate yet, by the mid 1920s, the highest divorce rate in Europe; in employment they often worked an eight hour day outside the home plus an extra five hours in domestic tasks traditional men did not help at home; in politics the role of women became more significant as the Party had set up a Women’s Department of the Sovnarkom, the Zhenotdel its leader being Alexandra Kollontai; they covered practical work in social services and education; but some women were beaten up by their husbands for doing party work; the education of children changed as schools were put under the Commissariat for Enlightenment, important changes were made such as an emphasis on practical education learning technical subjects and industrial training with visits to factories, state farms and power stations; there were important changes in cultural activities which reflected the new feeling of equality, artists were encouraged to work in teams and orchestras did away with conductors. New communist films such as Sergei Eisenstein’s October and Battleship Potemkin portrayed the power of the Bolshevik seizure of power, propaganda was everywhere in the life of the Russian people; with religion the communists destroyed the power and wealth of the church and anti-religious laws were passed which changed the life of priests as even Sunday schools were closed down.
Outline briefly how the Tsar ruled Russia between 1905 and 1911.  

Use 0 for incorrect or irrelevant answers.

LEVEL 1  Generalised answer; listing weak or implied points.  

Eg: Tsar Nicholas ruled as an autocrat, he had absolute power; he believed he had been chosen by God; no-one had the right to challenge his decisions; opposition groups emerged; Bloody Sunday took place in 1905.

LEVEL 2  Deploys a more accurate and focused list of factors.  

Eg: autocracy will be explained; his family life interfered with him ruling and the influence of Rasputin; the event Bloody Sunday led to the growth of opposition amongst the people; the failure of the dumas with Nicholas going against his promises in the October Manifesto in 1906; passing the Fundamental Laws; the Tsar's appointment of Stolypin which led to Stolypin's policy of repression and reform; the use of the Okhrana; the fear of opposition political groups.
Question 3(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis of concept of success; quality of written communication</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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**Question:** To what extent was the weakness of the Provisional Government the main reason why the Bolsheviks were able to seize power in October 1917? [12+3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: yes because the Provisional Government had little power; it was unable to do things; the Provisional Government was weak; it had only limited authority; it had very little support when the Bolsheviks seized power.*

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

To distinguish between 4-6 marks apply the following:
For 4 marks: A one sided answer with some contextual support OR a very weak two sided with little contextual support.
For 5-6 marks: A developed one sided with contextual support a weak two sided with some contextual support. Award the higher mark for the degree of support.

*Eg: the Provisional Government was weak; it had to rule with the Petrograd Soviet; the Soviet had control of the armed forces in the period of dual power after the abdication of the Tsar; other factors may be considered such as the economic situation and the overall impact of the First World War and the growth in power of the Bolsheviks and the role of Lenin for the October Revolution, Order Number One may be briefly mentioned.*

**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 with contextual support.
For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the highest mark for degree of contextual support. Answers will offer a judgement with good reasoning.

*Eg: the Provisional Government had only limited power and influence; faced competition with the Petrograd Soviet; the system on Dual Power was not working; the PG was not a truly elected body and did not represent the people of Russia; they were blamed for the defeats in the war; the growth of soviets of workers and soldiers across Russia was a major problem for them, continuing the war and redistributing land created a split in the two ruling bodies. The Petrograd Soviet set up Order Number One which took away the authority of the Provisional Government. The role of Prince Lvov who was a wealthy aristocratic landowner in the beginning and might only represent his class of people. The growth of the Bolshevik party; acquisition of arms after the Kornilov Plot; the return of Lenin from exile; leadership of Lenin and Trotsky.*
LEVEL 4

Answer is a developed reasoned and well, substantiated analysis of the key issue 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 relevant contextual support. Award the higher mark for the quality of contextual support.

Eg: information in Level 3 descriptor will be given but will be backed up with more detailed facts and with substantiated judgements on whether the weakness of the Provisional Government was the main reason for the Bolsheviks seizing power in October 1917; the period of dual power and Order No1 with Kerensky keeping Russia in the war, the June offensive and July Days events which led to Revolution in October; the growing power of the Bolsheviks with Lenin’s April theses promises of Land for the peasants Peace and Bread, the consequences of the Kornilov Plot with the Bolsheviks now armed for the Revolution; Kerensky’s inability to gather support as Lenin said the time was right the Provisional Government ‘was ripe for plucking’. The Provisional Government was described as ‘the authority without power’ and the Petrograd Soviet was described as ‘the power without authority’. Some of the demands from Order Number One may be mentioned; despite its problems the Provisional Government did introduce some reforms during the earlier weeks of its ministry. The role of Trotsky with his organisation and care planning was a key reason why the revolution took place and was a success.

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold perfor-</td>
<td>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.</td>
</tr>
<tr>
<td>management 1 mark</td>
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<tr>
<td>Intermediate perfor-</td>
<td>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.</td>
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<tr>
<td>management 2 marks</td>
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<tr>
<td>High perfor-</td>
<td>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.</td>
</tr>
<tr>
<td>management 3 marks</td>
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