



GCSE MARKING SCHEME

SUMMER 2016

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

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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 1(c) and question 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:

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

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UNIT 2: STUDY IN-DEPTH

RUSSIA IN TRANSITION, 1905-1924

MARK SCHEME.

QUESTION 1

Question 1 (a)

<i>Target:</i>	<i>Understanding of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
3	1		2

Question: **Use Source A and your own knowledge to describe the main features of the New Economic Policy.** [3]

Use 0 for incorrect or irrelevant answers.

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

Eg: people were allowed to hold markets; they could sell things; it is a busy scene of people buying and selling; this private market is in the city of Moscow.

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

Detailed description of the source and own knowledge [3]

Eg: it led to the revival of the Russian economy; the NEP allowed the development of free enterprise; the ban on private trade was removed; small factories were returned to their owners; consumer goods were produced and sold for profit; it led to the emergence of the traders known as Nepmen; key industries such as coal and oil still remained in state control.

Question 1 (b)

Target:	Recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why the Communists were determined to destroy religion in Russia.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: limited answer one reason; they saw the church as a threat/the enemy; the communists were atheists; they saw them as a centre of resistance; the church was wealthy.

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

Eg: some development shown; with the above they realised the importance of controlling peoples minds and beliefs, the church had too much power, wealth and property, they thought that the Russian Orthodox church was close to the Tsar and was a counter revolutionary body; they may mention that there were some anti-religious laws.

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

Eg: a developed answer with a number of reasons; aspects of level 2; other reasons: they felt that religion was linked with the ruling classes used to deceive the masses into accepting inferiority and poverty without complaint; religion was damaging people with superstition; religion they felt indoctrinated young minds such as the Sunday school; the church was wealthy when there was famine and death and the church refused to sell its valuables to assist; the decree on the Separation of the Church and State and the Union of the Militant Godless may be mentioned.

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 on why the Communists had lost the support of many Russian people by 1921?** [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 they lost support because they treated the people badly; they didn't have freedom of speech. Source C tell us that it was about the economic state of the country, key industries had declined by a lot; economic recovery was required. The authorship of the sources may be copied.

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

Eg: The sources say different things on losing support. Source B tells us about the brutal treatment handed out by the Cheka, the torture chambers, how the people cannot express their views. Source C tells us how bad the economic state of the country is, key industries have declined dramatically mining, oil and steel. Food production was a big concern, it has been halved.
OR

The Sources tell us different things because they are written by different people at different times. Source B is from the Kronstadt rebel's newspaper written at the time. They are concerned about how the people in general are treated by the Communist government. Source C is from a specialised historian on Russian history who wrote a book which was published in 1996 who has obviously researched the topic. The extract tells about the economic state of the country by 1921.

LEVEL 3 **Examines more fully 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 on the reasons given. Source B refers strongly to the way the many people are treated having no freedom of speech and demand their freedom back. The Kronstadt rebels are those sailors who supported the Bolsheviks/Communists during the October Revolution 1917 their loyalty has then been forgotten and the harsh conditions and punishments carried out in Cheka torture chambers have driven them to rise against this hated regime. Source C refers to the economic state of the country on how key industries production have fallen dramatically. The content of the source tells us that the communists have lost support because of economic decline. Food growth is also a concern down by a half, made worse due to Lenin's War communism policy set up for the Red army who were kept fed to win the civil war. Reference may be made to the Cheka requisition squads. The authorship of B is from the rebels own newspaper, primary written with probably a hint of bias, propaganda approach by the Kronstadt sailors. The authorship of C is from a specialised economic historian C.Read who has researched Russian history from the time of the Tsars to the Soviets being secondary evidence.

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 contrasting views. The main content differences outlined in level 3 descriptor will be included. The effect of the Cheka's ruthless punishments from source B and the effect of Lenin's War Communism in source C. Factors in source B that led to the Kronstadt mutiny, the terror and betrayal of the loyalty shown by the now called Kronstadt "rebels in the success of the October Revolution and the freedoms that are no longer granted such as freedom of speech for the workers and peasants. From Source C losing support due to the failure of the economy blaming the Communist government for its decline in key state controlled industries to the food shortages and starvation for the Russian people blaming it on Lenin's War Communism Policy which led eventually to the introduction of a New Economic Policy the NEP.

The authorship of each source will be discussed fully. Source B on the possibility of exaggeration but from people of the time who living under these conditions day by day writing their own newspaper but are deemed rebels fighting against what the communists have done to the people and the country. The Kronstadt so called 'rebels' have felt betrayed by Lenin's communist government. They have a grudge to bear. Source C is from a renowned specialist in the field of Russian history covering a depth of history from the Tsars to the Soviets. Researched work whose work has the benefit of hindsight and has been published which adds credence. The work is indeed only brief extract from the book covering the view on the economy and is thus selective material but the word priority emphasises the main reason for lack of support of many Russian people. His field is the study of the economy of Russia at this time therefore which would lead to the value of the source as being reliable.

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 the main decrees passed by Lenin at the end of 1917.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: brief answers given; there was peace; land was handed out; the press was censored; the laws were strict; the communists made the decrees; the Cheka was formed.

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

Eg: peace talks were opened with Germany and Austria-Hungary to end the war; land which had belonged to the Tsar, the Church and nobility was redistributed; titles were abolished; marriage laws were relaxed/divorce made easier; factory workers were to work a maximum of 8 hour day and 48 hour week; a political police force the Cheka was set up to deal with opponents and enemies of the Bolsheviks.

Question 2 (b)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **Explain why the Bolsheviks were successful in the October Revolution of 1917.** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Lenin and Trotsky were good leaders; the Provisional Government (P.G.) were weak and gave up easily; the people supported the Bolsheviks, the war had to be ended and conditions in Russia were bad; the Winter Palace was poorly defended.

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

Eg: the Bolsheviks were getting stronger they had weapons due to the Kornilov Plot; Lenin's role as the inspirational leader with his April Thesis speech; Trotsky's part in planning the seizing of the Winter Palace, some of the weaknesses of the P.G. will be given, their unpopularity; Kerensky running away from the scene; the defence of the Palace with a Women's battalion.

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

Eg: detail on the fact that the Bolsheviks were well organised and effectively led, the part played by Lenin pushing for revolution 'the time was right'; Trotsky the military brains behind the plan of attack; the Red guards; the ineffectiveness of the P.G. during the term of dual power, their continuation of the war losing peoples support, the July Days and consequences of the Kornilov Plot; the actual storming of the Winter Palace, key points being seized by the Red guards, the railway station, the telephone exchange and the part played by the cruiser Aurora; Kerensky's lack of defence; the effective use of propaganda by the Bolsheviks.

Question 2 (c)

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

Question: **Why was the First World War important in the downfall of the Russian royal family?** **[8]**

Use 0 for incorrect or irrelevant answers.

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

Eg: the first world war was to blame because Russia were being defeated, the Tsar was a poor leader when he went to the front, the Tsarina failed to run the country due to being influenced by Rasputin. Basic reasons will be given for the downfall of the Russian Royal Family.

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

Eg: there were Russian military defeats the weak leadership of the Tsar when he went to take charge will be given, his outdated tactics; the role of Rasputin influencing the Tsarina's decisions at home; the officers chosen by the Tsar were incompetent; the lack of enthusiasm of the people for the war blaming the Tsar; brief mention of the conditions and lack of military equipment for the soldiers fighting and the situation on the home front with the people starving. The war was to blame.

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

Eg: the Russian expectations of war at the start and how this changed by the end of 1916 with growing discontent at the Tsar and his government; the Tsar was an autocrat; military failures with huge numbers killed, people were disillusioned and angry at the way the Tsar conducted the war leading to his downfall; the war caused acute distress in large cities Moscow and Petrograd became hostile to the Tsar due to lack of food and fuel, inflation and the closure of factories; the role of the Tsarina and Rasputin their relationship tainted the Tsar who had put them in charge; Tsar's failure to make political reforms; mention of the February Revolution 1917 may be given as a cause. A brief but somewhat reasoned judgement will be given on the focus of the question. The extent of importance will be mentioned for 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 reasons above in level 3 will be given with more evaluation; contributory factors that existed before the war that led to his downfall being indecisive, weak, unwilling to abandon autocracy, not prepared to make concessions to representative government; impact of war his decision to take control of the army in September 1915 a major mistake-he was personally blamed for defeats; disastrous efforts to run the country by the Tsarina easily influenced by Rasputin damaged his credibility further; the devastating economic impact of war in the cities; peasants losing sons and loss of animals to the army, food production falling; support for the Tsar eroding fast at all levels by the end of 1916, lack of support from his generals, 1917 things got worse discontent spread, the causes of the February Revolution, women queuing for bread, the Putilov steel workers with pay talks breaking down, the weather with transport system breaking down. A balanced and sophisticated judgement will be given at the end about the extent of importance.

QUESTION 3

Question 3 (a)

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

Question: **Outline briefly the main terms of the Treaty of Brest-Litovsk.** **[4]**

Use 0 for incorrect or irrelevant answers.

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

Eg: Russia lost land; they had to pay money to Germany; their industry had to be handed over; they had to give up a lot; it was very harsh.

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

Eg: economic reasons losing valuable industrial land 74% of its iron ore and coal; 27% of farmland included Finland, Estonia, Latvia, Poland etc., 62 million of its population 26%; a huge fine in compensation of 3 billion roubles to Germany and Austria–Hungary damaging the economy even further; the terms were extremely severe, a dictated peace.

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: **Were the weaknesses of the White army the main reason for its failure to win the Civil War?** [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 Whites had too many leaders and they could not agree with each other; they were scattered and found it difficult to plan attacks; the Reds had Lenin and Trotsky both good leaders; the Whites lacked support.

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
OR a weak two sided answer with some contextual support. Award the higher mark for the degree of support.

Eg: the White leaders lacked unity and squabbled with each other; they lacked support from the Russian people because they had invaded Russia; the Whites were made up of too many political parties who wanted to achieve different things; they were undisciplined and leaders were incompetent; the Reds on the other hand had leaders in Lenin and Trotsky who got the best from their army; Lenin had introduced a policy called "War Communism" which contributed in defeating the Whites; the Reds won because they mobilised the support of a lot of workers and peasants.

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 higher mark for degree of contextual support. Answer will offer a judgement with good reasoning.

Eg: the Whites were weak due to a number of factors; incompetent leaders, divisions politically over aims and objectives, their geographical situation compared to the Bolsheviks/Reds who held the central key areas including Petrograd and Moscow; lack of ammunition and supplies which the Reds had; the use of foreign intervention by the Whites alienated the true Russian patriots; the use of propaganda; Lenin's policy War Communism to keep the Red troops well fed and prepared for battle with weapons to win the civil war; reference to the role of Trotsky in the war compared to the White leaders Kolchak, Denikin and Wrangel who failed to mobilise support being soldiers not politicians; brief references to some of the military campaigns. Some judgement given on whether the weaknesses of the White army was the main reason for them losing the civil war.

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 higher mark for the quality of contextual support.

Eg: information given in level 3 descriptor will be given but will be more developed and backed up with detailed facts and with substantiated judgements on whether it was the main reason for the Whites failure being made. Detail to the numerous factors: leadership, the geographical situation, the unity and organisation of each side, the effect of foreign intervention of the allies armies fighting in the First World War a propaganda coup used by the Reds, the use of War Communism on Red success; the importance of support will be discussed with Lenin legitimising the peasants right to land while the Whites made it clear that land would be restored to its former owners, the role of nationalist groups; the Bolsheviks had a core support among some workers and soldiers, however it may be said that they did not enjoy widespread popular support; the murder of the Tsar and his family could also be referred to as an important factor and the outcome of some military campaigns. Students will consistently engage with the question on whether the weaknesses of the Whites was the main reason for defeat in order to get the higher mark.

Examiners are 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.