

MARK SCHEME for the May/June 2015 series

9769 HISTORY

9769/71

Paper 5j (Special Subject: Russian Revolution, 1905–1924),
maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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Special Subjects: Document Question

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

This question is designed largely to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.

Examiners should be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.

The band in which an answer is placed depends upon a range of criteria. As a result, not all answers fall obviously into one particular band. In such cases, a ‘best-fit’ approach should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should first place it in a band and then fine-tune the mark in terms of how strongly/weakly the demands of the band have been met.

Question 1 (a)

Band 1: 8–10

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and, possibly, as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7

The response will make good use of both documents and will pick up the main features of the thrust of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the band.

Band 3: 0–3

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

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Question 1 (b)

Band 1: 16–20

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with a strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate, an understanding and evaluation of differing historical interpretations is to be expected. English will be fluent, clear and virtually error-free.

Band 2: 11–15

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may well be absent at the lower end of the band. Where appropriate, an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary and will be expressed in clear, accurate English.

Band 3: 6–10

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected or, especially at the lower end of the band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may well be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated. Although use of English should be generally clear, there may well be some errors.

Band 4: 0–5

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated, but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

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Special Subject Essays

These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well sustained and well grounded account, to provide sufficient implicit analysis to justify a band 2 mark.
- (e) The band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a band and then fine-tune the mark in terms of how strongly/weakly the demands of the band have been met.

Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate, there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this band, limited or no use of such sources should not preclude it from being placed in this band.

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Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate, there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this band, very limited or no use of these sources should not preclude it from being placed in this band.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear, although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material, but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear, although lacking in real fluency.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

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Band 5: 0–6

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated, while investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

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1 (a) How far is the view of Trotsky in Document D corroborated by the evidence of Document A? [10]

The answer should make full use of both documents and should be sharply aware of both similarities and differences. Real comparisons of themes and issues should be made across the documents rather than by separate treatment. Where appropriate, the answer should demonstrate a strong sense of critical evaluation and awareness of provenance by use, not only of the text but of headings and attributions.

Similarities Trotsky is portrayed inspirationally in D as the spirit of Russia, single-handedly slaying the dragon of opponents of the Revolution. In A, he is seen as the inspiration of the Communists of Sviazhsk. In D, he is a hero and, in A, he summons up the most heroic pages of the French Revolution.

Differences In D, Trotsky is portrayed as a national hero, though fighting a top-hatted dragon obviously representing capitalism or counter revolution. In A, he is more purely ideological, linking with the French Revolution. A is rather more reserved – it is the local leader Smirnov who makes the Communists feel calm and clear-headed, rather than Trotsky who offers the heroic will to die in battle for the cause. D makes no such distinction and Trotsky is not depicted as affecting others, but rather taking it on himself to fight the dragon on a white horse. The link is with the broader Russian past of St George rather a purely revolutionary inspiration. A also talks about the more practical elements such as organisation and railways.

Provenance D is produced at a time of civil war and foreign intervention when the Bolsheviks were trying to appear as essentially patriotic and defending the homeland. A is looking back to 1918 when the Bolsheviks needed military discipline and hence a leader like Trotsky who could inspire resisting to the death. A is a personal recollection and loyalty to the local leader is more important, whereas D aims to inspire resistance in the country as a whole.

(b) How convincing is the evidence provided by this set of documents for the view that the strength of the Red leadership was the decisive element in their victory in the Civil War?

In making your evaluation, you should refer to contextual knowledge, as well as to all the documents in this set (A-E). [20]

The answer should treat the documents as a set and make effective use of each although, depending on the exact form of the question, not necessarily in the same detail. It should be clear that the demands of the question have been fully understood and the material should be handled confidently and with a strong sense of argument and analysis. Good use of supporting contextual knowledge should be demonstrated. The material deployed should be strong both in range and depth. Critical evaluation of the documents is to be expected. The argument should be well-constructed. Historical concepts and vocabulary should be fully understood. Where appropriate, an understanding and evaluation of different historical interpretations is to be expected.

A and D suggest that heroic leadership, both national and local are important. The breakdown of military discipline made it essential for Red forces not only to have military organisation and functioning railways, but also fanatical determination (Trotsky) and to be calm and clear-headed (Smirnov). Candidates may know about the qualities of Trotsky's leadership. D shows that propaganda, the association of the Bolsheviks with Russian

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patriotism against foreign intervention, and cult figures like Trotsky, all played important parts in the Red victory. B shows less about leadership than sheer ruthlessness and terror, and the belief in the higher cause of the Reds. This could be linked to leadership and Lenin's ideology, but there is a link with D in the view that the Whites prejudiced their cause by calling in foreign support – something the Red leaders were able to exploit. C shows other White weaknesses, including the White leaders not taking heed of re-equipment and being corrupt. The weaknesses of the White leadership are stressed by one of the major commanders and there is evidenced of low morale compared to the high Red morale in A. However, the fact that this is recognised by Wrangel may show that leadership was not necessary complacent, but that the problems were too great. E stresses inspiration less than numerical superiority. Other factors include: the Bolsheviks use of the size of the country; the popularity of its peace policy; the disunity of the Whites; and, the peasant revolution. Candidates may know how Lenin's land decree, the treaty of Brest Litovsk and the geographical spread of the Whites might confirm this. They may also question whether the peace policy was as popular as claimed. They could also argue that Bolshevik leadership made use of popular policies and judged the needs of the people better or they may put more emphasis on Bolshevik terror and requisitioning than is here. No set answer is expected.

2 How important was Lenin's ideology to the Bolsheviks between 1903 and the eve of the October Revolution? [30]

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates might consider: Lenin's key ideas on the nature of the party; the relationship with the peasantry; the adaptation made to classical Marxism and the view of State and Revolution; and, the War as the last stage of Imperialism.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

A possible debate is whether ideology was the key or whether it merely led to weaknesses and fruitless internal wrangling, or whether it was the organisation of the party and its ability to pick up on key issues like peace, bread and land that were more significant. Alternatively, Lenin's flexibility in seeing the preconditions for revolution, as opposed to the Mensheviks' more classic Marxism, might be emphasised.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

AO4 – write in a coherent structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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3 ‘The events of February 1917 amounted to a popular revolution; the events of October did not.’ Discuss.

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Candidates might point to: the large numbers of people in the streets; the widespread demands for change; the limited role of conspiratorial groups in February and the nature of October with the seizure of key points; and, the limited national support for the Bolsheviks.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

There is a debate about the growing membership and popular support for the Bolsheviks making the takeover less of an unrepresentative coup and more like the popular revolution that the Bolsheviks claimed it was. Much depends on the interpretation of ‘popular’ and ‘revolution’. There is a strong view that with limited peasant support and failure to gain a majority in the elections, this was a coup. However, by October 1917, the credibility of alternatives was not strong and there is evidence of growing popularity and support for what the Bolsheviks appeared to stand for, even if not for what they eventually delivered.

AO3 – candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

AO4 – write in a coherent structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

4 How substantial were the social changes brought about by Communist rule by the time of Lenin’s death in January 1924? [30]

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

Social change might encompass: changes in the balance of the classes and in the distribution of wealth; and, changes in traditional beliefs, in the countryside, in culture and attitudes.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

The debate might be as to how far with the ‘retreat’ of NEP Lenin had avoided a fundamental change in the majority of Russia, including a discussion on the situation of the peasantry and how far ideological social aims had been met. Certainly revolution and terror had changed the position of the upper classes, but the November land decree and NEP had meant a degree of continuity in the countryside, not challenged until Stalin’s time in office. However there had been changes in

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culture, education, attitudes, social norms and religion, but how profound these were, especially in the provinces, might be debated.

AO3 – Candidates are not required to use and evaluate documents. However, such use and evaluation, where appropriate, could enhance responses. Where these skills occur, they should be rewarded under AO2.

AO4 – write in a coherent structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.