



Cambridge Pre-U

HISTORY

9769/58

Paper 5 Russia in Revolution, 1905–1924

May/June 2023

MARK SCHEME

Maximum Mark: 40

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives AO1

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for Question 1

Level	Level description	Mark
3	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
2	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
1	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
0	No creditable response	0

Levels-based mark scheme for Question 2

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
5	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
4	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
3	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
2	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
1	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.

0	0 marks No creditable response	0 marks No creditable response
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Question	Answer	Mark
1	<p>Compare and contrast the evidence in Documents A and B about the effects of the February Revolution. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • A sees the new government as the best men and B says they work tirelessly. • Both see the Soviet as ambitious A with extremists eager to put doctrine into practice and B with Soviet acting as if it is the government. • A says people can speak freely and B sees them free to make demands. <p>Differences:</p> <ul style="list-style-type: none"> • B is pessimistic about military situation and A does not mention this. • A sees magnificent possibility for the future of Russia and is optimistic but B thinks Russia is not ready for the democracy A delights in and will see more disturbances and a break-up of the empire. <p>Provenance:</p> <p>Both sources are British and so are outsiders, but A is from a liberal journalist eager to see February as the forerunner of a British style democracy. B from more of an official and perhaps conservative standpoint sees the revolution as bringing chaos. One is showing his newspaper readers optimism and one reporting back to a wartime government is more pessimistic. B is later than A and not caught up in the initial enthusiasm.</p>	10

Question	Answer	Mark										
2	<p>How convincing is the evidence provided in this set of documents for the view that Bolshevik power chiefly relied on idealism in the years 1918 to 1920? In evaluating the documents, you should refer to all the documents in the set (C–F).</p> <p>Main Issue:</p> <p>On one hand the Bolsheviks offered power to disadvantaged groups, an end to all links with a repressive past and the hope for a new beginning not just for Russia but for mankind and propaganda stressed this ‘new hope’ but in practice they were a minority and faced considerable opposition which could only be defeated by repression of internal enemies and military power wielded with extreme ruthlessness.</p> <table border="1" data-bbox="304 719 1326 1951"> <thead> <tr> <th data-bbox="304 719 815 819">Analysis of interpretation in the documents (AO3)</th> <th data-bbox="815 719 1326 819">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 819 815 1122">C The oath is evidence for the idealism of the Red Army ‘the great idea of feeling the toilers’ not just of Russia but ‘of the world’. There is reference to the brotherhood of man and total commitment but a hint of repression of ‘revolutionary law’ as well.</td> <td data-bbox="815 819 1326 1122">This is part of a recruitment of a revolutionary army and intended to imbue soldiers with a sense of mission so natural that idealism would be stronger than repression here, especially at the beginning of the civil war period.</td> </tr> <tr> <td data-bbox="304 1122 815 1352">D Very much support for violence in reaction to an attempt on Lenin’s life and political divisions on the left. Here is the ideology of terror</td> <td data-bbox="815 1122 1326 1352">By September it was clear there was a battle for survival, and this followed increasing violence on both sides. This is typical of the period and terror was officially endorsed by Lenin.</td> </tr> <tr> <td data-bbox="304 1352 815 1583">E By contrast Lenin is promoting an understanding of key elements of ideology by persuasion not violence</td> <td data-bbox="815 1352 1326 1583">This was part of Lenin’s academic outlook, and this is not intended for public consumption but given his support for extreme violence and repression it should not be considered out of context</td> </tr> <tr> <td data-bbox="304 1583 815 1951">F Bukharin puts the emphasis on the creation of an idealistic new society bringing in excluded groups like women and the peasants and offering enlightened social policies to promote a new life to attract support.</td> <td data-bbox="815 1583 1326 1951">This element was important, and the decrees issued do show this clearly in supporting equality for women, workers’ rights, and land for peasants but by 1920 War Communism, enforced confiscations, severe repression were also in full swing. This is for public consumption and therefore intended to stress the positives.</td> </tr> </tbody> </table>	Analysis of interpretation in the documents (AO3)	Critical evaluation of documents (AO3)	C The oath is evidence for the idealism of the Red Army ‘the great idea of feeling the toilers’ not just of Russia but ‘of the world’. There is reference to the brotherhood of man and total commitment but a hint of repression of ‘revolutionary law’ as well.	This is part of a recruitment of a revolutionary army and intended to imbue soldiers with a sense of mission so natural that idealism would be stronger than repression here, especially at the beginning of the civil war period.	D Very much support for violence in reaction to an attempt on Lenin’s life and political divisions on the left. Here is the ideology of terror	By September it was clear there was a battle for survival, and this followed increasing violence on both sides. This is typical of the period and terror was officially endorsed by Lenin.	E By contrast Lenin is promoting an understanding of key elements of ideology by persuasion not violence	This was part of Lenin’s academic outlook, and this is not intended for public consumption but given his support for extreme violence and repression it should not be considered out of context	F Bukharin puts the emphasis on the creation of an idealistic new society bringing in excluded groups like women and the peasants and offering enlightened social policies to promote a new life to attract support.	This element was important, and the decrees issued do show this clearly in supporting equality for women, workers’ rights, and land for peasants but by 1920 War Communism, enforced confiscations, severe repression were also in full swing. This is for public consumption and therefore intended to stress the positives.	30
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2	<p>Possible judgements. (AO2):</p> <p>The problem is that revolutionary terror can be seen as an integral element of the idealism – to create the promised land, the old had to be destroyed in line with the ideology of the ‘Dictatorship of the Proletariat’. However, the tone of D might be thought to be dominant for much of this period while E and F were more in the nature of pious hopes. C with its mixture of idealism and threat might be seen as the most typical.</p>	