



Cambridge Pre-U

HISTORY

9769/58

Paper 5 Russia in Revolution, 1905–1924

May/June 2022

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

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.

Level	Analyse and interpret (AO3) 10 marks	Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks
0	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p>Compare and contrast the evidence in Documents A and B about the 1905 Revolution. You should analyse the content and provenance of both documents.</p> <p>Similarities:</p> <ul style="list-style-type: none"> • The main agreement is about the effects of the actions of Bloody Sunday in weakening the loyalty to the Tsar. A says ‘death agony of the age-old faith’ in him and B that it weakened unswerving loyalty and reverence’. • B refers to the ‘tragedy’ of 22 January and A of ‘bloody reprisals’ • Both contain references to the crowds as harmless with B having evidence that all they did was jeer and A sees the crowd made up of peaceful workers. <p>Differences:</p> <ul style="list-style-type: none"> • A sees a deliberate plot by the government to demonstrate its power and justify repression B sees the authorities doing their best to get the crowd to disperse and a general deploring the violence. • B sees the effects as rather less drastic than A as the violence did not actually shatter the loyalty to the regime. • B sees a possibility that violence was necessary for control whereas there is no justification in A. <p>Provenance:</p> <p>A is looking back at the events from the point of view of a dedicated revolutionary anxious to show that the masses were politicised by what he saw as a dress rehearsal for 1917. B is from a more conservative source more prepared to see some justification and less drastic consequences.</p>	10

Question	Answer	Marks								
2	<p>How convincing is the evidence provided in this set of documents for the view that the October Revolution was mainly brought about by the skill of the Bolsheviks? In evaluating the documents, you should refer to all the documents in the set.</p> <p>Main Issue:</p> <p>Was the Revolution brought about by some astute political timing to take place when the government was vulnerable, and the Bolsheviks were able to take advantage of the Kornilov affair to launch a well-planned coup? Or should it be seen as a result rather of more mass support for change or the weaknesses of the Provisional Government which needed relatively limited political skills to take advantage of?</p> <table border="1" data-bbox="316 719 1310 1816"> <thead> <tr> <th data-bbox="316 719 815 819">Analysis of interpretation in Documents (AO3)</th> <th data-bbox="815 719 1310 819">Critical Evaluation of Documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 819 815 1055">C Puts the blame on the overall situation, the legacy of the old regime, the Dual Authority and war – implying that the Bolsheviks would not need much skill to take advantage of the chaos.</td> <td data-bbox="815 819 1310 1055">C The minister would want to show what terrible problems the government faced rather than take responsibility for some of the inadequacies that led to the Revolution.</td> </tr> <tr> <td data-bbox="316 1055 815 1352">D Stalin shows some evidence of the Bolshevik ability to take advantage of the weaknesses of the Provisional Government by the Revolutionary Military Committee, but the thrust is towards the weaknesses of the Provisional Government.</td> <td data-bbox="815 1055 1310 1352">D Possibly given Stalin's limited role in the organisation of the revolution compared with Trotsky this account might stress the favourable situation.</td> </tr> <tr> <td data-bbox="316 1352 815 1816">E Lenin's letter puts his role at the forefront and evidences his willingness to see the crucial moment and to place the gaining of power before theoretical issues and to overcome obstacles in the party relying on 'the armed masses'.</td> <td data-bbox="815 1352 1310 1816">E Though this is a rather one-dimensional view it can be argued that providing the vision of power before opportunity was lost and the All-Russian Congress of Soviets meeting was Lenin's major contribution and a key part of political skill. But the context and the role of others such as Trotsky does not appear. The date is significant as it is Lenin in the media and not being wise after the event.</td> </tr> </tbody> </table>	Analysis of interpretation in Documents (AO3)	Critical Evaluation of Documents (AO3)	C Puts the blame on the overall situation, the legacy of the old regime, the Dual Authority and war – implying that the Bolsheviks would not need much skill to take advantage of the chaos.	C The minister would want to show what terrible problems the government faced rather than take responsibility for some of the inadequacies that led to the Revolution.	D Stalin shows some evidence of the Bolshevik ability to take advantage of the weaknesses of the Provisional Government by the Revolutionary Military Committee, but the thrust is towards the weaknesses of the Provisional Government.	D Possibly given Stalin's limited role in the organisation of the revolution compared with Trotsky this account might stress the favourable situation.	E Lenin's letter puts his role at the forefront and evidences his willingness to see the crucial moment and to place the gaining of power before theoretical issues and to overcome obstacles in the party relying on 'the armed masses'.	E Though this is a rather one-dimensional view it can be argued that providing the vision of power before opportunity was lost and the All-Russian Congress of Soviets meeting was Lenin's major contribution and a key part of political skill. But the context and the role of others such as Trotsky does not appear. The date is significant as it is Lenin in the media and not being wise after the event.	30
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2	<p>Analysis of interpretation in Documents (AO3)</p> <p>F By contrast Trotsky explains the effective measures taken to take power by highly disciplined Bolshevik troops and his own role giving exact instructions from Smolny.</p>	<p>Critical Evaluation of Documents (AO3)</p> <p>F Given the authorship by the main organiser of the coup the emphasis on the role of the Military Committee is not unexpected. Lenin is not in this evidence given the prominence that might be his due.</p>	
<p>Possible judgements. (AO2):</p> <p>After the misjudgements of the July Days it could be argued that a well-planned coup at the right time was the crucial element but even Stalin points out the time was favourable with a weakened government and it is supported by the government's own analysis of the severe problems inherited from the ancient regime.</p>			