

Section A

1.

Read the extract. Answer the questions below. This section should take 30 minutes.

Extract A

1. Shouted out by a captured soldier before he was shot by Red partisans in the Civil War. 'Don't humble yourself! Your protest will not reach them. These new oprichniki*, these master craftsmen of the torture chambers will never understand you! Don't lose heart. History will tell the truth. Posterity will nail the Bourbons (former French royal family) of the commissary* to a pillar of shame, it will pillory their dark deeds'.
- **oprichniki* were the secret police of Ivan the Terrible.
**commissars* were highly committed communists that served as soldiers in the Red Army.
2. Take your red banner. You think it is a flag, isn't that what you think? Well it isn't a flag. It's the purple kerchief of the death woman...she waves it and nods and winks and entices young men to come and be killed to death, then she sends famine and plague. That's what it is. And you believed her...You thought it was saying: 'come to me, all ye poor and proletarians of the world'.

Two brief extracts from *Dr Zhivago* by Boris Pasternak.

- a. What impression does Pasternak present of the Russian revolution and its achievement in these extracts? (4 marks)
- b. Why do you think commissars are called 'French Bourbons'? (6 marks)
- c. *Dr Zhivago* is a work of fiction set in the events surrounding the Russian Revolution. How useful are fictionalised accounts of historical events to the historian? Use your own knowledge and reference any fiction you think suitable. (10 marks)

(Total marks =20)

Section B

Answer either Question 2 or Question 3. Your answer should be no more than two sides long and take a maximum of 30 minutes to write.

2.

Write an essay of 1 to 2 sides assessing the idea that history is written by the victors.

You may answer with reference to any society, period or place with which you are familiar.

(20 marks)

3.

Write an essay of 1 to 2 sides assessing and explaining the role played by beliefs or ideas, as opposed to individuals, as causes of change in history.

You may answer with reference to any society, period or place with which you are familiar.

(20 marks)

Mark Scheme.**Section A.****1. a**

Level	Mark	Description
1.	1-2	Simple, valid comment is offered about an impression. or simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2.	3-4	Answer explains the impression given, analysing the author's selection and treatment of material in the extract to support the explanation.

1. b

Level	Mark	Descriptor
1.	1-2	Simple comment is offered. Simple comprehension of the extract is shown by the selection or paraphrase of some content to imply an impression.
2.	3-5	Features of the period are analysed. Specific information is selected from the text. Accurate reference of the provenance may be made.
3.	6-8	Features of the period are analysed to explain consequences and to show how they led to the outcome. Accurate and relevant information is included to support the explanation, showing good knowledge and understanding of the required features or characteristics of the period studied.

1. c

Level	Mark	Descriptor
1.	1-3	A simple generalised answer is given, lacking development and organisation. Limited knowledge of the topic is shown. The overall judgement is missing or asserted.
2.	4-7	An explanation is given, showing limited analysis and with implicit links to the conceptual focus of the question. It shows some development and organisation of material but a line of reasoning is not sustained. Accurate and relevant information is added, showing some knowledge and understanding. The overall judgement is given but its justification is asserted or insecure.
3.	8-10	An explanation is given, showing some analysis that is mainly directed at the conceptual focus of the question. It shows a

		<p>line of reasoning that is generally sustained, although some passages may lack coherence and organisation.</p> <p>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied.</p> <p>The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.</p>
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Section B

	Generic Mark Scheme
Level 6 17-20	<p>There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements.</p> <p>There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</p>
Level 5 13-16	<p>There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</p>
Level 4 10-12	<p>The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
Level 3 7-9	<p>The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
Level 2 4-6	<p>The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made.</p> <p>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
Level 1 1-3	<p>The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis.</p> <p>Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</p>