**D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship.**

**KQ1 The challenges to the Tsarist state 1881-1906: nature of the regime; economic and social changes; opposition parties; the 1905 revolution and its significance by 1907.**

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| Image: Cossacks slaughter the people of Odessa 1905 |

· **In a Nutshell:** The challenges to the Tsarist state 1881-1907.

· **Key Features and conceptual understanding:** Content and concepts.

· **Spinning conceptual understanding:** How differently are these events and developments interpreted? Concentrating on patterns of tackling essay questions stressing different concepts.

· **Cracking the Puzzle** – Preparing for revision and assessment.

(I)In a Nutshell: The challenges to the Tsarist state 1881-1907.

**The key features and concepts**

The reign of Alexander III and first half of Nicholas II from 1881-1907. Students should understand the nature of the autocracy, the assassination of Alexander II and the use of repression and anti-reformist stance. Students should be aware of urbanisation and industrialisation transforming the Russian empire and the growth of reformist and revolutionary groups such as the Kadets, Social Revolutionaires and the Social Democrats. Students should understand the causes of the 1905 revolution, including the impact of the Russo-Japanese War, and the nature, extent and significance of that revolution.

**Activity 1 : Introductory hook to Key features and concepts**

Think about the collection of visual evidence that you have been asked to consider. Think about the following features: Geography, politics, economy, society and culture.

What can we infer from these images about Tsarist Russia in the late 19th Century?

**Activity 2 – On your marks…engaging conceptually with the key features through timeline.**

The timeline makes many brief references to the events of the period 1881-1907. Use the timeline to colour code according to the extent of challenge to the Tsarist state and plot your living graph according to the extent of this challenge..

Green Lack of challenge/effective repression.

Yellow Emerging opposition but weak challenge or slight concessions made by Tsarist state.

Orange Open opposition and protest.

Red Military opposition to threaten the future of the Tsarist state.

**The Late nineteenth Century**

· 1881: Tsar Alexander II is killed by members of *Narodnaya volya*; the new tsar, Alexander III, begins a repressive, racist and xenophobic crackdown on the Russian people.

• 1883: The first Russian Marxist group is formed (in Switzerland): The Group for the Liberty of Labour.

• 1880-1900: Russia begins a period of swift industrialisation under Witte, creating a densely packed factory workforce living in poor conditions and doing dangerous jobs; this new population looks remarkably like Marx's proletariat and Russian Marxism grows around them. The new workers are politically aware, organising and striking.

• 1894: Death of Alexander III; Nicholas II succeeds as Tsar.

• 1897: A young radical is given a three year exile in Siberia for illegal workers activities; his name is Lenin.

• 1898: The First Congress of the Russian Socialist Democratic Labour Party (RSDRP) meets, an attempt to unite the many small Russian socialist/marxist groups. It takes place outside Russia and isn't very successful.

**The Early Twentieh Century**

• 1900: Socialist Revolutionary (SR) parties form, reflecting the aims of the *Narodniki* and the methods of the *Narodnaya volya*; Lenin is amongst a group that publishes *Iskra* (The Spark).

• 1901-5: An economic downturn creates discontent; the *zemstvos* begin to organise and form a coherent agenda; workers develop a strong strikers movement.

• 1902 - 7: The 'Years of the Red Cockerel', a period of rural unrest caused by anger at the injustices of the 1861 emancipation.

• 1902: The campaign for a national *zemstov* assembly begins; Lenin publishes *What is to be Done*?, a work with very strong views on party organisation.

• 1903: The Second RSDRP Congress meets abroad; this achieves little, but Lenin and a friend argue over organisation, creating a divide that forms two new sub groups: the Bolsheviks and Mensheviks.

• 1904: The Russo-Japanese war begins.

• 1904: 13 *zemstovs* organise a medical brigade for the war led by Prince Lvov, who persuades the Tsar to allow it; this is the first time *zemstovs* are allowed to unite nationally; Lvov becomes a hero.

• July 1904: Plehve, Minister of Interior and hardliner against reform, killed by SR's; public either indifferent or celebratory. Other opposition groups join campaign for national *zemstov* assembly.

• November 6-9 1904: The *Zemstov* Assembly: 103 representatives meeting with permission from the Minister of Interior; produces resolution on assembly and reforms, which is rejected by the Tsar.

• December 12 1904: Decrees expand the rights of *zemstovs* and ease censorship, but there is no assembly.

**1905**

• January 3-8: 120,000 workers strike in St. Petersburg; government warns against any organised marches.

• January 9: Bloody Sunday. 150,000 striking workers and their families march through St. Petersburg to deliver a protest to the Tsar, but are shot and ridden down on multiple occasions by the army.

• January: Reaction to the massacre spreads across neighbouring regions, especially the industrial centers which experience spontaneous workers' strikes.

• February: The strike movement spreads down to the Caucasus.

• February 4: Grand-Duke Sergei Alexandrovich is killed by an SR assassin as protests grow.

• February 6: Notably large rural disorder, especially in Kursk.

• February 18: Reacting to the growing troubles, Nicholas II orders the creation of a consultative assembly to report on constitutional reform; the move is less than the revolutionaries want, but it gives them impetus.

• March: The strike movement and unrest reaches Siberia and the Urals.

• April 2: The second National Congress of *Zemstovs* again demands a constitutional assembly; the Union of Unions formed.

• May: Embarrassment for the government as the Baltic Fleet is easily sunk, having spent 7 months sailing round to Japan.

• June: Soldiers used against strikers in Lodz.

• June 18: Odessa is halted by a large strike.

• June 14-24: Sailors mutiny on the Battleship Potemkin.

• August: Moscow holds the first Conference of the Peasants union; Nizhnii holds the First Congress of the Muslim Union, one of many groups pushing for regional - often national - autonomy.

• August 6: Tsar issues a manifesto on the creation of a state Duma; this plan, created by Bulygin and nicknamed the *Bulygin Duma*, is rejected by revolutionaries for being too weak and having a tiny electorate.

• August 23: Treaty of Portsmouth ends the Russo-Japanese war; Russia has been beaten by an opponent they were expected to easily defeat.

• September 23: Printers strike in Moscow, the start of Russia's first General Strike.

• October 1905 - July 1906: The Peasant Union of the Volokolamsk District creates the independent Markovo Republic; it survives, 80 miles from Moscow, until the government crushes it in July 1906.

• October 6: Rail workers join the strike.

• October 9: As telegraph workers join the strike, Witte warns the Tsar that to save Russia he must make great reforms or impose a dictatorship.

• October 12: Strike action has developed into a General Strike.

• October 13: A council is formed to represent striking workers: the St. Petersburg Soviet of Workers Deputies; it functions as an alternative government. The Mensheviks dominate it as the Bolsheviks boycott and similar soviets are soon created in other cities.

• October 17: Nicholas II issues the October Manifesto, a liberal scheme proposed by Witte. It grants civil liberties, the need for Duma consent before passing laws and a widening of the Duma electorate to include all Russians; mass celebrations follow; political parties form and rebels return, but acceptance of the Manifesto pushes the liberals and socialists apart. The St. Petersburg soviet prints its first issue of the newsheet *Izvestia*; left and right groups clash in streetfights.

• October: Lvov joins the Constitutional Democrat (Kadet) party, which includes the more radical *zemstov* men, nobles and scholars; conservative liberals form the Octobrist Party. These are the people who have led the revolution so far.

• October 18: N. E. Bauman, a Bolshevik activist, is killed during a streetfight triggering a street war between the Tsar supporting right and the revolutionary left.

• October 19: The Council of Ministers is created, a government cabinet under Witte; leading Kadets are offered posts, but refuse.

• October 20: Bauman's funeral is the focus of major demonstrations and violence.

• October 21: The General Strike is ended by the St. Petersburg Soviet.

• October 26-27: The Kronstadt mutiny.

• October 30-31: The Vladivostok Mutiny.

• November 6-12: The Peasants Union holds a conference in Moscow, demanding a constituent assembly, land redistribution and political union between peasants and urban workers.

• November 8: The Union of Russian People is created by Dubrovin. This early fascist group aims to fight against the left and is funded by government officials.

• November 14: The Moscow branch of the Peasants Union is arrested by the government.

• November 16: Telephone/graph workers strike.

• November 24: Tsar introduces 'Provisional Rules', which at once abolish some aspects of censorship, but introduce harsher penalties for those praising 'criminal acts'.

• November 26: Head of the St. Petersburg Soviet, Khrustalev-Nosar, arrested.

• November 27: The St. Petersburg Soviet appeals to the armed forces and elects a triumvirate to replace Nosar; it includes Trotsky.

• December 3: The St. Petersburg Soviet is arrested en masse after Socialist Democrats (SD) hand out weapons.

• December 10-15: The Moscow Uprising, where rebels and militias try to take the city through armed struggle; it fails. No other major rebellions take place, but the Tsar and the right react: the police regime returns and the army sweeps across Russia crushing dissent.

• December 11: Russia's urban population and workers are enfranchised by electoral changes.

• December: Nicholas II and his son given honorary membership of the Union of the Russian People; they accept.

**1906**

• January 9-10: Vladivostok experiences an armed uprising.

• January 11: Rebels create the Vladivostok Republic.

• January 19: Vladivostok Republic overturned by Tsarist forces.

• February 16: The Kadets condemn strikes, land seizures and the Moscow Uprising as they try to secure the new political scene against further revolution.

• February 18: New punishments for those seeking to undermine government offices and agencies by verbal or written 'inaccuracy'.

• February 20: Tsar announces the structure of the State Duma and State Council.

• March 4: Provisional Rules guarantee rights of assembly and of association; this and the Duma allows political parties to legally exist in Russia; many form.

• April: Stolypin becomes Minister of Interior.

• April 23: Fundamental Laws of the Empire published, including the creation of the State Duma and State Council; the former is composed of 500 delegates drawn from every Russian region and class. The Laws are cleverly written to meet the October Promises, but not diminish the Tsar's power.

• April 26: Provisional Laws abolish preliminary censorship.

• April 27: The First State Duma opens, boycotted by the left.

• June 18: Hertsenstein, a Duma Deputy of the Kadet party, is killed by the Union of Russian People.

• July 8: The first Duma is deemed too radical by the Tsar and is closed.

• July 10: Vybord Manifesto, when radicals - mainly Kadets - call for the people to snub the government via a tax and military boycott. The people don't and the 200 Duma signatories are tried; from this point the Kadets separate themselves from the views of 'the people'.

• July 17-20: Sveaborg Mutiny.

• July 19-29: Further mutiny in Kronstadt.

• August 12: Fringe SR's bomb Stolypin's summer home, killing over 30 people - but not Stolypin.

• August 19: The government creates a special courts martial to deal with political incidents; over 60,000 are executed, imprisoned or exiled by the system.

• September 15: The government orders its local branches to use 'any means' in maintaining public order, including aiding loyalist groups; political parties are threatened by the Tsar.

• September - November: Members of the St. Petersburg Soviet tried. Thanks to Trotsky's grandstanding, few are convicted, but he is exiled.

**1907**

• January 30: Union of Russian Peoples try to murder Witte.

• February 20: The Second State Duma opens, dominated by the left who cease their boycott.

• March 14: Iollos, a Duma Deputy of the Kadet party, is killed by the Union of Russian People.

• May 27: Union of Russian Peoples try to murder Witte again.

• 3 June: The Second Duma is also deemed too radical and closed; Stolypin alters the Duma voting system in favour of the wealthy and landed in a move branded his coup d'etat.

• July: Stolypin becomes Prime Minister.

• November 1: The Third Duma Opens. Mainly Octobrist, Nationalist and Rightist, it generally did as it was told. The failure of the Duma causes people to turn away from liberal or democratic groups in favour of radicals.

(II) Key features and conceptual understanding: Depth studies illustrating the nature of the challenges to the Tsarist state 1881-1907

#  **What do we need to focus on?**

There are many developments which, as case studies, help to reveal changes in events in Russia 1881-1905.

**Students should understand**

* The nature of the autocracy. 1 Hour
* The assassination of Alexander II and the use of repression and anti-reformist stance. 1 Hour
* Urbanisation and industrialisation transforming the Russian Empire. 1 Hour
* The growth of reformist/revolutionary groups such as the Kadets, Social Revolutionaries and the Social Democrats. 1 Hour
* The causes of the 1905 revolution, including the impact of the Russo-Japanese War. 1 Hour
* The nature, extent and significance of the 1905 revolution by 1907. 1 Hour

**Memory Retrieval strategies**

**A Autocracy**

**AR Assassination and Repression**

**UI Urbanisation and Industrialisation**

**RR Reform and Revolutionary groups**

**1905 1905**

**S Significance**

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# **Activity A – The nature of the autocracy!**

Using Michael Lynch “Reaction and Revolutions: Russia 1881-1924” 2nd edition p3-13, summarise the key features concerning the nature of Russia’s Tsarist autocracy.

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| --- | --- | --- |
| Key features of Imperial Russia |  | Description and Explanation of Key features. |
| Geography | 1 Geography and People    | Geography Empire |
| Politics | 2 Tsarist Government    | Tsar The Imperial Council The Cabinet of Ministers The Senate  |
| Institution 1 | 3 Russian Orthodox Church    | 1234 |
| Institution 2 | 4 Army    | 1234 |
| Institution 3 | 5 Bureaucracy    | 1234 |
| Society | 6 Social classes    | 1234 |
| Economy 1 | 7 Industry    | 1234 |
| Economy 2 | 8 Agriculture and peasantry    | 1234 |

Design a mind map which answers the question “Why was reform so difficult in Tsarist Russia?” Consider the points you would raise under the following categories; Geographical, political, institutional, economic, social and cultural.

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# **Activity AR – Analysis of the consequences of the assassination of Alexander II and the use of repression and anti-reformist stance!**

The reign of Alexander III 1881-1894 started prematurely after his father was blown to pieces by a terrorist bomb planted by “The Peoples Will” a group of disaffected members of the intelligentsia. Alexander III responded by executing five of the assassins and introducing a series of repressive measures that became known as “the Reaction”. Using Michael Lynch “Reaction and Revolutions: Russia 1881-1924” 2nd edition p16-18, summarise the key Measures of Alexander III’s repressive measures and consider their success.

|  |  |  |
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| Alexander III’s policies | Key Measures | Description, Explanation and Analysis |
| The Reaction 1 | 1 Statute of State Security 1881       |        Success? |
| The Reaction 2 | 2 The University Statute  |    Success? |
| The Reaction 3 | 3 The Zemstva Act   |    Success? |
| Russification 1 | Terms of Russification     |      Success? |
| Russification 2 | Effects of Russification     |      Success? |
| Russification 3 | Analysis of Russification     |      Success? |
| The role of Pobedonostev | Pobedonostev     |     Success? |

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# **Activity UI – Analysis of the extent of Urbanisation and Industrialisation in transforming the Russian Empire!**

The reign of Alexander III coincided with a period of remarkable economic growth, in which Tsarism showed its unwillingness to evolve with the economic and social transformation of Russia. Using Michael Lynch “Reaction and Revolutions: Russia 1881-1924” 2nd edition p18-23, summarise the key economic changes 1881-1907.

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| --- | --- |
| Economic change | Analysis of extent of transformation |
| The role of Sergei Witte, Minister of Finance 1893-1903.  | Militaristic motives of the government Witte’s aims Witte’s policies for generating capital for industrial investment |
| Growth of the railways and its impact  |   |
| Growth of industry | Coal Pig Iron Oil Grain  |
| Growth of population   |      |
| Witte’s critics and resulting economic problems by 1903 |        |

Design a mind map which answers the questions “What were the causes of Industrialisation and how successful was it?” Consider the points you would raise under the following categories; Causes-Population, Government, Military, Private enterprise, Witte and transport. Analysis Evidence of success and limitations

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# **Activity RR – Analysis of extent of threat posed by the growth of reformist and revolutionary groups!**

Using Michael Lynch “Reaction and Revolutions: Russia 1881-1924” 2nd edition p36-45, summarise the nature and evolution of opposition groups to Russia’s Tsarist autocracy and consider their effectiveness.

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| Opposition groups to 1907 | Factions of groups | Description, Explanation and Analysis of extent of threat |
|  The Populists   |       |     Threat? |
| The Social Revolutionaries |         |      Threat? |
| The Social Democrats  | Mensheviks     |    Threat? |
|  | Bolsheviks |     Threat?  |
| The Liberals | Octoberists     |    Threat? |
|  | The Constitutional Democrats (Kadets)    |      Threat? |

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# **Activity 1905 – Analysis of the causes of the 1905 revolution, including the impact of the Russo Japanese War!**

Using Michael Lynch “Reaction and Revolutions: Russia 1881-1924” 3rd edition p31-39, summarise the causes of the 1905 Revolution.

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| --- | --- | --- |
| Causes of the 1905 Revolution |  | Analysis of relative significance |
| Military | The course of the Russo Japanese war p31-2  |    RS? |
|  | Mutinies in the army and navy p36-7  |   RS? |
| Political problems | The consequences of political repression since 1881. P11-13, p36  |     RS? |
|  | The incompetence of Tsarist government in dealing with the crises of 1905. Bloody Sunday p34  |       RS? |
|  | The reaction to Bloody Sunday p34   |    RS? |
| Economic and social problems | Economic recession and industrial unrestP34  |    RS? |
|  | Peasant fears p34-5   |   RS? |
|  | The non-Russian national minorities p36 |   RS? |
| Activities of Reformist and revolutionary | SR’s p34Kadets p36SD’d p38-9 |    RS? |

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# **Activity S – The nature extent and significance of the 1905 revolution by 1907!**

Using Michael Lynch “Reaction and Revolutions: Russia 1881-1924” 2nd edition p49-50 summarise the nature and consequences of the 1905 Revolution.

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| --- | --- |
| The significance of the 1905 Revolution | Analysis of extent of change brought about by the 1905 revolution. |
| Weakness of leadership shown by the opposition groups. P49    |   |
| Tsarism emerged stronger rather than weaker. P49      |   |
| Government concessions (October manifesto and Peasant mortgages) p49.    |   |
| Divisions amongst the opposition groups. P49       |   |

Design a mind map which consider the extent to which there was a revolution in Russia between 1905-1907. Consider the evidence for and against under the categories Political, economic, social and cultural.

(III) **Spinning Conceptual understanding:** How differently are these events and developments interpreted?

**Activity 9 Mind mapping of the key features and conceptual understanding**

Consider the different possible types of question that the examiners could design on this period given the following question types. You will be asked to mind map some of these responses.

**i) Analyse key features essay pattern**

How extensive was opposition to...?

How far is it accurate to describe.....as....?

**ii) Analyse causation essay pattern**

Why did...?

How far was...in increasing opposition/support...?

How far was...the main case of...?

How far do you agree that...because of...?

**iii) Analyse consequence/effects essay pattern**

How far was...a success?

How far is it accurate to say achieved/achieved little for....?

**iv) Analyse change/continuity essay pattern**

How far did...improve...?

How far did....change in the years...?

**v) Analyse significance essay pattern**

How important was...in contributing to the development of...?

How important was....in the outcome of...?

How important was....in the beginning of...?

**Cracking the Puzzle**- Preparing for Revision and Assessment

**Activity 10 : Complete Trigger Memory Activity 1881-1906** using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 11 : There are many excellent Russian Revolution websites** which can be used to revisit the material covered so far. You should download some of these resources to supplement your main areas of note taking in this period. These include -

www. en.wikipedia.org/wiki/**Russian**\_**Revolution**\_of\_**1905**

www. www.thecorner.org/hist/russia/revo**1905**.htm

www. www.spartacus.schoolnet.co.uk/RUS**1905**.htm

www. www.historystudystop.co.uk/php/displayarticle.php?article=72&topic=meu

www. www.fordham.edu/halsall/mod/modsbook39.html

www. creeca.wisc.edu/petrovich/418A.html

**Activity 12: Consolidating your knowledge of developments 1881-1906 through playing games**

Your teacher will load one of three multiple choice games for your class to play. Enjoy demonstrating your knowledge to answer the quiz questions on either Penalties, Fling or MC generator.

**Past questions from this syllabus D3 – Russia in Revolution, 1881–1924: From Autocracy to Dictatorship**

**Specimen**

 **5.** How far was the Bolshevik consolidation of power due to their popular policies in the period 1917-1924?

**6.** How far do you agree that the Bolsheviks won the Civil War of 1918–21 because they

controlled more people and had access to more weapons?

**Jan 09**

How far were divisions among its opponents responsible for the survival of Tsarist rule in the years 1881–1905?

How far was the Provisional Government responsible for its own downfall?

**Jun 09**

How far do you agree that the economy of Tsarist Russia was transformed in the years to 1914?

**Jan 10**

To what extent did Russia undergo economic and political reform in the years 1906**–**14?

**Jun 10**

How far do you agree that the use of repression was the main reason for the weakness of opposition to Tsarism in the years 1881**–**1914?

To what extent does the impact of the First World War explain the outbreak of two revolutions in Russia in 1917?

**Jan 11**

Why did Tsarism survive the revolution of 1905 but not that of March 1917?

**Jun 11**

To what extent was the Tsarist system of government modified in the years 1881–1914?

How accurate is it to say that Lenin’s leadership was the most important reason for

the Bolsheviks’ success in the revolution of November 1917?

**Jan 12**

How accurate is it to say that the growth of reformist groups in the years from 1881 was the main cause of the 1905 Revolution?

Why was the Provisional Government so short-lived?

**Jun 12**

How far was Nicolas II responsible for the fall of the Romanov’s in 1917?

**Jun 13**

To what extent were Russian industry and agriculture transformed in the years 1881–1914?

How far do you agree that Russia’s continued involvement in the First World War was the main reason for the fall of the Provisional Government?

**Jun 14**

To what extent did the economy and government of Russia change 1881-1914?

How far do you agree that Trotsky leadership was the most important reason for Bolshevik success in Russia October 1917-1924?

**Unit 1 Markscheme**

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| --- | --- | --- |
| Level | Mark | Level Descriptor |
| 1 | 1-6 | Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements. Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.Mid Level 1: 3-4 marks As per descriptor High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.  |
| 2 | 7-12 | Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far. Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.Mid Level 2: 9-10 marks As per descriptor High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2. The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.  |
| 3 | 13-18 | Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor. Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.Mid Level 3: 15-16 marks As per descriptor High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present. |
| 4 | 19-24 | Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places. Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.Mid Level 4: 21-22 marks As per descriptor High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4. The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.  |
| 5 | 25-30 | Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth. Low Level 5: 25-26 marks The qualities of Level 5 are displayed; material is less convincing in its range and depth.Mid Level 5: 27-28 marks As per descriptor High Level 5: 29-30 marks The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.  |