**Rossmoyne Senior High School**

**Modern History: Unit 2 and 4**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(a) Explain the historical context of **Source 1.** Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

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| --- | --- | --- |
| **Description** | **Marks** | **Your marks** |
| Identifies the focus of the source | 1 |  |
| Outlines the causes or event that led to the focus of the source | 1 |  |
| Provides specific details of the focus of the source, events/people/ideas/dates/places | 1 |  |
| **Total** | **3** |  |
| **Note:** This question is concerned with the historical context in which the source is located.Answers should:* focus on what is in the source
* provide the big ‘picture’ for that source.
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**Focus: Lenin is pleading to the Red army to keep fighting for victory in the Civil War**

**Causes: After seizing power in October 1917, the Bolsheviks needed to rally support within Russia to**

**Specific Details: internal divisions within Russia**

 (b) Compare and contrast the purpose of **Sources** **1** and **2**. (5 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | **Marks** | **Your marks** |
| Identifies the purpose of Source 1 | 1 |  |
| Identifies the purpose of Source 2 | 1 |  |
| Identifies elements of comparison and contrast between the two sources | 1–4 |  |
| **Total** | **6** |  |
| **Note:** This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Answers should:* identify the issue/event/subject of each source
* identify the message of the sources
* identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation)
* use evidence from the source to support the response
* explain how they compare (are similar) and contrast (are different) in terms of their purpose

 A strong answer will integrate comparisons and contrasts within the discussion of purpose |

**The purpose of Source 1: To unify Red army troops to keep fighting to maintain Bolshevik rule.**

**The purpose of Source 2: To unify anti Bolshevik forces during the Civil war.**

**Comparisons: both try to unify military forces and the public behind the cause of controlling power in Russia.**

**Contrasts: Reds leadership under Lenin focusing on the external influences and capitalism trying to reinstall Tsarist rule going against “popular Bolshevik opinion”. While source 2 focuses on the Whites getting rid of the “godless Bolsheviks from Russia and reinstalling God’s rule under the Tsar**

(c) Identify and explain the message/s of **Source 3**. (3 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | **Marks** | **Your marks** |
| Explains the message of the source | 3 |  |
| Outlines the message of the source  | 2 |  |
| Identifies an aspect of the message of the source | 1 |  |
| **Total** | **3** |  |
| **Note:** Look for both the message of the source. Answers should:* consider all the elements of the source (title/author/date/location)
* identify the issue/event/subject
* identify the representation or opinion being expressed provide evidence from the source to support the response
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**Identify: The Bolsheviks gamble was successful in securing power from the Provisional Government but would ultimately fail as securing the hearts and minds of the whole country was still a working progress as the country was split fighting a civil war**

**Explain: The conflict broke out after the armistice between the Bolsheviks and the Central Powers in late 1917 which was followed by the Brest Litovsk Treaty. By pulling Russia out of the war Trotsky was taking a gamble that would ultimately unify the population. The Illustrator suggests the all chips all in was a gamble that would ultimately fail.**

(d) Identify how, and discuss why, Sources 3 and 4 are contestable. (6 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | **Marks** | **Your marks** |
| Identifies the element/s of contestability for Sources 3 and 4  | 1–2 |  |
| Discusses the reasons for the contestability of Source 3 | 1–2 |  |
| Discusses the reasons for the contestability of Source 4 | 1–2 |  |
| **Total**  | **6** |  |
| Note: The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate. Answers should: * demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the source/s can be disputed as historical evidence
* identify in each source the argument/s, biases, motives or perspectives that can be disputed.

 Stronger candidates may discuss the nature of the contestability, perhaps by referring to alternative  arguments or viewpoints on the interpretations presented by the sources, or by making comparisons  between the two sources. |

**Source 3 Contestability**

**How: message that Trotsky was making calculated gambles that were going to ultimately fail.**

**Why: Western British perspective that aimed for Russia to re-join WW1. This ignores how the Whites were not unified behind one common cause and were in it for their own reasons, ie minorities for the establishment of separate states, wealthy land owners to keep their own land, and western powers to force Russia back into WW1.**

**Source 4 Contestability**

**How: The message that stated Lenin’s actions all part of the process for social revolution that included civil war that would be an extension of the class struggle.**

**Why: Figes as a western revisionist viewpoint disregards how the civil war highlighted weaknesses in Communism in providing everyone's needs that were only met when Lenin relaxed policies regarding private profits to get the economy into a position which in turn allowed Stalin to exploit the established industrial and agricultural output to meet the needs of the population.**

 (e) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources. (7 marks)

|  |  |  |
| --- | --- | --- |
| **Description** | **Marks** | **Your marks** |
| Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Students should be able to demonstrate a breadth and depth of knowledge of the time period. | 1–3 |  |
| Evaluation of the themes/ideas/events in relation to those of the broader historical context | 1–2 |  |
| Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period | 1–2 |  |
| **Total** | **7** |  |
| **Note:** This question does not require reiteration of the messages in the sources.Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources; relates to the other themes/ideas/events of the whole period.Answers should:* identify the themes/ideas/events in the sources
* evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period
* refer to the long-term and/or short-term effects of the theme/idea/event
* refer to elements of continuity and/or change evident in the theme/idea/event demonstrate a depth and breadth of knowledge for the whole time period.
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Students should be able to evaluate the four sources as a whole, using referring to each source as evidence for a central proposition about the ‘golden thread’ or themes/ideas/events in common through all four, and their importance. They should also be able to succinctly evaluate the sources as they use them.

**Themes/Ideas: The Civil War/ leadership and consolidating power**

**Other Significant Events/Ideas: February and October Revolutions, The role of the Provisional Government, impacts of World War One,**

**Evaluate (Refer specifically to each Source):**

* **Short-term: Use of propaganda became prevalent, unified supporters of the Reds, the Cheka was established and used of fear and intimidation, Bolsheviks consolidated their power and secured victory. and long-term effects: established Communism under the Bolsheviks under Lenin, reinforced centralised government, quashed dissenting voices within Russia.**
* **Continuity and change: Authoritarian rule, centralised government, however a one-party state eliminated political voices but allowed promoted reforms around education and land redistribution.**

**Other themes, ideas, events:**

The impacts of Civil war or more specifically the transition of and establishment of Bolshevik power throughout the time period is very significant. It had consolidated political power under the Bolsheviks, highlighted social divisions within the country and exposed weaknesses within the economic structures under communism, the ramifications of which would change Russia irrevocably. The significant impact of World War 1 placed Russia in a vulnerable position, enhanced by the lack of unified direction of the Provisional Government created the breeding ground for the October revolution. *Candidates should refer to the sources and provide examples from their own knowledge to evaluate the extent to which The Civil War/ Leadership as an idea was important.* S1 identifies the role of Lenin as the unifier and master strategist just as S2 demonstrates dissenting and varied views of the Whites of a desire to overthrow the Reds. S3 they should recognise that Russia was significantly shaped throughout the time period and this caused social, political and economic change. S4 suggests a clear plan to use the civil war as part of the transition to communism. Ultimately the Civil war played a significant role in establishing the leadership of the Bolsheviks and Communism in Russia, that was exploited to unify the people behind one cause.