



GCSE MARKING SCHEME

SUMMER 2019

GCSE (NEW)

HISTORY

UNIT 2: HISTORY WITH A EUROPEAN/WORLD FOCUS

2A. RUSSIA IN TRANSITION, 1905-1924

3100UE0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

MARK SCHEME SUMMER 2019

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS 2A. RUSSIA IN TRANSITION, 1905-1924

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1	AO2	AO3	AO4
6	4		2	

Question: e.g. **Use Source A and your own knowledge to describe Stalin's role in the leadership struggle.**

This is the question and its mark tariff. [6]

Band descriptors and mark allocations

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows Stalin at Lenin's funeral as chief mourner, so he is a close friend;*
- *Stalin contested the leadership with others notably Trotsky his chief rival;*
- *Stalin gave Trotsky the wrong date or lied about the date for Lenin's funeral, (he is not seen in the source) this would lose him support in the struggle for leadership;*
- *Stalin became General Secretary of the Communist party in 1922 and used that position to appoint his own supporters to positions of importance within the party;*
- *by 1929 Stalin had outmanoeuvred and expelled the other members of the Politburo, Kamenev and Zinoviev may be mentioned to make himself supreme leader;*
- *reference may be made to Lenin's Testament about collective leadership and his views on the contestants in the struggle for leadership.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME

UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2A. RUSSIA IN TRANSITION, 1905-1924

Question 1

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4
6	4		2	

Question: **Use Source A and your own knowledge to describe Stalin's role in the leadership struggle.** **[6]**

	AO1 4 marks		AO3 2 marks	
BAND 2	Demonstrates detailed understanding of the key feature in the question.	3-4	Accurate analysis of the source set within its historical context.	2
BAND 1	Demonstrates some understanding of the key feature in the question.	1-2	Source is analysed through reference to its content only.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows Stalin at Lenin's funeral as chief mourner, so he is a close friend;*
- *Stalin contested the leadership with others notably Trotsky his chief rival;*
- *Stalin gave Trotsky the wrong date or lied about the date for Lenin's funeral, (he is not seen in the source) this would lose him support in the struggle for leadership;*
- *Stalin became General Secretary of the Communist party in 1922 and used that position to appoint his own supporters to positions of importance within the party;*
- *by 1929 Stalin had outmanoeuvred and expelled the other members of the Politburo, Kamenev and Zinoviev may be mentioned to make himself supreme leader;*
- *reference may be made to Lenin's Testament about collective leadership and his views on the contestants in the struggle for leadership.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the main features of War Communism. [8]**

Band descriptors and mark allocations

AO1 8 marks		
BAND 3	Demonstrates detailed knowledge to fully describe the issue set within the appropriate historical context.	6-8
BAND 2	Demonstrates knowledge to partially describe the issue.	3-5
BAND 1	Demonstrates limited knowledge to describe the issue.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *it provided food and weapons for the Red army in the Civil War, the army's needs became the priority;*
- *Lenin introduced it and it was a successful economic policy in that it won the war for the Red army;*
- *peasants had their surplus grain taken by Cheka requisition squads which led to them growing less grain, this resulted in starvation, as 5 million Russians died;*
- *the unpopularity of War Communism led to growing opposition to the Communist government as shown by the Kronstadt Mutiny in 1921;*
- *by 1921 the economy was in ruins, industrial output had fallen sharply and many workers had fled to the countryside;*
- *War Communism operated from 1918 to 1921, it added to the burdens of the workers and peasants;*
- *factories were nationalised and a new body the Vesenkha (the Supreme Council of National Economy) was set up to decide what each industry should produce;*
- *Lenin abandoned it in order for the Communist party to continue to rule Russia replacing it with his New Economic Policy (NEP).*

Question 3

<i>Mark allocation:</i>	A01	A02	A03	A04
8	4		4	

Question: **What was the purpose of Source B?** **[8]**

Band descriptors and mark allocations

	AO1 4 marks		AO3 4 marks	
BAND 3	Demonstrates very detailed understanding of the historical context.	3-4	The purpose of the source is fully analysed and evaluated. A substantiated judgement regarding purpose is reached.	3-4
BAND 2	Demonstrates some understanding of the historical context.	2	The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.	2
BAND 1	Demonstrates only basic understanding of the historical context.	1	Answer mainly describes or paraphrases the source material with little analysis or evaluation.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *it is a letter with the purpose to inform and make General Alekseyev aware of the current political situation in Russia in March 1917. The Petrograd Soviet had 3,000 members. The fact that the Petrograd Soviet are powerful. The Provisional Government could not move around or send messages without the Soviets knowing;*
- *the letter has been written from an important person, the Minister of War, who wants to make sure that Alekseyev as General of the Provisional Government realises the position his government finds itself in. It might have been written with emotion and anger;*
- *the Tsar had recently abdicated and a period of Dual power had been set up however the letter tells us that real power lies with the Petrograd Soviet, the purpose of the letter is to try to get Alekseyev to take action and to stop this happening or to change policies;*
- *the content of the letter is a response to Order No1 passed by the Petrograd Soviet which gave it control over the Russian armed forces etc., the letter is therefore emphasising the seriousness of the situation to Alekseyev who might do something about it. More detail on Order No1 could be given;*
- *it could be a warning to the Provisional Government that they need to act now or the situation could escalate. Reference may be made to the PG 's desire to continue the war, the role of Kerensky;*
- *the fact that the P.G. were described as the 'authority without power' and the P.S. 'the power without authority';*
- *to begin with both bodies were able to work together however the increasing influence of the Bolsheviks pushed them apart.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the Civil War, 1918-1921?** [12]

Band descriptors and mark allocations

	AO1 6 marks			AO3 6 marks	
BAND 3	Demonstrates detailed understanding of the key feature in the question.	5-6	BAND 3	The relative usefulness of the source material is fully analysed and evaluated. Analysis of the content and authorship of the source material is undertaken to produce a clear and well substantiated judgement, set within the appropriate historical context.	5-6
BAND 2	Demonstrates some understanding of the key feature in the question.	3-4	BAND 2	The usefulness of the source material is analysed and partially evaluated. Analysis of the content and authorship is undertaken to reach a supported judgement, set within the appropriate historical context.	3-4
BAND 1	Demonstrates limited understanding of the key feature in the question.	1-2	BAND 1	Copies or paraphrases the source material with little or no analysis and evaluation undertaken.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *mainly paraphrased answers with some content from both sources. It is useful because source C tells us that the British have written a report on how officers and their families are treated by Trotsky. Whereas Source D is a poster informing us that Petrograd needs to be defended;*
- *both sources are useful as they are contemporary to the period. Source C was a report from 1918 when the Civil War started. Source D is in 1919 a year into the Civil War. Some of the content from both will be used e.g., in C the officers of the old tsarist regime in the Red Army are treated painfully, D the poster is trying to rally support to defend Petrograd 'to the defence of';*
- *there may be more explanation on the usefulness of each to an historian with more on the attributions. Source C is an official report from the British intelligence sent to the British government explaining what it is like for officers in the Red Army under their leader Trotsky and for their families. Source D is a propaganda poster produced by the Red Army themselves and therefore has a hint of being biased in the images of the people in the poster;*

- *the usefulness of one of the sources to an historian could be covered better. An example for source C the report will be fully evaluated and the role of Trotsky in the civil war analysed especially how he treated his officers. There will be evidence in the use of historical context. Whereas Source D may be limited in analysis and evaluation;*
- *this could be the other way about with source D being better than C;*
- *both sources give analysis to an historian studying the Civil War, the content from the sources will be used and the reasons for the sources. Source C implying how Trotsky was treating his officers and their families was cruel and that the intelligence wanted the British government to know the truth. The purpose of the poster is urging the Russian people to join and support the Reds in their attempt to save Petrograd and is appealing to the patriotic nature of the Russian people;*
- *Source C gives quite a detailed view on how useful the source is describing the role of Trotsky in recruiting his officers and his treatment of them. Some historical context on how the British intelligence service were aware of the present situation and using the information to present a somewhat damaging picture of what Trotsky was doing. Russia had pulled out of the First World War and this did not go down well with their allies in the war, Britain. For Source D's historical context students might comment on how it was Trotsky that was determined to save Petrograd and how he arrived on his famous train;*
- *first rate answers in that both analysis and evaluation could be given. Analysis using content linked with historical context and the evaluation will be more thorough. Source C the element of secrecy in sending it to the British government that there were agents digging up the 'dirt' on Trotsky and what he was like 'the wives and children are thrown into prison perhaps exaggerating how he treated the families appealing to people's emotions. Whereas Source D shows the determination on the faces of those defending the city perhaps again not a true reflection of the situation. At this point it implies that the White Army is in the ascendancy;*
- *it is important to look out for the judgement which might be in the conclusion. The reasons given might be that source C is more useful as it has more information and tells us the extremes Trotsky had to take to win the Civil War. On the other hand the British government wanted Russia to continue the war against Germany and open up an Eastern front again to relieve the pressure on the allies fighting on the Western Front. Britain got involved in the Civil War with a foreign army of intervention to help the Whites;*
- *however Source D could be more useful in that Petrograd needed to be saved and the Red army under Trotsky was determined and necessary to save the city whereas Lenin felt it wasn't. The fact that the Reds won the Civil War shows the part Trotsky played and why he did what he did in the beginning. Historians will base their conclusions on the facts.*

Question 5

Mark allocation:	AO1	AO2	AO3	AO4	SPaG
19	4	12			3

Question: **To what extent was the unpopularity of the Royal Family the main reason for unrest in Russia during the period 1905 -1914?** **[16+3]**

Band descriptors and mark allocations

	AO1 4 marks		AO2 12 marks	
BAND 4	Demonstrates very detailed knowledge and understanding of the key feature in the question.	4	Fully analyses the key issue. There will be a clear analysis of other factors and their relative impact set within the appropriate historical context.	10-12
BAND 3	Demonstrates detailed knowledge and understanding of the key feature in the question.	3	Partially analyses the key issue along with a consideration of the impact of other factors in the historical context.	7-9
BAND 2	Demonstrates some knowledge and understanding of the key feature in the question.	2	Basic analysis while considering some other factors and their impact.	4-6
BAND 1	Demonstrates basic knowledge and understanding of the key feature in the question.	1	Offers a generalised response with little analysis of impact.	1-3

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Tsar ruled as an autocrat and would not take any advice. He refused to listen to his own people. This being a reason for unrest. His character and family life is outlined;*
- *reference to the growth of opposition and other political parties. The Social Democrats / Liberals / Social Revolutionaries which implies that his rule was unpopular as people turned to other groups/parties. The political problems facing Russia;*
- *causes of Bloody Sunday with Russia defeated by Japan and what happened in the massacre when the workers tried to deliver a petition to the Tsar, also the consequences with a wave of strikes and protests across the country. The unrest was blamed on the monarchy thus making them unpopular;*
- *social reasons for unrest and the formation of new organisations in 1905 called soviets to co-ordinate strikes e.g. The Petrograd Soviet which became an influential and powerful body, the first time Trotsky made his mark as chairman. Loosely called 'workers councils';*
- *the influence of Rasputin early on over the Tsar and Tsarina. The criticism from the press and the Duma. Rasputin became another piece of ammunition for those who did not like the Tsar;*

- *how the Tsar politically governed after Bloody Sunday. The October Manifesto crushing his promises leading to the Fundamental Laws, closing down of the Dumas;*
- *this generated more unrest and increased the unpopularity of the monarchy crushing all areas of revolution, the Black Hundreds massacres in 1906;*
- *the appointment of Stolypin by the Tsar whose job was to reduce further unrest and clamp down on acts of terrorism. His policies of repression Stolypin's 'Necktie' and then his policy of reform to help the peasant farmers. Note may be made of the fact that the Tsar had scrapped redemption payments and allowed peasants to buy land. Stolypin's social and military programmes. Impact of his assassination;*
- *other factors for unrest-the impact of economic change and social issues like living and working conditions culminating in industrial unrest and strikes. The blame of these causes not solely based on the unpopularity of the monarchy;*
- *the outbreak of the First World War may be briefly mentioned and the initial reactions to it. Early defeats in 1914, Tannenberg and Masurian Lakes;*
- *some students may make judgements on the extent to which the unpopularity of the monarchy was the main reason (with the word main being the issue) in the body of the essay whilst others will bring the judgement in their conclusions.*

After awarding a level and mark for the historical response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist language that follow.

Having decided on a band, award a second mark (out of 3) for SPaG. In applying these indicators:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
<i>High</i>	3	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
<i>Intermediate</i>	2	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
<i>Threshold</i>	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
	0	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder