

**MARK SCHEME**  
**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

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

Question: e.g. **Use Source A and your own knowledge to outline the role of Trotsky during the Civil War.**

[6]

**Band descriptors and mark allocations**

This is the question and its mark tariff.

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

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:

*Source A shows that Trotsky was an important figure and that he displayed strong leadership; it is known that Trotsky was a persuasive speaker and the picture shows this as the crowd looks attentive; it was this ability to inspire the Red Army that enabled him to rally the Red Army during the Civil War; as Commissar for War he played a pivotal role in the victory of the Reds in the Civil War.*

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

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

Question: **Use Source A and your own knowledge to outline the role of Trotsky during the Civil War.** [6]

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

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:

*Source A shows that Trotsky was an important figure and that he displayed strong leadership; it is known that Trotsky was a persuasive speaker and the picture shows this as the crowd looks attentive; it was this ability to inspire the Red Army that enabled him to rally the Red Army during the Civil War; as Commissar for War he played a pivotal role in the victory of the Reds in the Civil War.*

**Question 2**

Mark allocation:	AO1	AO2	AO3	AO4
<b>8</b>	<b>8</b>			

Question: **Describe the role of Rasputin in Russia in the early twentieth century.** **[8]**

**Band descriptors and mark allocations**

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

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:

*Rasputin had a major hold over the royal family of Russia because of his 'power' to heal the haemophilia of Alexis, the young heir to the throne; on two occasions, Rasputin is said to have saved the young boy and won the confidence of the Tsarina, Alexandra; he soon acquired huge influence over the Romanovs; he ensured that his own followers were given powerful positions in the government of Russia despite the fact that they were incompetent at their job; when World War One broke out, the Tsar, Nicholas II, left his family to join his troops at the front; he left his wife in charge, which effectively meant that Rasputin was in power; his behaviour outraged important noblemen; his enemies called him the "Mad Monk"; in December 1916, he was murdered by those he had angered the most – the nobility; the shame he had brought onto the royal family is one of the reasons why they were overthrown in 1917.*

**Question 3**

Mark allocation:	AO1	AO2	AO3	AO4
8	4		4	

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

**Band descriptors and mark allocations**

	AO1 4 marks		AO3 4 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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:

*The source is a headline to a more detailed newspaper article published in an American newspaper in 1921; its main purpose is to inform an American newspaper readership of the changes that Lenin is putting in place at this time; the Civil War had been won by the Communists and Lenin was anxious to settle down the Russian economy; Lenin revised his economic policy and introduced the New Economic Policy (NEP) mentioned in the headline; through this, peasants were allowed to sell some of their produce for profit and small traders were allowed to run businesses; the headlines also show that the journalist is aware that this introduction of this policy in 1921 was a big risk for Lenin and that many Communists did not agree with him; this could be another purpose of the article – letting Americans know that the Communist ideas they feared would have to be adapted or diluted to establish order at a time of considerable fear of Communism in America; the author was an American journalist and was writing for an American audience and would therefore address the introduction of NEP from this largely anti-Communist perspective.*

**Question 4**

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying events in Russia in 1917?** [12]

**Band descriptors and mark allocations**

	AO1 6 marks			AO3 6 marks	
<b>BAND 3</b>	Demonstrates detailed understanding of the key feature in the question.	5-6	<b>BAND 3</b>	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
<b>BAND 2</b>	Demonstrates some understanding of the key feature in the question.	3-4	<b>BAND 2</b>	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
<b>BAND 1</b>	Demonstrates limited understanding of the key feature in the question.	1-2	<b>BAND 1</b>	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:

*Both sources are of varied usefulness to an historian studying events in Russia in 1917 but they are narrowly focused on the relationship between the Bolsheviks and the workers. Source C confirms that the Bolsheviks had widespread support. However the poster is a representation, a poster produced by the Communists and is therefore bound to suggest that their seizure of power had widespread popular backing from the industrial workers; the crowd are clearly very supportive of the Red Guard but this ignores the fact that the coup of October 1917 was carried out by a small group of revolutionaries; this goes against the message of the picture. Source D is useful because its author was there at the time; he was a Bolshevik supporter and he comments how the party was attractive to factory workers and soldiers. However, the author was writing in the 1930s during the Stalin era and so his account may have been subject to communist censorship; it is a biased source but it demonstrates how the Bolsheviks themselves saw the appeal of the party. Both sources give useful but limited information to an historian studying events in Russia in 1917.*

**Question 5**

<i>Mark allocation:</i>	AO1	AO2	AO3	AO4	SPaG
<b>19</b>	<b>4</b>	<b>12</b>			<b>3</b>

Question: **How far did Lenin succeed in creating a strong Communist state in Russia by the time of his death in 1924?** **[16+3]**

**Band descriptors and mark allocations**

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

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:

*Answers will provide a reasoned analysis of the issue covering a broad range of factors; to a certain extent it can be argued that in many ways by the time of his death in 1924, Lenin had succeeded in creating a strong Communist state; this argument can be developed by reference to several factors: Lenin had certainly laid the foundations of a Communist state with one-party government and central control exercised by the CPSU. There was elimination of all opposition via the Cheka and control over aspects of the economy such as banking and transport; the Civil War had been won and measures were introduced to control everyday life such as changes for women, the church, education and use of propaganda and censorship; however, in many ways this is a very simplistic assessment which ignores many other aspects of Soviet Russia by 1924; some elements of Lenin's policy were criticised for betraying Communist ideals such as the impact of the NEP and the rise of Nepmen; the Communists did not have complete control over the economy, particularly agriculture, and people's values were slow to change; candidates may conclude that in the main Lenin did achieve his aim of creating a strong Communist state by the time of his death in 1924.*

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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.

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