GCSE MARKING SCHEME

SUMMER 2024

GCSE

HISTORY
UNIT 2: STUDY IN DEPTH - HISTORY WITH A EUROPEAN/WORLD FOCUS

2A. RUSSIA IN TRANSITION, 1905–1924
3100UE0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2A. RUSSIA IN TRANSITION, 1905–1924

SUMMER 2024 MARK SCHEME

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 the events of Bloody Sunday.** **[6]**

This is the question and its mark tariff.

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.

- *the source, a photograph of the time which shows that people were being shot at and there were two rows facing each other.*
- *the event became known as Bloody Sunday possibly because there was a lot of blood spilled. This however was a peaceful march by around 200,000 workers.*
- *it took place in a big courtyard in front of a big building which was the Winter Palace in St. Petersburg, this was Tsar Nicholas' residence.*
- *it took place on the 22nd January 1905 and triggered the 1905 Revolution.*
- *this was a people's demonstration of workers and peasants who were led by Father Gapon who wanted to present a petition to the Tsar with a list of their grievances such as poor living and working conditions.*
- *as the crowd approached the soldiers and Cossacks in front of the Winter Palace panicked and fired shots into the crowd. The Cossacks hacked down many with their swords. The Tsar however was not in residence.*
- *the official figures were 96 deaths and 333 wounded. It was a massacre.*
- *this event led to riots throughout Russia in the countryside and strikes in the towns.*

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.

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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.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2A. RUSSIA IN TRANSITION, 1905–1924

Question 1

Mark allocation	*AO1*	*AO2*	*AO3*	*AO4*
6	**4**		**2**	

Question: **Use Source A and your own knowledge to describe the events of Bloody Sunday. [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, a photograph of the time which shows that people were being shot at and there were two rows facing each other.*
- *the event became known as Bloody Sunday possibly because there was a lot of blood spilled. This however was a peaceful march by around 200,000 workers.*
- *it took place in a big courtyard in front of a big building which was the Winter Palace in St. Petersburg, this was Tsar Nicholas' residence.*
- *it took place on the 22nd January 1905 and triggered the 1905 Revolution.*
- *this was a people's demonstration of workers and peasants who were led by Father Gapon who wanted to present a petition to the Tsar with a list of their grievances such as poor living and working conditions.*
- *as the crowd approached the soldiers and Cossacks in front of the Winter Palace panicked and fired shots into the crowd. The Cossacks hacked down many with their swords. The Tsar however was not in residence.*
- *the official figures were 96 deaths and 333 wounded. It was a massacre.*
- *this event led to riots throughout Russia in the countryside and strikes in the towns.*

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Question 2

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
8	**8**			

Question: **Describe the events in Russia under the Provisional Government in 1917** **[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:

- *the Provisional Government was to govern Russia after the abdication of the Tsar in March 1917.*
- *it was to bring in reforms that were popular measures for the people for example freedom of speech and an 8-hour day for industrial workers.*
- *it consisted of 12 members of the Duma intending to rule until proper elections could be held for a new Duma, it was a temporary government.*
- *the Prime Minister at the start was Prince Lvov another important figure was Kerensky; the government was made up of middle class politicians who wanted to establish a democratic government.*
- *it had the support of the Bolsheviks initially who believed that the working classes would be more organized under such a government.*
- *it faced a number of problems, there were further defeats in the war which they continued, the peasants wanted to own their own land something which was promised but the Provisional Government were now reluctant to grant this.*
- *their role was to share power with the Petrograd Soviet (Dual Power) but in reality, the Provisional Government were controlled by them through Order Number 1. The weaknesses of Provisional Government could be outlined. They didn't really rule.*
- *the Bolsheviks became a real problem after Lenin's April Theses as they were offering the people what they wanted Peace, Bread and Land and said that people should not support the Provisional Government. Lenin's return was an important event.*
- *the role of Kerensky as Minster of War then Prime Minister could be explained and the June offensive and July Days with the consequences of these events.*
- *the consequences of the Kornilov Plot on the Provisional Government which eventually led to their downfall. A key event in arming the Red Guards.*
- *the end of the Provisional government during the October Revolution and how they had retained little authority throughout 1917 due to the increasing influence of the Bolsheviks.*
- *the fact that it was ironic that when Kerensky did act, setting the date of the elections for the Constituent Assembly - it pushed Lenin to decide on a takeover.*

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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**	
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:

- *the purpose of the source is to show what the Red soldiers did to the peasants during the Civil War, resorting to cruelty against their fellow patriots.*
- *its aim is to show how War Communism worked and how it was an unpopular policy amongst the peasants and workers.*
- *it shows the use of force /violence used by the Red soldiers, the peasants had to submit at gunpoint.*
- *it is to show the cruelty of the Bolsheviks as they seized the peasant's food and animals in order to feed the Red army. A necessary measure introduced by Lenin to win the Civil War.*
- *the purpose of the source is to show the Russian people that the Reds will resort to desperate action strong Red soldiers stealing from the aged peasants which led to starvation amongst peasants and workers in Russia.*
- *the poster is propaganda produced by the Whites to gather support in their fight against the Reds, to make them look bad. To seek help from foreign countries.*
- *the poster is somewhat biased as the Whites would tend to exaggerate the situation in the content of the poster making it out to be far worse that it was.*
- *reasons why this policy was adopted during the Civil War may be given economic, social, political and military.*
- *another purpose is to encourage opposition to the Bolsheviks. Signs appeared on city walls saying "Down with Lenin and horse meat. Give us the Tsar and pork".*
- *the Whites wanted to draw people's attention to the systematic use of terror used by the Reds, for example, the Cheka grain requisition squads used by Lenin.*
- *the consequences of War Communism with widespread starvation, death and terrible famine during 1920- 1921. The purpose to show the world that the Bolsheviks would not stop as they enforced their communist policies.*

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Question 4

Mark allocation:	*AO1*	*AO2*	*AO3*	*AO4*
12	**6**		**6**	

Question: **Which of the sources is more useful to an historian studying the importance of Lenin as party leader? [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**	**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**	**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**	**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:

- *Source C and D have different views on the importance of Lenin as party leader as they are from the newspapers of their respective countries and see Lenin in their own way.*
- *Source C offers a negative view saying Lenin is evil, a revolutionary and one of the most sinister figures ever, whilst source D offers praise indicating that Lenin inspired the hearts and minds of the workers and fought against those who oppressed them.*
- *the content of each source will be explored. From C we get a lot of negative comments such as he was responsible for the shameful peace, the terror that led to death of innocent victims. From D positive comments such as he moulded the party to be the strongest in the world and for freedom from the oppression of landlords and capitalists.*
- *historians would look at what Lenin achieved to form a judgement on his importance. He was successful in the Bolshevik revolution in October 1917 he believed the time was right to take over. The Reds won the Civil War, and he was again instrumental in the victory. He did win the support of the workers.*

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- *historians would also need to look at the negative aspects. Lenin closed the Constituent Assembly after losing the election, he created terror by way of the Cheka and his War Communism which led to starvation and the death of thousands.*
- *both sources are contemporary, source C is an obituary on Lenin from the Times, a British newspaper and source D an article written by Stalin in Pravda the official Bolshevik newspaper. They have different views due to their differing political ideologies.*
- *the British paper condemns what Lenin has done. The British are capitalists and always feared the spread of communism and did not want the same situation happening in Britain and even though an obituary is meant to be good natured the journalist in this case discredits Lenin on what he has done therefore an historian will be aware of its use regarding political aspects.*
- *Britain were involved as an ally to the White cause during the Russian Civil War because Lenin pulled Russia out of the first world war by signing the Treaty of Brest-Litovsk which meant Germany could concentrate all her forces on the western front. As a result of this the British newspapers would be scathing of Lenin's action therefore an historian would be aware of this regarding this source's usefulness.*
- *the article written in Pravda by Stalin heaps praise on Lenin. Stalin was one of Lenin's key leaders and he wanted to become the next leader after Lenin. He would need the Russian people to follow him so he would say great things about the man the workers loved and brought them together, giving them purpose.*
- *students should point out that both sources are biased giving some of the reasons above and that both sources are useful but both are propaganda used by the writers in expressing their opinions; perhaps with source C using more emotive language in their fight against communism and paint an extreme damaging view of Lenin whilst Stalin would continue Russia's fight to spread communism world - wide after achieving socialism in his own country first. They make their judgements from a different perspective.*
- *neither source is necessarily more useful than the other but answers should be able to reach a judgement about the varying utility of the sources in an investigation into the importance of Lenin as party leader.*

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Question 5

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

Question: **To what extent had Lenin succeeded in establishing a Communist State by 1924? [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 features 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:

- *Lenin and the Communists now ruled the country and passed laws to control it.*
- *under Lenin's leadership the Communists had defeated the Whites in the Civil War and dismissed all opposition within the nation.*
- *they had created a strong one - party state in Russia headed by the Communist party, only that party was allowed and took steps to eliminate any opposition.*
- *the CPSU controlled government at all levels, Lenin headed the Politburo which was a small decision-making body which directed the main affairs of the state, taking over from the Sovnarkom by the early 1920s.*
- *the Cheka was used to eliminate any political opposition and the Communists made great use of censorship and propaganda to spread their ideology.*
- *Lenin introduced policies which resulted in the growth of centralisation with increasing state control over the banks and finance and for a time industry and agriculture.*
- *Communist ideology was introduced into everyday life such as changes for women (the Marriage Law), the church (the Separation of the Church and State) and education (the Komsomol) which encouraged the growth of Communist ideology amongst the young.*

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- *however there some areas where Lenin was less successful in establishing a strong Communist State. Opposition to the policy of War Communism meant he had to introduce the NEP which many saw as a betrayal of true Communist ideas.*
- *the NEP created free enterprise and resulted in the emergence of Nepmen and kulaks creating a state which had non - Communist class divisions.*
- *Lenin also failed to ban religion outright and was forced to adopt a middle way. He failed to change the religious beliefs of Russians and over 90% remained Orthodox Christians by 1924.*
- *when Lenin died in 1924, he had failed to appoint a successor and this caused a power struggle between several rivals notably Stalin and Trotsky which undermined the strength of the Communist state.*
- *candidates should sum up the work at the end. Overall Lenin had succeeded in laying the foundations of a strong Communist state which Stalin developed further. However, for the Communist state to survive in the early 1920s he had been forced to introduce some non - Communist policies such as the NEP which weakened the enforcement of Communist ideology.*

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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.

Band	Marks	Performance descriptions
High	**3**	• 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
Intermediate	**2**	• 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
Threshold	**1**	• 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 • Learners use a limited range of specialist terms as appropriate
	0	• 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 meaning

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