GCSE MARKING SCHEME

SUMMER 2023

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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INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

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UNIT 2: HISTORY WITH A EUROPEAN / WORLD FOCUS

2A. RUSSIA IN TRANSITION, 1905–1924

SUMMER 2023 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 propaganda methods used by the Communists.** **[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. Some of the issues to consider are:

- *Source A shows that the communists used a train to spread propaganda;*
- *there were carriages with a cinema as seen in the source; it is popular with women and children waiting to enter the carriage presumably to see a film that contained communist ideas;*
- *the source shows decorated images on the carriage which display relevant communist messages;*
- *examples of propaganda methods would be posters put up on streets on every corner of the Russian Empire; their message would be simple and visual because many Russians could not read or write;*
- *there were also pamphlets, statues, banners. Bolshevik newspapers (Pravda) and films. The latter, for example, could be exemplified by reference to Eisenstein, who was perhaps the best-known Russian film director of the twentieth century; his film "Strike" had a clear message about how workers were oppressed and how they could resist.*
- *another method of propaganda were street festivals; May Day and the anniversary of the October Revolution;*
- *agitprop was the department of agitation and propaganda; trains and boats with a printing press on board allowing posters to be thrown out of train windows as they toured the country;*
- *there may also be reference to the use of censorship.*

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 propaganda methods used by the Communists.** **[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.

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 the communists used a train to spread propaganda;*
- *there were carriages with a cinema as seen in the source; it is popular with women and children waiting to enter the carriage presumably to see a film that contained communist ideas;*
- *the source shows decorated images on the carriage which display relevant communist messages;*
- *examples of propaganda methods would be posters put up on streets on every corner of the Russian Empire; their message would be simple and visual because many Russians could not read or write;*
- *there were also pamphlets, statues, banners. Bolshevik newspapers (Pravda) and films. The latter, for example, could be exemplified by reference to Eisenstein, who was perhaps the best-known Russian film director of the twentieth century; his film "Strike" had a clear message about how workers were oppressed and how they could resist.*
- *another method of propaganda were street festivals; May Day and the anniversary of the October Revolution;*
- *agitprop was the department of agitation and propaganda; trains and boats with a printing press on board allowing posters to be thrown out of train windows as they toured the country;*
- *there may also be reference to the use of censorship.*

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Question 2

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

Question: **Describe the role of Trotsky during the civil war.** **[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:

- *Trotsky played a key role in helping the Red Army to win the civil war;*
- *he took charge of reorganising the Red Army and was made Commissar of War in 1918;*
- *he turned the Reds into an effective fighting force restoring discipline and professionalism, his strengths being his energy and passion;*
- *Trotsky restored conscription in order to raise a large army of five million;*
- *he brought back thousands of former Tsarist officers who were unemployed and poor and wanted to get back to the job they knew. To ensure loyalty, he had their families kept hostage. He promoted talented soldiers, for example, Zhukov;*
- *he travelled to the war front in his specially equipped train, rushing to where the fighting was the fiercest to provide support;*
- *Lenin was prepared to sacrifice Petrograd to the White Army; Trotsky disagreed and turned away Yudenich's army;*
- *his rallying speeches boosted morale amongst his troops and he attached a political commissar to each army unit in order to ensure all followed the party line; his military discipline was harsh bringing back the death penalty for a range of offences.*

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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 detailed understanding of the key feature in the question.**	**2**	**The purpose of the source is partially analysed and evaluated. A judgement regarding purpose is reached.**	**2**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**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's purpose is to inform the people about how the role of the Tsar and Tsarina is being influenced by Rasputin; he is front and centre elevated on a dais, the Tsar and Tsarina his support;*
- *the source is a cartoon and the artist has portrayed Rasputin as a key figure in the autocratic system through the clever use of size and positioning;*
- *its purpose is that it creates the impression that the Tsar and the Tsarina are subservient to Rasputin and allowing him to take control;*
- *the source's message is that Rasputin dominates the scene and, through the way he is depicted, is a malevolent figure;*
- *its purpose is to provide to an educated audience in this, presumably satirical, magazine implies that the royal family is no longer in control and the interests of Russia are not being satisfactorily served;*
- *the cartoon is distributed in 1917 with the war going badly for Russia; the purpose is to let people know that Rasputin's malign influence is potentially harming Russia;*
- *the purpose is to drum up support amongst the people to rid themselves of Rasputin – eventually he is murdered by three nobles;*
- *there may be a tinge of jealousy amongst the educated classes of Russia that a peasant such as Rasputin has such a hold on the Royal family. The source is political propaganda;*
- *in Petrograd at the time there were ugly rumours about the Tsarina and Rasputin. The Tsarina was German by birth and now they put two and two together to explain Russia's defeats: Alexandra and Rasputin were German agents, working to destroy Russia from within.*

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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 impact of Lenin's policies? [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:

- *both are primary sources. Source C from a newspaper that reflects the views of the Kronstadt sailors on the treatment handed out by Lenin, and Source D a speech where Bukharin a leading Communist reflecting his views on Lenin's NEP on what he believes will happen;*
- *historians, in studying the usefulness of the impact of Lenin's policies on Russia and its people, would be aware of the authorship and their attitudes related to their feelings and where their loyalty may lie;*
- *Source C deals with the rights of the people being denied and that they are not allowed to say anything bad about Lenin's government; there is no freedom of speech. The source informs us that his Cheka, the secret police, carry out punishments on anyone who disagrees with the state using torture, an extremely harsh impact;*
- *Source C the Kronstadt paper Izvestia reflects their anger that they are no longer loyal to the communists as they had supported them in the October Revolution in 1917; they feel that dictatorship has been forced on them. In consequence this led to the Kronstadt Mutiny in 1921;*

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- *the impact of Lenin's policies in source C is that for three years since taking over they have ruled with force and the Kronstadt sailors have stood up for peasants and workers, that is, those who had supported the Bolsheviks. Their tone against Lenin is one of rebellion and the extract has perhaps an element of exaggeration on the extent of harshness handed out by the Cheka and government. Historians would be aware of this;*
- *the impact of Lenin's policies is that people are intimidated in source C and Lenin is obviously losing the support of those he has relied on in the past;*
- *historians would note that Lenin's War Communism policy is not mentioned in either source as this was a major reason for both the Kronstadt Mutiny and why Lenin introduced the New Economic Policy as this added to the burdens faced by all with 5 million dying of starvation;*
- *Source D, Bukharin, tells his party members that Lenin is taking action; he is doing his best for the country by rebuilding it and that this was just the start of things. He is introducing changes that will have a positive impact;*
- *The economy of the country is changing perhaps to catch up with other countries and also implies that, through the NEP, more food will be available, and not just a meal of a crust of bread,*
- *some of the features of what Lenin's NEP did might be mentioned;*
- *historians would be aware that Bukharin is a strong supporter of this policy; he is in effect selling it to his party members; he is full of emotion and laying it on that the condition of Russia will improve economically and that life will be beautiful; a biased view is probably given;*
- *this is just part of his speech which in the last sentence gives the impression that there are some who need to be won over to this policy. This was the case when NEP was introduced as there were hardliners who felt that it was a betrayal of the principles of the October Revolution; however, the Kronstadt Mutiny had persuaded doubters to go along with the NEP as a temporary measure and avoid splits in the party;*
- *candidates may offer judgements on the impact of Lenin's policies on the condition of Russia under Lenin and may choose one of the sources being more useful to an historian and why;*
- *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 impact of Lenin's policies.*

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Question 5

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

Question: **To what extent was Lenin responsible for Bolshevik success by the end of 1917? [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:

- *answers will provide a reasoned analysis of the issue covering a broad range of factors; to a certain/great extent it can be argued that Lenin was instrumental in helping the Bolsheviks to be successful in trying to take control and in establishing a new communist state;*
- *Lenin portrayed himself as a central figure who pushed for revolution and for the Bolsheviks to take over in October 1917 seizing the opportunity to take control;*
- *it could be argued that the weakness of the Provisional Government led to the Bolsheviks taking control as the Petrograd Soviet had control during the period of Dual Power through Order No1. The June offensive, July Days and Kornilov plot may be mentioned;*
- *Lenin's April Thesis had increased Bolshevik support and, although in exile, he had strongly argued for action, writing to the Bolshevik Central Committee urging them to take power into their own hands; 'Peace, Bread and Land' and the slogan 'all power to the soviets' appealed;*

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- *Trotsky's role in the October Revolution was vital as he was the dominant figure controlling the Red Guards, soldiers and sailors and planning and organising, and therefore he played a very important role in the Bolsheviks being successful;*
- *the continuation of war with the collapse of the infrastructure of the country; discontent and starvation were responsible for the Bolsheviks being successful as they offered a way out;*
- *the storming of the Winter Palace was easy for the Bolsheviks as resistance to them was weak with a Women's Battalion and military cadets defending it;*
- *a new government was set up by Lenin in November called Sovnarkom made up solely of Bolsheviks; he did not want to share power with any other political parties; this was partly a success;*
- *soviets throughout the country followed the Bolshevik lead and took control of most towns and cities. But this did not mean that Lenin and the Bolsheviks had total control and they were not fully successful as not all the soviets were run by the Bolsheviks; in the countryside most peasants supported the Social Revolutionaries;*
- *the Provisional Government had promised elections for a Constituent Assembly and it seemed that the Social Revolutionaries would win;*
- *Lenin was responsible in passing decrees and therefore contributed to Bolshevik success in passing laws, a way of ensuring that the Bolsheviks had control; he set up the Cheka to deal with opponents;*
- *examples of decrees to keep control and satisfy the people can be given; the decree on work, the decree on land, the decree on the press in making the Bolsheviks successful to an extent by the end of 1917 to control the country, keeping to their promises. Lenin was mainly responsible for these;*
- *candidates should conclude with a balanced judgement on the issue on whether it was mainly down to Lenin.*

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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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