



GCSE MARKING SCHEME

SUMMER 2018

**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 2018 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 2018

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:

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

Question: **Use Source A and your own knowledge to describe the role of the Cheka in the early years of Communist Russia.** [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:

- *Source A shows the Cheka marching in a communist rally in 1921; they are carrying a banner which reads “To avoid economic ruin everyone must work longer hours”.*
- *they are dressed in uniform and look proud marching in columns behind the banner; they are also carrying flags.*
- *the role of the Cheka was that they were Lenin's secret police force, the Extraordinary Commission for the struggle against counter revolution, sabotage and speculation.*
- *they would torture opponents of communism; they carried out the Red campaigns hunting down agents or enemy spies.*
- *their leader was Felix Dzerzhinsky.*
- *their role was to terrify all hostile social groups and remove all opposition to the Bolshevik regime.*
- *there may be reference to war communism and requisition squads.*

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 SUMMER 2018

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 role of the Cheka in the early years of Communist Russia.** **[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:

- *Source A shows the Cheka marching in a communist rally in 1921; they are carrying a banner which reads “To avoid economic ruin everyone must work longer hours”.*
- *they are dressed in uniform and look proud marching in columns behind the banner; they are also carrying flags.*
- *the role of the Cheka was that they were Lenin's secret police force, the Extraordinary Commission for the struggle against counter revolution, sabotage and speculation.*
- *they would torture opponents of communism; they carried out the Red campaigns hunting down agents or enemy spies.*
- *their leader was Felix Dzerzhinsky.*
- *their role was to terrify all hostile social groups and remove all opposition to the Bolshevik regime.*
- *there may be reference to war communism and requisition squads.*

Question 2

Mark allocation:	AO1	AO2	AO3	AO4
8	8			

Question: **Describe the impact of the First World War on Russia by 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 First World War had a great impact on Russia and on the Tsar and his family; a great number had died.*
- *the Tsar got personally involved in the war taking over as Commander in Chief of the army and joining the front lines; however all the blame for the defeats was laid on him with the lack of weapons, the desertions and incompetence.*
- *Russia's infrastructure collapsed as there were food shortages and starvation especially in the towns and cities; problems with distribution as the railway system collapsed due to fuel shortages and the extreme cold climate.*
- *people became disillusioned with the continuation of the war and there was growing opposition against the Bolsheviks and violence on the streets, an example being the anarchist group known as the Black Guard.*
- *the impact of the war led to the Tsarina taking charge at home who was heavily influenced by Rasputin who more or less sacked and changed ministers as he wished; Rasputin was then murdered.*
- *eventually the impact of the First World War led to the February Revolution with strikes by the Putilov steel workers and then the abdication of Tsar Nicholas and a new government forming in March, the Provisional Government led by Kerensky with the Petrograd Soviets.*

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 source is a pamphlet showing the land Russia lost under the terms of the Treaty of Brest-Litovsk which was Russia's surrender from the First World War signed by the Bolsheviks in March 1918.*
- *its main purpose is inform the Russian people and the allied countries that they have been let down by Lenin and the Bolsheviks who now rule the country; the Bolsheviks had promised peace even back in Lenin's April Theses 1917, Peace, Bread and Land.*
- *the headline is bold and reflects the reaction to the Treaty of Brest-Litovsk which is **Peace at any Price**; this implies that the Bolsheviks will agree to any demands presented to them by the Germans however high!*
- *the land lost as seen from the map. The Russians gave up Finland, the Baltic regions of Lithuania, Latvia, Estonia, the Russian region of Poland and the Ukraine (an area of millions of people which confirms its harsh settlement); other terms included reparations, and loss of valuable industrial land.*
- *another purpose for the source is to gather opposition support against the Bolsheviks, it maybe mentioned that their decrees and action in forcibly closing down the elected Constituent Assembly will lead eventually to confrontation, a civil war; the source is distributed by anti Bolshevik groups such as the Social Revolutionaries who have a grudge to bear.*
- *the purpose of the source is propaganda to get at Lenin the Bolsheviks and would be distributed not only for the Russian people but to other countries such as Russia's allies Britain, France, Japan and America as they would be annoyed at Russia's withdrawal from the war and would want them to come back into the war to open up the eastern front against the Germans.*

Question 4

Mark allocation:	AO1	AO2	AO3	AO4
12	6		6	

Question: **Which of the sources is more useful to an historian studying the New Economic Policy (NEP)?** [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:

- *both sources are of varied usefulness to an historian studying the effects of the New Economic Policy introduced by Lenin as an economic change in direction replacing War Communism in 1921.*
- *Source C is narrowly focused on celebrating the spread of electricity across Russia and the fact that it is important for industrial growth. However the poster is produced by the Communists and is bound to suggest the positives regarding the effects of the NEP as it was they that initiated the policy.*

- *the image of Lenin gives it the importance of his achievement showing a network of power stations powering the industry that was to build socialism; he said “Soviet power plus electrification equals Communism”. Reference to different types of industry may be given.*
- *however only the the industrial factor is covered in the source, the fact is that industrial recovery did take place but at a much slower pace than expected. There was more of a rapid growth especially from small-scale enterprises by 1923 as factory output rose by almost 200%. Prices of industrial goods rose because they were in short supply; Trotsky called this the 'scissors' crisis. A widening gap between industrial and agricultural goods.*
- *Source D is useful because Serge was there at the time he recalls the benefits for the Russian people and the political effects of the NEP, betrayal of communist principles - 'it was capitalism!' The author was writing notes in his memoirs and would possibly reflect day to day recollections. He is pointing out the negative aspects of Lenin's NEP.*
- *due to censorship the author of Source D might not show his true feelings about the NEP at the time but was emotionally involved keeping his views secret and personal. He was expelled later (in 1928). The fact he was expelled later on could mean he was a kind of troublemaker.*
- *he had only joined the Bolsheviks two years after the October 1917 Revolution at the time of the Civil War against the Whites. He might have wanted to create an impression. Both sources have views on the effects of the NEP and would be of value to an historian.*
- *whereas Source C is glorifying the use of electric power with a touch of propaganda bias, Source D gives a personal view reflecting some aspects of prosperity but pointing out the political effects as a die hard Bolshevik.*
- *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 New Economic Policy.*

Question 5

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

Question: **To what extent was Bolshevik success in the October 1917 Revolution mainly due to the roles of Lenin and Trotsky?** [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 the roles of Lenin and Trotsky were instrumental in the success.*
- *Lenin portrayed himself as a central figure who pushed for, directed and secured a Bolshevik victory; Trotsky played an active role and secured control of the Petrograd Soviet, he was a tireless activist and had been involved in the 1905 Revolution.*
- *Lenin's April Thesis had increased Bolshevik support and even though in exile had strongly argued for action writing to the Bolshevik Central Committee urging them to take power into their own hands. Without Lenin the Bolsheviks would not have pushed for revolution for several years. He believed the time was right even though Zinoviev and Kamenev opposed his plans for a coup d'etat.*

- *Trotsky was dominant in the Military Revolutionary Committee controlling the Red Guards, sailors and soldiers; he planned and organised the take over. Notes on Trotsky's plans and the storming of the Winter Palace can be included.*
- *however the coup was carried out by a small group of revolutionaries which goes against the view that it was mainly due to Lenin and Trotsky. The mistakes made and the weakness of the Provisional Government were significant with the Petrograd Soviet being the force in dual power control.*
- *the continuation of involvement in the first world war led to a collapse to the infrastructure of the country and the discontent starvation and despair of the Russian people throughout the country. Events such as the June offensive, July Days and the Kornilov Plot may be mentioned as contributory factors.*
- *candidates should conclude with a balanced judgement on the issue on whether it was really down to Lenin and Trotsky.*

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 • Learners use a limited range of specialist terms as appropriate
	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 meaning