GCSE MARKING SCHEME

SUMMER 2022

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 2022 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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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 Communist policies towards religion.** **[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 Communist soldiers taking statues and icons out of the church, they are not being stopped;*
- *they are stealing church valuables and possessions and there are a number of soldiers;*
- *the Communists saw religion as a sign of backwardness and Lenin said 'Electricity will take the place of God';*
- *in their policies they passed many decrees against the church; one was the Separation of Church and State in 1918 which declared that the Church could not own property;*
- *they banned all religious education in schools;*
- *more than 8,000 people were executed in the anti-church campaigns during the famine of 1921-1922;*
- *the Union of the Militant Godless set up in 1921 had branches all over the country holding debates to prove God did not exist and had newspapers attacking the priests as fat parasites. As part of their policies they carried out an enormous propaganda campaign;*
- *Lenin and the communists allowed freedom of worship and belief while at the same time aiming to destroy the power and wealth of the church.*

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: STUDY IN DEPTH - 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 Communist policies towards religion. [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 Communist soldiers taking statues and icons out of the church, they are not being stopped;*
- *they are stealing church valuables and possessions and there are a number of soldiers;*
- *the Communists saw religion as a sign of backwardness and Lenin said 'Electricity will take the place of God';*
- *in their policies they passed many decrees against the church; one was the Separation of Church and State in 1918 which declared that the Church could not own property;*
- *they banned all religious education in schools;*
- *more than 8,000 people were executed in the anti-church campaigns during the famine of 1921-1922;*
- *the Union of the Militant Godless set up in 1921 had branches all over the country holding debates to prove God did not exist and had newspapers attacking the priests as fat parasites. As part of their policies they carried out an enormous propaganda campaign;*
- *Lenin and the communists allowed freedom of worship and belief while at the same time aiming to destroy the power and wealth of the church.*

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Question 2

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

Question: **Describe the main features of the New Economic Policy (NEP). [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:

- *grain requisitioning was abolished and elements of a free market economy introduced;*
- *peasants would pay a small fixed amount of grain as tax each year but any surplus could be sold in the open market;*
- *the ban on private trade was removed, this meant food and goods could flow more easily between countryside and towns;*
- *small factories which employed less than 20 workers were returned to their former owners and allowed to make a profit e.g. small workshops and factories that made goods such as shoes, nails and clothes;*
- *traders could now buy, sell and make goods at a profit. Nepmen or middlemen emerged;*
- *trade with foreign countries was encouraged e.g. an Anglo-Soviet trade agreement was set up in 1921;*
- *people could use money again and a new rouble was introduced;*
- *key industries such as coal and steel still remained in state hands, they also retained control of transport and the banking system;*
- *the NEP also included the electrification of Russia which Lenin said would be the key to economic growth.*

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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 source portrays what the Duma was like in 1906;*
- *the source is a cartoon drawn by the Bolsheviks who want a Duma as they want to have their say in running the country which shows that was not the case;*
- *its main purpose is to let others know what the situation regarding the Duma is, to gather opposition against the autocratic rule of the Tsar, a party member is being gagged/silenced;*
- *the cartoon shows powerful well-built Tsarist officials who are carrying out presumably orders from the Tsar himself;*
- *the purpose / message given is that there is no political freedom of speech in Russia even after the Tsar has allowed one to exist;*
- *reference should be made to the October Manifesto and the terms outlined, the purpose of this source is to tell the Russian people that the Tsar has gone back on his promises, he cannot be trusted;*
- *the cause of the granting of a Duma could be given with reference to Bloody Sunday and about the protest regarding bad working and living conditions;*
- *the purpose of the cartoon is to show how the Tsar limited the power of the Duma with the appointment of Stolypin as Prime Minister who believed in strict government and the Tsar's May 1906 Fundamental Laws;*
- *there may be mention of what happened to the Duma during and after 1906;*
- *the fact that the cartoon was drawn by an opposition party seeking to perhaps overthrow the Tsar and the need to have democracy would reflect an image that might be prone to over exaggerate the situation in Russia. If by the Bolsheviks, the newspaper is for propaganda purposes for the growth of the Bolshevik party.*

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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 growing crisis in Russia during the First World War? [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 sources are of varied usefulness to an historian studying the growing hardships at home in Russia during the First World War as they are both written at the time of the war and reflect what life was like;*
- *Source C is a letter from the Tsarina which informs the Tsar, her husband, of the political situation in Petrograd the capital. She pleads that Rasputin must be listened to and not to listen to Rodzianko who will only bring more discontent;*
- *Source C is part of a letter and has elements of emotion. She has relied too heavily on Rasputin who the Tsarina believes has been sent to them by God and after he saved their son Alexei's life she became great friends with him;*
- *the Tsarina believes that the Duma should not be called together and that they will make things worse in the country. She thinks that the leader of the Duma is horrid. Reference to the Tsarina being in charge whilst her husband is away fighting;*

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- *limitations on the source's usefulness to an historian on the issue would imply that she is being influenced by Rasputin and there are rumours that she is having an affair with Rasputin and the Tsarina is German and a German agent and she is therefore over exaggerating the situation at home during the war;*
- *it does not tell us much about the problems regarding the hardships apart from the problem with forming a new government, although it tells us that the tension is mounting, there is discontent;*
- *Source D is a telegram sent which tells us that the situation is serious and there is urgency. It is sent during the time of the February Revolution;*
- *Source D contains factual information on a series of problems that are happening in the capital e.g. the transport system has broken down, the government is paralysed. It is more informative on the causes of discontent than Source C therefore perhaps more useful;*
- *it is written to the Tsar by the President of the Duma, Rodzianko, who the Tsarina a year earlier had called horrid and warned the Tsar not to let him form a new government. He may be extending the truth on the reality of the hardships in order to take control;*
- *reference may be made to the fact that the war has been going on now for 3 years and that the consequences of death, desertions and a crippling economy have taken their toll;*
- *Rodzianko obviously has lost control of the situation, he is pleading to the Tsar to act and return to the capital from the war front;*
- *the consequences of the 27th February; the response to the demonstrations against the wishes of the Tsar – the formation of the Provisional Government may be added;*
- *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 growing crisis in Russia during the First World War.*

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Question 5

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

Question: **To what extent were the weaknesses of the Whites the main reason for the Reds winning the Civil War? [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 extent/great extent it can be argued that the weaknesses of the White army were instrumental in their failure to win the war;*
- *the White army had too many leaders and they could not agree with each other, they lacked unity; the names of the leaders Kolchak, Yudenich, Denikin and Wrangel may be given;*
- *they were made up of too many political parties who wanted to achieve different things; there was lack of discipline and leaders were incompetent that is why they lost;*
- *geographically the White army was scattered around Russia and found it difficult to plan their attacks;*
- *the use of foreign armies alienated the true Russian patriots and foreign support was half-hearted and full of self-interest. France pulled out in 1919. The Reds use of propaganda to rally their cause;*
- *the Whites did not have widespread support whilst the Reds had core support among workers and soldiers;*

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- *the roles played by Trotsky and Lenin, with his policy of War Communism, will be brought in contributing to the reason why the White army failed to win the war and why the Reds won it;*
- *certain advantages that the Reds had over the Whites such as the use of the railway and the control of supplies and ammunition in the cities, weighing in how that played its part in the Whites losing the war;*
- *the part played by the peasants in their fight to own land;*
- *references to key events such as the murder of the Tsar and his family and certain military campaigns when the White army suffered;*
- *candidates should conclude with a balanced judgement on the issue on whether the weaknesses of the White army was the main reason for their failure.*

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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