

Mark Scheme (Results) January 2010

GCSE

GCSE History (5HA02/2B)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Unit 2: Modern World Depth Study

Option 2B: Russia, 1917-39

NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.

Question Number		
1 (a)		What can you learn from Source A about the problems facing the Provisional Government in 1917? Target: Source comprehension, inference and inference support
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. e.g. The Provisional Government was unable to take Russia out of the war.
2	2-3	Makes unsupported inferences. An inference is a judgement that can be made from studying the source, but is not directly stated by it. e.g. ... I think it tells us that the problems the Provisional Government faced were very serious and possibly insurmountable. <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
3	4	Makes supported inference(s). A supported inference is one which uses detail from the source to prove the inference. e.g. ... I think it tells us that the problems the Provisional Government faced were very serious and possibly insurmountable. I think this because the source says 'The weakness of the Provisional Government meant that, even if it had wanted to, it could not make the sweeping changes that many hoped for.' So this proves that the government could not cope with the problems.

Question Number		
1 (b)		Describe the key features of Lenin's New Economic Policy. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p>Simple statement(s). One mark per simple statement made.</p> <ul style="list-style-type: none"> • One simple statement = 1 mark • Two simple statements = 2 marks • Three simple statements = 3 marks <p>e.g. The New Economic Policy was introduced by Lenin to make changes.</p>
2	4-6	<p>Developed statement(s). (a developed statement is a simple statement which is supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks • Two or more developed statements = 5-6 marks <p>e.g. ... The New Economic Policy was introduced by Lenin to make changes. It was about relaxing state control and holding back some ideas of communism. State control was relaxed by allowing individuals to run smaller businesses for their own gain. Capitalism returned by allowing peasants and shopkeepers by selling goods.</p>

Question Number		
1 (c)		<p>Explain the effects of Stalin's policy of collectivisation on the Soviet Union.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>e.g. Collectivisation destroyed a lot of people's lives.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... Collectivisation made an enormous difference to the Soviet Union. About 14 million households had joined collectives by the 1930s. Millions of peasants were forced off the land and went into town. It also brought about famine.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of consequence(s).</p> <p>An explanation of more than one consequence supported by selected knowledge.</p> <p>e.g. ... Collectivisation made an enormous difference to the Soviet Union. It had political consequences as well as social and economic ones. About 14 million households had joined collectives by the 1930s. Millions of peasants were forced off the land and went into towns. It also brought about famine, so there were serious social and economic effects. The political effects were that Stalin was able to achieve control over the richer peasants, the Kulaks. Collectivisation more or less wiped them out.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained change. • 8 marks for answers which show links between changes.

Question Number		
1 (d)		<p>Explain why Soviet industry expanded rapidly in the 1930s.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p>e.g. It expanded rapidly because of Stalin's policies.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Explains causes.</p> <p>The student supports statement(s) with relevant contextual knowledge</p> <p>e.g. ... This was because Stalin introduced his Five Year Plans. The idea was that the state planning department would decide targets for industries such as coal and steel and a propaganda campaign would be used to persuade the workers to meet them. There were three of these plans and they brought about a major expansion in production.</p> <ul style="list-style-type: none"> • 3-4 marks for one explained cause. • 4-5 marks for two or more explained causes.
3	6-8	<p>Explains why the causes brought about the stated outcome.</p> <p>e.g. ... This was because Stalin introduced his Five Year Plans. The idea was that the state planning department would decide targets for industries such as coal and steel and a propaganda campaign would be used to persuade the workers to meet them. There were three of these plans and they brought about a major expansion in production. Stalin made sure Russian industry expanded by enforcing the targets. Forced labour was used and great workers like Stakhanov were portrayed as heroes.</p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two causes linked to outcome. • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.

Question Number		
2(a)		Explain how opposition to the Tsar grew in Russia in 1917. Target: Change/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of change.</p> <p>One mark per simple statement made.</p> <p>e.g. As 1917 went on, the Tsar was shown to be incompetent.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of change.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g ... As 1917 went on the Tsar became increasing unpopular. The army was doing very badly in the war and in March soldiers in Petrograd began supporting a revolution. The Tsar also became more unpopular with the workers. There was a serious wave of strikes in Petrograd and soon the Duma told the Tsar that he would have to abdicate.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of change.</p> <p>An explanation of more than one change supported by selected knowledge.</p> <p>e.g ... Opposition to the Tsar grew during 1917 because people became increasingly disillusioned with how he was running the country. All the problems of pre-1917 Russia got worse. The army was doing very badly in the war and in March soldiers in Petrograd began supporting a revolution. The Tsar also became more unpopular with the workers. There was a serious wave of strikes in Petrograd and soon the Duma told the Tsar that he would have to abdicate.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained change. • 8 marks for answers which show links between changes.

Question Number		
2(b)		<p>Explain how Stalin dealt with opposition to his in the Soviet Union in the 1930s.</p> <p>Target: key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made.</p> <p>e.g. Stalin dealt with opposition by wiping it out.</p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	<p>Developed statement(s) of ways.</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p>e.g. ... Stalin dealt with his opposition by imprisoning and exiling it. He used the secret police to arrest and shoot hundreds of thousands of people. His own records show that nearly 700,000 were executed in 1937-8 alone.</p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement. • 4-5 marks for two or more developed statements.
3	6-8	<p>Developed explanation of ways.</p> <p>An explanation of more than one way supported by selected knowledge.</p> <p>e.g. ... Stalin used terror and intimidation. He made the Soviet people so frightened that they obeyed for fear of serious punishment if they did not. The secret police had a network of spies and informers who informed on those with unacceptable views. Even children sometimes informed on their parents. The Moscow Show Trials were another method Stalin used. Old Bolsheviks confessed to crimes they had not permitted so that their families would survive.</p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained way. • 8 marks for answers which show links between the ways.

Question Number		
3(a)		<p>Was Trotsky's leadership of the Red Army the main reason why the Bolsheviks won the Civil War? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of causation.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>e.g. Yes it was. It is always important to have a strong army.</p> <p>High level 1 (3-4) For unfocused description</p> <p>e.g. War Communism was introduced by Lenin. It was one of the policies that was designed to make sure the Bolsheviks won the war. It was a policy in which strict measures were taken to organise industry and control food supplies.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
		QWC i-ii-iii
2	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p>e.g. ... War Communism was about making sure the army was fed. Food was given to the army before they it was given to the people.</p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g. ... W War Communism was about making sure the army was fed. Food was given to the army before it was given to the people. The support of the people was also important. The</p>

QWC i-ii-iii		<p>Bolsheviks had the support of the industrial workers and the peasants.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
3	9-12	<p>Developed explanation of causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>e.g. ... War Communism was about making sure the army was fed. Food was given to the army before they it was given to the people. The support of the people was also important. The Bolsheviks had the support of the industrial workers and the peasants, who saw the Whites as representing the old corrupt regime and so opposed them.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g. ... War Communism was about making sure the army was fed. Food was given to the army before they it was given to the people. The support of the people was also important. The Bolsheviks had the support of the industrial workers and the peasants, who saw the Whites as representing the old corrupt regime and so opposed them. Of these, I think that war communism was the most important because if the army had not been well-supplied, the support of the workers and peasants would have counted for nothing.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
4	13-16	<p>A sustained argument.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>e.g. I think Bolshevik unity, war communism and the support of the People are three key reasons. Unlike the Whites (who were</p>

<p>QWC i-ii-iii</p>	<p>fighting for many reasons), the Bolsheviks were united in their desire to bring about a communist government. War Communism was about making sure the army was fed. Food was given to the army before they it was given to the people. The support of the people was also important. The Bolsheviks had the support of the industrial workers and the peasants, who saw the Whites as representing the old corrupt regime and so opposed them. I think the unity is the most important. You could have had support and a good army, but if you weren't united you could have broken into weak groups competing for power.</p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation.</p> <p>e.g. ... I think Bolshevik unity, war communism and the support of the People are three key reasons. Unlike the Whites (who were fighting for many reasons), the Bolsheviks were united in their desire to bring about a communist government. War Communism was about making sure the army was fed. Food was given to the army before they it was given to the people. The support of the people was also important. The Bolsheviks had the support of the industrial workers and the peasants, who saw the Whites as representing the old corrupt regime and so opposed them. I think the unity is the most important. You could have had support and a good army, but if you weren't united you could have broken into weak groups competing for power. But then again, you could argue that without war communism and the support of the people, they couldn't win anyway.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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Question Number		
3(b)		<p>Was industrialisation the most important effect of Stalin's rule on the Soviet Union? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02) QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple or generalised statements of effect.</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p>e.g. I agree. Industrialisation was very important. It changed the Soviet Union.</p> <p>High level 1 (3-4) For unfocused description.</p> <p>e.g. There were a large number of measures introduced by Stalin. One of the most interesting was the change he made in the way that the Soviet Union manufactured goods, particularly in the production of steel.</p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p>QWC i-ii-iii</p>
2	5-8	<p>Developed statements of effect</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p>e.g. ... I agree. Industrialisation was very important. It changed the Soviet Union. When Stalin first came to power he realised that the Soviet Union was 50 to 100 years behind other countries. So he introduced 5 year plans to change things.</p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p>e.g ... I agree. Industrialisation was very important. It changed the Soviet Union. When Stalin first came to power he realised</p>

<p>QWC i-ii-iii</p>		<p>that the Soviet Union was 50 to 100 years behind other countries. So he introduced 5 year plans to change things.</p> <p>The purges of the 1930s were also important. Stalin believed that there were many people in the Soviet Union who were against him. So he took measures to deal with them. Thousands of people in the armed forces, in the Party and in ordinary life were put to death.</p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<p>3</p>	<p>9-12</p>	<p>Developed explanation of effect.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p>e.g. ...Two very important effects of Stalin's rule were industrialisation and the purges of the 1930s. . Industrialisation was very important. It changed the Soviet Union. When Stalin first came to power he realised that the Soviet Union was 50 to 100 years behind other countries. So he introduced 5 year plans to change things.</p> <p>The purges of the 1930s were also important. Stalin believed that there were many people in the Soviet Union who were against him. So he took measures to deal with them. Thousands of people in the armed forces, in the Party and in ordinary life were put to death.</p> <p>So these measures changed the Soviet Union from an agricultural country to an industrial one. They also changed it from a country where the people were supposed to have been set free to one where they lived in fear.</p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g. ... Two very important effects of Stalin's rule were industrialisation and the purges of the 1930s. . Industrialisation was very important. It changed the Soviet Union. When Stalin first came to power he realised that the Soviet Union was 50 to 100 years behind other countries. So he introduced 5 year plans to change things.</p> <p>The purges of the 1930s were also important. Stalin believed that there were many people in the Soviet Union who were against</p>

<p>QWC i-ii-iii</p>		<p>him. So he took measures to deal with them. Thousands of people in the armed forces, in the Party and in ordinary life were put to death.</p> <p>So these measures changed the Soviet Union from an agricultural country to an industrial one. They also changed it from a country where the people were supposed to have been set free to one where they lived in fear. I think the industrialisation measures were the most important as they made the Soviet Union powerful and enabled Stalin to stay in power.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p>4</p>	<p>13-16</p>	<p>A sustained argument.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>e.g. ... Two very important effects of Stalin's rule were industrialisation and the purges of the 1930s. . Industrialisation was very important. It changed the Soviet Union. When Stalin first came to power he realised that the Soviet Union was 50 to 100 years behind other countries. So he introduced 5 year plans to change things.</p> <p>The purges of the 1930s were also important. Stalin believed that there were many people in the Soviet Union who were against him. So he took measures to deal with them. Thousands of people in the armed forces, in the Party and in ordinary life were put to death.</p> <p>So these measures changed the Soviet Union from an agricultural country to an industrial one. They also changed it from a country where the people were supposed to have been set free to one where they lived in fear. This was reinforced by Stalin's creation of the cult of Stalin. He used propaganda to create the idea that he was the father of the nation and that everything which happened came about because of his wise government. I think the industrialisation measures were important as they made the Soviet Union powerful, but it was the clever use of propaganda to make him seem popular and the fear that stopped opposition that were really important.</p>

<p>QWC i-ii-iii</p>	<p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.</p> <p>e.g. ... Two very important effects of Stalin's rule were industrialisation and the purges of the 1930s. . Industrialisation was very important. It changed the Soviet Union. When Stalin first came to power he realised that the Soviet Union was 50 to 100 years behind other countries. So he introduced 5 year plans to change things.</p> <p>The purges of the 1930s were also important. Stalin believed that there were many people in the Soviet Union who were against him. So he took measures to deal with them. Thousands of people in the armed forces, in the Party and in ordinary life were put to death.</p> <p>So these measures changed the Soviet Union from an agricultural country to an industrial one. They also changed it from a country where the people were supposed to have been set free to one where they lived in fear. This was reinforced by Stalin's creation of the cult of Stalin. He used propaganda to create the idea that he was the father of the nation and that everything which happened came about because of his wise government. I think the industrialisation measures were important as they made the Soviet Union powerful, but it was the clever use of propaganda to make him seem popular and the fear that stopped opposition that were really important. Without these measures, Stalin would not have had the authority to persuade/force the workers to produce the huge amounts his Five Year Plans demanded.</p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
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