

# Mark Scheme (Results)

## Summer 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 Stalin's rule of the Soviet Union?  Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1	<b>Students do no more than copy/paraphrase the source.</b>  e.g. We can learn that Stalin's achievements were constantly praised. Part of Stalin's approach was to use the cult of personality. He was the father figure and there was even a set of eight recordings made of his speeches.
2	2-3	<b>Makes unsupported inference(s).</b>  An inference is a judgement that can be made from studying the source, but is <b>not directly stated by it</b> .  e.g. I can learn that Stalin's rule was one where his own personal characteristics were considered very important <ul style="list-style-type: none"><li>• 2 marks for one unsupported inference.</li><li>• 3 marks for two unsupported inferences.</li></ul>
3	4	<b>Makes supported inference(s).</b>  A supported inference is one which uses detail <b>from the source</b> to prove the inference.  e.g. I can learn that Stalin's rule was one where his own personal characteristics were considered very important. The source says that the cult of personality was used to show him as a father figure with the people's interests at heart.

Question Number		
1 (b)		Describe the key features of the Kornilov Revolt. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	<p><b>Simple statement(s).</b> One mark per simple statement made.</p> <ul style="list-style-type: none"> <li>• One simple statement = 1 mark</li> <li>• Two simple statements = 2 marks</li> <li>• Three simple statements = 3 marks</li> </ul> <p><i>e.g. ... Kornilov told the Cabinet that they had to resign.</i></p>
2	4-6	<p><b>Developed statement(s).</b> (a developed statement is a simple statement is supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks</li> <li>• Two or more developed statements = 5-6 marks</li> </ul> <p><i>e.g. ... Kornilov told the Cabinet that it had to resign and to hand over complete authority to him. This was because he did not approve of what the government was doing and wanted to get rid of Prime Minister Kerensky.</i></p>

Question Number		
1 (c)		<p>Explain the effects of Lenin's policy of War Communism on Russia.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of consequence(s).</b></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... The effects of war communism were that the Bolsheviks won the civil war.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statements of consequence(s).</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... One of the effects of war communism was that the factories were taken over by the government. On November 29th, 1920, any factory/industry that employed over 10 workers was nationalised.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed statement.</li> <li>• 4-5 marks for two or more developed statements.</li> </ul>
3	6-8	<p><b>Developed explanation of consequence(s).</b></p> <p>The student explains one or more consequence supported by selected knowledge.</p> <p><i>e.g. ... One of the effects of war communism was that the factories were taken over by the government. On November 29th, 1920, any factory/industry that employed over 10 workers was nationalised. This was done to make the workers feel that they were working to bring benefits to themselves, not just the factory owners.</i></p> <p><i>Another effect was that the distribution of food was taken over by the government. A Food Commissariat was set up to make this happen. This was done to ensure that food was channelled to soldiers and workers.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
1 (d)		Explain why Stalin became the leader of the Soviet Union. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ...Stalin became leader because he had the most support</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statement(s) of causation.</b></p> <p>The student supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... Stalin became leader because he was able to discredit Trotsky. For example, he made Trotsky look misloyal by tricking him into not attending Lenin's funeral.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed cause.</li> <li>• 4-5 marks for two or more developed causes.</li> </ul>
3	6-8	<p><b>Developed explanation of causation.</b></p> <p>The student explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g ... Stalin became leader because he was able to discredit Trotsky. For example, he made Trotsky look misloyal by tricking him into not attending Lenin's funeral. This is an example of the sort of cunning that Stalin showed in tricking people into thinking that Stalin's opponents were not suitable to run the country. So they supported him</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one cause linked to outcome.</li> <li>• 7-8 marks for two or more causes linked to outcome.</li> <li>• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.</li> </ul>

Question Number		
2(a)		<p>Explain how the Bolsheviks overcame opposition to their rule in the years 1917-24.</p> <p>Target: key feature/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of ways.</b></p> <p>One mark per simple statement made</p> <p><i>e.g... They did it by taking tough measures.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statement(s) of ways.</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... They did it by taking tough measures. For example, they used the Red Terror. The Cheka punished anyone who opposed Bolshevik rule.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed statement.</li> <li>• 4-5 marks for two or more developed statements.</li> </ul>
3	6-8	<p><b>Developed explanation of ways.</b></p> <p>An explanation of one way or more supported by selected knowledge.</p> <p><i>e.g ... They did it by taking tough measures. For example, they used the Red Terror. The Cheka punished anyone who opposed Bolshevik rule. This meant that people were afraid to oppose them.</i></p> <p><i>Another way was by setting up the Red Army to make sure that the Whites were defeated. Trotsky set up an effective fighting force which was able to win the civil war and make sure that the Bolsheviks did not suffer the same fate as the Provisional Government.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
2(b)		Explain how the Provisional Government lost support during 1917. Target: Change/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p><b>Simple or generalised statement(s) of change.</b></p> <p>One mark per simple statement made</p> <p><i>e.g... They lost the support of the people.</i></p> <ul style="list-style-type: none"> <li>• 1 mark for one simple statement.</li> <li>• 2 marks for two or more simple statements.</li> </ul>
2	3-5	<p><b>Developed statement(s) of change.</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... They lost the support of the people. The Petrograd Soviet issued Order No 1 and the armed forces set up their own committees.</i></p> <ul style="list-style-type: none"> <li>• 3-4 marks for one developed statement.</li> <li>• 4-5 marks for two or more developed statements.</li> </ul>
3	6-8	<p><b>Developed explanation of change.</b></p> <p>The student explains one change or more supported by selected knowledge</p> <p><i>e.g ... They lost the support of the people. The Petrograd Soviet issued Order No 1 and the armed forces set up their own committees. This was important because without the support of the armed forces, the Provisional government could not act effectively.</i></p> <p><i>Also the Provisional government decided to continue with the war. This was despite the fact that thousands of soldiers were deserting every week. This action made the Provisional Government unpopular with all those people who suffered as a result of the war.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statements.</li> <li>• 8 marks for answers which show links between statements.</li> </ul>

Question Number		
3(a)		<p>Was the opposition of peasants and town workers the main reason why the Tsar was forced to abdicate in 1917? Explain your answer.</p> <p>Target: Analysis of causation/recall of knowledge (AO1/A02)  <b>QWC Strands i ii iii</b>            Assessing QWC:           <ul style="list-style-type: none"> <li>For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul> </p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of causation.</b></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>High level 1 (3-4) For unfocused description</p> <p><i>Eg. By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and lots of desertions. There were also food shortages.</i></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><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Developed statements of causation.</b></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 development of one of stimuli only.</p> <p><i>Eg. By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and lots of desertions. The Russian army was poorly supplied and communications were weak. The Tsar had decided to put himself in charge of the army, so he took the blame.</i></p> <p>High Level 2 (7-8) Develops one or more of stimuli or other relevant information.</p> <p><i>Eg. ... By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and</i></p>

<p>QWC i-ii-iii</p>		<p><i>lots of desertions. The Russian army was poorly supplied and communications were weak. The Tsar had decided to put himself in charge of the army, so he took the blame.</i></p> <p><i>Events in Petrograd were also important. In early March 1917 there was a severe wave of strikes and soldiers refused to obey orders to fire on the strikers and demonstrators. The soldiers were mostly ex-peasants, so it is not surprising the authorities lost control in this way.</i></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 causation.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>Eg... By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and lots of desertions. The Russian army was poorly supplied and communications were weak. The Tsar had decided to put himself in charge of the army, so he took the blame. Obviously, if the Tsar was being blamed for the disaster that was the war, then there would be more support for those people trying to overthrow him</i></p> <p><i>Events in Petrograd were also important. In early March 1917 there was a severe wave of strikes and soldiers refused to obey orders to fire on the strikers and demonstrators. The soldiers were mostly ex-peasants, so it is not surprising the authorities lost control in this way. As the authorities lost control, so those who opposed the Tsar were more likely to demonstrate or support groups like the Petrograd Soviet.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>Eg. By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and lots of desertions. The Russian army was poorly supplied and communications were weak. The Tsar had decided to put himself in charge of the army, so he took the blame. Obviously, if the Tsar was being blamed for the disaster that was the war, then there would be more support for those people trying to overthrow him</i></p> <p><i>Events in Petrograd were also important. In early March 1917</i></p>

<p>QWC i-ii-iii</p>		<p><i>there was a severe wave of strikes and soldiers refused to obey orders to fire on the strikers and demonstrators. The soldiers were mostly ex-peasants, so it is not surprising the authorities lost control in this way. As the authorities lost control, so those who opposed the Tsar were more likely to demonstrate or support groups like the Petrograd Soviet.</i></p> <p><i>I suppose the poor performance in the war must have been the main reason. War causes patriotism and people are prepared to go to great lengths to support their country. They feel particularly disillusioned if they are let down and this would increase opposition to the Tsar.</i></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><b>A sustained argument.</b></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><i>Eg.. By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and lots of desertions. The Russian army was poorly supplied and communications were weak. The Tsar had decided to put himself in charge of the army, so he took the blame. Obviously, if the Tsar was being blamed for the disaster that was the war, then there would be more support for those people trying to overthrow him</i></p> <p><i>Another important factor was the opposition of peasants and town workers. Conditions in the countryside had always been poor and the peasants had pretty awful lives. Starvation was not uncommon. As Russia began to modernise, many people moved into towns to work in factories. Here they met conditions that were just as grim. They lived in hostels and worked long hours for poor pay. Living and working in such conditions increased their discontent and drove many of them to radical groups opposing the Tsar.</i></p> <p><i>Events in Petrograd were also important. In early March 1917 there was a severe wave of strikes and soldiers refused to obey orders to fire on the strikers and demonstrators. The soldiers were mostly ex-peasants, so it is not surprising the authorities lost control in this way. As the authorities lost control, so those who opposed the Tsar were more likely to demonstrate or support groups like the Petrograd Soviet.</i></p>

*I suppose the poor performance in the war must have been the main reason. War causes patriotism and people are prepared to go to great lengths to support their country. They feel particularly disillusioned if they are let down and this would increase opposition to the Tsar.*

High level 4 (15-16) Illustrates that one 'most important reason; on its own could not provide a satisfactory explanation.

*Eg. By 1917 things were getting really bad in Russia. The war was not going at all well and there were heavy casualties and lots of desertions. The Russian army was poorly supplied and communications were weak. The Tsar had decided to put himself in charge of the army, so he took the blame. Obviously, if the Tsar was being blamed for the disaster that was the war, then there would be more support for those people trying to overthrow him*

*Another important factor was the opposition of peasants and town workers. Conditions in the countryside had always been poor and the peasants had pretty awful lives. Starvation was not uncommon. As Russia began to modernise, many people moved into towns to work in factories. Here they met conditions that were just as grim. They lived in hostels and worked long hours for poor pay. Living and working in such conditions increased their discontent and drove many of them to radical groups opposing the Tsar.*

*Events in Petrograd were also important. In early March 1917 there was a severe wave of strikes and soldiers refused to obey orders to fire on the strikers and demonstrators. The soldiers were mostly ex-peasants, so it is not surprising the authorities lost control in this way. As the authorities lost control, so those who opposed the Tsar were more likely to demonstrate or support groups like the Petrograd Soviet.*

*I suppose the poor performance in the war must have been the main reason. War causes patriotism and people are prepared to go to great lengths to support their country. They feel particularly disillusioned if they are let down and this would increase opposition to the Tsar.*

*But equally you could argue that it was all part of the same problem and these issues were just part of the slide towards the abdication. The Tsar was not a weak leader who relied on a small number of poor advisors. His rule did nothing to improve the lives of his people who became disillusioned in both town and country, the war showed him to be incompetent and the events in Petrograd gave people the opportunity to show their unhappiness.*

<b>QWC i-ii-iii</b>		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.
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Question Number		
3(b)		<p>Was the inefficiency of Soviet industry the greatest problem Stalin had to face in the years 1924-39? Explain your answer.</p> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)  <b>QWC Strands i ii iii</b>            Assessing QWC:</p> <ul style="list-style-type: none"> <li>For the highest mark in a level all criteria for the level, including those for QWC must be met.</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p><b>Simple or generalised statements of effect.</b></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>High level 1 (3-4) For unfocused description</p> <p><i>e.g. In 1924 Russia was still recovering from a number of serious problems. The Tsar was not a good ruler and there had been a lot of opposition to him. This was followed by a revolution and the setting up of a Provisional Government which was also overthrown. The Bolsheviks took over and a Civil War followed. So there were many problems in Russia.</i></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><b>QWC i-ii-iii</b></p>
2	5-8	<p><b>Developed statements of effect</b></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 development of one of stimuli only.</p> <p><i>e.g. The inefficiency of Soviet industry was Stalin's biggest problem. Lenin had introduced the New Economic Policy, but Stalin believed that it was working too slowly to transform Russia. He knew that the country was 50-100 years behind the Western industrialised countries and that he had to modernise it through his 5 Year Plans.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p>

<p>QWC i-ii-iii</p>		<p><i>e.g. The inefficiency of Soviet industry was Stalin's biggest problem. Lenin had introduced the New Economic Policy, but Stalin believed that it was working too slowly to transform Russia. He knew that the country was 50-100 years behind the Western industrialised countries and that he had to modernise it through his 5 Year Plans.</i></p> <p><i>But he also had opposition within the Party. When Lenin died he left a Political Testament that said that Stalin would not make a good leader because he was too rude and arrogant. He had to face a struggle for power with Trotsky and this went on for much of the 1920s. He had to work hard to manoeuvre Trotsky out of the Party before he had enough power to take full control.</i></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><b>Developed explanation of effect.</b></p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g. The inefficiency of Soviet industry was Stalin's biggest problem. Lenin had introduced the New Economic Policy, but Stalin believed that it was working too slowly to transform Russia. He knew that the country was 50-100 years behind the Western industrialised countries and that he had to modernise it through his 5 Year Plans. Stalin knew that the Western Powers wanted to destroy the Soviet Union so he had to make it a strong industrial nation to prevent this.</i></p> <p><i>But he also had opposition within the Party. When Lenin died he left a Political Testament that said that Stalin would not make a good leader because he was too rude and arrogant. He had to face a struggle for power with Trotsky and this went on for much of the 1920s. He had to work hard to manoeuvre Trotsky out of the Party before he had enough power to take full control. It would not be possible for Stalin to address the real issues within Russia until he felt secure in his position.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>e.g... The inefficiency of Soviet industry was Stalin's biggest</i></p>

<p>QWC i-ii-iii</p>		<p><i>problem. Lenin had introduced the New Economic Policy, but Stalin believed that it was working too slowly to transform Russia. He knew that the country was 50-100 years behind the Western industrialised countries and that he had to modernise it through his 5 Year Plans. Stalin knew that the Western Powers wanted to destroy the Soviet Union so he had to make it a strong industrial nation to prevent this.</i></p> <p><i>But he also had opposition within the Party. When Lenin died he left a Political Testament that said that Stalin would not make a good leader because he was too rude and arrogant. He had to face a struggle for power with Trotsky and this went on for much of the 1920s. He had to work hard to manoeuvre Trotsky out of the Party before he had enough power to take full control. It would not be possible for Stalin to address the real issues within Russia until he felt secure in his position. So I think this was his most important problem. He could begin to modernise, introduce measures to bring in collectivisation etc, but he could not be sure of following things through until he was secure.</i></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><b>A sustained argument.</b></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><i>e.g The inefficiency of Soviet industry was Stalin’s biggest problem. Lenin had introduced the New Economic Policy, but Stalin believed that it was working too slowly to transform Russia. He knew that the country was 50-100 years behind the Western industrialised countries and that he had to modernise it through his 5 Year Plans. Stalin knew that the Western Powers wanted to destroy the Soviet Union so he had to make it a strong industrial nation to prevent this.</i></p> <p><i>Opposition to collectivisation was also a huge problem to Stalin. He believed that the method of farming in the traditional way did not produce enough grain for export or for feeding the industrial workers. So he set up collectives to join the farms together into collective farms. There was massive opposition to this. The Kulaks in particular opposed it. Livestock was slaughtered and crops destroyed. This resulted in famine in some parts of the country. Obviously this would be a problem for Stalin and he had to take strong measures to deal with this opposition.</i></p>

*But he also had opposition within the Party. When Lenin died he left a Political Testament that said that Stalin would not make a good leader because he was too rude and arrogant. He had to face a struggle for power with Trotsky and this went on for much of the 1920s. He had to work hard to manoeuvre Trotsky out of the Party before he had enough power to take full control. It would not be possible for Stalin to address the real issues within Russia until he felt secure in his position. So I think this was his most important problem. He could begin to modernise, introduce measures to bring in collectivisation etc, but he could not be sure of following things through until he was secure.*

High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation.

*e.g... The inefficiency of Soviet industry was Stalin's biggest problem. Lenin had introduced the New Economic Policy, but Stalin believed that it was working too slowly to transform Russia. He knew that the country was 50-100 years behind the Western industrialised countries and that he had to modernise it through his 5 Year Plans. Stalin knew that the Western Powers wanted to destroy the Soviet Union so he had to make it a strong industrial nation to prevent this.*

*Opposition to collectivisation was also a huge problem to Stalin. He believed that the method of farming in the traditional way did not produce enough grain for export or for feeding the industrial workers. So he set up collectives to join the farms together into collective farms. There was massive opposition to this. The Kulaks in particular opposed it. Livestock was slaughtered and crops destroyed. This resulted in famine in some parts of the country. Obviously this would be a problem for Stalin and he had to take strong measures to deal with this opposition.*

*But he also had opposition within the Party. When Lenin died he left a Political Testament that said that Stalin would not make a good leader because he was too rude and arrogant. He had to face a struggle for power with Trotsky and this went on for much of the 1920s. He had to work hard to manoeuvre Trotsky out of the Party before he had enough power to take full control. It would not be possible for Stalin to address the real issues within Russia until he felt secure in his position. So I think this was his most important problem. He could begin to modernise, introduce measures to bring in collectivisation etc, but he could not be sure of following things through until he was secure.*

*But even if he was secure, the inefficiency of the Russian industrial and agriculture sectors whilst still a serious problem. If Stalin had not dealt with these problems, it didn't matter how secure he was within Russia - he might have been overthrown by outside powers.*

Writing communicates ideas effectively, using a range of

QWC i-ii-iii		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.
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