

Mark Scheme (Results)

January 2012

GCSE History

5HA02 2B: Russia 1917-39

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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 Lenin? Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. <i>e.g. ... We can learn that Lenin led the rising to overthrow the Tsar.</i>
2	2-3	Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. ... We can learn that Lenin was flexible.</i> <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. <i>e.g. ... We can learn that Lenin was flexible because he was prepared to change his policies if necessary. He brought in NEP because his communist policies were unsuccessful.</i>

Question Number		
1 (b)		Describe the key features of the opposition to Stalin's policy of collectivisation. 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><i>e.g. ...The Kulaks were opposed to collectivisation.</i></p>
2	4-6	<p>Developed statement(s). (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> • One developed statement = 4-5 marks according to degree of support. • Two or more developed statements = 5-6 marks according to degree of support. <p><i>e.g. ... The main opposition to collectivisation came from the kulaks. These were people who had done well under the New Economic policy and did not want to enter a system where they gave up the profits they were making by handing over their land to the collectives. Stalin dealt very harshly with the kulaks. The army was sent into the villages to arrest them and send them to labour camps.</i></p> <p><i>But it was not just the kulaks who objected to collectivisation. Most peasants did not approve of a system which told them what to grow and which animals to breed. They were used to making their own decisions and not being told how to work. So many of them killed their animals, hid their crops and tools and even burned their homes, rather than join collectives. In the period 1929-33 half the pigs and a quarter of the cows in Russia were slaughtered.</i></p>

Question Number		
1 (c)		Explain the effects of the civil war on the people of Russia in the years 1918-22. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple or generalised statements of consequence(s). The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations. <i>e.g ... The civil war really damaged Russia.</i> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3-5	Developed statements of effect(s). The student supports the statement with relevant contextual knowledge, but does not concentrate on effects. <i>e.g. ... The civil war damaged land, property and road and rail links. It also led to the deaths of thousands of civilians and caused inflation and starvation as the peasants resisted attempts to take their crops and animals for the army.</i> <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	Developed explanation of effect(s). The candidate explains one or more effect supported by selected knowledge. <i>e.g. ... A major effect of the civil war was the economy of Russia suffered badly. The fighting destroyed land property and communications as well as taking workers to fight in the army against the Whites. Crops and livestock were requisitioned for the Red Army and this was resented by the peasants who hid their animals or planted less. All this damaged Russia economically.</i> <i>Russia's system of government also changed. The victory of the Bolsheviks meant that the Tsarist regime was now swept away for ever</i> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statement. • 7-8 marks for two or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why the Provisional Government was overthrown in October 1917. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p>e.g. ... <i>It was overthrown because it was not popular.</i></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 causation. The candidate supports statement(s) with relevant contextual knowledge</p> <p>e.g ... <i>The Provisional Government was overthrown because it did not leave the First World War. By October 1917 the war was going so badly that German troops were close to Petrograd. The generals sent Kerensky a telegram telling him that they should surrender to the Germans.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed cause. • 4-5 marks for two or more developed causes.
3	6-8	<p>Developed explanation of causation. The candidate explains why the cause(s) brought about the stated outcome. This may involve seeing links or prioritising to produce an 'overview'.</p> <p>e.g ... <i>There were two main reasons why the Provisional Government was overthrown. They were its own weaknesses, but it was also overthrown because of the strength of the Bolsheviks.</i></p> <p><i>The weaknesses of the Provisional Government were that it failed to produce what the people of Russia wanted. There were two main failings. Firstly it did not take Russia out of the war....Secondly it failed to bring about reform....So this made it unpopular and easy to overthrow.</i></p> <p><i>The Bolshevik strengths revolve mostly around the planning and organisation of Trotsky...The Bolsheviks also had popular support because they promised reform. Their message of 'peace, bread and land was very popular....So the Bolsheviks popularity threatened the stability of the Provisional Government, helping overthrow it.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one cause linked to outcome. • 7-8 marks for two or more 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 the steps by which the Whites were defeated in the civil war in Russia (1918-22). Target: change/recall of knowledge (A01/A02)
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><i>e.g... They were not properly organised</i></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 candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... Trotsky travelled from place to place in a specially armoured train. He made speeches to encourage men, but also took tough measures where necessary to ensure effective leadership. He was not afraid to execute leaders of units if they failed. So the Whites were defeated.</i></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 one or more way supported by selected knowledge. Candidates may be able to see links to establish an overview.</p> <p><i>e.g ... The Whites were defeated by a combination of two factors. Firstly, the Bolsheviks made good use of their strengths; secondly, they exploited the weaknesses of the Whites</i></p> <p><i>The Bolsheviks had many strengths; one of these was the brilliant organisational skills of Trotsky. These were used to good effect when he was put in charge of the Red Army. He travelled from place to place in a specially armoured train. He made speeches to encourage men, but also took tough measures where necessary to ensure effective leadership. He was not afraid to execute leaders of units if they failed. So this helped defeat the Whites</i></p> <p><i>The Bolsheviks also exploited the weakness of the Whites. The Whites did not treat their troops well. So the Reds made sure that they welcomed any deserters and treated them well. That encouraged soldiers from the White army to change sides.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statement. • 7-8 marks for two or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
2(b)		Explain how Stalin industrialised the Soviet Union in the years 1928-39. Target: change/recall of knowledge (A01/A02)
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><i>e.g. ... He used Five Year Plans.</i></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 candidate supports the statement with relevant contextual knowledge, but concentrates more on detail than methods</p> <p><i>e.g ... Stalin's first Five Year Plan set targets for the production of iron, steel, coal, oil and electricity. According to official statistics the targets were met after just four years, but this is almost certainly not true. This plan was followed by the Second Five Year Plan and the Third, which was interrupted by the German invasion in 1941.</i></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 one or more ways supported by selected knowledge. Candidates will explain how the industrialisation was brought about, rather than what happened.</p> <p><i>e.g ... Stalin had two basic methods for the industrialisation of the Soviet Union.</i></p> <p><i>Firstly he used central planning. Gosplan was used to organise Five Year Plans for Industry. These plans set up a 'command' economy where the state decided what was to be produced and who was to produce it....</i></p> <p><i>Secondly, the people were encouraged to support the plans by patriotic propaganda which made the people believe in what the government was doing.... Alexei Stakhanov was an important part of this propaganda...</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statement. • 7-8 marks for two or more explained ways. • 8 marks for answers which show links between factors.

Question Number			
Level		Mark	Descriptor
*3(a)		0	<p>Was the poor standard of living of the Russian people the main reason why the Tsar was overthrown in February 1917? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The poor standard of living of the Russian people • Demonstrations and strikes in Petrograd • Russia's failures in the First World War • The weaknesses of Nicholas II <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.
QWC i-ii-iii		1	<p>Simple or generalised statements of causation.</p> <p>The candidate 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><i>e.g I think poor living standards were important because the peasants stop supporting the Tsar.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... Paragraph writing about Russia in the early 20th century, but no link to the question.</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>
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 development of one stimuli only.</p> <p><i>e.g. ... Paragraph describing the poor showing in the First World War</i></p>

QWC i-ii-iii		<p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p> <p><i>e.g... Paragraph describing the poor showing in the First World War and the poor living standards at the time.</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>
3		<p>Developed explanation of causation.</p> <p>Developed explanation of two or more reasons from the stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but no explicit prioritisation</p> <p><i>e.g. ... Same answer as Level 2 but explains why the poor showing in the First World War and the poor living conditions were important in bringing about the Tsars downfall.</i></p> <p>If only one factor explained, mark at Level 2 (8)</p> <p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g ... Same answer as Low Level 3 but explains why eg. poor showing in First World War was more important than eg the impact of poor living standards.</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>
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><i>e.g... Same answer as High Level 3, but also explains poor showing in war was more important than the weakness of Tsar Nicholas</i></p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation - or all reasons are of equal importance.</p>

QWC i-ii-iii		<p><i>e.g....(as above) and shows how all the reasons are important and together form a causal web - or how without one reason the Tsar's downfall would not have happened.</i></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 the use of propaganda the main reason why Stalin was able to maintain control in Russia? Explain your answer.</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The use of propaganda • The 1936 Constitution • Removing political opposition • New opportunities for women and children <p>Target: Analysis of effect/recall of knowledge (AO1/A02) 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 QWC i-ii-iii	1-4	<p>Simple or generalised statements of causation.</p> <p>The candidate 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><i>e.g I think he was very successful because the Soviet Union became a great power.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... Writes about Stalinist Soviet Union, but with no link to the question.</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>
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 development of one stimuli only.</p> <p><i>e.g. ... Describes the 1936 Constitution.</i></p> <p>High Level 2 (7-8) Development of two or more stimuli, but no attempt at prioritisation.</p> <p><i>e.g... Describes the 1936 Constitution and how opposition was</i></p>

QWC i-ii-iii		<p><i>dealt with effectively.</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>
QWC i-ii-iii	9-12	<p>Developed explanation of causation.</p> <p>Developed explanation of two or more reasons from the stimulus and/or additional material.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but no explicit prioritisation implicit</p> <p><i>e.g. ... Explains why the use of propaganda and dealing with opposition were successful (or not) in keeping Stalin in power.</i></p> <p>If only 1 factor explained, mark at Level 2 (8)</p> <p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g ... As Low Level 3 but explains why success (or not) of the 1936 Constitution rearmament was more significant than success (or not) of dealing with the opposition.</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>
QWC	4	<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><i>e.g... As Level 3, but also explains why the use of persuasion gained him support. Then uses this argument to show that this was more important than both the constitution of 1936 and dealing with opposition.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important reason on its own could not provide a satisfactory explanation - or all reasons are of equal importance.</p> <p><i>e.g....(as above)Shows an understanding that success is relative and context-based. In view of the context of the time, perhaps the most important was propaganda. Or perhaps they all link in a casual web.</i></p>

i-ii-iii		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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