

Mark Scheme (Results)

Summer 2013

GCSE History A (5HA02/2B)

Unit 2: Modern World Depth Study

Option 2B: Russia, 1917-39

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Summer 2013

Publications Code UG037190

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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.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage 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.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

## 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		
<b>1 (a)</b>		What can you learn from Source A about women in the Soviet Union during Stalin's years in power?  Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1</b>	<b>Students do no more than copy/paraphrase the source.</b>  <i>e.g. ... You can learn that not a single woman held high office during Stalin's years in power.</i>
<b>2</b>	<b>2-3</b>	<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> .  <i>e.g. ... You can learn that women were not really equal.</i> <ul style="list-style-type: none"><li>• 2 marks for one unsupported inference.</li><li>• 3 marks for two unsupported inferences.</li></ul>
<b>3</b>	<b>4</b>	<b>Makes supported inference(s).</b>  A supported inference is one which uses detail <b>from the source</b> to prove the inference.  <i>e.g. ... You can learn that women were not really equal because not a single woman held high office during Stalin's time in power.</i>

Question Number		
<b>1 (b)</b>		Describe the key features of censorship under Stalin. Target: Key features/recall of knowledge (AO1/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-3</b>	<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. ....Under Stalin censorship was used to control people.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Developed statement(s).</b> (a developed statement is a simple statement supported by factual detail.)</p> <ul style="list-style-type: none"> <li>• One developed statement = 4-5 marks according to degree of support.</li> <li>• Two developed statements = 5-6 marks according to degree of support.</li> </ul> <p><i>e.g... One feature of censorship was that it allowed Stalin to get across only the messages that he wanted the people to hear. So radio and newspaper was controlled to prevent negative images of Stalin being published.</i></p> <p><i>Another feature was ...</i></p>

Question Number		
<b>1 (c)</b>		Explain the effects of the decrees passed in 1917 by the Bolshevik government.  Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of consequence(s).</b> The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g. ....They introduced measures that the Bolsheviks wanted.</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>
<b>2</b>	<b>3-5</b>	<p><b>Developed statements of effect(s).</b> The student supports the statement with relevant contextual knowledge, but does not concentrate on <b>effects</b></p> <p><i>e.g. ...Some important decrees were passed by the CPC , which Lenin was Chairman of. There was a Peace Decree which said that there should be an end to the First World War, a Land Decree which took land from the Tsar and redistributed it to the peasants and a Worker's Decree, which gave the workers control of factories and set an 8 hour day.</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>
<b>3</b>	<b>6-8</b>	<p><b>Developed explanation of effect(s).</b> The candidate explains one or more effect supported by selected knowledge.</p> <p><i>e.g. ...The Bolshevik decrees had a really big impact on Russia. There was a Peace Decree which said that there should be an end to the First World War, a Land Decree which took land from the Tsar and redistributed it to the peasants and a Worker's Decree, which gave the workers control of factories and set an 8 hour day. What these decrees did was to move Russia more towards a communist society. The Bolsheviks had promised 'Peace, Bread and Land'. These decrees brought peace, re-distributed land amongst the ordinary people and gave workers control of their own factories.</i></p> <ul style="list-style-type: none"> <li>• 6-7 marks for one or more explained statement</li> <li>• 8 marks for answers which show links between factors</li> </ul>

Question Number		
<b>1 (d)</b>		Explain why the Tsar was unpopular in February 1917. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statements of causation.</b></p> <p><i>e.g. ....because they were still fighting the 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>
<b>2</b>	<b>3-5</b>	<p><b>Developed statement(s) of causation.</b></p> <p>The candidate supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ...The war had a really bad impact on Russia. By 1917 there were 15 million men in the Russian army and most of these had been conscripted. So factories were short of workers and so were farms. Also the army had taken most of the horses from the farms so it was difficult to work the land. The people were fed up with the government.</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>
<b>3</b>	<b>6-8</b>	<p><b>Developed explanation of causation.</b></p> <p>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><i>e.g ...One of the reasons why the Tsar was unpopular in 1917 was because the war was going so badly. The Tsar had taken personal command of the army, so the people blamed him if things went badly. The war had a really bad impact on Russia. By 1917 there were 15 million men in the Russian army and most of these had been conscripted. So factories were short of workers and so were farms. Also the army had taken most of the horses from the farms so it was difficult to work the land. The army was doing badly and soldiers were deserting. As he was in charge, the people blamed the Tsar and he became more unpopular.</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		
<b>2(a)</b>		<p>Explain how the Bolshevik government's economic policy changed in the years 1918-21.</p> <p>Target: change/recall of knowledge (A01/A02)  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statement(s) of change.</b>  One mark per simple statement made</p> <p><i>e.g... It changed from war communism to the New Economic Policy.</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>
<b>2</b>	<b>3-5</b>	<p><b>Developed statement(s) of change</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... It changed from War Communism to the New Economic Policy . War Communism said that peasants were not allowed to sell surplus crops, but had to hand them over to the State. The State also took control of industry and banks. The NEP allowed peasants to keep their crops and gave ownership of factories with less than 20 workers back to private individuals. The people were allowed to open their own shops.</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>
<b>3</b>	<b>6-8</b>	<p><b>Developed explanation of change.</b></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 ...There was a significant change in the way that the Bolsheviks ran the economy. In 1918 they were desperate to win the civil war and they wanted to introduce communist policies. So they brought in War Communism which said that peasants were not allowed to sell surplus crops, but had to hand them over to the State. The State also took control of industry and banks. By 1921 the civil war was won, but the communist revolution was threatened by opposition from the people (as shown in the Kronstadt Mutiny). So Lenin 'watered down' communist control of the economy. The NEP allowed peasants to keep their crops and gave ownership of factories with less than 20 workers back to private individuals. The people were allowed to open their own shops.</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 factors.</li> </ul>

<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>2(b)</b>		<p>Explain how life for the peasants changed in the Soviet Union in the years 1928-39.</p> <p>Target: change/recall of knowledge (A01/A02)  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	<p><b>Simple or generalised statement(s) of change.</b></p> <p><b>One mark per simple statement made</b></p> <p><i>e.g. ...For some it got better, for others it got worse.</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>
<b>2</b>	<b>3-5</b>	<p><b>Developed statement(s) of change.</b></p> <p>The candidate supports the statement with relevant contextual knowledge, but does not focus on change</p> <p><i>e.g. ...Stalin introduced a policy of collectivisation. The traditional way of farming with small peasant-owned farms was changed to one where farms were brought together in large 'collective' farms which could share machinery. There were two types of collective farms – sovkozy, large state farms run by a manager and kolkhozy, which were farms run by committees of peasants.</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>
<b>3</b>	<b>6-8</b>	<p><b>Developed explanation of change.</b></p> <p>An explanation of one or more way supported by selected knowledge. Candidates will explain how the differences produced a situation different from what went before.</p> <p><i>e.g. ...Things changed quite dramatically for the peasants in these years. They lost their freedom and their right to farm as they wanted. Stalin introduced a policy of collectivisation. The traditional way of farming with small peasant-owned farms was changed to one where farms were brought together in large 'collective' farms which could share machinery. There were two types of collective farms – sovkozy, large state farms run by a manager and kolkhozy, which were farms run by committees of peasants. Peasants at first were encouraged to join these collectives; later they were not given the choice. So in these years farming changed from a free industry to part of Stalin's controlled economy.</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 factors.</li> </ul>

<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>*3(a)</b>		<p>Were the weaknesses of the Provisional Government the main reason why the Bolsheviks seized power in 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"> <li>• The weaknesses of the Provisional Government</li> <li>• The role of Lenin</li> <li>• Continuing to fight in the First World War</li> <li>• The work of Trotsky</li> </ul> <p>Target: Analysis of causation/recall of knowledge (AO1/A02)</p> <p>Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of causation.</b></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. There were a lot of reasons why the Bolsheviks seized power. Continuing to fight in the First World War was one of them.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g ... In October 1917 Lenin returned from exile in Finland. The Provisional Government was very unpopular and was not ruling effectively. Between 24 and 26 October the Bolsheviks took control of Petrograd and the Provisional Government was overthrown.</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>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of causation.</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one reason only.</p> <p><i>e.g. ...Trotsky played a major part in the Bolshevik takeover. He was Chairman of the Petrograd Soviet and ran its Military</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>Revolutionary Committee. He took over the telephone and telegram offices and organised the Red Guard and volunteers from the army, navy and factories to work to his plan.</i></p> <p>High Level 2 (7-8) Development of two or more reasons but no explanation.</p> <p><i>e.g. ...Trotsky played a major part in the Bolshevik takeover. He was Chairman of the Petrograd Soviet and ran its Military Revolutionary Committee. He took over the telephone and telegram offices and organised the Red Guard and volunteers from the army, navy and factories to work to his plan.</i></p> <p><i>Continuing to fight in the First World War was a very bad mistake. The Provisional Government had decided in April 1917 that it could not desert Russia's allies, so it sent even more troops to the front and tried to win support for the war. The troops were badly supplied and badly led, so things did not get well.</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><b>3</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of causation.</b></p> <p>Developed explanation of two or more reasons using 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. ...Trotsky played a major part in the Bolshevik takeover. He was Chairman of the Petrograd Soviet and ran its Military Revolutionary Committee. He took over the telephone and telegram offices and organised the Red Guard and volunteers from the army, navy and factories to work to his plan. This was a really important reason for the Bolshevik success, because the Provisional Government could not send out messages asking for help and also the key buildings in Petrograd were in Bolshevik hands.</i></p> <p><i>Continuing to fight in the First World War was a very bad mistake. The Provisional Government had decided in April 1917 that it could not desert Russia's allies, so it sent even more troops to the front and tried to win support for the war. The troops were badly supplied and badly led, so things did not get well. This helped the Bolsheviks gain power because it made the Provisional Government seem just like the government of the Tsar- inefficient and not listening to the people.</i></p> <p>Answers which explain only one reason should be marked at Level 2 (8).</p> <p>High Level 3 (11-12) Prioritises between two reasons.</p>

<p><b>QWC i-ii-iii</b></p>		<p><i>e.g. ...Trotsky played a major part in the Bolshevik takeover. He was Chairman of the Petrograd Soviet and ran its Military Revolutionary Committee. He took over the telephone and telegram offices and organised the Red Guard and volunteers from the army, navy and factories to work to his plan. This was a really important reason for the Bolshevik success, because the Provisional Government could not send out messages asking for help and also the key buildings in Petrograd were in Bolshevik hands.</i></p> <p><i>Continuing to fight in the First World War was a very bad mistake. The Provisional Government had decided in April 1917 that it could not desert Russia's allies, so it sent even more troops to the front and tried to win support for the war. The troops were badly supplied and badly led, so things did not get well. This helped the Bolsheviks gain power because it made the Provisional Government seem just like the government of the Tsar- inefficient and not listening to the people.</i></p> <p><i>I think the most important reason is the decision to stay in the war. It meant that the people were so fed up with the Government that when it came to the events in October when Trotsky started taking control, there was no real effort to stop him. Without the war, there might have been 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>
<p><b>4</b></p>	<p><b>13-16</b></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...Trotsky played a major part in the Bolshevik takeover. He was Chairman of the Petrograd Soviet and ran its Military Revolutionary Committee. He took over the telephone and telegram offices and organised the Red Guard and volunteers from the army, navy and factories to work to his plan. This was a really important reason for the Bolshevik success, because the Provisional Government could not send out messages asking for help and also the key buildings in Petrograd were in Bolshevik hands.</i></p> <p><i>Continuing to fight in the First World War was a very bad mistake. The Provisional Government had decided in April 1917 that it could not desert Russia's allies, so it sent even more troops to the front and tried to win support for the war. The troops were badly supplied and badly led, so things did not get well. This helped the Bolsheviks gain power because it made the Provisional Government seem just like the government of the</i></p>

<b>QWC i-ii-iii</b>	<p><i>Tsar- inefficient and not listening to the people.</i></p> <p><i>The role of Lenin was also an important reason for the Bolshevik takeover because...</i></p> <p><i>I think the most important reason is the decision to stay in the war. It meant that the people were so fed up with the Government that when it came to the events in October when Trotsky started taking control, there was no real effort to stop him. Without the war, there might have been opposition. The propaganda worked in creating a good feeling about the Bolsheviks, but it wouldn't have mattered if the Provisional Government hadn't been so unpopular because of continuing in the war.</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) but explains that one reason helped the others to occur or that they link together in a web.</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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<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2-3</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>4</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>*3(b)</b>		<p>Were the Five-Year Plans the main reason why Stalin was able to industrialise the Soviet Union in the years 1928-39? 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"> <li>• The Five-Year Plans</li> <li>• The use of propaganda</li> <li>• The Stakhanovites</li> <li>• Methods of control</li> </ul> <p>Target: Analysis of causation/recall of knowledge (AO1/A02)</p> <p>Assessing QWC:</p> <ul style="list-style-type: none"> <li>• For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</li> </ul> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of causation</b></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. There were a lot of reasons why Stalin was able to industrialise the Soviet Union. Using the Five-Year Plans was one of them.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g. ...Stalin knew that the Soviet Union was 50-100 years behind the other industrialised countries and he was worried that if he didn't bring in major changes the other countries would wipe the Soviet Union out. So he set about industrialising the Soviet Union to modernise it.</i></p> <p><b>QWC</b> <b>i-ii-iii</b></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>
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of causation</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material.</p> <p>Low level 2 (5-6). Mainly narrative or development of one reason only.</p> <p><i>e.g. ...To begin with the Five-Year Plans focused on heavy industry, building factories and industrial towns. There were</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>targets for the production of iron, steel, coal, oil and electricity. Targets were set for workers to reach. The Second Five-Year plan (1933-37) covered the same industries, but the third plan also included some consumer goods.</i></p> <p>High Level 2 (7-8) Development of two or more reasons, but no explanation</p> <p><i>e.g..... To begin with the Five-Year Plans focused on heavy industry, building factories and industrial towns. There were targets for the production of iron, steel, coal, oil and electricity. Targets were set for workers to reach. The Second Five-Year plan (1933-37) covered the same industries, but the third plan also included some consumer goods.</i></p> <p><i>The Stakhanovites were a group of workers who were particularly good at production. Alexi Stakhonov became famous during the Second Five Year Plan when he produced 102 tons of coal in one 6 hour shift (the target was 7!). Workers set up groups to see if they could boost production.</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><b>3</b></p>	<p><b>9-12</b></p>	<p><b>Developed explanation of causation</b></p> <p>Developed explanation of two or more reasons using 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..... To begin with the Five-Year Plans focused on heavy industry, building factories and industrial towns. There were targets for the production of iron, steel, coal, oil and electricity. Targets were set for workers to reach. The Second Five-Year plan (1933-37) covered the same industries, but the third plan also included some consumer goods. These plans were really important in industrialising the Soviet Union because they made sure that resources were organised in an efficient way.</i></p> <p><i>The Stakhanovites were a group of workers who were particularly good at production. Alexi Stakhonov became famous during the Second Five Year Plan when he produced 102 tons of coal in one 6 hour shift (the target was 7!). Workers set up groups to see if they could boost production. The Stakhanovites were important because they set an example to others. Groups of workers were competing with each other to see who could produce the most. That helped industrialisation happen more quickly.</i></p> <p>Answers which explain only one reason should be marked at Level 2 (8).</p>

<p><b>QWC i-ii-iii</b></p>		<p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g..... To begin with the Five-Year Plans focused on heavy industry, building factories and industrial towns. There were targets for the production of iron, steel, coal, oil and electricity. Targets were set for workers to reach. The Second Five-Year plan (1933-37) covered the same industries, but the third plan also included some consumer goods. These plans were really important in industrialising the Soviet Union because they made sure that resources were organised in an efficient way.</i></p> <p><i>The Stakhanovites were a group of workers who were particularly good at production. Alexi Stakhonov became famous during the Second Five Year Plan when he produced 102 tons of coal in one 6 hour shift (the target was 7!). Workers set up groups to see if they could boost production. The Stakhanovites were important because they set an example to others. Groups of workers were competing with each other to see who could produce the most. That helped industrialisation happen more quickly.</i></p> <p><i>Obviously, the Five-Year Plans were more important than the Stakhanovites because the plans were put in place to change the country. The Stakhanovites were just a group to help make the plans work better.</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><b>4</b></p>	<p><b>13-16</b></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..... To begin with the Five-Year Plans focused on heavy industry, building factories and industrial towns. There were targets for the production of iron, steel, coal, oil and electricity. Targets were set for workers to reach. The Second Five-Year plan (1933-37) covered the same industries, but the third plan also included some consumer goods. These plans were really important in industrialising the Soviet Union because they made sure that resources were organised in an efficient way.</i></p> <p><i>The Stakhanovites were a group of workers who were particularly good at production. Alexi Stakhonov became famous during the Second Five Year Plan when he produced 102 tons of coal in one 6 hour shift (the target was 7!). Workers set up groups to see if they could boost production. The Stakhanovites were important because they set an example to others. Groups of workers were competing with each other to see who could produce the most. That helped industrialisation happen more</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>		<p><i>quickly.</i></p> <p><i>The use of propaganda was also an important reason why Stalin was able to industrialise the Soviet Union because...</i></p> <p><i>Obviously, the Five-Year Plans were more important than the Stakhanovites because the plans were put in place to change the country. The Stakhanovites were just a group to help make the plans work better. The plans were also more important than propaganda too. Propaganda might have made people more willing to do what Stalin wanted, but this would not have mattered if the plans were not set in place to make industrialisation happen efficiently.</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) but explains that one reason helped the others to occur or that they link together in a web.</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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<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2-3</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>4</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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