

Examiners' Report January 2013

GCSE History 5HA02 2B

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Introduction

This year's paper seems to have created few difficulties for the candidates. None of the questions seem to have 'caught out' candidates and there were many high-level responses on all the questions set. It continues to be the case that some candidates provide details, rather than focusing on effects (Q1c), causes (Q1d) or change (Q2b) and that prioritisation is still a challenging concept for many. However, it is also true that a large number of students are producing well-written and informed responses.

There are three areas that centres might like to consider from this year's paper:

It is pleasing to see centres working to improve their candidates' exam technique, but there is increasing evidence that, in places, such an approach may be counter-productive. In Q1c and Q1d, and in particular in Q3a and Q3b, candidates are using phrases designed to gain them access to the highest levels of the mark scheme, but that might actually prevent them from explaining their thinking more clearly. So on Q1c and Q1d there were numerous examples of candidates asserting 'this links with' without any attempt made to show a link or explain the connection between the two points. In Q3a and Q3b, some candidates attempt to prioritise by stating that 'The most important reason was... The second most important reason was...' without any justification for these assertions. Perhaps such candidates might be better directed to explaining their answer more deeply. Often assertions of linkage or relative importance restrict an answer to Level 2, when higher reward might have come with deeper explanation.

This year saw the introduction of marks for spelling, punctuation and grammar (SPaG) on Q2 and Q3. Centres need to ensure that candidates are aware of the awarding of such marks and how important they can be in determining final grades. On this paper, some seven marks can be awarded and so rigorous attention to detail in terms of SPaG (including the clear communication of meaning) is very important. Candidates should also realise that if they fail to produce rewardable material on Q2 or Q3, their SPaG mark will be zero, along with their mark for History.

Centres might also like to spend a little time with their students discussing when Russia was actually at war. A number of candidates were convinced that women contributed significantly to the war effort under Stalin. Perhaps they did, but not in the years covered by this specification.

Question 1(a)

Candidates had few difficulties making inferences from the source and Level 3 marks were common. It was a little surprising that some candidates chose to make inferences on whether the soldiers were of the same mind as the demonstrators, or looked at whether they were loyal to the Tsar. The most straightforward inference to make was that 'people were unhappy' and this could easily be proven from the source. This is a question where any valid inference, even if it is an obvious inference, can be made and is acceptable.

By reading this source we can tell that most people were feeling extremely angry with the Tsar. We know this because it talks of the 'waves of demonstrations' clearly there was a lot of unrest at the time as people were "hungry and cold". This feeling of universal anger towards the Tsar continues throughout the paragraph mentioning the soldier mutiny as they had the same grievances as the demonstrators we are understanding that the country was on the brink of uprising and peaceful control was already not effective.



ResultsPlus examiner comment

This is a good example of a candidate beginning an answer with the inference ('were feeling extremely angry with the Tsar') and then providing support by quoting the source ('waves of demonstrations'). It has achieved Level 3 by the end of the third line.



ResultsPlus examiner tip

This is a question requiring one supported inference. The best answers make that inference straight away and then quote the source to support the inference.

Question 1(b)

This topic was well known and most candidates were able to describe at least one feature. Most common answers related how Stalin used educational forms of propaganda feeding into the Cult of Stalin. Others talked of how educational textbooks were censored and the curriculum controlled. It was also common to see descriptions

of how education was used to promote economic/industrial development or as part of the policy of controlling ethnic minorities. All were acceptable.

(b) Describe the key features of education under Stalin.

(6)

Under Stalin, education had become propaganda. All books ~~and~~ were censored, to ensure there were no "inappropriate" information.

The past were censored, Trotsky and other opponents of Stalin were removed from photos. And ~~when~~ teachers gave out paste and paper to students, who used them to cover the faces of people out of favour of Stalin. Textbooks praise Stalin, talked about how he made Russia a better place. ~~While~~ Stalin's aim was to build up the cult of Stalin since children were young, so to gain more support. This propaganda enable Stalin to ~~not~~ turn people against ~~him~~ his opponents and to make ~~the average~~ himself more popular.

And as collectivisation started, more and more children went to agricultural school, learning new farming techniques, helping to increase productivity. Also, literacy rate increase as free education were promised, though only in some areas.

Moreover, education under Stalin was used as a tool to suppress ethnic minorities, who were ~~largely~~ greatly purged during collectivisation. In 1938, Russian became the second compulsory language, despite the fact that local language in its literary drive were encouraged in 1930s. Stalin encouraged "Russification", creating a dominant Russian culture, just as the Tsar did before.



ResultsPlus examiner comment

This answer has a clear understanding of the features of education under Stalin. It discusses propaganda, the link to collectivisation (less convincingly) and its role in the policy of Russification. It scored a high Level 2.



ResultsPlus examiner tip

To ensure a direct answer to the question and an efficient use of time, candidates are advised to begin their answer with the words of the question. For example 'One feature of education under Stalin...' is an ideal way to begin the answer to this question.

Question 1(c)

Candidates are very familiar with Stalin's industrialisation policies and many wrote at great length about increased production in coal, iron and steel industries. Many students also were familiar with the role of Gosplan, the focus of the individual Five Year Plans and how Stakhanov was used as a motivating influence for other workers. Consequently, some good detail was seen.

Some candidates allowed the detail of their answer to take them away from the effects of the industrialisation policies. Certainly, producing more steel is an impact, but what was the impact of producing more steel? It was those candidates who could step back from the detail to see that industrialisation made Russia a great power, or that it affected the form of government or way of life of the people, who scored at Level 3.

Some candidates related the reasons for industrialisation, but this was not rewarded. Others spent some time on collectivisation, but this also was not rewarded unless it was made relevant by considering how industrialisation led to the need for more productivity in farming.

One effect of Stalin's 5 Year Plans and industrialisation programme was the creation of a skilled workforce. Prior to the 5 Year Plans, managers faced huge amounts of absenteeism^{and business} and a lack of skilled labour. But Stalin invested heavily in training and education which was very successful by 1940, 94% of the urban population and 86% of the rural population were literate. Adding to this, expansions of higher education meant a new elite emerged of doctors, scientists and engineers. They had benefits including better housing and holidays.



ResultsPlus examiner comment

The paragraph from this answer is an example of the sort of 'overview' analysis required to achieve a mark in Level 3. Although there were much more straightforward ways to achieve this overview, the candidate has moved on from 'more people worked' to see that an impact of the policy was actually to create a more skilled workforce.



ResultsPlus examiner tip

This question is about 'effects' and candidates should avoid just writing about industrialisation. Marks will be scored by knowing the details of the policy, but to score highly, candidates must consider what difference the policy made to Russia in general.

Question 1(d)

Most candidates were able to provide a number of reasons for the introduction of collectivisation. It was generally well-known that collectivisation was introduced to improve agricultural production to support the industrialisation policy. Unfortunately, only a minority of candidates took the extra step of explaining how it would do that

and so reached Level 3. A similar pattern was seen in discussing how collectivisation 'got rid of the Kulaks', or 'made the Soviet Union more communist'. Candidates need to ensure they are explaining how the factor they have chosen brings about the stated outcome if they are to receive top marks on causation questions.

Stalin introduced collectivisation for a number of reasons. My first and the most important reason why he introduced it was that it was part of his scheme to modernise Russia. Before collectivisation Russian farmland was private, Stalin believed this was inefficient for a high crop yield. Stalin created mass scale farms where high quality machinery was supplied to the workers to assist their farming, this in theory would create far more productive, efficient farming. As a result more food could be supplied to towns and cities where heavy industry was expanding.

My second more important reason why collectivisation was introduced was to displace Bukharin from the political race. Stalin wanted to make Russia into a Communist nation. Bukharin supported the NEP, Stalin claimed this was 'uncommunist' and therefore he could expel him from the Communist Party. This was part of Stalins 'Great Turn' from the right to the left wing of the political spectrum. As a result of this Stalin had almost no opposition to his leadership and was the undisputed leader of the USSR.

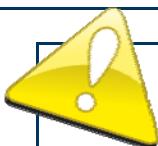
My final and last important reason of the ones I have mentioned was that collectivisation was a more communist method of agriculture. Farms were all supplied with with similar machinery; therefore everyone on the farms had equal tools to work with. There were no 'Kulaks' anymore, this meant there was no longer difference between peasants' wealth.

To conclude, Stalin introduced collectivisation to create better farming, to displace Bakhrin and to impose Communism. These all link together as it was a way for Stalin to gain more control over the USSR. ~~by control~~



ResultsPlus examiner comment

This is an excellent answer, scoring at the top of Level 3. The candidate has argued convincingly that collectivisation was introduced to increase food supplies and follow communist principles. How collectivisation would do that is explained and the two factors are neatly linked as part of Stalin's desire to fully control the Soviet Union.



ResultsPlus examiner tip

On causation questions such as this, examiners too often feel that they should write 'which means?' after parts of candidates' answers. This is because too often candidates will write 'Stalin introduced collectivisation, because he wanted to deal with the Kulaks'. What is needed for Level 3 is an explanation of why collectivisation would 'deal with the Kulaks'.

Question 2(a)

There was a considerable amount of 'story-telling' on this question, with most candidates writing on the April Theses, July Days, Kornilov and the October revolution. Such answers generally scored well at Level 2, but failed to reach Level 3. There were two main reasons for this. Firstly, many candidates seemed to be answering the question 'Why did the Bolsheviks come to power?', rather than how. So Kornilov's Revolt was given as a reason, but not an explanation of how the Bolsheviks used that revolt. Secondly, to award the top level, examiners were looking for an understanding of Bolshevik policy, rather than just detail. Best answers provided this by explaining that 'the Bolsheviks took steps to win popular support' or 'exploited the weakness of the Provisional Government'.

The most important thing the Bolsheviks did to take control between April and October was to become high profile figures in Russia who promised a change. Lenin returned in April and delivered his April Theses in which he claimed that should he come into power he would stop Russia's involvement in the war whatever the cost to stop people's suffering. He also promised 'Peace, Bread, Land' by appealing to the public the Bolsheviks were gaining support to eventually cause a revolution in October were their success was almost guaranteed as they had pleased the

people into helping them. Trotsky was also chair of the Petrograd Soviet which made him appear powerful also.

Secondly, the Bolsheviks started the October revolution in which they overthrew Kerensky and the provisional government easily in a matter of three days. This gained public respect as it was Trotsky's planning that had achieved it as he took tactical points first like the communication buildings to Kerensky had no support. His powerful Red Army also appealed to people as it was far more strong than Kerensky's.

Overall, they *gained control by easily gaining the people's respect by making a welcome change from the provisional government.

* gained control



ResultsPlus examiner comment

This answer reaches Level 3 by considering how the Bolsheviks deliberately set about gaining the respect and support of the people by taking Russia out of the First World War.



ResultsPlus examiner tip

Candidates need to ask themselves 'am I just telling the story?' If so, they need to stop to analyse!

Question 2(b)

This question was considerably less popular than Q2a and there was a great variety in the standard of responses. Some candidates, perhaps remembering what they had been taught about the contribution of women to the war effort in the UK, talked of how important women became in making materials for the soldiers to win the war. There was a significant amount of superficial comment on how women did the same jobs or were treated equally. Some candidates, however, knew the topic very well. They were able to argue that in the villages women's lives changed little, but in the towns they became an important part of Stalin's industrialisation policies. Although childcare facilities were provided, women's traditional role did not end and Stalin tightened up on divorce law to encourage women to have children. (Many candidates thought he relaxed divorce laws.)

2 (b) Explain how the role of women changed in the Soviet Union in the years 1928–39.

(8)

Indicate which question you are answering by marking a cross in the box .

If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number: **Question 2(a)** **Question 2(b)**

- political
- childcare
- work
- family

Due to the rapid growth of industrialisation, the five year plans pushed women to work ~~out~~ This is because to meet the heavy targets the everyone in RUSSIA would have to help out. Women were men respected in the workplace as they became engineers or doctors and worked with men to create a new society. Women were also allowed workers insurance and it was acceptable for them to become educated, successful women.

As well as this, due to the fact women were no longer treated as second class citizens ~~this~~ earn money they were willing to ~~become successful~~ this means that creches were made to support them if they had children and other implements such

as child maintenance were also developed. This was to help the women while they are pursuing their new job, ~~but~~ however they work, still be expected to bring up a family while working, the role of a woman had gotten harder and they had role conflict a lot of the time.

Furthermore divorce and abortion was made a lot easier for women, this was a positive as it would take social stigma off them but it was also still expected to be happily married.

My final point is the role of women were very powerful by the end of 1939 but and some women were even part of the government however many of them were held low positions and it was very unlikely that women were going to have ~~not~~ a lot of say on the issues in Russia due to labelling a stereotyping of women still being as not as powerful as men.

In conclusion women were greatly more respected than they used to be but not in parliament.

(Total for spelling, punctuation and grammar = 3 marks)

(Total for Question 2 = 11 marks)



ResultsPlus examiner comment

Although this answer contains some misconceptions and errors (such as divorce became easier), it does explain how the position of women changed and the degree of change itself. The candidate acknowledges that, although equality may have been an aim (highly doubtful), it was not achieved. A Level 3 mark was therefore awarded.



ResultsPlus examiner tip

In a question on 'change', candidates need to explain how the position they are describing is different to what had happened before.

Question 3(a)

Comfortably the most popular of the Q3 alternatives, this question produced some very good answers. There was strong knowledge on the importance of each of the four factors in bringing about the Bolshevik victory. However, attempts to prioritise were less convincing and many candidates still argue that a factor was the most important because it was very important, instead of comparing the relative importance of several factors.

There were a number of reasons the Bolsheviks won the civil war. My first and most important reason they won was because Trotsky was the leader of the Bolshevik army (Red Guard), & he was an excellent leader and organizer, he was an inspiring man and used to visit his soldiers using a special armed train. The Red Guard were very disciplined as a result of this. Few men deserted and soldiers who did well were promoted fast. Conscription was also introduced and by 1921 the Red Guard had 5 million soldiers.

My second most important reason why the Bolsheviks won the civil war was because of the Whites disorganisation. The Whites were not united in one aim like the Bolsheviks, the White soldiers would often desert and did not feel they should fight as their generals could control Russia. The White armies were scattered around Russia and had poor communication, this was made worse by the ineffectiveness of the Russian railways,

equipment was hard to transport. The Whites also lost support from foreign countries that they used to have. Public support for the Whites also decreased as they were often had brutal methods of controlling areas they ran, as a result the public grew to despise them and Bolshevik support grew.

My third and final reason why the Bolsheviks won the civil war was because of war communism. War Communism allowed more resources to teach the Red Army this was needed as it had more than 5 million soldiers by 1921. War Communism meant there would be no fuel shortages for the Red Army, this was important, as they would have to travel large distances using transport to reach the Whites.

To conclude, the most important reason the Bolsheviks won the civil war was due to the outstanding leadership of Trotsky, he was already experienced by the time the civil war took place and his ~~methodical~~ methodical thinking kept the Red Army ahead of the Whites. His strategic thinking was also vital for the coordination of his armies.



ResultsPlus examiner comment

This is a very good example of a Level 3 response, with the candidate explaining why each of the factors contributed to the Bolshevik victory. However, the attempt at prioritisation is not sound. Although the candidate talks about 'first and most important reason', 'second most important reason' etc and concludes by saying that Trotsky was the most important reason, there is no justification for these judgements and so a mark at the top of Level 3, or at Level 4 was not achieved.



ResultsPlus examiner tip

In explaining why one factor is more important than others, candidates must compare the importance of each factor, not just assert that 'this was the most important reason because it led to...

Question 3(b)

Candidates were less comfortable with this question and there were a significant number of answers that gave details of Stalin's alleged tricking of Trotsky over the date of Lenin's funeral, or moves against other opponents, without explaining why these helped Stalin gain control. Some candidates did not appreciate that the use of propaganda involved Stalin exploiting the Cult of Lenin, rather than building his own Cult of Stalin in the 1930s.

There were some well-argued answers linking the factors (particularly the removal of rivals and Stalin's position as General Secretary) but these were less common than on Q3a.

In conclusion, the skilful way in which Trotsky
Stalin removed his rivals is the most important reason,
because without it, none of the other would have
been significant. For example, Trotsky's mistakes
only mattered because of how Stalin emphasised
them, and Stalin's propaganda was only effective
because he had ensured he had no serious ~~rivals~~
rivals anyway. His position as General Secretary
was only important because it allowed
him to remove rivals - otherwise it was not
necessary.



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examiner comment

The final paragraph of this answer shows how a candidate has moved from explaining the role of various factors in bringing Stalin to power (amply explained in the main body of the essay) to a consideration of the relative importance of those factors.

The answer reaches Level 4 by arguing that without the removal of his rivals, Stalin would not have been able to exploit the other factors. This may be debatable, but it is a possible interpretation and so moves the answer from Level 3 to Level 4.

Paper Summary

- Candidates must try to avoid ‘story-telling’ and relate their answers to the historical concept (causation, change etc) addressed by the question.
- In causation questions candidates must ensure that they explain how the factors they are addressing brought about the stated outcome.
- Centres must take care that candidates do not use ‘key phrases’ in a superficial manner that prevents them from fully explaining their answer.
- Candidates must remember the importance of correct spelling, punctuation and grammar in their answers.

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