

Mark Scheme (Results) January 2011

GCSE

GCSE History A (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)		<p>What can you learn from Source A about Stalin's attitude towards the ethnic minorities in the Soviet Union?</p> <p>Target: Source comprehension, inference and inference support. (A03)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1	<p>Students do no more than copy/paraphrase the source.</p> <p><i>e.g. ... I can learn that Stalin's propaganda stressed the equality of the republics in the Soviet Union.</i></p>
2	2-3	<p>Makes unsupported inference(s).</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>e.g. ... I can learn that Stalin was rather two faced in the way that he treated the ethnic minorities.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences.
3	4	<p>Makes supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>e.g... I can learn Stalin was rather two faced in the way that he treated the ethnic minorities. The source tells me that Stalin's propaganda stressed the equality of the regions, but when Stalin's government had to force collectivisation on people, it turned on the regions, because that was where the main opposition was. So Stalin only supported the regions when it suited him.</i></p>

Question Number		
1 (b)		Describe the role of Trotsky in helping the Bolsheviks seize power in 1917. 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. ... Trotsky was important in helping organise opposition to the Tsar.</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 developed statements = 5-6 marks <p><i>e.g. ... Trotsky was important in helping organise opposition to the Tsar. One of the ways he did this was by becoming Chairman of the Petrograd Soviet and running its Military Revolutionary Committee.</i></p>

Question Number		
1 (c)		Explain the effects of Lenin's return to Russia in April 1917. Target: Consequence/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of consequence(s).</p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ... It was important because it got the revolution going.</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 statements of consequence(s).</p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... On October 10 Lenin secretly returned to Russia. He had been in exile in Finland. Rumours soon spread that he had returned and revolutionary activity increased. Kerensky did nothing and so the Bolsheviks were able to take over.</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 consequence(s).</p> <p>The candidate explains one or more consequence(s) supported by selected knowledge.</p> <p><i>e.g. ... On October 10 Lenin secretly returned to Russia. He had been in exile in Finland. Rumours soon spread that he had returned and revolutionary activity increased. Kerensky did nothing and so the Bolsheviks were able to take over. Lenin's return had made a really big impact on the situation. People were really fed up with the Provisional Government and now Lenin was back there was a stimulus to the revolutionary movement. Lenin was an inspiring leader and his return brought about the downfall of the Provisional Government.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		<p>Explain why Lenin agreed to the terms of the Treaty of Brest Litovsk.</p> <p>Target: Causation/Recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g. ...He agreed because it got Russia out of the First World War.</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.</p> <p>The candidate supports statement(s) with relevant contextual knowledge</p> <p><i>e.g ... He agreed because it got Russia out of the First World War. The terms of the Treaty were very tough on Russia. It lost huge areas of land such as Finland, Poland and the Baltic States. Half of Russia's grain and coal production was lost.</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.</p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g ... He agreed because it got Russia out of the First World War. The terms of the Treaty were very tough on Russia. It lost huge areas of land such as Finland, Poland and the Baltic States. Half of Russia's grain and coal production was lost. But Lenin was prepared to accept these terms. He knew that this was the only way that Germany would allow Russia to drop out of the war and the Bolsheviks could not succeed in their revolution unless the stopped fighting. The war had brought the Provisional Government down and Lenin feared it would do the same to the Bolsheviks.</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 how Stalin's show trials affected the Soviet Union. Target: change/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statement(s) of change.</p> <p>One mark per simple statement made</p> <p><i>e.g... As a result of the show trials, the people of the Soviet Union became more frightened of Stalin.</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 change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... As a result of the show trials, the people of the Soviet Union became more frightened of Stalin. Stalin also increased his control. From 1936 Stalin introduced these show trials of leading 'Old Bolsheviks'. The trials often lasted only a few minutes and the accused were executed or sent to gulags.</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 change.</p> <p>An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g ... As a result of the show trials, the people of the Soviet Union became more frightened of Stalin. The trials showed just how much power Stalin had. The people in the dock were important figures in Soviet politics etc. The trials also increased his control. From 1936 Stalin introduced these show trials of leading 'Old Bolsheviks'. The trials often lasted only a few minutes and the accused were executed or sent to gulags. So with Stalin showing he could purge important figures such as this, other politicians did not dare to cross him.</i></p> <p><i>By this policy Stalin removed any potential rivals for power and strengthened his position. He also increased the fear that people had of him, so they were much less likely to be critical.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

Question Number		
2(b)		Explain how the First World War affected Tsarist rule in 1917. Target: change/recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways.</p> <p>One mark per simple statement made</p> <p><i>e.g... The First World War caused great trouble for the Tsar.</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 ... The First World War caused great poverty in Russia. So many men had to go to war and so many farm horses were taken that the crops were not planted and harvested properly. So there was a food shortage and the Tsar was unpopular.</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.</p> <p><i>e.g The First World War caused great poverty in Russia. So many men had to go to war and so many farm horses were taken that the crops were not planted and harvested properly. So there was a food shortage. This had an effect in changing the way that people felt about the Tsar. He had gone to lead the troops. There was poverty at home and the armies were doing poorly at the Front. So people began to lose respect for the Tsar.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statements. • 8 marks for answers which show links between factors.

Question Number

3(a)		<p>Was war communism the main reason why the Bolsheviks were able to maintain themselves in power in the years 1919-24? 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"> • War Communism • Weaknesses of the Whites • The Kronstadt Mutiny • The New Economic Policy <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p>QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> • For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	Simple or generalised statements of causation.
QWC i-ii-iii		<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. The main reason was the weaknesses of the Whites. They were spread all over Russia.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... War Communism began in May 1918. Its main elements were an ending of the market for food as the peasants were no longer allowed to sell it. There was also total govt control of banks, money and prices.</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>
	5-8	Developed statements of causation.
		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>QWC i-ii-iii</p>		<p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... the Kronstadt Mutiny was a major reason why the Bolsheviks were able to keep themselves in power. The Mutiny occurred in the Kronstadt naval base in March 1921. The Red Army dealt with the mutiny in a brutal way. But it made Lenin think about whether he was doing the right thing.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... the Kronstadt Mutiny was a major reason why the Bolsheviks were able to keep themselves in power. The Mutiny occurred in the Kronstadt naval base in March 1921. The Red Army dealt with the mutiny in a brutal way. But it made Lenin think about whether he was doing the right thing.</i></p> <p><i>Another reason was the weaknesses of the Whites. The Whites did not really have a shared aim (except) to get rid of the Bolsheviks) and whilst they found it easy to get officers, they were short of soldiers. Also, they did not treat their troops 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>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. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g... the Kronstadt Mutiny was a major reason why the Bolsheviks were able to keep themselves in power. The Mutiny occurred in the Kronstadt naval base in March 1921. The Red Army dealt with the mutiny in a brutal way. But it made Lenin think about whether he was doing the right thing. So the Kronstadt Mutiny helped keep the Bolsheviks in power by making them realise that that they had to change their plans. The sailors were loyal revolutionaries and their revolt frightened the Bolsheviks</i></p> <p><i>Another reason was the weaknesses of the Whites. The Whites did not really have a shared aim (except) to get rid of the Bolsheviks) and whilst they found it easy to get officers, they were short of soldiers. Also, they did not treat their troops well. So the Whites were not a strong opposition and were easily defeated. Their poor treatment of the troops meant they did not win peasant support and this reduced their threat to the</i></p>

<p>QWC i-ii-iii</p>		<p><i>Bolsheviks.</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 Kronstadt Mutiny was a major reason why the Bolsheviks were able to keep themselves in power. The Mutiny occurred in the Kronstadt naval base in March 1921. The Red Army dealt with the mutiny in a brutal way. But it made Lenin think about whether he was doing the right thing. So the Kronstadt Mutiny helped keep the Bolsheviks in power by making them realise that that they had to change their plans. The sailors were loyal revolutionaries and their revolt frightened the Bolsheviks</i></p> <p><i>Another reason was the weaknesses of the Whites. The Whites did not really have a shared aim (except) to get rid of the Bolsheviks) and whilst they found it easy to get officers, they were short of soldiers. Also, they did not treat their troops well. So the Whites were not a strong opposition and were easily defeated. Their poor treatment of the troops meant they did not win peasant support and this reduced their threat to the Bolsheviks.</i></p> <p><i>I think the weaknesses of the Whites is more important because if the Whites had been powerful they would have overthrown the Bolsheviks and it would not have mattered what went on in the Kronstadt Mutiny.</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>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... the Kronstadt Mutiny was a major reason why the Bolsheviks were able to keep themselves in power. The Mutiny occurred in the Kronstadt naval base in March 1921. The Red Army dealt with the mutiny in a brutal way. But it made Lenin think about whether he was doing the right thing. So the Kronstadt Mutiny helped keep the Bolsheviks in power by making them realise that that they had to change their plans. The sailors were loyal revolutionaries and their revolt frightened the Bolsheviks</i></p> <p><i>Another reason was the weaknesses of the Whites. The Whites</i></p>

<p>QWC i-ii-iii</p>	<p><i>did not really have a shared aim (except) to get rid of the Bolsheviks) and whilst they found it easy to get officers, they were short of soldiers. Also, they did not treat their troops well. So the Whites were not a strong opposition and were easily defeated. Their poor treatment of the troops meant they did not win peasant support and this reduced their threat to the Bolsheviks.</i></p> <p><i>War Communism was also very important. This policy ended the market for food. Peasants were no longer able to sell spare grain. Instead it went to Red Army and the workers. Industry also came under complete control so that it could focus on what was needed for the war. War Communism meant that the army always came first when it came to resources. This was very important in defeating the Whites and maintaining the Bolsheviks in power.</i></p> <p><i>Of these three, I think the weaknesses of the Whites is more important because if the Whites had been powerful they would have overthrown the Bolsheviks and it would not have mattered what went on in the Kronstadt Mutiny. Nor would it have mattered how much effort was put into diverting resources to 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.</p> <p>e.g....(as above, plus)</p> <p><i>I suppose in choosing the weaknesses of the Whites it is possible to say that it why the Bolsheviks maintained themselves in power. But those weaknesses have to be exploited. That came with lessons learned from the Kronstadt Mutiny and War Communism.</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>Were collectivisation Stalin's most successful policy in modernising the Soviet Union? 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"> • Collectivisation • Industrialisation • Education • Rights for women <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p>QWC Strands i ii iii Assessing QWC:</p> <ul style="list-style-type: none"> • For the highest mark in a level all criteria for the level, including those for QWC must be met.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<p>Simple or generalised statements of effect.</p> <p>The 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 don't think it was collectivisation. That was a disaster.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... Stalin's Five Year Plans set targets for industry. There was a target for the Soviet Union and that was broken down so that each factory and each mine had its own targets.</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>
QWC i-ii-iii		
	5-8	<p>Developed statements of effect.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p>

<p>QWC i-ii-iii</p>		<p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... I think Stalin's industrialisation policies were the most successful. Stalin's Five Year Plans set targets for industry. There was a target for the Soviet Union and that was broken down so that each factory and each mine had its own targets. This meant there was an increase in industrial production.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... I think Stalin's industrialisation policies were the most successful. Stalin's Five Year Plans set targets for industry. There was a target for the Soviet Union and that was broken down so that each factory and each mine had its own targets. This meant there was an increase in industrial production.</i></p> <p><i>Stalin also had plans to join all the farms together into collectives. These were large farms run by a manager and committees of peasants. Everyone had to farm the way that the Commissariat of Agriculture told them. The land belonged to the state which provided seed and equipment, including tractors and combine harvesters. So farming became much more efficient.</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 effect.</p> <p>Developed explanation of more than one reason agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.</p> <p>Low Level 3 (9-10) Considers a variety of reasons but judgement implicit</p> <p><i>e.g... I think Stalin's industrialisation policies were the most successful. Stalin's Five Year Plans set targets for industry. There was a target for the Soviet Union and that was broken down so that each factory and each mine had its own targets. This meant there was an increase in industrial production. Gosplan managed this industrialisation and there were huge rises in the production of iron, steel coal and other commodities. In a short time, Russia became an industrial giant.</i></p> <p><i>Stalin also had plans to join all the farms together into collectives. These were large farms run by a manager and committees of peasants. Everyone had to farm the way that the Commissariat of Agriculture told them. The land belonged to the state which provided seed and equipment, including tractors and combine harvesters. So farming became much more efficient. It</i></p>

<p>QWC i-ii-iii</p>		<p><i>was a success because more and more young people went to agricultural school and learned how to farm well. There was a reduction in production to start with as peasants resisted collectivisation, but from 1935 production rose.</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 ...I think Stalin's industrialisation policies were the most successful. Stalin's Five Year Plans set targets for industry. There was a target for the Soviet Union and that was broken down so that each factory and each mine had its own targets. This meant there was an increase in industrial production. Gosplan managed this industrialisation and there were huge rises in the production of iron, steel coal and other commodities. In a short time, Russia became an industrial giant.</i></p> <p><i>Stalin also had plans to join all the farms together into collectives. These were large farms run by a manager and committees of peasants. Everyone had to farm the way that the Commissariat of Agriculture told them. The land belonged to the state which provided seed and equipment, including tractors and combine harvesters. So farming became much more efficient. It was a success because more and more young people went to agricultural school and learned how to farm well. There was a reduction in production to start with as peasants resisted collectivisation, but from 1935 production rose.</i></p> <p><i>It is difficult to say which of these is the more important, but I think it is probably industrialisation. I suppose Russia could import some food, but it needed to become a major industrial power if it was to survive because the other nations hated communism. That makes industrialisation very important.</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>A sustained argument.</p> <p>This considers the inter-relationship between a range of effects 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 ...I think Stalin's industrialisation policies were the most successful. Stalin's Five Year Plans set targets for industry. There was a target for the Soviet Union and that was broken down so that each factory and each mine had its own targets. This meant there was an increase in industrial production. Gosplan managed this industrialisation and there were huge rises</i></p>

<p>QWC i-ii-iii</p>	<p><i>in the production of iron, steel coal and other commodities. In a short time, Russia became an industrial giant.</i></p> <p><i>Stalin also had plans to join all the farms together into collectives. These were large farms run by a manager and committees of peasants. Everyone had to farm the way that the Commissariat of Agriculture told them. The land belonged to the state which provided seed and equipment, including tractors and combine harvesters. So farming became much more efficient. It was a success because more and more young people went to agricultural school and learned how to farm well. There was a reduction in production to start with as peasants resisted collectivisation, but from 1935 production rose.</i></p> <p><i>Stalin did bring about some improvements in the rights of women. Free childcare was provided until children were old enough to go to school. Free canteens fed the women at work and children in nurseries. There were free laundries to do the washing. Women had equal voting rights to men, equal educational opportunities and equal pay. This sounds like women did well under Stalin and that the Soviet Union had a more modern outlook, but actually, they were just being given equal rights to work hard in factories or farming. Even though it was the men who were managers.</i></p> <p><i>It is difficult to say which of these is the more important, but I think it is probably industrialisation. I suppose Russia could import some food, but it needed to become a major industrial power if it was to survive because the other nations hated communism. That makes industrialisation very important. As for rights for women, really that was a bit of a sham.</i></p> <p>High level 4 (15-16) Illustrates that the most important effect on its own could not provide a satisfactory explanation.</p> <p>e.g...(as above, plus)</p> <p><i>It is difficult to say which of these was the most successful, because really they were all part of the same plan - to make the Soviet Union a major power. Education taught citizens how to be useful, woman were treated as equals to be better workers, collectivisation was to make sure food resources were channelled to the main goal, industrialising Russia and making it strong.</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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