

# Mark Scheme (Results) Summer 2011

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		
<b>1 (a)</b>		What can you learn from Source A about Tsar Nicholas II?  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 the Tsar took command of the army because he thought it was his duty to do so.</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 not directly stated by it.  <i>e.g. ... You can learn that the Tsar was a man who believed that he should rule by example. You can also learn that he did not realise how serious things were in Petrograd.</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 from the source to prove the inference.  <i>e.g... You can learn that the Tsar was a man who believed that he should rule by example. We know this because he was in charge of the army 'even though he had no military experience'.</i>

Question Number		
<b>1 (b)</b>		Describe the key features of the Bolshevik Revolution in October 1917.  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 The Bolsheviks took over Petrograd</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</li> </ul> <p><i>e.g. ... One key feature was the planning that went into the takeover. On 21 October most army units in Petrograd promised to support Trotsky and the Military Revolutionary Committee. Two days later, the soldiers in the main fort of the city agreed to obey the MRC. On 26 October the Bolsheviks took the Winter Palace and arrested members of the Provisional Government.</i></p>

Question Number		
<b>1 (c)</b>		<p>Explain the effects of the Kornilov Revolt on the Provisional Government in September 1917.</p> <p>Target: Consequence/recall of knowledge (A01/AO2)</p>
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></p> <p>The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g ...It made the Soviets more popular</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 consequence(s).</b></p> <p>The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. ... One of the effects of the Kornilov Revolt was that it made Kerensky look indecisive. He couldn't decide whether he wanted the support of Kornilov or the soviets. So he encouraged Kornilov to march on Petrograd. Then he asked the soviets to stop the march. Another was that Bolshevik strength increased as they were armed to stop Kornilov.</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 consequence(s).</b></p> <p>The candidate explains one or more consequence(s) supported by selected knowledge.</p> <p><i>e.g. ...Overall, I think what the Kornilov Revolt did was to ensure that there was going to be a change of government in Russia. Kerensky, as leader of the Provisional Government was discredited and the people who really looked like they were in control were the soviets. This was because the revolt made Kerensky look indecisive. He couldn't decide whether he wanted the support of Kornilov or the soviets. So he encouraged Kornilov to march on</i></p>

	<p><i>Petrograd. Then he asked the soviets to stop the march. As a result, people saw the soviets as the saviours of the revolution. The Bolsheviks gained support; the Provisional Government lost it.</i></p>
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- 6-7 marks for one or more explained statement
- 8 marks for answers which show links between factors.

Question Number		
<b>1 (d)</b>		Explain why Trotsky was exiled from the Soviet Union in 1929.  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. ...Trotsky was exiled from Russia because Stalin was too clever for him</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 ... Trotsky was exiled from Russia because Stalin had him removed from power. In 1926 he had Trotsky removed from the Politburo and by 1929 he was exiled from the Soviet Union. Because Stalin was able to attack Trotsky's supporters, he could not stand up to Stalin.</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.</p> <p><i>e.g ... Basically, Trotsky was exiled from Russia because he was not as good at playing the game of politics as Stalin was. Trotsky was a hero from the civil war and was a member of the Politburo. But when Lenin died it was Stalin who led the funeral march and made the funeral speech. That made Stalin look like the most important member of the Politburo. Stalin also spread rumours that Lenin did not like Trotsky and used his position as General Secretary to gain influence and attack Trotsky's supporters, like Zinoviev and Kamenev. By 1928 Stalin had made himself the leader of the Communist Party and was able to exile Trotsky.</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</li> </ul>

		<p>outcome.</p> <ul style="list-style-type: none"><li>• Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome.</li></ul>
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Question Number		
<b>2(a)</b>		<p>Explain how Stalin brought about changes in agriculture in the Soviet Union in the years 1928–34.</p> <p>Target: change/recall of knowledge (A01/A02)</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... Stalin brought about change in agriculture by introducing collectivisation. All farms were joined together in big collectives.</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 ... Stalin brought about change by introducing collectivisation. He wanted more food produced so that workers had enough to eat and there was spare grain to export. There had been some collectivised farms since 1917 (sovkozy) but continuing food shortages meant that Stalin needed to take stronger measures. From 1928 he enforced collectivisation and tried to get all farms to join large collectives called kolkhozy. In doing this he turned on the kulaks and destroyed them</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.</p> <p><i>e.g ... Stalin brought about change in Russian agriculture by removing any independence the peasants had and forcing them to work the way the state told them. The measures introduced by Lenin to give the peasants more freedom were reversed and strict state control was introduced. Stalin wanted more food produced so that workers had enough to eat and there was spare grain to</i></p>

	<p><i>export. There had been some collectivised farms since 1917 (sovkozy) but continuing food shortages meant that Stalin needed to take stronger measures. From 1928 he enforced collectivisation and tried to get all farms to join large collectives called kolkhozy. Part of this involved destroying the kulaks. Collectivisation could not be effective whilst kulaks still controlled large numbers of farms. Stalin had many of them sent to labour camps. Many of them did not survive the journey</i></p>
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- 6-7 marks for one or more explained statement.
- 8 marks for answers which show links between factors.

Question Number		
<b>2(b)</b>		Explain how Stalin dealt with the ethnic minorities in the Soviet Union in the 1930s.  Target: change/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 statement(s) of ways.</b></p> <p><b>One mark per simple statement made</b></p> <p><i>e.g... Stalin dealt with the ethnic minorities by encouraging them, but later he cracked down on them</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 ways.</b></p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ...From 1932 Stalin introduced a policy of Russification- making people behave like Russians. One of the reasons for this was the fact that the greatest opposition to collectivisation came from the regions. One thing he did was to make Russian a compulsory second language in all schools</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 ways.</b></p> <p>An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g ... Stalin had a policy towards the ethnic minorities which was based upon his political needs. At first he supported the idea of local identity and was happy to have his photograph taken with people in national dress. He stressed the equality of the republics in the Soviet Union and encouraged local languages. But as he became more worried about opposition, his policy changed. He was very concerned about opposition to collectivisation, much of which had come from the regions. So from 1932 Stalin introduced a policy of Russification - making people behave like Russians. One</i></p>

		<p><i>thing he did was make Russian a compulsory second language in all schools</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>
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Question Number		
<b>3(a)</b>		<p>Was opposition from the Whites the most serious problem facing the Bolsheviks in the period from November 1917 to April 1921? 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>• Opposition from the Whites</li> <li>• Opposition to War Communism</li> <li>• The First World War</li> <li>• The Kronstadt Mutiny</li> </ul> <p>Target: Analysis of consequence/recall of knowledge (AO1/A02)</p> <p><b>QWC Strands i ii iii</b></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>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised statements of consequence.</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 little development.</p> <p><i>e.g Opposition from the Whites was a very serious problem. Another was ending the First World War.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... War broke out between the Bolsheviks and the many different groups who wanted to replace them. These groups are usually known as the Whites.</i></p> <p><b>QWC 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</p>

		accuracy.
<b>2</b>	<b>5-8</b>	<p><b>Developed statements of consequence..</b></p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... The Kronstadt Mutiny was a serious problem for the Bolsheviks. The sailors at the naval base in Kronstadt were horrified by the way that the Red Army had crushed a strike in Petrograd. They mutinied calling for a third revolution and demanding an end to the Red Terror.</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 serious problem for the Bolsheviks. The sailors at the naval base in Kronstadt were horrified by the way that the Red Army had crushed a strike in Petrograd. They mutinied calling for a third revolution and demanding an end to the Red Terror.</i></p> <p><i>Opposition from the Whites was also a problem. The Whites was the name given to the many different groups who wanted to overthrow the Bolsheviks. Some supported the Provisional Government; others were Monarchists and people like Kornilov and Denikin wanted the Tsar back.</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>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9-12</b>	<p><b>Developed explanation of consequence.</b></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><b>QWC</b> <b>i-ii-iii</b></p>	<p><i>e.g...The Kronstadt Mutiny was a serious problem for the Bolsheviks. The sailors at the naval base in Kronstadt were horrified by the way that the Red Army had crushed a strike in Petrograd. They mutinied calling for a third revolution and demanding an end to the Red Terror. This was a problem for the Bolsheviks because the Kronstadt sailors were loyal supporters of the revolution. Obviously it was a serious problem if your supporters were turning against you.</i></p> <p><i>Opposition from the Whites was also a problem. The Whites was the name given to the many different groups who wanted to overthrow the Bolsheviks. Some supported the Provisional Government; others were Monarchists and people like Kornilov and Denikin wanted the Tsar back. At first the Whites were better equipped and had more money than the Bolsheviks. They could attack them from all sides.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p><i>eg...The Kronstadt Mutiny was a serious problem for the Bolsheviks. The sailors at the naval base in Kronstadt were horrified by the way that the Red Army had crushed a strike in Petrograd. They mutinied calling for a third revolution and demanding an end to the Red Terror. This was a problem for the Bolsheviks because the Kronstadt sailors were loyal supporters of the revolution. Obviously it was a serious problem if your supporters were turning against you.</i></p> <p><i>Opposition from the Whites was also a problem. The Whites was the name given to the many different groups who wanted to overthrow the Bolsheviks. Some supported the Provisional Government; others were Monarchists and people like Kornilov and Denikin wanted the Tsar back. At first the Whites were better equipped and had more money than the Bolsheviks. They could attack them from all sides.</i></p> <p><i>I think the opposition of the Whites was the more important. The Kronstadt Mutiny was easily put down, but the Whites were much more difficult to cope with.</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</p>
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		with considerable accuracy, although some spelling errors may still be found.
4	13-16	<p><b>A sustained argument.</b></p> <p>This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.</p> <p>Low level 4 (13-14) Makes judgement on relative importance of more than two reasons.</p> <p><i>eg...The Kronstadt Mutiny was a serious problem for the Bolsheviks. The sailors at the naval base in Kronstadt were horrified by the way that the Red Army had crushed a strike in Petrograd. They mutinied calling for a third revolution and demanding an end to the Red Terror. This was a problem for the Bolsheviks because the Kronstadt sailors were loyal supporters of the revolution. Obviously it was a serious problem if your supporters were turning against you.</i></p> <p><i>Opposition from the Whites was also a problem. The Whites was the name given to the many different groups who wanted to overthrow the Bolsheviks. Some supported the Provisional Government; others were Monarchists and people like Kornilov and Denikin wanted the Tsar back. At first the Whites were better equipped and had more money than the Bolsheviks. They could attack them from all sides.</i></p> <p><i>The First World War was a problem to the Bolsheviks because they could not fight a war on two fronts. Trotsky and some of the other Bolshevik leaders argued against the terms the Germans demanded to let Russia leave the war, and so there could have been a split in the party. But in the end the Treaty of Brest-Litovsk was signed.</i></p> <p><i>I think the opposition of the Whites was the more important. The Kronstadt Mutiny was easily put down, but the Whites were much more difficult to cope with. The war was a problem which could have split the party, but it didn't.</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><i>e.g.... (as above)</i></p> <p><i>All of the factors were important and perhaps at any given moment were the major problem. The war was a</i></p>

<b>QWC i-ii-iii</b>	<p><i>problem, but that was solved by leaving. The lack of an army was solved by Trotsky, the Kronstadt Mutiny was put down. So, I suppose the big problem, which took years to solve was the opposition of the Whites.</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		
<b>3(b)</b>		<p>Was the use of the secret police the main reason why people in the Soviet Union supported Stalin's rule in the 1930s? 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 use of the secret police</li> <li>• The purges</li> <li>• The cult of Stalin</li> <li>• Stalin's industrial policies</li> </ul> <p>Target: Analysis of effect/recall of knowledge (AO1/A02)</p> <p><b>QWC Strands i ii iii</b></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>
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 little development.</p> <p><i>e.g The main reason why the people in the Soviet Union supported Stalin was that they were afraid of him.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... Stalin gave the secret police additional powers. They encouraged people to inform on friends and neighbours.</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>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. Mostly relevant and accurate with an implicit focus on the question.</p>

<p><b>QWC i-ii-iii</b></p>		<p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... Stalin gave the secret police additional powers. They encouraged people to inform on friends and neighbours. So OGPU were very powerful under Stalin. OGPU set up labour camps that were so extensive that a special department had to be set up to run them. (the Gulag).</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... Stalin gave the secret police additional powers. They encouraged people to inform on friends and neighbours. So OGPU were very powerful under Stalin. OGPU set up labour camps that were so extensive that a special department had to be set up to run them. (the Gulag).</i></p> <p><i>The purges were set up to 'clean out' enemies of the state. There were purges in the Politburo, the armed forces, the teaching profession and even the secret police itself.</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 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... Stalin gave the secret police additional powers. They encouraged people to inform on friends and neighbours. So OGPU were very powerful under Stalin. OGPU set up labour camps that were so extensive that a special department had to be set up to run them. (the Gulag). This increase in power frightened ordinary people. They were terrified that if they spoke out of turn the secret police would arrest them.</i></p> <p><i>The purges were set up to 'clean out' enemies of the</i></p>

<p><b>QWC i-ii-iii</b></p>		<p><i>state. There were purges in the Politburo, the armed forces, the teaching profession and even the secret police itself. These purges were like an even more intensive form of control by the secret police. When people saw famous politicians being purged, they knew things were serious and obeyed Stalin.</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 ...Stalin gave the secret police additional powers. They encouraged people to inform on friends and neighbours. So OGPU were very powerful under Stalin. OGPU set up labour camps that were so extensive that a special department had to be set up to run them. (the Gulag). This increase in power frightened ordinary people. They were terrified that if they spoke out of turn the secret police would arrest them.</i></p> <p><i>The purges were set up to 'clean out' enemies of the state. There were purges in the Politburo, the armed forces, the teaching profession and even the secret police itself. These purges were like an even more intensive form of control by the secret police. When people saw famous politicians being purged, they knew things were serious and obeyed Stalin.</i></p> <p><i>I'm not sure that either of these reasons is more important than the other. Really, they are the same thing. People do as they are told because they are too frightened not to.</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 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 ...Stalin gave the secret police additional powers. They encouraged people to inform on friends and neighbours. So OGPU were very powerful under Stalin. OGPU set up labour camps that were so extensive that a</i></p>

<p><b>QWC</b> <b>i-ii-iii</b></p>	<p><i>special department had to be set up to run them. (the Gulag). This increase in power frightened ordinary people. They were terrified that if they spoke out of turn the secret police would arrest them.</i></p> <p><i>The purges were set up to 'clean out' enemies of the state. There were purges in the Politburo, the armed forces, the teaching profession and even the secret police itself. These purges were like an even more intensive form of control by the secret police. When people saw famous politicians being purged, they knew things were serious and obeyed Stalin.</i></p> <p><i>The Cult of Stalin was also important because it encouraged people to believe that Stalin was the Father of the Soviet Union and that he could do no wrong. Everywhere you looked in the country you saw Stalin's face. The papers were full of talk about what a great job he was doing and so people believed in everything he did and said. I suppose this is the most important of the reasons because if people believed everything Stalin did, they would accept the tough measures by OGPU.</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><i>e.g.... (as above)</i></p> <p><i>I think you need all four of these factors to explain why Stalin won support. You could say that there was a carrot and stick policy. The Cult of Stalin encouraged a love of Stalin through propaganda. The successful industrial policies reinforced the idea that he was doing good things. But just in case that wasn't enough, the stick came with the secret police and then the purges. If you put them all together you can understand why people supported Stalin's rule.</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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