

Mark Scheme (Results)

Summer 2012

GCSE History A (5HA02/2B)

Unit 2: Modern World Depth Study

Option 2B: Russia, 1917-39

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
 - **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
 - **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
 - **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.
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- 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

Question Number		
1 (a)		What can you learn from Source A about the Soviet Union in the 1930s? Target: Source comprehension, inference and inference support. (A03)
Level	Mark	Descriptor
	0	No rewardable material
1	1	Students do no more than copy/paraphrase the source. <i>e.g. ... I can learn that Higher education was reformed with more focus on technical and scientific learning to meet the needs of the Five Year Plans.</i>
2	2-3	Makes unsupported inference(s). An inference is a judgement that can be made from studying the source, but is not directly stated by it. <i>e.g. ... I can learn that this was a period of strict government control.</i> <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences.
3	4	Makes supported inference(s). A supported inference is one which uses detail from the source to prove the inference. <i>e.g... ... I can learn that this was a period of strict government control. I know this because education was brought under control. Schools were told which textbooks to use and higher education was linked to the government's aim to modernise industry through the Five Year Plans.</i>

Question Number		
1 (b)		Describe the key features of the 1936 Constitution. 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. ... A key feature of the 1936 Constitution was that it kept power in the hands of the Communist party.</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. ... A key feature of the 1936 Constitution was that it kept power in the hands of the Communist party The constitution described the party as leading the 'working people in their struggle to develop a socialist state'. The Constitution also banned all other parties.</i></p>

Question Number		
1 (c)		<p>Explain the effects in 1917 of the Provisional Government's decision to keep Russia in the First World War.</p> <p>Target: Consequence/recall of knowledge (A01/AO2)</p>
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 meant that they were overthrown</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. ... The Provisional Government decided that Russia should continue to fight in the First World War. It thought that it was not right to desert Russia's allies. So it sent more troops to the front and tried to get support from the people for the war. But the problems that had made it difficult to win the war remained and the government lost popularity.</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. ... The Provisional Government decided that Russia should continue to fight in the First World War. It thought that it was not right to desert Russia's allies. So it sent more troops to the front and tried to get support from the people for the war. But the problems that had made it difficult to win the war remained and the government lost popularity. In effect the decision to stay in the war brought down the Provisional Government, because the Bolsheviks were promising 'Peace, Bread and Land'. So the decision to stay in the war meant the Bolsheviks gained more support and found it easier to overthrow the 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 reforms affecting the position of women in Russia were introduced in the years 1928-39.</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. ... Reforms were introduced because women were in a poor position.</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 ... The Communist government introduced a lot of reforms concerned with women. Women were given equal voting rights to men and had equal pay at work. They also had equal educational opportunities.</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 ... There were several reasons why the government introduced reforms for women. First all, Communism was supposed to be about equality. If you had equality between social classes and races, you couldn't have inequality between men and women. So women were given equal voting rights to men and had equal pay at work. They also had equal educational opportunities. At least, that was what it was supposed to be like, but in reality women were given lower status jobs, with few being managers</i></p> <p><i>The real reason for introducing reforms for women was that Stalin needed women to work to help bring about his modernisation of the Soviet Union. If you wanted to make huge increases in productivity, you couldn't have half the population not contributing. So free childcare and factory nurseries were set up. By 1939 nearly 13 million women were working in Soviet industry.</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 the Tsar's own mistakes led to his downfall 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. One mark per simple statement made.</p> <p><i>e.g...The Tsar made a lot of mistakes – like fighting in the 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 ways. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ... When the war was going badly, the Tsar had decided that he ought to take personal control of the army. In 1917 the war was going badly and there were mass desertions. The war also had a bad effect on the Russian economy and cities. People blamed the Tsar.</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. An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g ... When the war was going badly, the Tsar had decided that he ought to take personal control of the army. In 1917 the war was going badly and there were mass desertions. The war also had a bad effect on the Russian economy and cities. People blamed the Tsar. When the generals were fighting the war, it was possible to blame them for what was going on. But with the Tsar actually in charge, it was obvious who to blame. People were really dissatisfied with the war and its effects on Russia. The Tsar had decided Russia should go to war and he was leading an unsuccessful army. This just provided propaganda for his opponents and made many loyal Russians question whether the Tsar should remain in power.</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)		<p>Explain how Stalin established himself as leader of the Soviet Union in the years 1924-29.</p> <p>Target: change/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of ways. One mark per simple statement made.</p> <p><i>e.g...He got to be in power because he killed all his opponents</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. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g ...In 1924 the main contenders for the leadership of the Party were Stalin and Trotsky. Stalin outmanoeuvred Trotsky, by not telling him when Lenin's funeral was and this made Trotsky look disloyal. Stalin also made alliances with Kamenev and Zinoviev, but then later turned on them and had them expelled from the party. He also had Trotsky exiled.</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. An explanation of one or more way supported by selected knowledge.</p> <p><i>e.g Stalin used a number of techniques to establish himself as party leader. Firstly, he portrayed himself as a great supporter of Lenin. He carried his coffin at the funeral and always praised the work of Lenin. He supported Lenin's New Economic Policy and so made it look like anyone who disagreed with Stalin was being disloyal to the great Lenin. That was how he managed to get rid of Kamenev, Zinoviev and Trotsky. He was also extremely cunning. Because he was General Secretary he was in a position where he could appoint people to party jobs (and dismiss them), so this helped him gain loyalty from a lot of party members. He also had access to the personal files of all party members, so was in a position to use 'persuasion' to win support. It was by exploiting his position that he gained support and was able to outvote his opponents and eventually exile or execute them</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 the New Economic Policy the main reason why the Bolsheviks were able to maintain themselves in power in the years 1918-24?</p> <p>You may use the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The New Economic Policy • The work of Trotsky • The early Bolshevik Decrees • War Communism <p>Target: Analysis of causation/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 causation.</p> <p>The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.</p> <p><i>e.g. The early Bolshevik decrees were important. They introduced communist measures.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g... After the Civil War the Bolshevik's took control in Russia. Thanks to a great deal of effort they started a new society.</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> <p>QWC i-ii-iii</p>
	5-8	<p>Developed statements of causation.</p> <p>Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.</p> <p>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... The early Bolshevik decrees were important because they put into practice the policies that Lenin had promised. The decrees included a Peace decree which called on all nations to start negotiation with Russia to end the war. There was also one</i></p>

<p>QWC i-ii-iii</p>		<p><i>which took all the land from the Tsar and the Church.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other relevant information.</p> <p><i>e.g... The early Bolshevik decrees were important because they put in to practice the policies that Lenin had promised. Decrees included a Peace decree which called on all nations to start negotiation with Russia to end the war. There was also one which took all the land from the Tsar and the Church.</i></p> <p><i>War communism was another good way the Bolsheviks stayed in power. Under war communism the state took over total control of the banks and of industry. It also brought to an end the market for food.</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>Answers which explain only one factor should be marked at Level 2 8 marks.</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 effects but no explicit judgement of relative importance</p> <p><i>e.g... The early Bolshevik were important because they put into practice the policies that Lenin had promised. Decrees included a Peace decree which called on all nations to start negotiation with Russia to end the war. There was also one which took all the land from the Tsar and the Church. This was important in maintaining the Bolsheviks in power because they had promised 'Peace, Bread and Land' and if they did not fulfil those promises, they would lose support.</i></p> <p><i>War communism was another good way the Bolsheviks stayed in power. Under war communism the state took over total control of the banks and of industry. It also brought to an end the market for food. War communism was vital to the Bolshevik's staying in power. They were fighting a civil war at the time and the only way they could be certain of winning was by taking total control and channelling resources to the army.</i></p> <p>High Level 3 (11-12) Considers a variety of reasons and explains why one more important than others.</p> <p>e.g ... (as Low Level 3), plus</p> <p><i>...So that means that War communism was more important. The</i></p>

<p>QWC i-ii-iii</p>		<p><i>decrees were about keeping the people happy, but without War communism, the Bolsheviks would have lost the war and been out of power.</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>QWC i-ii-iii</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>e.g...(as High Level Three) plus compares another factor.</p> <p><i>...but neither of these are as important as the work of Trotsky. It was his leadership and organisation of the Red Army which brought victory in the civil war. This is more important than the decrees and war communism because...</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>All of the factors are very important in their own way, but none of them on their own is the most important. Without Trotsky or War communism the Bolsheviks might not have won the civil war. With NEP and the decrees they might not have won the peace because...</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>

Question Number		
3(b)		<p>Did collectivisation have the greatest impact on life in the Soviet Union 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"> • Collectivisation • Industrialisation • The purges • The cult of Stalin <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 think they all had a huge effect. The Soviet Union changed dramatically.</i></p> <p>High level 1 (3-4) For unfocused description</p> <p><i>e.g...Life changed considerably in the Soviet Union under Stalin. There were many different things happening.</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> <p>QWC i-ii-iii</p>
2	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>Low level 2 (5-6). Mainly narrative or focus on one of stimuli only.</p> <p><i>e.g... Collectivisation had a great impact on the Soviet Union. Stalin needed the peasants to grow more food, so he introduced collectivisation. All the small farms were joined together in large ones called collectives.</i></p> <p>High Level 2 (7-8) Develops two or more of stimuli or other</p>

<p>QWC i-ii-iii</p>		<p>relevant information.</p> <p><i>e.g... Collectivisation had a great impact on the Soviet Union. Stalin needed the peasants to grow more food, so he introduced collectivisation. All the small farms were joined together in large ones called collectives.</i></p> <p><i>Industrialisation had a big impact too. Stalin decided that Russia was way behind the other powers, so he introduced a series of Five Year Plans to boost production in the major industries, such as coal, steel and iron. The whole thing was co-ordinated by Gosplan.</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>Answers which explain only one effect should be marked at Level 2 8 marks</p> <p>Developed explanation of more than one effect 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 effects but no explicit judgement of relative importance</p> <p><i>e.g... Collectivisation had a great impact on the Soviet Union. Stalin needed the peasants to grow more food, so he introduced collectivisation. All the small farms were joined together in large ones called collectives. This was an enormous change for the peasants who lost their independence. No longer were they independent farmers, but instead were government workers who produced what the officials told them and handed over their produce to the state.</i></p> <p><i>Industrialisation had a big impact too. Stalin decided that Russia was way behind the other powers, so he introduced a series of Five Year Plans to boost production in the major industries, such as coal, steel and iron. The whole thing was co-ordinated by Gosplan. The industrialisation policy changed Russia completely. It became one of the world's industrial giants, whereas before it had been mostly an agricultural country.</i></p> <p>High Level 3 (11-12) Considers a variety of effects and explains why one more important than others.</p> <p>e.g ... (as Low Level 3) but prioritise</p> <p><i>Of the two, I think industrialisation is the more important . The Soviet Union became an industrial giant and was to dominate the world for most of the 20th century. You don't get that from changes in farming.</i></p>

<p>QWC i-ii-iii</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>QWC i-ii-iii</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 effects.</p> <p>e.g... (as High Level 3) plus prioritising another effect.</p> <p><i>....Although perhaps the Moscow Show Trials had the greatest impact because they brought about a state where people were frightened to criticise Stalin. They....</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, plus) Perhaps each was most important in its own area. Collectivisation had the greatest impact in farming, industrialisation in making the Soviet Union a major industrial power, the Constitution in setting out how the country was to be run – and the SHOW Trials in keeping control. So...</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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