

Mark Scheme (Results)

January 2013

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.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Spelling, Punctuation and Grammar Marking Guidance

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

Unit 2: Modern World Depth Study

Option 2B: Russia, 1917-39

NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.

Question Number		
1 (a)		What can you learn from Source A about people's attitudes in Russia in February 1917? 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. ... You can learn that many peasants were hungry and cold.</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. ... You can learn that people were fed up with the government.</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. ... You can learn that people were fed up with the government. We know this because the source says that there were waves of demonstrations and even the soldiers began to mutiny.</i>

Question Number		
1 (b)		Describe the key features of education under Stalin. 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.Under Stalin education was encouraged, but it was also controlled.</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 according to degree of support. <p><i>e.g... One feature of education under Stalin was that it was encouraged. Education was free because Stalin wanted to wipe out illiteracy in the Soviet Union. This would give Stalin a better work force for his industrial reforms. Equal opportunities were also given to women.</i></p> <p><i>Another feature was that education was controlled. It was part of Stalin's propaganda campaign to win support for his government. Textbooks had to be approved and were full of propaganda. Teachers were purged if they did not teach the party line and education was also part of the process of encouraging the Cult of Stalin to show him as a great leader.</i></p>

Question Number		
1 (c)		<p>Explain the effects of Stalin's industrialisation of the Soviet Union.</p> <p>Target: Consequence/recall of knowledge (A01/A02)</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<p>Simple or generalised statements of consequence(s). The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>e.g.Industrialisation made the Soviet Union a great power.</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 effect(s). The student supports the statement with relevant contextual knowledge, but does not explain effects.</p> <p><i>e.g.Stalin introduced the Five Year Plans to improve Soviet industry. Targets were set for iron, steel, coal, oil and electricity and posters were used to encourage workers. There were three of the plans, though the third one was interrupted by the war. Workers such as Stakhanov were publicised because they were able to hit really high targets. As a result of these plans, production increased enormously, doubling in most areas. Russia had become an industrial giant.</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 effect(s). The candidate explains one or more effect supported by selected knowledge.</p> <p><i>e.g.When Stalin first introduced his industrial plans, he had said that Russia was 50 years behind the other industrial nations and that if it didn't modernise, they would destroy the communist state. What industrialisation did was to make Russia strong and save it from such a fate. Stalin introduced the Five Year Plans to improve Soviet industry. Targets were set for iron, steel, coal, oil and electricity and posters were used to encourage workers. There were three of the plans, though the third one was interrupted by the war. Workers such as Stakhanov were publicised because they were able to hit really high targets. As a result of these plans, production increased enormously, doubling in most areas. Russia had become an industrial giant. You could say that the main effect of this was to save communism.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one or more explained statement. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why Stalin introduced collectivisation. Target: Causation/Recall of knowledge (A01/A02)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statements of causation.</p> <p><i>e.g.Stalin wanted to improve agriculture.</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 but does not link the causes to the outcome.</p> <p><i>e.g ...Stalin introduced two types of collective farms in Russia to make farming more efficient. The sovkozy were large state farms run by a manager and the kolkozy were farms run by committees of peasants. Both types had to farm the way that the government told them to. Land now belonged to state and the farms were given production targets for their crops. In this way, farming would become more efficient and feed the workers.</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. This may involve seeing links or prioritising to produce an 'overview'.</p> <p><i>e.g ...Stalin had a number of reasons for introducing collectivisation. A major reason was that he was carrying out industrial reforms and he wanted farming to become more efficient to produce surplus food to feed the industrial workers in the cities. Stalin introduced two types of collective farms in Russia to make farming more efficient. The sovkozy were large state farms run by a manager and the kolkozy were farms run by committees of peasants. Both types had to farm the way that the government told them to. Land now belonged to state and the farms were given production targets for their crops. By adopting more efficient methods, farms would produce more and this would mean there was enough for the industrial workers. Some of the surplus could also be sold overseas to get machinery etc for the factories.</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)		<p>Explain how the Bolsheviks took steps to gain control of Russia in the months April-October 1917.</p> <p>Target: change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</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... They began to organise to overthrow the Provisional Government</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 ...The Bolsheviks took a lot of steps to gain control of Russia in these months. For example, Lenin issued the April Theses which set out the Bolshevik beliefs. The Bolsheviks also made the most of the difficulties that the Provisional Government was having. When the June 1917 offensive failed Lenin began making speeches calling for 'Peace, Bread and Land'. The Bolsheviks also set up Red Guards of armed workers. By July there were 10,000 in Petrograd.</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 ways supported by selected knowledge. Candidates may be able to see links to establish an overview.</p> <p><i>e.g ... The Bolsheviks took a lot of steps to gain control of Russia in these months. For example, Lenin issued the April Theses which set out the Bolshevik beliefs. The Bolsheviks said that Russia should withdraw from the war, that there should be no co-operation with the Provisional Government and power should be given to the Soviets. This was an important step in taking control because people came to see the Bolsheviks as the party of change and the PG as just 'more of the same'. The Bolsheviks also made the most of the difficulties that the Provisional Government was having. When the June 1917 offensive failed Lenin began making speeches calling for 'Peace, Bread and Land'. The Bolsheviks also set up Red Guards of armed workers. By July there were 10,000 in Petrograd. So the Bolsheviks were not only winning popularity by promising the people what they wanted, they were also getting armed forces together to act against the PG. This is what happened when they helped stop Kornilov's take over.</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.
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Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	3	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
2(b)		<p>Explain how the role of women changed in the Soviet Union in the years 1928-39.</p> <p>Target: change/recall of knowledge (A01/A02)</p> <p>Spelling, punctuation and grammar (SPaG): up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple or generalised statement(s) of development.</p> <p>One mark per simple statement made.</p> <p><i>e.g. ...They had to work much harder.</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 development.</p> <p>The candidate supports the statement with relevant contextual knowledge, but does not focus on change.</p> <p><i>e.g. ...Under Stalin, the reforms which were introduced by the Bolsheviks were not enforced. In 1928 there were just under 3 million women working, mostly in farming as domestic servants. By 1939 there were almost 13 million women working in a wide range of industries, though they were employed in lower level jobs. The state also provided free childcare to help more women work without having to worry about how their children would be looked after.</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 development.</p> <p>An explanation of one or more ways supported by selected knowledge. Candidates will explain how the differences produced a situation different from what went before.</p> <p><i>e.g. ...Things changed quite dramatically for women under Stalin. Before Stalin it was not common for women to be working in the Soviet Union (in 1928 there were just 3 million women working) but Stalin saw women as a vital resource in his plans to modernise Soviet industry. So more women worked as a result of the Five Year Plans. Women worked in a wider variety of jobs, including building, and the numbers of them working increased significantly to over 13 million by 1940. With increased childcare being made available, women became much more part of the recognised workforce than they had been previously.</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.

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

Question Number		
*3(a)		<p>Was the main reason why the Bolsheviks won the civil war because of their use of War Communism? Explain your answer.</p> <p>You may use the following information in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • War Communism • Russia's exit from the First World War • The weaknesses of the Whites • The work of Trotsky <p>Target: Analysis of effect/recall of knowledge (AO1/A02) 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. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
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. There were a lot of reasons why the Bolsheviks won the Civil War. Certainly, War Communism was one of them.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g ... There was a second revolution in October 1917 and the Bolsheviks overthrew the Provisional Government. But they faced many enemies and soon civil war broke out in Russia. The Bolsheviks had powerful enemies, combined together in a grouping called 'the Whites'. It was only after huge effort that the Bolsheviks won the Civil War.</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		
2	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 development of one factor only.</p> <p><i>e.g. ...Yes, Russia's exit from the war was important. Trotsky was given the job of negotiating peace with Germany. The Germans knew that the Russians were desperate to leave the</i></p>

<p>QWC i-ii-iii</p>		<p><i>war, so they made sure that they got good terms from the Russians. Russia lost 80% of its coal mines and 50% of its industry in the treaty. Trotsky didn't want the Bolsheviks to sign it, but Lenin insisted.</i></p> <p>High Level 2 (7-8) Development of two or more factors, but no explanation.</p> <p><i>e.g.... Yes, Russia's exit from the war was important. Trotsky was given the job of negotiating peace with Germany. The Germans knew that the Russians were desperate to leave the war, so they made sure that they got good terms from the Russians. Russia lost 80% of its coal mines and 50% of its industry in the treaty. Trotsky didn't want the Bolsheviks to sign it, but Lenin insisted.</i></p> <p><i>War Communism was also important. It was the policy Lenin used to make sure the Bolsheviks won the war by having complete control of the economy. Under War Communism the state took all surplus food and distributed it as it saw fit. It controlled what factories produced and banned strikes and used the Red Terror to control opposition.</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>Low Level 3 (9-10) Developed explanation of two or more reasons, but with no attempt at prioritisation.</p> <p><i>e.g. ... Trotsky was given the job of negotiating peace with Germany. The Germans knew that the Russians were desperate to leave the war, so they made sure that they got good terms from the Russians. Russia lost 80% of its coal mines and 50% of its industry in the treaty. Trotsky didn't want the Bolsheviks to sign it, but Lenin insisted. Leaving the war was a major step towards winning the Civil War because it meant that the Bolsheviks did not have to fight a war on two fronts – against the Germans and the Whites. Now they could focus on just defeating the Whites</i></p> <p><i>War Communism was also important. It was the policy Lenin used to make sure the Bolsheviks won the war by having complete control of the economy. Under War Communism the state took all surplus food and distributed it as it saw fit. It controlled what factories produced and banned strikes and used the Red Terror to control opposition. This was a major factor in winning the war. Now the Bolsheviks could make sure that the soldiers fighting the war, and industries making key resources were well-fed. The Red Terror also meant that potential opponents were frightened into remaining 'loyal'.</i></p> <p>Answers which explain only one factor should be marked at Level 2 (8).</p>

<p>QWC i-ii-iii</p>		<p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g ... As High L2 plus.</i></p> <p><i>I think that Russia's exit from the First World War was much more important. War Communism was very important in channelling resources to the Red Army and helping defeat the Whites. But the Bolsheviks could never have won the civil war and fought Germany and Austria at the same time – no matter how well they were organised. Look how both the Tsar and the Provisional Government had been overthrown because they continued the war.</i></p> <p>Answers which explain only one stimuli was the most important reason but do not make a direct comparison with another stimuli should be marked at Level 3 (11).</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><i>e.g....as High L3, but explains how a third point contributed to success (eg the weaknesses of the Whites) and considers importance in relation to two factors discussed already.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation – or all reasons are of equal importance.</p> <p><i>e.g....as High L3, but sees how at least 3 factors combine to bring about victory, or explains that without one factor (eg leaving the war), the rest would have been irrelevant.</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
*3(b)		<p>Was the main reason why Stalin gained control in the Soviet Union in the years 1924-28 because of the mistakes of Trotsky? Explain your answer.</p> <p>You may use the following information in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • The mistakes of Trotsky • Stalin's position as General Secretary • Removal of rivals • Stalin's use of propaganda <p>Target: Analysis of effect/recall of knowledge (AO1/A02) 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. <p>Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for spelling, punctuation and grammar.</p>
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 Stalin had complete control of the Soviet Union by 1928 because he was not afraid to take strong measures.</i></p> <p>High level 1 (3-4) For unfocused description.</p> <p><i>e.g ... After the death of Lenin, there was a power struggle in the Soviet Union to see who should be the new leader. The two major contenders were Trotsky and Stalin. After a few years it was Stalin who was to emerge triumphant and Trotsky who was sent into exile.</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		
2	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 development of one factor only.</p> <p><i>e.g. ...Immediately after Lenin's death, Trotsky as a member of the Politburo, seemed very important. But Stalin slowly</i></p>

<p>QWC i-ii-iii</p>		<p><i>manoeuvred him out. In 1926 he was expelled from the Politburo and the following year he was expelled from the party. In 1929 he was exiled from the Soviet Union. Stalin also had Zinoviev and Kamenev expelled from the Party.</i></p> <p>High Level 2 (7-8) Development of two or more factors, but no explanation.</p> <p><i>e.g. ... Immediately after Lenin's death, Trotsky as a member of the Politburo, seemed very important. But Stalin slowly manoeuvred him out. In 1926 he was expelled from the Politburo and the following year he was expelled from the party. In 1929 he was exiled from the Soviet Union. Stalin also had Zinoviev and Kamenev expelled from the Party. So what Stalin had done was to establish himself in control by expelling his main rivals.</i></p> <p><i>Stalin used propaganda techniques to improve his image. People saw Lenin as the great hero of the revolution and Stalin encouraged the idea that he was the great friend of Lenin. So pictures were issued of them side-by-side. Part of this propaganda was suppressing Lenin's Testament which actually said that he was not a suitable person to take over.</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>Low Level 3 (9-10) Developed explanation of two or more reasons, but with no attempt at prioritisation.</p> <p><i>e.g. ...Immediately after Lenin's death, Trotsky as a member of the Politburo, seemed very important. But Stalin slowly manoeuvred him out. In 1926 he was expelled from the Politburo and the following year he was expelled from the party. In 1929 he was exiled from the Soviet Union. Stalin also had Zinoviev and Kamenev expelled from the Party. So what Stalin had done was to establish himself in control by expelling his main rivals. Obviously he found it easier to win control without these people and with other potential opponents being scared they too might be expelled.</i></p> <p><i>Stalin used propaganda techniques to improve his image. People saw Lenin as the great hero of the revolution and Stalin encouraged the idea that he was the great friend of Lenin. So pictures were issued of them side-by-side. Part of this propaganda was suppressing Lenin's Testament which actually said that he was not a suitable person to take over. The use of propaganda was really important in helping Stalin gain control. People saw him as a friend of the great hero, Lenin and so was the natural successor. As he also managed to stop Trotsky attending Lenin's funeral, he was able to portray himself as the man running Russia who was a loyal colleague and supporter of the previous leader.</i></p>

<p>QWC i-ii-iii</p>		<p>Answers which explain only one factor should be marked at L2 (8)</p> <p>High Level 3 (11-12) Prioritises between two reasons.</p> <p><i>e.g ... As Low L3</i></p> <p><i>I think it was much more about expelling his rivals. Propaganda would win support, but if there were serious rivals, that would still make it hard to gain control. If you remove the competition, it's so much easier for propaganda to be effective!</i></p> <p>Answers which explain only one stimuli was the most important reason but do not make a direct comparison with another stimuli should be marked at Level 3 (11).</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><i>e.g....as high L3, but explains how a third point contributed to success (eg the mistakes of Trotsky) and considers importance in relation to two factors discussed already.</i></p> <p>High level 4 (15-16) Illustrates that one 'most important' reason on its own could not provide a satisfactory explanation – or all reasons are of equal importance.</p> <p><i>e.g....as High L3, but sees how at least 3 factors combine to bring about victory, or explains that without one factor (e.g. the removal of opposition) the rest would have been irrelevant.</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>

Marks for SPaG		
Performance	Mark	Descriptor
	0	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	1	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	2-3	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	4	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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