

Mark Scheme (Results)

Summer 2014

Pearson Edexcel 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

| Question No. | | |
|--------------|------------|---|
| 1 (a) | | What can you learn from Source A about Stalin's purges in the Soviet Union? Target: Source comprehension, inference and inference support. (A03a) |
| 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 so many scientists and engineers had been purged that it affected industrial expansion.</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 a wide range of Soviet society was affected by the purges.</i> <ul style="list-style-type: none">• 2 marks for one unsupported inference.• 3 marks for two unsupported inferences. |
| 3 | 4 | Makes supported inferences. A supported inference is one which uses detail from the source to prove the inference. <i>e.g. You can learn that a wide range of Soviet society was affected by the purges .I know this because the source mentions scientists, engineers, administrators, politicians and the army.</i> |

| Question Number | | |
|-----------------|------------|--|
| 1 (b) | | Describe the key features of the Kornilov Revolt (1917). Target: Key features/recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1-3 | <p>Simple statement(s) 1 mark per simple statement made.</p> <p><i>e.g. The Kornilov Revolt was a rebellion against the Provisional Government.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two simple statements. • 3 marks for three or more simple statements. |
| 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 the degree of support • Two or more developed statements = 5-6 marks <p><i>e.g. One feature of the Kornilov Revolt was that it came about because of Kornilov's concerns about the unrest in the country. He wanted the Provisional Government to declare martial law and clamp down on the power of the Soviets.</i></p> <p><i>A second feature was that the Kornilov Revolt had a very important effect on the power of the Bolsheviks. Kerensky wasn't sure how to deal with the uprising, so he armed the Red Guard and sent them to stop Kornilov's advance on Petrograd. They stopped the advance and became more popular as the 'saviours' of the revolution.</i></p> |

| Question Number | | |
|-----------------|------------|---|
| 1 (c) | | <p>Explain the effects on Russia of the Treaty of Brest-Litovsk (1918).</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. It had a major impact. Russia lost a lot of land.</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). The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The Treaty of Brest Litovsk was negotiated with Germany by Trotsky. The Germans knew that Russia was desperate to leave the war and drove a hard bargain. So the treaty weakened Russia considerably. Russia lost 80% of its coalmines, 50% of its industry, 26% of its people and a quarter of its farmlands. Some Bolsheviks didn't want to sign the treaty because it was so harsh.</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). An explanation of one or more consequence, supported by selected knowledge.</p> <p><i>e.g. ... The Treaty of Brest Litovsk was negotiated with Germany by Trotsky. The Germans knew that Russia was desperate to leave the war and drove a hard bargain. So the treaty weakened Russia considerably. Russia lost 80% of its coalmines, 50% of its industry, 26% of its people and a quarter of its farmlands. Some Bolsheviks didn't want to sign the treaty because it was so harsh.</i></p> <p><i>But the major effect was much more than Russia losing land. As Russia no longer had to fight the Germans, the Bolsheviks could concentrate on defeating their opponents. So you could say that the treaty resulting in the Bolshevik revolution being saved and Russia becoming established as a Communist country.</i></p> <ul style="list-style-type: none"> • 6-7 marks for one explained statement. • 7-8 marks for two or more explained statements. • 8 marks for answers which show links between factors. |

| Question Number | | |
|-----------------|------------|---|
| 1 (d) | | Explain why there was a change of government in Russia in October 1917. 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 They was because the Provisional Government was unpopular.</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 student supports statement(s) with relevant contextual knowledge.</p> <p><i>e.g. This was because the Provisional Government was unpopular. Lenin had been planning a revolution all summer and by October he was ready to exploit the unpopularity of the government. Between 24 and 26 October , using a plan worked out by Trotsky, the Bolsheviks seized power. The Winter Palace was taken and the members of the Provisional Government arrested.</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. ... This was because the Provisional Government was unpopular. The people resented the rule of the Tsar because it was autocratic and he did little to improve the terrible conditions in which they lived. He also fought the war against Germany which made him even more unpopular. When the Tsar was overthrown, it was expected that things would be different. But they weren't. The war continued and there was no land distribution or improvement in the lives of the peasants. So when the Bolsheviks rose up against the government there was no real resistance because the government was unpopular.</i></p> <p><i>Another reason was that Bolshevik policies were attractive...</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 produce the outcome. |

| Question Number | | |
|-----------------|------------|--|
| 2(a) | | <p>Explain how the attitude of many Russian people towards the Tsar changed in early 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 change 1 mark per simple statement made.</p> <p><i>e.g. They certainly got fed up with him and overthrew him.</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 change The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. The Tsar became increasingly unpopular during 1917. The Russian people resented the influence of his German wife and the decision to lead the troops in the war was a major disaster. When the military position did not improve, it was no longer possible to just blame it on the officers. Now it was the Tsar's fault. So as the army failed and food shortages grew, the Tsar became increasingly unpopular.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement • 4-5 marks for two or more developed statements. |
| 3 | 6-8 | <p>Developed explanation of change An explanation of one or more change supported by selected knowledge.</p> <p><i>e.g... . The Tsar became increasingly unpopular during 1917. The Russian people resented the influence of his German wife and the decision to lead the troops in the war was a major disaster. When the military position did not improve, it was no longer possible to just blame it on the officers. Now it was the Tsar's fault. So as the army failed and food shortages grew, the Tsar became increasingly unpopular.</i></p> <p><i>But in some ways, the views of the people about the Tsar didn't change that much. There had been resentment of his autocratic rule and corruption at court for many years. Revolutionary groups had campaigned against him before 1917. All that happened in 1917 was that things got worse and attitudes hardened. Those who resented his rule resented it more. Those who supported the Tsar found it a little more difficult to do so.</i></p> |

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| | | <ul style="list-style-type: none"> • 6-7 marks for one explained change • 7-8 marks for two or more explained change. • 8 marks for answers which prioritise changes or show links between them |
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| Marks for SPaG | | |
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| 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 | | |
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| 2(b) | | <p>Explain how the way Russia was controlled changed from the introduction of the Bolshevik decrees (1917) to the end of War Communism (1921).</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 change 1 mark per simple statement made.</p> <p><i>e.g. Russia became a communist country.</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 change The student supports the statement with relevant contextual knowledge.</p> <p><i>e.g. During this period, Russia got a new government and a new society. A new constitution was put in place in July 1918, setting up a Congress of Soviets. It also said all land and all businesses with more than 10 employees belonged to the state. There was to be free education and medical care and free speech.</i></p> <ul style="list-style-type: none"> • 3-4 marks for one developed statement • 4-5 marks for two or more developed statements. |
| 3 | 6-8 | <p>Developed explanation of change An explanation of one or more changes supported by selected knowledge.</p> <p><i>e.g. During this period, Russia got a new government and a new society. A new constitution was put in place in July 1918, setting up a Congress of Soviets. It also said all land and all businesses with more than 10 employees belonged to the state. There was to be free education and medical care and free speech.</i></p> <p><i>This was a major change from the time of the Tsar when his autocratic government had ensured that peasants and workers were kept in their place. The wealthy aristocrats helped the Tsar to rule and there was not state ownership of industry. Of course, the new constitution didn't quite happen as intended, especially as there was a civil war to be fought – but it was a very different set of ideas. .</i></p> <ul style="list-style-type: none"> • 6-7 marks for one explained change. • 7-8 marks for two or more explained change. • 8 marks for answers which prioritise change or show links between them. |

| | | 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 | | |
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| 3(a) | | <p>Were the mistakes of Stalin's rivals the main reason why Stalin took control of the Soviet Union in the years 1924-28? 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"> • The mistakes of Stalin's rivals • Stalin's strengths • Stalin's removal of his opponents • Stalin's use of the cult of Lenin <p>Target: Analysis of causation/recall of knowledge (AO1/AO2)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <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 student 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 Yes it was the main reason. Stalin's opponents made some very serious mistakes.</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. By 1928 Stalin had won that struggle and his opponents had been moved from positions of importance. He was to be the undisputed leader.</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. Trotsky was an opponent and made a lot of mistakes. For example, Trotsky was not in Moscow when Lenin died and it is believed that Stalin gave him false information about</i></p> |

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| <p>QWC i-ii-iii</p> | | <p><i>when the funeral was, so that Trotsky did not attend. Trotsky also made the mistake of criticising Lenin and the NEP in a book in 1924.</i></p> <p>High level 2 (7-8). Develops two or more factors.</p> <p><i>e.g Trotsky was an opponent and made a lot of mistakes. For example, Trotsky was not in Moscow when Lenin died and it is believed that Stalin gave him false information about when the funeral was, so that Trotsky did not attend. Trotsky also made the mistake of criticising Lenin and the NEP in a book in 1924.</i></p> <p><i>Another reason was that Stalin had a different policy. He used Socialism in One Country. Trotsky, like Lenin, believed in world revolution. Stalin believed that the government should concentrate on the revolution at home. The Soviet Union needed to modernise its industry and agriculture to stop it being destroyed by capitalist countries.</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 more than one factor</p> <p>If only one factor explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Explains a variety of factors but no attempt at prioritisation</p> <p><i>e.g Trotsky was an opponent and made a lot of mistakes. For example, Trotsky was not in Moscow when Lenin died and it is believed that Stalin gave him false information about when the funeral was, so that Trotsky did not attend. Trotsky also made the mistake of criticising Lenin and the NEP in a book in 1924. This was very important in Stalin taking control. Trotsky was his main rival, but he was made to look like he didn't respect Lenin by not attending his funeral. As Lenin was seen as being almost 'God-like', it was not wise to criticise him.</i></p> <p><i>Another reason was that Stalin had a different policy. He used Socialism in One Country. Trotsky, like Lenin, believed in world revolution. Stalin believed that the government should concentrate on the revolution at home. The Soviet Union needed to modernise its industry and agriculture to stop it being destroyed by capitalist countries. Stalin's policy played a part in helping him win control because it appeared to be patriotic and put the country first. This was a very popular approach.</i></p> <p>High level 3 (11-12). Explains a variety of factors and explains why one more important than one other.</p> <p>Where there is an attempt at prioritisation, but no</p> |

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| <p>QWC i-ii-iii</p> | | <p>direct comparison between two or more factors Level 3 11 marks should be awarded.</p> <p><i>e.g. ... (as Low level 3 plus)</i></p> <p><i>Of the two I think Trotsky's mistakes were the most important Trotsky was really the favourite to take over. Without these mistakes he would probably have done so. The different theories were important, but they were really disputes over policy, not who should be leader.</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 factors.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two factors.</p> <p><i>e.g. ... (As High Level 3 plus compares a third factor):</i></p> <p><i>Of course neither of these two factors was as important as the use of the Cult of Lenin because....</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>At this level candidates are able to explain how (rather than just assert) the factors are so inter-linked that they feed off each other.</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. |

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| 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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| Question Number | | |
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| 3(b) | | <p>Was collectivisation the most important reason why the Soviet economy developed in the years 1928-39? 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 • Gosplan • The Five-Year Plans • Stakhanovites <p>Target: Analysis of causation/recall of knowledge (A01/A02)</p> <p>QWC Strands i-ii-iii. Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC must be met.</p> <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 student 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. Yes, collectivisation was very important because it provided the food for the country.</i></p> <p>High Level 1 (3-4) For unfocused description.</p> <p><i>e.g. Stalin believed that Russia was 50-100 years behind the industrialised powers and there was a need to catch up quickly. So he put in place a series of reforms to agriculture (called collectivisation) and set up the 5 year plans for industry.</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. The Five Year Plans set targets for industry. Targets were constantly reviewed to keep people working hard. The</i></p> |

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| <p>QWC i-ii-iii</p> | | <p><i>plans started by building factories and industrial towns and concentrating on heavy industry. Targets were set for coal, steel, iron and electricity. Later plans included making tractors and combined harvesters for agriculture and consumer goods to keep the workers happy.</i></p> <p>High level 2 (7-8). Develops two or more factors</p> <p><i>e.g. The Five-Year Plans set targets for industry. Targets were constantly reviewed to keep people working hard. The plans started by building factories and industrial towns and concentrating on heavy industry. Targets were set for coal, steel, iron and electricity. Later plans included making tractors and combined harvesters for agriculture and consumer goods to keep the workers happy.</i></p> <p><i>The Stakhanovites were named after Alexei Stakhanov. He was a coal miner whose target for a 6 hour shift was 7 tons of coal. In one shift he mined 102 tons. So Stakhanovites were people who had very high production targets and got bonuses for hitting them. Stakhanovite groups were sent up all over the country and competition was encouraged between these groups.</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 more than one factor</p> <p>If only one reason explained, mark at level 2, 8 marks.</p> <p>Low level 3 (9-10). Explains a variety of factors but no attempt at prioritisation</p> <p><i>e.g. The Five-Year Plans set targets for industry. Targets were constantly reviewed to keep people working hard. The plans started by building factories and industrial towns and concentrating on heavy industry. Targets were set for coal, steel, iron and electricity. Later plans included making tractors and combined harvesters for agriculture and consumer goods to keep the workers happy. These plans were extremely important in the economy booming in the Soviet Union. Productivity increased dramatically and unemployment dropped sharply. Unlike other countries, which were suffering from the Great Depression, the Soviet Union had economic growth as a result of these plans.</i></p> <p><i>The Stakhanovites were named after Alexei Stakhanov. He was a coal miner whose target for a 6 hour shift was 7 tons of coal. In one shift he mined 102 tons. So Stakhanovites were people who had very high production targets and got bonuses for hitting them. Stakhanovite groups were sent up all over the country and competition was encouraged between these groups. The Stakhanovites were important in boosting the Soviet economy because they encouraged</i></p> |

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| <p>QWC i-ii-iii</p> | | <p><i>increased productivity and they also gave the government a means of using propaganda to show that the whole country was behind what the government was trying to do.</i></p> <p>High level 3 (11-12). Explains a variety of factors and explains why one more important than one other.</p> <p>Where there is an attempt at prioritisation, but no direct comparison between two or more factors Level 3 11 marks should be awarded.</p> <p><i>e.g. ...(as Low level 3 plus)</i></p> <p><i>Of the two I think that the Five Year Plans were the most important because it they were the basis for the whole industrial development. Gosplan ensured the plans were followed and the economy grew. The Stakhanovites were important, but really they were just a sub-set of productivity plans set up in the 5 Year Plans.</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. This considers the inter-relationship between a range of factors.</p> <p>Low level 4 (13-14). Makes judgement on relative importance of more than two factors</p> <p>As High Level 3 plus compares a third factor):</p> <p><i>e.g. ...Of course neither of these two factors was as important as collectivisation because....</i></p> <p>High level 4 (15-16). Illustrates that one 'most important' factor on its own could not provide a satisfactory explanation.</p> <p>At this level candidates are able to explain how (rather than just assert) that the factors are so inter-linked that they feed off each other.</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 |

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| | | 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. |